

Didactic texts shared via the internet

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Abstract: *Sharing of experience acquired by teaching has always belonged to common teachers' activities. Formerly, teachers shared experience mainly by sitting in on colleagues' classes and by sharing experience in professional journals. Thanks to the development of informational technologies in the 21st century, teachers now frequently use the Internet for sharing of experience. Yet there has not been any unified standard in Slovakia for indicating the quality of those published didactic materials.*

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1. Introduction

Thanks to the development of information technology, are experiences shared in the 21st century much more often through internet websites. Teachers can publish not only assignments and activities with worksheets for students, comprehensive examples of good practice, individual digital teaching materials and methodological advice for other teachers, but also video sequences from lessons or explanatory videos.

Many of the teaching materials available on the Internet have been created in Slovakia in recent years as part of the projects co-financed by the European Union. The publication of these materials (methodological procedures, inspirations for teaching and teaching materials intended for teachers and students) is one of the conditions for the implementation of these projects. The aim of this publication is to emphasize the importance of different aspects of the evaluation of teaching materials, which can help the general pedagogical public to navigate through huge range of teaching materials and obtain valuable information on how to proceed in creating their own teaching materials.

In Slovakia, teachers are "self-taught" in creating such shared materials. Therefore, when searching for available teaching resources or creating their own teaching materials, teachers often learn from their own mistakes. Therefore, the proposal to assess the quality of the teaching material is only a logical outcome. We performed an analysis of the internet websites using the established criteria.

2. Prerequisites and means for solving the problem

There is a wide and diverse range of teaching materials associated with technical development, which presents teachers with a new challenge: to select from this offer materials that would effectively contribute to the achievement of teaching objectives and not just be a flashy enrichment. At the same time, the teacher is given the opportunity to choose suitable teaching materials, e.g., from the commercial offer of several companies or from internet sources, as well as in accordance with their own creative approach in the implementation of "tailored" teaching materials, i.e., adapted to the own didactic elaboration of the curriculum and the used methodical teaching procedure [1]. Analyzing various aspects of the quality of teaching is the domain of mathematics, science and language in particular [2], which means the quality, that in a favorable circumstance leads to a high level of education for students. The approach for processing and memorizing didactic information transmitted by the teaching material is explained in current concepts of cognitive psychology and psycholinguistics as the interaction between the properties of the text (knowledge structure, stimulating characteristics) and the subject (cognitive and language competence) [3]. The information transmission has three phases: information selection, sorting and linking. The teaching material, including the digital, should be designed in such a way that all three phases are interconnected. A solid structure that is

chosen for content processing can help better process information and store it in long-term memory. The probability that information will reach knowledge increases. Brain research shows that, structure must be consistent with content, relationships must be explicit and clear, and students must have support in deriving concepts or facts [4].

An experienced teacher often draws from several resources, and in this respect, quality online materials can contribute to understanding and mastering the curriculum. What should quality online learning material look like? The basic condition is its factual correctness and quality didactic processing, as is the case with printed textbooks [5]. The most important requirements for quality text include:

- expertise (conformity between the curriculum with knowledge in the given scientific discipline),
- didactics (approval of the curriculum, correct choice of knowledge),
- methodological (choice of adequate resource),
- logic (comprehensive knowledge structure),
- linguistics (language accuracy).

3. Solution of the examined problem

The possibilities of teaching while using the Internet are extensive. The user can find websites with different topics and in various situations - whether in interpreting and practicing a new subject, as well as consolidating the curriculum, testing students or preparing teachers and students for class.

As part of the questionnaire survey, the author investigated how high school teachers see the issue. The aim of the survey was to verify whether teachers search the Internet for presentations, texts or worksheets for a given lesson. Teachers do not look for didactic manuals and advice. The sample consisted of 325 teachers of which 49% were looking for presentations and worksheets, 25% searched for bases and procedures for their own material and the remaining 26% searched for collections of tasks, textbooks, logic tasks and animations.

The target of the second set of questions was critical points (weak spots?) of teaching materials on the Internet. A total of 85 teachers responded and the most recurring are expressions, terms, word puzzles, meaning of words and equations.

The intent of the last part of the survey was the criteria for teaching text and materials on the Internet.

4. Results and discussion

It can be stated that teachers use internet browsing mostly to search for scribed teaching materials, pictures and animations, which they use directly in teaching, in their presentations or worksheets for students.

As criteria for the quality of selected teaching materials, teachers chose didactics, professional accuracy, reliability of resources, creativity support and independence of students, individuality of teaching, application to life, etc. Among the basic shortcomings of materials written by authors teachers enclosed the formulation clumsiness, the use of incorrect words or characters, a general description of the theory without incorporation of application and activating methods, test creation without knowledge of didactic test conditions, absence of creative work of students, factual errors and unsubstantiated claims as well as failure to mention the authors of the works.

5. Conclusion

The findings show that teachers are not looking for teaching materials but simple texts, presentations or pictures. They are aware of the need for validity and reliability of texts as well as the basic requirements that their preparation for the lesson includes. However due to lack of time, poor professional didactic training during their studies or insufficient evaluation of their work, they do not produce quality texts, only repeat the mistakes of others.

The COVID19 pandemic forced teachers to develop online materials to replace traditional teaching, but as the after covid period shows, the school materials used by teachers were poor quality and consequently they need to catch up on the curriculum or explain it to the students again.

6. References

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