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Digitised pupils' reading and writing

Digital textbooks, learning and testing only on computers – the general tendency in our educational reality is leading to questions about the 'traditional' ways of learning to read and write. What do the pupils do when answering the tests on screen and how do they learn to compose a sentence, if the tests need only the ticking of boxes?

The presentation discusses the results of the questionnaire carried out in grades 4-6, to clarify pupils' ideas about their reading and writing activities using digital tools. The results are important in developing the curricula in language and computer skills and in organising the lessons to support balanced development of different aspects of literacy.

The results of the study will be compared with the research carried out in 2006 to analyse pupils' experiences in a changing world. As this study was carried out more than 10 years ago, the answers demonstrate how important playing and communication are for the pupils at this age, and that the abilities expected by the teachers are not very well integrated in pupils' natural everyday experience. There is the need to teach by consciously using methods of data search and of source evaluation, to help the children to grow as informed users of digital tools.