Didactic and Educational Implications of Applying ICT in Homework Completion

Abstract

The article reveals diagnostic research findings which concerned the use of ICT in homework. The formulated conclusions involve capability of homework check if and to what degree it is copied from websites. Thus also becoming a reference point in future activities aimed at increasing homework.

Keywords: homework, ICT, education, teacher

Introduction

In the education systems of various countries, the assignment of homework has its own history and traditions. Homework itself varies in its function, the manner in which it is given, the evaluation criteria, and the consequences of students’ failure to complete it. In addition to the countries where work is traditionally assigned to be completed at home, in some countries no homework is assigned, while in others homework is replaced by extra work conducted on school grounds outside of classes.

In the Polish education system, homework is perceived as an integral part of the didactic process and its completion is one of the basic duties of students.

The universality of possessing and using ICT, and especially access to the Internet, has resulted in this medium –relatively cheap, easy to use, within reach, containing vast amounts of information and being a wide-ranging tool of indirect, interpersonal communication – being used by students for completing different educational activities, homework being one of them.