

Summary

In its document *Learning to Change: ICT in Schools* published in 2001, the OECD considered information and communication technologies (hereinafter referred to as ICT) as one of the means to improve the quality and effectiveness of the education process.

ICT could truly be one of the means to improve the quality and effectiveness of the education process, but only provided that we manage to define and use all positive aspects which they offer and eliminate, to the largest degree possible, all negative aspects which may occur when using them. The aim of the dissertation thesis is to contribute to the solution of this complicated task.

The theoretical part of the thesis deals with the determinants influencing the implementation of ICT into education in the second stage of basic schools (lower secondary, attended by children aged 11–15 years), particularly the state information policy in education, implementation of ICT into curriculum documents, approach of schools to computer technologies, equipment of schools with computer technologies (including Internet connection), teachers' digital literacy, availability of quality teaching software and other supporting materials. The aim of the research was both the historical development and the current situation.

The theoretical part is supplemented with the empirical research which was conducted in four basic schools forming a micro-region within the Kutná Hora district, the Central Bohemian region. The questionnaire research focused on the opinion of basic school participants (principals, eighth-grade pupils and some of their teachers) concerning both negative and positive aspects of using ICT in teaching, with the aim of finding, using their responses, a model way to use ICT within the school reality.

The research also reflected one of the most significant present phenomena – a boom of social networks such as Facebook, LinkedIn etc. Pupils' use of social networks and the providing of their personal data within their accounts leads to a direct threat to children and young people. The research shows that 87% of the examined set of 149 pupils opened a profile on a social network and 20% spend more than 5 hours a week on social networks. Pupils provide large amounts of personal data within their profiles, such as photos, ages, addresses, emails, and phone numbers. Even though teachers discuss some problems and dangers connected with the Internet with their pupils within their classes, this education is insufficient.

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Providing personal data on the Internet increases the probability of being contacted and harassed by an unknown person.

At present, there are no policies in the Czech Republic that would protect children and young people from dangers connected with the Internet. Arising private