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FAKULTET TEHNIČKIH NAUKA, NOVI SAD
CENTAR ZA RAZVOJ I PRIMENU NAUKE, TEHNOLOGIJE I INFORMATIKE, NOVI SAD
INSTITUT ZA PEDAGOŠKA ISTRAŽIVANJA, BEOGRAD
PRIRODNO MATEMATIČKI FAKULTET, NOVI SAD

TEHNOLOGIJA INFORMATIKA OBRAZOVANJE ZA DRUŠTVO UČENJA I ZNANJA

5 (II deo)

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Novi Sad – Beograd 2009

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ПРЕДГОВОР

Живимо у „веку знања“, „образованом друштву“, „друштву учења и знања“, „новој информационој цивилизацији“, „учећем друштву“, „аудиовизуелној електронској цивилизацији“, „умреженом друштву“, „дигиталној ренесанси“, са применом „интелигентних“ технологија образовања и „интелигентних“ средина за учење, мултимедијалних технологија, информационо-комуникационих технологија, нових ТВ и видео технологија, дигиталних технологија, технологија интерактивног учења, итд. У свим тим технолошким иновацијама морамо се снаћи тј. умети их користити, применити и даље усавршавати, што управо покушавамо одржавајући наш симпозијум већ скоро 10 година, покушавајући да иницирамо и подстакнемо наше педагошке раднике да нађу своје место у наведеним технологијама и да својим знањем олакшају улазак у **информатичко друштво тј. друштво знања и учења**.

Развој, стварање, ширење и коришћење **знања** представља централни проблем разматрања нашег симпозијума јер је знање препознато као објекат велике економске, политичке и културне вредности који потврђује квалификованост друштва које га ствара, има и користи.

Разматрајући проблеме знања и учења отварамо панораму будућности и сагледавамо шта нас чека, куда се образовни систем креће и чему стреми. На нашем Симпозијуму смо разматрали, анализирали и конципирали начине, облике и методе коришћења информација тј. стварања и примене знања које се већ сада неслућеном брзином у времену и простору, преноси и шири међу друштвима, културама и генерацијама.

Стварање **образовних друштава тј. друштава знања и учења** је примарни задатак сваког друштва па и нашег. Сва друштва су била, свако на свој начин, друштва учења и знања, али је знање било **повластица појединца** и њему није могао приступити и користити га свако. **Тајност** је била основна метода у његовом начину сазнавања и коришћења. Епоха **просветитељства** је формулисала и истакла основне идеје напретка, а то су идеје универзалних могућности приступа знању, слободе у његовом коришћењу и свом постајању и живљењу, једнакости имања, коришћења и јавности знања, на којима данас и почива **идеја стварања учећег друштва тј. друштва знања**. Садашње постојеће технологије то и омогућавају и дају основу постојања таквог универзалног друштва тј. **информатичког друштва**.

Сматра се да нико не сме да буде искључен из образованог друштва где је **знање опште добро** које је доступно свима, што је и законски обезбеђено. „Универзалном декларацијом о људским правима“ (чланови 13,19,27) као и симултаним растом светске Интернет мреже, мобилне телефоније, дигиталних технологија, телекомуникација и компјутерске науке и информатике. У сваком случају можемо закључити да технолошки напредак тј. настанак и развој технолошких иновација омогућава стварање тј. убрзану производњу нових знања, а оно омогућава развој креативности и даљих иновација на добробити постојећег и будућег умреженог и глобалног информатичког друштва.

Из ових разлога, а и из потребе побољшања квалитета васпитно-образовног процеса, сматрамо да је потребно:

1. Проучавати, анализирати и експериментисати са новом информационо-комуникационом технологијом
2. Указивати, истичати, иницирати и објашњавати просветним радницима могућности и нужност примене и коришћења савремене образовне

технологије у нашем образовном процесу и процесу учења како би могли припремити своје ученике за живот и рад у двадесет првом веку.

Пошто се очекује да ће развој информационо-комуникационих технологија бити трајан процес и са све већим могућностима примене и коришћења у целокупном животу и раду људи па и у васпитно-образовном процесу, овај Симпозијум, као завршни облик многобројних истраживања из различитих области људских делатности, тј. научних области, наставне праксе, педагошко-психолошких дисциплина, пружио је и пружа могућност нашим стручњацима да на њему изнесу резултате својих истраживања, да упознају јавност са њима и да укажу на њене могућности у васпитно-образовном процесу у односу на начине примене и коришћење. Ова књига је управо резултат њихових истраживања.

Садржај књиге чине истраживања наших и страних аутора на пољу стручног усавршавања, коришћења и примене информационо комуникационе технологије у савременом информационо технолошком образовању, која су већином изложена на Петом међународном симпозијуму под називом „**Технологија, информатика и образовање – за друштво учења и знања**” који је одржан 19. и 20. јуна 2009. године на Факултету техничких наука у Новом Саду.

У њој су обрађене следеће тематске области:

- Програми и начини школовања, припрема и усавршавања наставника из области техничког и информатичко-технолошког образовања;
- Иновирања, прилагођавање, концепција и начини реализације наставних планова и програма информатичко-технолошког образовања на свим нивоима школовања;
- Материјални услови и могућности реализације циљева и задатака информатичко-технолошког образовања;
- Могућности научно-истраживачког рада из области примене и коришћења информационих технологија;
- Инострана искуства на овом пољу у односу на начин примене и коришћења нове технологије у образовном процесу;
- Могућности повезивања садржаја из области информатичко-технолошког образовања са садржајима других предмета и научних области;
- Настанак, циљеви и садржаји „Европске димензије образовања“ и наше могућности уклапања у њу, итд.

Циљ књиге је да изазове интерес за могућности, значај и улогу савремене информационо комуникационе технологије у свакодневном животу и раду људи новог миленијума. Радови у књизи представљају **аутентичне** и оригиналне ставове и тврдње њихових аутора, у чији квалитет и начин излагања приређивачи нису могли да интервенишу сматрајући да су их њихови аутори изнели према својој стручности и компетенцијама.

Захваљујемо се свим научним и стручним институцијама и њиховим сарадницима који су подржали, учествовали и омогућили реализацију симпозијума и ове књиге, као што су:

1. СУОРГАНИЗАТОРИ:

Технички факултет – Чачак
Учитељски факултет – Београд
Филозофски факултет – Бања Лука, Реп. Српска, БиХ
Филозофски факултет – Ист. Сарајево, Реп. Српска, БиХ
Педагошки факултет – Сомбор
Филозофски факултет – Никшић, Црна Гора
Филозофски факултет – Скопље, Македонија
Филозофски факултет – Нови Сад

2. ИНСТИТУЦИЈЕ КОЈЕ СУ ДАЛЕ ПОДРШКУ ОРГАНИЗАЦИЈИ И РЕАЛИЗАЦИЈИ СИМПОЗИЈУМА:

Српска Академија наука и уметности – САНУ
Академија наука и умјетности Републике Српске – АНУРС
Српска Академија Образовања – САО
Црногорска Академија наука и умјетности - ЦАНУ
Министарство за науку и технолошки развој Републике Србије
Министарство просвете Републике Србије
Покрајински секретаријат за образовање и културу, Нови Сад
Градски секретаријат за образовање и културу, Нови Сад
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**PREDNOST POZNAVANJA ENGLESKOG JEZIKA U PROCESU KORIŠĆENJA
INTERNETA ŠTO KASNIJE VODI INTERNET PLAGIJATORSTVO
THE ADVANTAGE OF THE ENGLISH LANGUAGE KNOWLEDGE WITHIN
THE PROCESS OF INTERNET USAGE AND LATER ON LEADING TOWARDS
PERFORMING INTERNET PLAGIARISM**

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***Rezime:** Cilj ovog rada je da predstavi nivo vladanja engleskim jezikom, korišćenje engleskog jezika u pretrazi interneta i implementacija znanja engleskog jezika u pripremi istraživačkog rada za grupu studenata različitih zvanja. Sprovedeno je testiranje 90 studenata sa univerziteta Goce Delcev u Štipu, Republika Makedonija. Korišćen je uporedni metod za tri odvojene grupe, a svaka grupa se sastojala od 30 studenata sa pedagoškog fakulteta, fakulteta informatike i filološkog fakulteta - smer engleski jezik i literatura. Dat im je zadatak da napišu esej na temu "efekat staklene baste". Sudeći po pokazanim rezultatima najbolje poznavanje zadate teme prikazali su studenti pedagoškog fakulteta, najuspesniji i najbrzi u korišćenju interneta i radu na kompjuterima su bili studenti informatike, a najbolji u znanju engleskog i pretrazi interneta bili su studenti filološkog fakulteta - engleskog jezika i knjizevnosti. Prema prikazanim rezultatima najkritičnija grupa koja je u stanju da primeni internet plagijatorstvo je treća grupa, filološki fakultet, smer engleskog jezika. Ovaj fenomen ukazuje na sledeće: predavanje studentima o plagijatorstvu postaje odgovornost odeljka koji radi na pomoći u pisanju za studente kao sto je Centar za akademsko pisanje ili slicno, ali ne isključivo - prvenstveno je svaki profesor dužan da reaguje.*

KLJUČNE REĆI: ENGLESKI JEZIK/ INTERNET PLAGIJATORSTVO

Summary: The purpose of this paper is to present the level of English language proficiency, usage of the English knowledge in researching through internet and the implementation of the English language knowledge in preparation of research paper to a group of students of three different majors. The testing of 90 students from the Goce Delcev University –Stip in Republic of Macedonia was conducted. The comparative method was used for three separate groups, each consisted of 30 students, such as from the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology/English Language and Literature. They were given a task to write an essay on the topic "The green house effect". According the results it is shown that the best common knowledge of the subject given got the students of the Faculty of Pedagogy, the most successful and on time dealing with the internet and computers were the students from the Faculty of Informatics and the best in the English Language proficiency and best in researching through internet were the students from the Faculty of Philology/English language and literature. As from the results it is indicated that the most critical group that is able to perform internet plagiarism is the third group- the Faculty of Philology majoring in English. This phenomenon refers to the following: that teaching students about plagiarism becomes a responsibility to the department that deals with written assistance for students such as Center for academic writings/purposes or else but then again, not solely. Each professor needs to take an action on the first place.

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1. INTRODUCTION

To live and work nowadays at any corner of the world and especially in a non-English speaking country seeks the necessity not just to be fluent in English but to be computer literate. Here comes the collision of the good old teaching manners with the usage of the new technologies i. e. the computers that are being requested to be known and implemented. As to the fact that the computers and internet are being inevitable part of the educators' and scholars' everyday life (speaking professionally-wise) the phenomenon of the internet plagiarism in general and particularly the internet plagiarism as one of the most common occurrences among the scholar population imposes itself unintentionally.

1.1. Knowledge of English language

It is well know that the knowledge of English language is a benefit for all worldwide. But since this is era of the computers and since we all know that most of the accurate information can be found on internet somewhat strictly in English it is to be aware that not only in the third world countries, but in those just a bit less developed ones it is difficult to deal with out a knowledge of English, and as it is nowadays, a sufficient and proper one will be needed to do you any good. Nevertheless, plagiarism in general and internet plagiarism exist among all nations.

1.2. Computer and internet literacy

Let' start with the computer literacy first. What is computer literacy and why do people need it so badly? According to what is said from the common knowledge of each society, even in the third world countries we all are aware that almost everywhere businesswise, profession-wise and etc, a computer is a standard appliance for daily use. There are number of situations and occasions where computers are present every day, such as for instance, in the bank they use computers to check up and control your account information; they also use computers in the auto repair shop to assess your car. Doctors' offices do the same thing, using computers to store patient information. And finally as the most essential to this paper: there is no way that you can find books in the library by looking in a card catalog — you must use a computerized database. The fact is that no matter what you are trying to work or do or even to accomplish, there is a good chance a computer will be a basic tool you will have to use. It is in your best interests to start off being computer literate. On the other hand, being literate in computers often refers not only to be well-skilled in some computer applications but to deal with it in a very sufficient way. Then again, we come to the point that sometimes, generally speaking, you could easily “get away” with tasks even if you are “internet literate” good enough and if you could successfully manage yourself to spare time in reading, getting informed, in questioning, informing, and all basic time management things that you generally do while preparing an assignments. As to this, for the beginning it's the best to be familiar with the search engines such as Wikipedia, Google, www.answers.com and so on. Thus you can consider yourself as a moderately “internet literate” individual, i. e. it might be good enough to deal well with your assignment. Besides that, if a person is smart enough and a well-managing themselves could be very successful and timely fulfilling the given tasks. But then again, not all “tasks doers” are always honest, straightforward and fair player as

to this matter. Young population the most, but nevertheless older generations are not being exception, are most of the times literally getting away with copying and pasting stuff. Not all the time this is being done in purpose, sometimes they hide or do not acknowledge sources they use for research because they just simply don't want to bother or even the worse, they do not know how to do it and are afraid to ask. Here we come to the phenomenon called plagiarism

1.3. What is Plagiarism?

According to Merriam-Webster's online dictionary to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward (1).

Plagiarism unfortunately is the phenomenon that is quite well spread among all generation of students, pupils, scholars and educators as well. It is a result of the new age which is today generally done by the help of the computer and all other appliances used for the purpose of a faster done paper work or assignment.

In the ages when computer were not being part of our lives i. e. when teachers and students used to communicate, teach and study only through the well known appliance of the "old times"- the black (or more commonly used one in the Balkan areas green) board and a white chalk everything seemed quite more simple, but nevertheless that much different than today. Frankly, we all know and are aware that the "copying" that is actually a literally stealing also was present even in the early ages. Due to the fact that in the early times such as back in the 13th century, there was a special school called "Resavska Skola" which was established at the Monastery Manasij, near Belgrade area, the capital of R. Serbia, which at that period was dealing with the literary copying of books and written work as the authors did not have any other devices to duplicate their own written work in other manner therefore they needed to hire or activate pupils to do the job. But nowadays this term has a little bit of an associated meaning; as it is known is that the followers of "Resavska Skola" refers to the bad students, i. e. students that are actually copying whatever they can get, homework, assignments, tests etc or as recently called "copy-paste" students. This term is especially familiar to be used in the Balkan area or the former Yugoslavian territory.

1.3.1. Types of plagiarism

Even though that plagiarism is well-known and common to the public of any kind, still the most common types of plagiarism that appears amongst the academics, as it is presented as part of Olivia Environment Student project at The Imperial College of London published on the University of Sussex official website, Academic Office (2).

Therefore it can be set in the 9 categories such as:

1. **Collusion** is an agreement, usually secretive, which occurs between two or more

persons to deceive, mislead, or defraud others of their legal rights, or to obtain an objective forbidden by law typically involving fraud or gaining an unfair advantage. It is an agreement among firms to divide the market, set prices, or limit production (3). It can involve "wage fixing, kickbacks, or misrepresenting the independence of the relationship between the colluding parties" (4). All acts effected by collusion are considered [void](#) (5).

This is when one student produces work and allows another student to copy it. If both students submit the work, *both* students will be deemed to have colluded. Collusion falls under [Academic Misconduct](#) and can result in the piece of work being failed, a percentage reduction in the overall course mark OR an overall failure of the course (3).

Collusion differs to *group work* - some coursework assessments will involve students working together on a particular project. Such assessments may require students sharing ideas, research and having a joint responsibility for the development of a project. Assignments for group work, however, should be written independently - identical assessments will be considered to be *collusion* (2).

2. **Complete plagiarism** This is when a piece of work is copied entirely from one or more sources. Even if the source (s) is acknowledged, and even properly [referenced](#), it is still considered to be plagiarism as it contains no original work, or interpretation of the information, from the student (2).
3. **Partial plagiarism** This involves inserting sections of directly copied and unacknowledged source (s) within an assignment (2).
4. **Copy and paste** The availability of information on the internet & electronic journals means that it is now easy to 'copy and paste' information into assignments. It is important that if such information is included in assignments that it is included in quotation marks ("... . ") and that it is properly referenced (2).
5. **Word switch** If you copy a sentence or paragraph into your assignment and change a few words it will still be considered to be plagiarism. It is better to paraphrase than to quote, and if you copy a phrase you should copy it word for word and use quotation marks (2).
6. **Misinterpreting common knowledge** Common knowledge is information which is (a) well known to all in a particular field, (b) easily verified by consulting standard textbooks or encyclopedias, and not disputed, (c) undisputed historical facts, and (d) known formulas or equations (2).
7. **Concealing sources** If you have cited a piece of work from a text this does not mean you do not have to [reference](#) any other text you refer to from that work. No matter how many times you refer back to the text you must acknowledge the source, even if it is in the very next paragraph (2).
8. **Self-plagiarism** Self-plagiarism is when you re-use your own previously written work or data in a new assignment and do not reference it appropriately. If you use material from a previous assignment you must reference it appropriately. Never use the same essay for different lecturers. If re-sitting a course, do not submit the same essay (2).
9. **Inadvertent plagiarism** Plagiarism can occur as a result of poor study skills, but it is still considered to be [academic misconduct](#) (2).

1.3.2. Internet plagiarism

As of the practical aspect, Internet is mostly used for research; therefore the temptation to plagiarize has greatly increased inevitably. Students can refer to any search engine, besides the already known ones, then type in the keywords given for a topic to write for, and in a matter of seconds they retrieve a number of web sites that offer full text information ready to be copied and pasted later. One of the best sites for this is *Researchpaper.com* and *Term papers-on-file* and many others that maybe we don't even know about. Unfortunately, instructors, teachers and professors who are confronted with Internet plagiarism often burden and suffer trying to locate the evidence as proof with the cheating that occurs. Unlike most traditional information resources, the Internet as a matter of fact is generally difficult to search. URLs change daily, information is updated and revised, and some sites disappear altogether. Before teaching students about plagiarism, it is important for them to know that this is seriously considered as academic misconduct, that there are certain procedures that are being followed for such type of conduct such as expelling and that there are policies as well. And finally, in most cases, teaching students about plagiarism becomes a responsibility of the department that deals with written assistance for students such as Center for academic writings/purposes or else but then again, not solely. Each teacher needs to be aware that students do it, and they do it more often that it seems like.

2. PURPOSE

The purpose of this paper is to present the level of English language proficiency, usage of the English knowledge in researching through internet and the implementation of the English language knowledge in preparation of research paper to a group of students of three different majors.

3. MATERIALS AND METHODS

The comparative method which appears as the most efficient is used in the students' testing, because with it's implementation it should be presented the English language proficiency, common knowledge of a subject which is out of their major and the skills in using internet for researching. The task given was to write an essay on the topic "The green house effect" in English for a period of 30 minutes. The three groups from the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology/ English Language and Literature were categorized as: Faculty of Pedagogy- moderate in English and moderate in computer/internet literacy; Faculty of Informatics-moderate in English but quite sound in computer/ internet literacy and Faculty of Philology/ English Language and Literature – sound in both computer/internet literacy and sound in English Language.

- Organization of the research
- Selection of the participants was anonymous and by the following criteria:
- Number of classes attended in computers per week
- Number of classes attended in English language per week

Based on these criteria the first group of students from the Faculty of Pedagogy are scheduled to attend 2+2 classes in computers and 2+2 in English Language. The second group of students from the Faculty of Informatics are scheduled to attend classes 2+4 in computers and 2+2 in English language. The third group of students from the Faculty of

Philology/ English Language and Literature are scheduled to attend classes summing as 2+2 in computers and 4+4 in English language. As for a assistance material to perform the research were given the usage of internet and the hard copy materials from the premise where the research took place. Three factors were examined:

- Common knowledge over a subject which is out of their study area- major
- Usage of internet as a tool/ usage of the hard copy materials available at the premise
- English language proficiency that corresponds to their education level.

The research was conducted at the library of the Faculty of Pedagogy at the Goce Delcev University- Stip, Republic of Macedonia, which is equipped with personal computers connected online and in network and printed/ hard copy materials in order to assist them while preparation of the essay.

The results are being presented in tables and charts.

4. RESULTS

According the testing that was done over 90 students from the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology the results are:

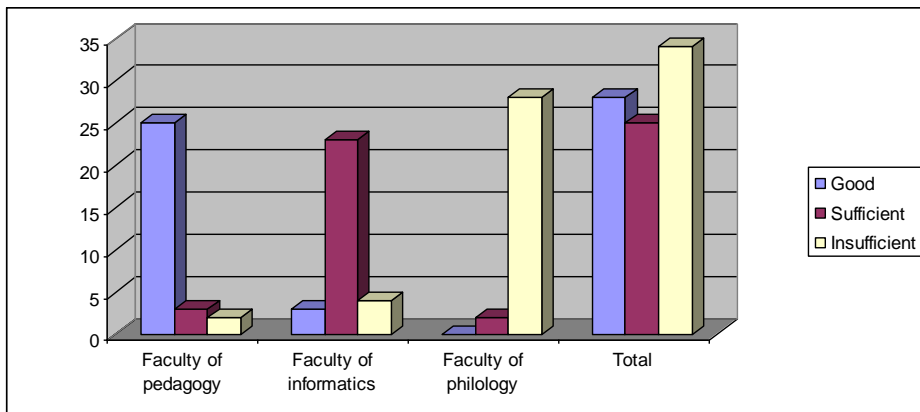


Chart 1. Graphical presentation of the examination on common knowledge of the subjects among the students of the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology

According Chart 1 it is presented that the students from the Faculty of Pedagogy have got the highest points in the common knowledge over a subject and the lowest points appear with the students of the Faculty of Philology/ English Language and Literature

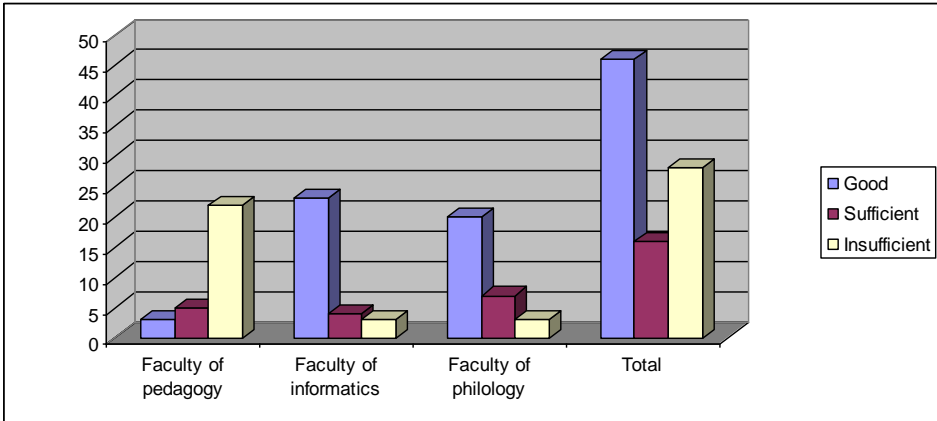


Chart 2. Graphical presentation of the examination on Computer literacy and Internet knowledge among the students of the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology

According to Chart 2 it is presented that the students from the Faculty of Informatics have got the highest points in Computer literacy and Internet knowledge and the lowest points appear with the students of the Faculty of Pedagogy.

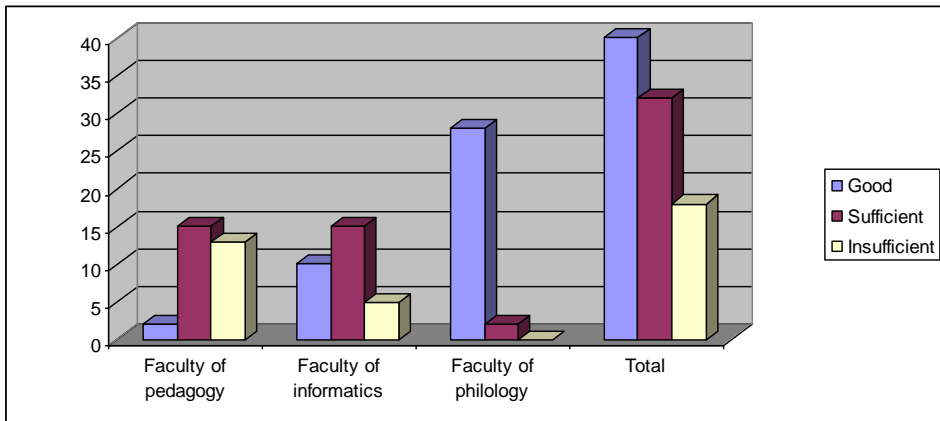


Chart 3. Graphical presentation of the English language proficiency among the students of the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology

According to Chart 3 it is presented that the students from the Faculty of Philology / English Language and Literature have got the highest points in English Language Proficiency and the lowest points appear with the students of the Faculty of Pedagogy.

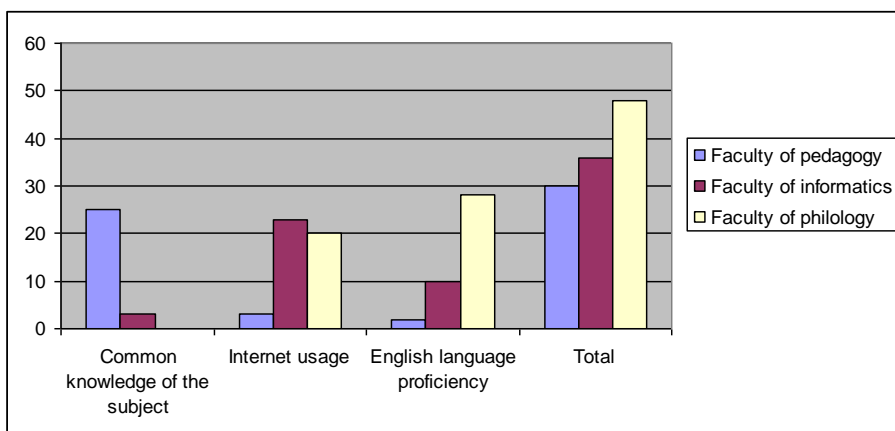


Chart 4. Graphical presentation of the of the three factors that were being examined over the students of the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology

According to the results on table 4 and chart 4 it is shown that the best results regarding 2 of the 2 examined factors were given by the Faculty of Philology / English Language and Literature.

5. CONCLUSION AND DISCUSSION

During the examination of the common knowledge on the topic “ The Green House Effect” over the students from the Faculty of Pedagogy, Faculty of Informatics and Faculty of Philology it can be concluded that the Faculty of Pedagogy appear as the best but at the same time quite insufficient in their computer literacy and internet usage. This probably comes as an outcome of their increasing interest towards different subjects and topics in life and because of the variety of study courses that they are attending as future pre-school and primary teachers. Regarding the computer literacy and usage of internet as a main instrument while dealing with a given assignment in regard of getting the fastest access of data over internet, the best results were shown by the students of the Faculty of Informatics but at the same time the insufficient regarding the common knowledge over a subject and quite insufficient (less than expected) in the language proficiency. This most probably comes as an outcome of their huge interest over electronic devices, their usage in everyday life and their usage in variety of given tasks. Regarding being best in English language proficiency and quite sufficient in computer literacy and internet usage but insufficient in common knowledge over a subject were the students of the third group – Faculty of Philology majoring in English language and Literature. This most probably is an outcome of their daily use of the English language and internet in almost every given assignment they get.

According to what is presented above, the best results in 2 out of 3 factors that were examined the Faculty of Philology came out the best in the overall calculations. This indirectly indicates that this is the group that appears with a critical point in being liable to perform internet plagiarism in general and even more- internet plagiarism done in a most covert and skillful manner that would be a serious burden for the professors to be detected. All this occurs as outcome of their further improvement of the foreign language which inevitably becomes their everyday life duty and therefore the increased usage of

internet on a daily bases that most probably will be increasing more and more over the days. It is a fact that there is no way that a student could distance himself from the usage of internet. Hence, the internet plagiarism consequently becomes part of their learning and studying processes as different factors such as getting high grades, time managements for assignments, accomplishments in given tasks etc. But nevertheless, as of their proficiency and knowledge over many aspects of the modern life still, they need to be acknowledged about the risk of performing it; they need to be taught about internet plagiarism and about the consequences that come in the package. Therefore teaching students about plagiarism becomes a responsibility of the department that deals with written assistance for students such as Center for academic writings/purposes or else which not every university/faculty has it but then again, not solely; *Teachers need to deal with it primary.*

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