

SOFTWARE IN EDUCATION

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Abstract

In this work, we will show some ideas on introducing possible programs or platforms that invite or involve children in early ages to be developer or user actively by working real examples of games that support concepts formats of basic school subjects. These programs have been developed over time in response to the introduction of the new technologies of communication and information in the didactic and educational process. Until now, in general there are educators that develop programs. They generally consider what's working well and what might need improving to support the most effective and engaging programs for children. Having other programs to look at, children can offer inspiration and ideas for getting started or to use as a reflection tool in own programs. As part of this process, educators may manage and lead the process only orienting the situation: “am I doing it right?” The different categories of educational software on educational programs often exist in the form of hardware/software materials. It is important that the teacher knows a broad variety of these possibilities in his own field of profession and knows how and where these tools can be used. ICT have such wide-ranging content, functions and possibilities of application that it is relevant to have seen, tested and evaluated them together in order to choose the best effective practices of their usage in didactic processes. The case study we have studied is a model where teachers would serve more as proctors and tech-support more than educators. The project is based on a regional competition conception that includes all schools of Vlora region in collaboration with teachers of ICT curricula. The platform of games development is Kodu Lab, a software platform of robotic games programming developed by Microsoft. Participants have worked for six months to develop their own game, a simulation based on the original fantasy of a virtual reality. By including a wide range of themes in a final competition process with also an educational goal, the teacher will be able to introduce and to develop logical skills and practical competencies since the young ages. The educational views behind the construction and the mode of operation of the program have an impact on the subject content and also the general competence development of the student.

Keywords: *programming, educational process, simulation, games*