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Digital conversion in geographical education

We can say that today, we live in a digital world, and mostly it is true for the youngsters who are still learning. It is the time of the revolution of technology, telecommunication and informatics, which does not only affect our lives, but we are almost dependents on it. The quicker stream of information, the development of the communication technology affects everybody, not only the information technologists. We use communication devices in all fields of our everyday lives, in our homes, in our workplaces and in the classrooms, too.

It is a general experience that we live in the time of a generation change, and while the new generation can use this electronical world with ease, the older generation find this new world alien. There are more and more publications which state that the youngsters speak a “different” language and get information about the world differently than the earlier generations. That is why we can say that it is new generation, a digital generation. Televisions, radios and the Internet send us many impulses during a day. Even more impulses affect the youngsters because the movies and the computer games attract all of their senses. This way not only the senses change, but also the modes of thinking and communication. The limits of time and place are diminished, so the exchange of information is very much transformed. Because of these circumstances, traditional education seems to contain not enough impulse and be alien for the children. It tells us that modernization is needed in education, not only the modernization of the people, but also modernization of the methods.

The aim of the essay is to investigate what type of innovations can be used in the teaching of Geography. In the essay these questions are also investigated and analysed: How the innovations can be used during the traditional lessons? How can the teacher use the innovations? How much can be the innovations adapted to the curriculum and to the pupils? How and how much the innovations use the elements which the children like in the digital environment, or they are only linear, teacher-centred digital versions of the curriculum?