

and skills in the use of new media find their way to pupils primarily through informal education. Although the indications for the supporting and caring role of teachers occupy the first places, in total, the pupils assign much less importance to formal education, significantly reducing the importance of organised educational process and the impact of educational institutions. The family home (the closest family) and peer groups (peer tutoring, peer learning) play an important role in building ICT knowledge. Through such generalisations as “I learn by myself”, the children and adolescents often betray their inclination to self-education (cf., Aesaert, Braak, 2014: 327–341). The fact that they tend to prefer their own initiative and various forms of individual self-education (mainly obtaining ICT information from online resources) over organised and targeted forms of education, shows that they see a wide range of independent knowledge and practical skills in discovering ICT through ICT, thus noticing, unlike teachers (cf., Baron-Polańczyk, 2014: 184–185), the foundations of modern learning within the constructivist and cognitivist theory, as well as taking into account the formation of knowledge about ICT methods and tools by means of this very technology.

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