

ABSTRACT

Over the past two decades, researchers, educators and designers of educational policies have been involved in integrating information and communication technologies (ICTs) into education. Despite extensive research progress in this area, research has been carried out to show that the use of ICTs in education is still inadequate and plays a role as an aid to the teacher-centric learning model. The difficulty of integrating ICTs is clearly more pronounced when it comes to Second Chance School's Students and which have special and varied characteristics both because of their wide age (from 18 years of age without age limit) and because of their different social characteristics (e.g. Roma, immigrants, prisoners, old-age nationals who have failed to finish compulsory education, etc.). The aim is to study and record the effectiveness of learning through specially designed standard teaching scenarios using ICTs, Trainees and Trainers in the Second Chance Schools on Scientific Literacy and to create a standard laboratory Chemistry Course using ICTs.

According the results of this study, the necessary actions and recommendations can be made to improve teaching in Second Chance Schools using ICT, teacher's education, information and awareness-raising of ICTs among teachers, as well as proposals for improvements in teaching projects both live and distance learning, especially in Second Chance Schools, which differ due to the diversity of theirs students.

The ultimate aim is to strengthen the teaching of chemistry, which is part of the Scientific literature, using ICTs in second-chance schools.