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DIGITAL LITERACY AWARENESS AMONG TEACHERS

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ABSTRACT

Today's generation seems to engage with all things that are digital without any determination at all. Young people are born into an communicating, on demand digital culture where they are used to texting, video streaming, mobile Internet and social networking Graduate teachers who are classroom-ready will have an understanding of their subject(s), curriculum content and teaching approaches. They will be able to plan programs and lessons that meet the requirements of and curriculum, assessment and reporting. They will perfectly assimilate modern technologies including digital technologies into their teaching to benefit student learning by using different technologies. Teachers must have worthy knowledge about Digital media and Digital Tools to impart effective content delivery in a classroom. This paper discuss about the need of Digital Literacy among Teachers. The Teachers must be   knowledgeable in   utilizing different Technological   Pedagogical content knowledge (TPACK), varieties of Digital tools and application of these tools in appropriate learning context, applying of proper planning and objectivity in constructing online content material according to students need and competency.

Key words: Digital Literacy, TPACK, Digital Planning Literacy Tools.

Introduction

Digital literacy states about the skills, knowledge and understanding required to use new technology and media to construct and share meaning. Digital literacy also statuses to the knowledge of how particular communication technologies affect the meanings they convey, and the ability to analyse and

evaluate the knowledge available on the web (Hague, 2011). It encompasses among Teachers deliberately how to use a range of technologies to find information, solve problems or complete tasks. Digital literacy is also about knowing how to act safely and respectfully online collaboration and interaction via blogs, wikis, email and instant messaging (IM) is encouraged in terms of aiding the development of professional connections. In dealing with intensifying of the technologies, students need to be fortified and ready to obtain permanent knowledge and skills in the learning environment. The understanding of the concept of digital literacy has to go through long-term development and its current appearance is characterized by complexity and technology skills but also cognitive and attitudinal components of behaviour. Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms. Digital literacy is evaluated by an individual's grammar, composition, typing skills and ability to produce writings, images, audio and designs using technology. While digital literacy originally focused on digital skills and stand-alone computers, the initiation of the Internet and use of social media, has caused some of its focus to shift to mobile devices. Digital literacy does not replace traditional forms of literacy, instead building upon the skills that form the foundation of traditional forms of literacy. The capability to use the technology to allow us to right to use the materials is a key aspect of digital literacy. As a initial the noticeable feature of digital literacy is an internet, The internet is a no longer complementary tool but primary need in this era. Mastery of technology tools and digital abilities becomes a barrier to entry and be a involvement in online cultures and contexts. And this user-friendliness has extremely endowed all of us, students and non-student alike.

Awareness of Digital Literacy among Teachers

Digital literacy involves any number of digital reading and writing techniques through multiple media forms, including: words, texts, visual displays, motion graphics, audio, video, and multimodal forms. In the same way the Teachers can convey print text through the processes of reading and writing, Digital content can be easily created by teachers alike through multiple media and a variety of Web 2.0 tools. The implementation of digital content may be an important and effective method of increasing teaching and learning. The Teachers can plan teaching activities aimed at developing digital literacy together with subject knowledge and follow on these activities in their own classrooms. (Mohammed fazil Baharuddin2016). Access and usage are related in that lack of access leads to less practice digital literacy skills, whereas more access leads to more opportunities to practice. Developing digital literacy is important then because it supports young people to be self-reliant and proficient in their use of technology in a way that will enable them to develop their subject knowledge by encouraging their curiosity, supporting their creativity, giving them a critical framing for their

emerging understandings and allowing them to make discerning use of the increasing amount of digital resources available to them. Developing digital literacy among Teachers can help to their students to access subject knowledge at a time when digital technologies are exchanging the way knowledge is created and communicated. Teachers can make use to engage with children's lived experiences and prevailing knowledge as well as encompassing and differentiating this experience and knowledge to make learning more applicable and purposeful. Digital technologies provide multiple opportunities for team work and there are many free web-based tools that have been developed specifically to support collaboration.

Technological pedagogical content knowledge (TPACK) Frame work for Teachers

Technological pedagogical content knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a Teacher for effective pedagogical practice in a technology-enhanced learning environment. Mishra and Koehler proposed that addressing content knowledge, pedagogical knowledge, and technology knowledge simultaneously provides a framework for technology integration in the curriculum (Mishra P, Koehler MJ. 2006) .Keeping technology as a separate knowledge set causes difficulties, but when we understand the framework of TPACK, we can integrate technology into the content and pedagogy of our classrooms. The integration will help our students learn more effectively. Pre-service teachers must be confronted to reassess their subject matter content and the impact of technology on the advance of that subject itself as well as on teaching and learning that subject. But this attention must recognize the importance that learning to teach is a ''constructive and interactive'' process where they must interpret ''events on the basis of existing knowledge, beliefs, and dispositions'.' (Schmidt, 2009) have argued that teachers' adapt however, the integration of the development of knowledge of subject matter with the development of technology and of knowledge of teaching and learning master in digital technology is a must in the 21st century.

Teachers should be aware that many online tools allow students to use a free version but this can mean their presentation is stored online and made publically available. Of course with some other tools such as a blog, the very purpose of the tool is to make the communication a public one. Pedagogy and classroom relationships Developing digital literacy in the classroom sees students becoming more independent in their learning. As they are supported to find and select information for themselves(Poore, M. 2012), to interconnect their learning, to express their creativity and to think critically about the affordances of digital technology, students can change from passive recipients of information to active meaning-makers, working with their teachers. Teachers need to be supported to understand how to apply their expertise to the digital technologies in their classroom and to the progression of fostering digital literacy. TPACK highlights the area where technology and pedagogy inspire each

other. Incorporating technology into the classroom frequently causes a change in how the material is taught.

Digital literacy Planning Tools for Developing content

The Digital Literacy Planning offers Teachers suitable content development and learning among students . The Digital planning tools framework advocates that teachers ask students to go through a process which involves students defining a task, question or activity and outcome information to help them answer the question or complete the task (Niess ML. 2005). They need to evaluate and analyse the information they have found, synthesize it with their already existing knowledge and re-contextualize it in order to construct an argument or come to a new thoughtful experiences about the subject. Students are asked to create an output which will help them communicate what they have learnt. The students will communicate or create at any stage of the process and will need to critically engage with their task throughout (Kemp, S.2015). each stage process and more information about planning tools are as follows.
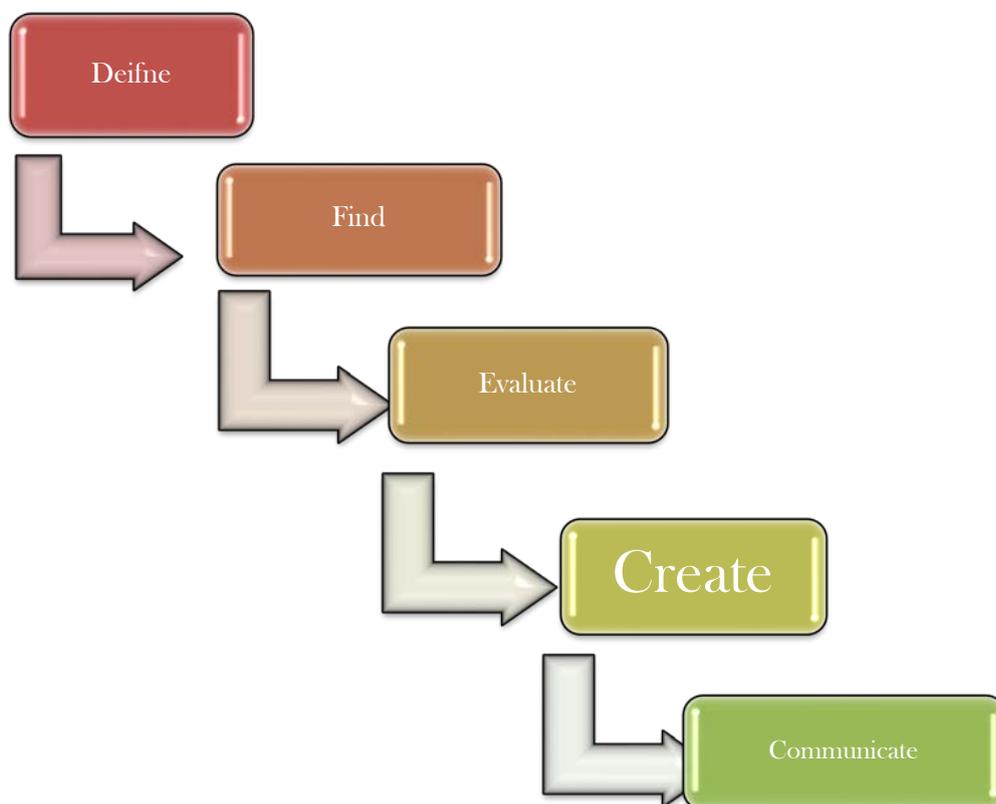

Fig.1

1. Define: Teacher provide some pre-existing knowledge of a topic in such a way as to phrase a question to identify difficulties related to that topic. This may involve the teacher inspiring learners to shape, clarify, define or focus their initial ideas and plans in order to end up with a realistic plan for a

piece of work. Students may also need to think about what they will need to find out.

2. Find: This involves students to develop their research skills. Teachers give out tips for good research and it can also be suitable to afford students with some examples of websites which contain reliable information and to remind them that they need to re-contextualize, re-purpose and rephrase the information they find on the internet.

3. Evaluate : Students need to participate their critical thinking skills to understand, analyse and evaluate the arguments they encounter and to create their own arguments related to a particular topic or subject (Hiller,2017).. They need to think carefully about the reliability and relevance of information they find online and they need to evaluate the way in which information is presented as well as using their evaluative skills to inform how they re-contextualize that information in a way that supports the claims they plan to make with it.

4.Create: This involves students thinking creatively and creating an output or artifact which reflects and carries what they have learned. They will need to consider the purpose of their quantity and the needs of their learners and make careful and informed decisions about what format and medium to use and how to present the design they are using.

5. Communicate: During this process students will need to communicate with each other, with their teacher and possibly with a number of other audiences. They will need to think about what constitutes effective communication for different audiences.

Each of the components of digital literacy fostered through the use of this framework. Teachers can use this to plan for activities that develop collaboration, communication, creativity, critical thought, social and cultural understanding, research skills, e-safety and functional skills.

Conclusion

Technology currently has implemented many tools which can apply for digital literacy. The skills are required to use the tools applicably. Very early the tool that has been used is iPods, Smartphone, Web 2.0, podcasting and much more. All those searching digital tools might help students to explore and making learning more attractive and fun. Most of the individuals never realize different technology used will give different benefits. As teachers, practicing digital technology as a teaching tool will enhance student commitment and created learning the awareness about different digital tools are very important for a teacher. The framework of TPACK helps Teachers to deliver more interesting content in digital learning, it also helps Teacher to know about the utilizing of technology with related to pedagogy. There is a need for proper utilization of Digital tools through can be possible by different

stage that learner develops functional skills scientifically. Digital literacy gives new generation the ability to take benefit of the prosperity of new and emerging opportunities associated with digital technologies whereas also remaining alert to the various challenges technology can present.

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