

Lecture 4

Digital Literacy and Skills for Educators

A. Introduction

In the 21st century, being digitally literate means developing diverse skills that allow people to successfully use and assess digital technology in different areas of their personal and professional lives. It involves having advanced skills in using digital tools and platforms in many situations, such as education, job, and social connections. Furthermore, digital literacy encompasses the cultivation of analytical skills to evaluate the trustworthiness, pertinence, and authenticity of information encountered in digital environments, promoting well-informed decision-making and independent thinking.

In addition to consuming digital material, those who are digitally literate actively participate in creating and sharing digital content. They use technology to express ideas, interact with others, and create in various fields. Furthermore, digital literacy entails a comprehensive comprehension of ethical principles and responsible conduct in online settings, encompassing privacy,



Image 1: Information literacy: Learning to spot what is and what isn't online (Source: Pangalangan, 2021: Online)

security, intellectual property, and digital citizenship. In the face of rapid technological advancements, being digitally literate requires adaptation and constant commitment to enhancing one's skills and knowledge to utilize emerging digital tools and trends properly. Ultimately, digital literacy enables individuals to excel in the progressively digitalized environment of the 21st century, providing them with the skills to actively participate, make constructive contributions, and negotiate intricacies in a globally linked and technology-oriented society.

In this lecture, we will focus on the desired and pertinent digital and technological literacy skills that teachers should possess to make the teaching and learning process in the school responsive to the needs of the learners to prepare them

Lecture 3 Conclusions

The use of relevant tools enhances experiential learning by diversifying experiences and scaffolding knowledge acquisition across levels of abstraction.

Integrating technology, pedagogy, and content knowledge adds meaning to the teaching and learning experiences.

B. Lecture Objectives

After this lecture, you are expected to:

1. Explain the technology, information, and media literacy skills that every Filipino learner is envisioned to develop in the K-12 curriculum; and,
2. Determine the 21st-century digital and information literacy and skills expected of every Filipino teacher handling K-12 learners.

C. Lecture Content

1. K-12 Technological and Digital Learning Skills

Upon the enactment of Republic Act 10533, also known as the Enhanced Basic Education Curriculum or the K to 12 Basic Education Program, on May 15, 2013, children's education was specifically tailored to their individual requirements, accessible to all, and aligned with their developmental stage.

RA 10533 defines learners as individuals of any age, gender, color, culture, religion, or ability who engage in a basic education program with the aim of acquiring the knowledge, skills, and values needed to improve their quality of life and achieve their maximum potential. The school must guarantee that every student has sufficient access to a comprehensive and fundamental education.

How do teachers technologize learning in the context of digital literacy? Teachers enhance the learning process in digital literacy by incorporating technological tools and platforms into their teaching methods. They utilize digital tools to improve teaching, enable interactive learning experiences, and promote digital literacy skills among students. This involves employing instructional software, multimedia presentations, online research tools, and collaborative

platforms to actively involve students, encourage analytical thinking, and foster responsible use of digital resources. By purposefully incorporating technology into their teaching, educators enable students to efficiently traverse digital environments, cultivate 21st-century abilities, and become skilled technology users for learning and creativity.

Before we study the characteristics and attributes of the digitally literate teacher, let us examine how our country aspires for the young population in preparation for their future and technologizing society. The following are the attributes that we teach our learners.

a. Critical Thinking and Problem-Solving Skills. Possessing the skills necessary to examine information, assess arguments, and arrive at decisions based on rational thought is essential. Students acquire the skills necessary to recognize difficulties, create hypotheses, and devise solutions to difficult situations as part of their education. Students can think creatively, adjust to changing circumstances, and make decisions that are in their best interests when they have critical thinking abilities.

Amidst a constantly changing environment, the ability to think critically and solve problems is essential for students. They provide individuals with the skills to understand intricate problems, develop innovative solutions, and effectively handle uncertainty. With the swift technological progress and worldwide interconnectedness, possessing these abilities empowers students to adjust to change, make well-informed choices, and tackle a wide range of issues in many fields. Critical thinking and problem-solving skills are crucial for addressing societal issues, pushing the boundaries of science, and promoting economic development. These skills foster resilience, creativity, and progress amid increasing complexities, ensuring that students are well-equipped to make meaningful contributions to the world's future.

b. Digital Creativity and Innovation Skills. Students enhance their creativity by actively using digital technology to explore a variety of tools and platforms, allowing them to communicate their ideas uniquely. They utilize digital media, including graphics, movies, and interactive software, to explore their creativity, test novel ideas, and create multimedia projects. Online collaborative platforms facilitate the exchange of ideas, comments, and the joint creation of material among students, promoting a culture of originality and inventiveness. Moreover, exposure to coding, game design, and digital arts enables students to

engage in critical thinking, creatively solve problems, and develop a strong understanding of digital technology, improving their capacity to imagine and implement new solutions to real-life problems.

Education is crucial in promoting digital literacy and ethical creativity among students. By engaging in well-organized educational activities, students develop vital technical skills and cultivate their capacity for critical thinking, enabling them to navigate digital settings responsibly. Education further imparts ethical values, instructing pupils to demonstrate reverence for intellectual property, exercise caution online, and interact ethically with digital material. Education empowers students by incorporating technology into the curriculum and promotes collaborative, project-based learning. This comprehensive approach provides students with the required skills in digital literacy and ethical consciousness to fairly innovate and make constructive contributions in the digital era.

c. Information and Media Literacy Skills. Information and media literacy in schools for young learners include the capacity to obtain, assess, and utilize information efficiently. The concept involves using analytical reasoning to identify reliable sources, appropriately traverse digital platforms, and comprehend information sent via various media types. Through teaching and practical application, students acquire the skills to examine, combine, and convey knowledge across different media platforms, enabling them to become critical evaluators and responsible content creators.

Schools may foster information and media literacy among students by including digital literacy in the curriculum across several areas. Instructing students on critically evaluating internet sources is essential, enabling them to differentiate between trustworthy and untrustworthy material. Integrating media analysis exercises aids students in comprehending biases and prejudices included in media information. Schools should further offer practical opportunities to engage with digital technologies for the purposes of study, collaboration, and content production. Providing instruction on ethical digital citizenship practices, including adherence to copyright rules and safeguarding personal information online, is of utmost importance.

In addition, educational institutions can cultivate an environment that promotes curiosity and open conversation, motivating students to pose inquiries, question preconceived notions, and participate in substantial discussions on digital media and its influence on society.

2. K-12 Technology and Information Skills for Teachers

Teachers must be up-to-date with technological changes and comprehensively understand how learners are equipped with technology. This requires continuous professional development to strengthen their proficiency in digital tools, enabling teachers to incorporate technology into their teaching methods seamlessly. In order to effectively teach students, educators need to modify their teaching methods to match the students' technology skills. This may be done by utilizing digital tools and platforms familiar to the students and correlate with their digital experiences (Bilbao et al., 2019).

In addition, teachers are responsible for encouraging responsible digital citizenship by guiding students on how to navigate online environments safely and ethically. Teachers who possess digital literacy and adapt to students' technical abilities can provide captivating and pertinent learning opportunities that promote student achievement in the digital world.

With these circumstances, here are five skills and attributes that teachers should possess with regard to digital and information technology literacy in the context of 21st-century education.

a. Technical Proficiency. A highly skilled digital and information literacy instructor exhibits expertise in utilizing diverse digital tools, platforms, and applications that apply to their specific teaching environment. They skillfully incorporate technology into their classes to enhance student learning experiences, encourage critical thinking, and cultivate digital citizenship. They possess a high skill level in using digital resources and are dedicated to keeping up with technological changes. Their goal is to enable students to become skilled users of technology and responsible members of the digital community in today's society.

A digitally savvy educator acts as a facilitator, enabling students to assume responsibility for their learning by skillfully incorporating technology. The teacher assists students in discovering digital resources, engaging in collaborative work with classmates, and leveraging technology to understand ideas better.

b. Adaptability. In the 21st century, educators are receptive to investigating novel technologies and procedures and eager to modify their instructional approaches to include developing digital resources in their curriculum.

Developing digital and technology adaptability as a teacher necessitates employing a comprehensive and varied strategy. Continual professional development is necessary to gain more skills, examine emerging technology, and adjust teaching methods to suit the changing requirements of students. Moreover, it necessitates a mindset that embraces progress, a willingness to engage in experimentation, and a readiness to derive knowledge from setbacks. Engaging in teamwork with colleagues, actively participating in technology-oriented groups, and pursuing various learning opportunities enhance adaptability. In essence, effectively utilizing technology in the classroom and being attentive to the always-evolving digital ecosystem requires continuous self-reflection, investigation, and adaptation.

c. Comprehensive Thinking. More than being an analytical and critical thinker, a teacher has to have a comprehensive view of issues and problems concerning teaching and learning.

A comprehensive thinker transcends the level of a critical thinker by assessing and scrutinizing material and amalgamating and incorporating many viewpoints and concepts. They surpass the task of recognizing issues; instead, they imagine groundbreaking remedies while also considering the broader consequences of their choices. Comprehensive thinkers profoundly comprehend intricate matters, predict probable outcomes, and proficiently convey their findings. They willingly accept and welcome ambiguity, tackle challenges comprehensively, and make well-informed judgments considering many variables and perspectives.

To be an all-encompassing educator in the digital age, it is necessary to integrate critical thinking with flexibility, creativity, and technological expertise. They skillfully traverse intricate digital environments, combine a range of viewpoints, and pioneer instructional methods to address the expanding requirements of students in a constantly shifting technology milieu.

d. Curricular Creativity and Innovation. As the students are engaged in digital creativity and innovation, the teacher is expected to bring this aspect into the curriculum. Digital creativity is observed in the teacher's ability to transform digital tools into educational media that can actively engage the students to be creative in their thoughts and performance outputs.

Digitally creative teachers can enhance the curriculum by including cutting-edge digital tools, projects, and activities promoting discovery, experimentation, and self-expression, fostering creativity in pupils. They allow students to participate in interactive and cooperative learning experiences by integrating multimedia platforms, coding activities, and digital storytelling. These experiences enhance technical abilities and foster critical thinking, problem-solving, and creativity. Furthermore, teachers adept at digital creativity demonstrate creative thinking methods, stimulate curiosity, and offer valuable feedback, enabling students to embrace their creativity and utilize it in many disciplines and real-life situations within the curriculum.

e. Digital Citizenship. Digital citizenship pertains to the conscientious and moral utilization of technology, covering conduct, entitlements, and obligations when steering digital settings (Bilbao et al., 2019). It entails comprehending and following online protocols, valuing privacy, safeguarding personal data, and participating in constructive relationships in digital environments.

To properly exemplify the characteristics of a commendable digital citizen, a teacher must continually exhibit conscientious and principled conduct in all of their online engagements. They focus on protecting personal information, following copyright rules, and displaying excellent digital etiquette in their interactions. Furthermore, they cultivate critical thinking abilities by encouraging students to evaluate the veracity and reliability of online information. They provide a nurturing online community, actively engaging in respectful debates and providing constructive comments. They continuously stay updated on the newest digital trends and safety protocols, ensuring that students are well-informed about the possible hazards of the online realm and are prepared to make prudent decisions. Ultimately, they demonstrated exemplary honesty and accountability in the digital domain.

D. Conclusion

The digital and information literate educator can adapt to the ever-shifting digital landscape, effectively use technology in the classroom, promote critical thinking and creativity, and help students learn to be responsible and ethical in consuming and producing knowledge.

E. References

Bilbao, P.P., Dequilla, M.A.C.V., Rosano, D.A., & Boholano, H.B. (2019). *Technology for teaching and learning 1: OBE-, PPST-, and ICT competency-based*. Quezon City, Philippines: Lorimar Publishing Inc.

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