



# International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 05-07-2021; Accepted: 21-07-2021

www.allmultidisciplinaryjournal.com

Volume 2; Issue 4; July-August 2021; Page No. 665-667

## Teacher's perspectives towards digital literacy

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### Abstract

The need for digital literacy in a country as populous and diverse as India is critical. The main objective of the paper is to know the teacher's perspectives towards digital literacy with respect to their gender, group and teaching experience. Digital literacy tool was constructed by the investigators and used to collect the data from the selected teachers. Samples of seventy five teachers from Nambiyur block, Erode District

were taken. The result revealed that there is significant differences in teacher's perspectives towards digital literacy with adhere to their gender, group and teaching experience. The study concluded that there is a need that they understand the digital tools that can unlock their deeper teaching potential.

**Keywords:** perspectives, digital literacy

### Introduction

In India, across over 6,50,000 villages and 2,50,000 panchayats represented by 3 million panchayat members. Approx 40% population is living below poverty line, illiteracy rate is more than 25-30% and digital literacy is almost no-existent among more than 90% of India's population. The government has initiated a programme, the National Digital Literacy Mission (NDLM), to help combat the digital skill gaps in India. The NDLM is set to make those without access to internet and technology and who are learning the ropes of this new realm, digitally literate.

The need for digital literacy in a country as populous and diverse as India is critical. With a constant tug-of-war between resources and requirements, technology is the only way to scale up solutions and bridge the gaps between them. Whether it is used for education, healthcare, citizen services, financial services, or any other basic need, technology and connectivity can make a huge difference to the socio-economic levels of a community and ultimately the country, since true progress comes from inclusive growth.

Affordability, accessibility, applicability and awareness-building — these are the four areas where most of the work is needed. It is important to ensure that the solutions are affordable and technology accessible. Local content and relevant opportunities will make the use of technology more acceptable. In fact, creating content is an area where communities can contribute and work together with technology organisations. Raising awareness through impactful messaging and initiatives is vital to push for the adoption of technology.

### Digital literacy

As the word literacy implies, it involves some kind of basic knowledge or the ability to use the digital medium. However, digital literacy encompasses more than just knowledge of how to use the internet. Digital literacy refers to the ability to utilise technology of various kinds – be it the internet, a smartphone, a computer or a tablet.

The American Library Association (ALA) defines digital literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The New York Department of Education defines digital literacy as having the knowledge and ability to use a range of technology tools for varied purposes. Digitally literate people are those who can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic, professional, and personal goals.

**4 Principles of digital literacy (Terry Heick)**

- Comprehension-The ability to extract implicit and explicit ideas from a media.
- Interdependence
- Social Factors
- Curation

**Importance of digital literacy**

Technology integration requires systemic reform, which must be supported by the entire school community. Most teachers and administrators need help to implement and sustain change on this pandemic and covid situation. Regardless of their current level of technology proficiency, Digital-Age Literacy for Teachers will help them systematically reexamine their curriculum and classroom management to develop effective strategies for incorporating technology. Teachers recognize those skills as critical for 21st-century learning. But before teachers and students dive into using technology in class, should know why a digital literacy is necessary.

Digital literacy means being able to understand and use technology. It relates to the ability to find, use and create information online in a beneficial and useful way. Digital literacy also means knowing the limitations of technology and understanding the dangers and precautions that the use of technology requires.

Today’s children are “growing up digital.” “Our children are the latest model of human being. Experts at the U.S. Department of Labor stated it best: “We are living in a new economy powered by technology, fueled by information and driven by knowledge” Technology influences learning in three significant ways. A synthesis of recent research and national skill sets shows that technology can be a driver of change, a bridge to academic excellence and a platform for informed decision making and accountability. The irony of a call for 21st century skills in this era of high stakes testing based on conventional metrics is not lost on teachers. To fully realize the educational opportunities that 21st century skills can bring to students, education leaders must formally incorporate them into the mainstream of school curriculum, instruction, and assessment. Globally, the International Society for Technology in Education (ISTE) frames its benchmarks for digital literacy around six standards: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship.

Digital literacy keeps more connected, better informed, and happier than who don't use the internet. When consider that there are many social media platforms, it becomes even easier to find us. It is also effective at finding these options, even if it's as simple as Googling. Digital literacy means being able to understand and use technology. It relates to the ability to

find, use and create information online in a beneficial and useful way which also means knowing the limitations of technology and understanding the dangers and precautions that the use of technology requires.

**Ways to teach digital literacy**

- Emphasise the importance of critical thinking
- Use social media for learning and collaborating
- Provide guidance on how to avoid plagiarism
- Teach students to manage their online identity
- Help students manage digital distractions
- Provide authentic contexts for practice

**Objectives of the study**

- To know the teacher’s perspectives towards digital literacy with adhere to their gender
- To know the teacher’s perspectives towards digital literacy with adhere to their group
- To know the teacher’s perspectives towards digital literacy with adhere to their teaching experience.

**Hypotheses of the study**

Based upon the objectives of the study the hypotheses were framed

- There is no significant difference in teacher’s perspectives towards digital literacy with adhere to their gender.
- There is no significant difference in teacher’s perspectives towards digital literacy with adhere to their group.
- There is no significant difference in teacher’s perspectives towards digital literacy with adhere to their teaching experience.

**Population and Sample of the study**

A population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study. The population of the study consists of teachers working (primary and upper primary) at Nambiyur Block, Erode District. A sample of 75 teachers was used for this study.

**Tool Used**

A digital literacy tool on teacher’s perspectives was constructed by the investigators which contain thirty questions based on knowledge, understanding, application and skill of digital usage in the classroom teaching and learning and also day-to-day life. Each carries one mark, maximum score is thirty .Their responses were coded and further used for analysis.

**Results**

**Table 1: Indicates N, Mean, SD, ‘t’ value and Level of Significance**

S.No	Variables	Sample(N)		Mean	SD	‘t’ value	Level of Significance
1.	Gender	Female	27	27.25	3.474	3.27	Significant
		Male	48	28.63	3.236		
2.	Group	Arts	40	6.06	0.43	14.33	Significant
		Science	35	8.3	0.27		
3.	Teaching	1-10	48	11.5	4.13	4.28	Significant
	Experience (years)	10& above	27	13.0	2.87		

**Interpretation**

From the above table-1 represents that the calculated 't'(3.27) value is greater than the table value at 0.05 level of significance. This showed that the male teachers have better digital literacy than the female teachers .Hence the framed null hypothesis was rejected which proved that there is a significant difference between the male and female teachers towards the digital literacy. From this study, male teachers have develop and create interest towards digital literacy than the female teachers.

The calculated 't'(14.33) value is greater than the table value at 0.05 level of significance. This showed that the arts group teachers have better digital literacy than the science group teachers .Hence the framed null hypothesis was rejected which proved that there is a significant difference between the arts group and science group teachers towards the digital literacy arts group The calculated 't' (4.28) value is greater than the table value at 0.05 level of significance. This showed that the teaching experience of 1-10 years teachers have better digital literacy than the teaching experience of 10 & above years teachers .Hence the framed null hypothesis was rejected which proved that there is a significant difference between the teaching experience of 1-10 years teachers and teaching experience of 10 & above years towards the digital literacy.

**Conclusion**

It is crucial that school and administrators emphasize teacher digital literacy to avoid policies that simply mandate placing technology into the hands of students without thought for how that technology will be used. Digitally literate teachers see technology for all of its creative potential, rather than something they are mandated to do in a step-by-step fashion. It doesn't require that teachers become experts, but it does require that they understand the digital tools that can unlock their deeper teaching potential.

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