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## **Role of educators in imparting digital literacy**

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### **Abstract**

Digital literacy is all about how you use, consume and share digital data. Digital literacy accompanies a totally extraordinary importance. It is important because we live in a tech-dependent world. This is a part of concentrate that requires a profound comprehension of the common issues developing out of advanced innovations. Digital literacy is additionally about making a consciousness of the standard administering on the web conduct. To continue with this arm of training, you additionally need to put your imperative reasoning abilities to a definitive test. Thus to aggregate everything, digital literacy is a blend of basic reasoning, social commitment and the wide information of different advanced instruments. Subsequent to understanding the meaning of digital literacy the time has come to find out about its hugeness in the classroom. Educators need training and preparation in the essentials of Digital literacy. Many of the present instructors and directors linger behind their students in understanding and utilizing innovation and digital media. Educators must comprehend advancements and applications, just as what their students doing with them, in the event that they are to show 21st Century aptitudes and morals effectively.

**Keywords:** educators and digital literacy

### **Introduction**

Digital literacy envelops a wide scope of "new" innovation, even the innovation you're utilizing to get to this exercise! A few indications of a carefully educated individual incorporate having the capacity to locate the correct devices like the web, portable tablets and cell phones to expend data and to share and make content for other people.

This dynamic new world requires new understanding and relational abilities, As well as new sets of accepted rules, to guarantee that these ground-breaking media and innovations are utilized mindfully and morally. Much of the communication in this advanced world occurs at a distance, which can reduce the principles of circumstances and logical results, activity and outcome. Additionally, quite a bit of digital life happens under the shroud of obscurity, making it less demanding to take an interest in dishonest and even illicit practices.

Digital literacy, according to the 'American Library Association', is "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

According to Digital Strategy Glossary of Key Terms, "The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information."

According to Paul Gilster, "Digital Literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers."

Hiller Spires, a professor of literacy and technology at North Carolina State University, views digital literacy as having three buckets:

- 1) Finding and consuming digital content;
- 2) Creating digital content; and
- 3) Communicating or sharing it.

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Digital literacy, by this definition, includes a wide scope of abilities, which are all important to prevail in an undeniably advanced world. As print mediums vanish, the capacity to grasp data found online turns out to be increasingly vital. Students who need advanced education abilities may before long wind up at the same amount of a detriment as the individuals who can't peruse or compose.

Since Digital literacy is so imperative, instructors are progressively required to show students Digital literacy in the classroom. From multiple points of view, this is like what instructors have constantly done in instructing students to peruse and compose. In different ways, nonetheless, Digital literacy is a fresh out of the box new ability.

Most students already use digital technology, such as tablets, smart phones, and computers, at home. Many students already know how to navigate the web, share images on social media, and do a Google search to find information. However, true digital literacy goes beyond these basic skills.

The most important components of digital literacy are common for future computer users and ICT professionals: accessing, managing, evaluating, integrating, creating, and communicating information individually or collaboratively in a networked, computer-supported, and web-based environment for learning, working, or leisure. These skills are directly related to basic competences; therefore, digital literacy is as relevant as traditional literacy's – such as reading and writing, mathematics, or the management of social behavior.

#### **Below is an overview of the digital literacy components**

Accessing information, defined as identifying information sources as well as having the techniques for collection and retrieval of such information, is a basic component of all literacies. Digital literacy significantly broadens the scope of potential sources of knowledge. However, information search in this area requires more sophisticated information management skills than traditional literacy's that use resources whose validity and authenticity is relatively easier to assess. When using an Internet-based knowledge portal, applying an existing organizational or classification scheme to evaluate its content is not always possible.

Evaluating information (making judgments about its adequacy, currency, usefulness, quality, relevance, or efficiency) comes to play here. Being able to determine the authority or time of the information retrieved online requires digital literacy skills that only the expertise and experience of education may furnish individuals with. Thus, information management has become a compulsory part of digital literacy programs – one that relies on other literacies and, at the same time, furnishes students with knowledge that is applicable in other literacies.

Integration is another skill that is relevant for all basic competences. In the case of digital literacy, it involves the interpretation and representation of information using ICT tools.

Here, the most challenging task is to synthesize, summarize, compare, and contrast information from multiple sources. Integration poses technical challenges: often, different types of data must be handled simultaneously. Therefore, integration requires visual as well as verbal literacy, because texts, charts, and images have to be contrasted and interrelated. Teaching programs that create synergies

between ICTs and discipline-based studies are the most valuable to develop this interdisciplinary set of skills.

Creation of new knowledge is at the core of all basic literacies. Likewise, generating new

Information digitally by adapting, applying, designing, inventing, or authoring information is also at the core of digital literacy. ICTs were first considered technical skills that may support creative processes. With the development of increasingly innovative computer-supported research and design tools, however, they proved to be much more: today, ICTs have given rise to new creative methods and genres both in science and the arts.

Communication is an important component of basic literacy's, and one that has been profoundly changed by the emergence of digital literacy. ICTs provide means for transmitting information faster, more persuasively, and to a wider audience than any communication tool ever before. Digital literacy may support other literacy's through the use of the most appropriate and relevant media in order to adapt and present information properly in a variety of socio cultural contexts.

#### **Role of Educators in imparting Digital Literacy**

Educators are the center of any instruction framework and their job experiences similarly as extraordinary a change as that of the student and the parent. Many educators have effectively perceived that their job is shifting. Teachers have much better instruments available to them to convey information to their students and similarly critically, to control their advancement in new model. As more information ends up accessible to educators, they are currently better ready to analyze individual students' needs and settle on better choices about what will enable individual students to learn.

Digital literacy involves using emerging technologies to communicate meaningfully across technology, language, social, cultural and intellectual barriers. Educators need to teach concepts and techniques to allow pupils to work with any digital device, and adapt to new technology quickly using the skills and concepts they have been taught. A variety of devices, platforms and web standards need to be incorporated into the educational experience to ensure pupils are fully literate in digital technology.

Educators can begin by showing students how to discover author information, dates of publication, and other data that can uncover whether an online source is reliable. Students ought to likewise figure out how to differentiate between various sorts of sites. Understanding these distinctions is one case of advanced education.

Figuring out how to locate information is only one part of digital literacy. Realizing how to share data is another. Students today are continually cautioned about the risks of posting wrong pictures or content on the web; however it's as yet imperative for teachers to discuss. The capacity to make and share online is viewed as a piece of digital literacy and ought to be instructed by educators.

Digital literacy implies the same reading-writing skills, but without paper, pencils, books, or lectures. The following facilities have to provide by teacher to the students in classroom:

- Digital devices -- such as laptops, iPads, Chrome books, or desktops, for daily use.
- A digital class calendar -- with due dates, activities, and other events.

- An annotation tool (like Acrobat, Notability, or iAnnotate), to take notes.
- A class Internet start page -- to curate websites, widgets, and other digital tools used for learning.
- A backchannel device -- to assess student learning while it's happening (with tools such as Socrative, Today's Meet, or Google Apps).
- A class website or blog -- to share class activities with parents and other stakeholders.
- Student digital portfolios -- to curate and collect student work for viewing and sharing.
- Student e-mail -- or some method of communicating quickly with students outside class time. This can be messaging, Twitter, or a dedicated forum.
- Vocabulary tool -- so students can quickly decode words they don't understand in their Daily life.

### Conclusion

In summary, a variety of definitions for digital literacy all serve to broaden the concept from mere use of technological tools to participation in broad communities of discourse in a variety of media. There are several ways teachers can embed digital literacy skills to students. Digital technologies can enhance good teaching. Digital technologies can help educators to make the students' learning experiences more engaging. However, the role of the educator remains crucial to this outcome. In the future, rather than providing the information, educators could concentrate on coaching and mentoring learners.

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