

DIGITAL LITERACY

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ABSTRACT

Social conditions and happenings made people learn continuously when they meet face-to-face. This learning process always changes because of technological devices and transforms into a multi-structure. Digital literacy appears as effective literacy during this process. Digitalization is originally based on digitizing, multimedia, interaction, and being everywhere. Developed digital technology and integration systems of the 1970s started the formation of the digital world. Digital technology, voice, image, data or packaging, and storing of all kinds of messages with coding came with the development of computer technologies and communication devices. After the liberation of fixed control centers, the process of facts being transferred via the network has become liberal. In addition to this, digitalization prepared systems for globalization with their own universal language and communication system networks (Castells, 2008: 57). Developments in satellite and televisions in the 90s made it necessary for societies to digitalize. This process also built their own social structures. Each fact no longer started to be defined with a digital term. Digital literacy is one of these formations. In this article author(s) emphasized on impact of digital literacy on people and the world around us.

KEYWORDS : Digital, Literacy, Digital technology.....

INTRODUCTION

“Tomorrow’s illiterate will not be the man who can’t read; He will be the man who has not learned how to learn.” Alvin Toffler

Digital literacy is a process that reposes on knowledge literacy, Internet literacy, web literacy, and digital literacy. In that process, each step is important and all of them should be used together for digitalization. At the same time, digital literacy also finds its own place as being a systematic obligation. Developing technology and massified structures necessitate digital literacy (Allen, 2016: 16). Learning from digital text forms and reading

skills are essential in digital literacy. Naturally, structures in learning forms, teaching situations, and reading sources change as well. Another point is the formation of source materials that constitute a source. Glister (1997), who conducted one of the first studies in digital literacy, defined the above fact as the comprehension of technical methods, information use, and an ability in multi-formatting via computers with cognitive and emotional skills. At another point, Goodfellow (2011: 131) stated that digital literacy is the activities of new information and communications media. It succeeds 'computer' (based, assisted, mediated), 'online', 'networked', 'web-based', and the now 'ubiquitous'. The development of digital literacy that reflects variable character is composed of the contribution of integrated literacies and Internet devices of nations via public policy, the effect of the global economy in information and communication areas, and the rising of the Internet in professional and personal lives (Leu et al., 2004: 1151–1156). Leu et al. (2004: 1158) emphasized eight main features of development literacy, as follows: "1. The Internet is this generation's defining technology for literacy and learning within our global community. 2. The Internet and related technologies require additional new literacy's to fully access their potential. 3. New literacy's are deictic. 4. New literacies are multiple, multimodal, and multifaceted. 5. Critical literacy's are central to new literacy's. 6. New forms of strategic knowledge are required with new literacy's. 7. New social practices are a central element of New Literacies. 8. Teachers become more important, though their role changes, within new literacy classrooms". However, this situation is valid for social structure. In particular, the existence of the digital divide fact (Hargittai, 2003) is valid not only for rich and poor nations but also for different ethnic, gender, and regions as well (Monreo, 2004; O'Brien & Scharber, 2008). On the other hand, it is necessary to identify knowledge, find a definition, evaluate and organize, and use it for digital literacy.

Digital literacy has become a "survival skill" in the technological era – a key that helps users to work intuitively in executing complex digital tasks (Eshet Alkalai & Amichai-Hamburger, 2004: 421). A comprehensive conceptual model of digital literacy, which is comprised of six literacy skills, argues that digital literacy encompasses all the cognitive challenges faced by users of present-day digital environments, include the following skills: photo-visual literacy, reproduction literacy, branching literacy, information literacy, socio-emotional literacy, and real-time thinking (Eshet-Alkalai & Chajut, 2010: 174). Defining these skills proves to be the achievement of digital literacy. On the other hand, in the complexity of communicative tools and the relations between them, literacy practices involve cultural knowledge, the employment of artifacts, and representations of the world (Gillen, 2009: 72).

OPPORTUNITIES, THREATS, AND PROBLEMS

As it happens in each fact, digital literacy finds a place in the life of individuals and society with its contributions, problems, and negative sides. In particular, literacy that has more interaction with institutions and an individual who is open to changes and uses opportunities come with many problems. The problems, which are not related to changes as happening in all facts, should be considered with the structures that are directly generated by digitalization. Another point related to the subject is that technologic fact always has a dark, invisible, and insensible side such as in knowledge. For instance, the Internet defined that dark side as positive in classic meaning, which can appear as the organization of the worst sides of humans with the deep Internet. In the digital world, the opportunity is given for almost every participant ranging from authors and publishers up to readers and followers that make digital literacy be taken more attentively. Internet and digital systems contribute to developments in the sector, have expanded the share in publishing, and have provided convenience to easy access. Knowledge production, transference, storage, and presentation on a computer allowed literacy to reach low levels of society. At the beginning, this computer and communication-based literacy has continued to develop with other devices and institutions (distance education, digital university, etc.) (Pachler et al., 2014).

Digitalization, as in many social areas, created many opportunities in literacy. In particular, countries invested in education in technology in the nineteenth-century and this investment resulted in students using technology at an early stage. During this process, important acquisitions for gaining skills and creativity and individualization were provided. The Fatih project in Turkey (<http://fatihprojesi.meb.gov.tr>) provided a technological structure in the education system. With the needs of schools and courses, tablets were delivered at no cost, resulting in teacher and student-centered education creating a comprehensive situation for education both inside and outside of the school. This is an aspiring situation for social stratification and democratic and transitive social structures. Another contribution of the project is the variance and enrichment of material's language. In particular, narrations from life instead of classical texts and discourses were put forward. On the other hand, applications such as watt pad (<https://www.wattpad.com>) were established as a social network by communication devices resulting in new literacies appearing, especially among new authors. Since its establishment, the social network, which has 45 million members and creates a new format in digital literacy, has provided an environment that everyone who has specific technical devices can easily get involved

in. Wattpad, as it transacts enormous written books in a digital format, has contributed to the media sector in terms of literacy. Therefore, new social networks are formed where e-books are produced and sold, multimedia opportunities are created, and where authors and readers meet at a digital chat rooms. Aydođan, 2014: 32).

Literacy and continuous learning, being very important it is observed that could be more achievable in the digital world. Trivets such as the production of materials, their distribution, storage, and continuity became reasonable for literacy. In particular, the elimination of the space (in publishing pages) concept, having multi-tasking structures with a low cost, and the becoming of speed as a normal concept in the digital would have provided opportunities in digital literacy. The digital environment is revealing new opportunities not only for individuals, but also for societies. The opportunity of interactivity that made distances no longer a problem could be included on one of its fruits. (Onder, 2013: 98–104). The transparency and accessibility fact make digital literacy attractive. Learning and teaching materials are needed for digital competence of digital locals (Li & Ranieri, 2010). In addition to this, though there is a need for producing meaning and awareness with education technologies whose digital locals are formed institutionally, it was determined that digital literacy can be taught (Ng, 2012). Providing digital fluencies (Emily et al., 2012) in teaching with digital sources, and also other factors (socio-demographic, psychological, and social effect), should be noteworthy because of (Burnett & Merchant, 2013). The learners' position on how, when, and what makes them learn; however, the status of teachers, the effect of print literacy, and the relation of teenagers with new devices are still unclear.

CONCLUSION

Literacy which is not a stabile categorical situation is varied and changes with its own internal dynamics and external factors. Literacy which is always supported with both social and technical tools acts as the prerequisite of modern societies. Today, literacy, not belonging to any time and moment, is a must for lifelong learning. Each area where individuals meet in daily life functions as a socialization of individuals thanks to the development of literacy. Digital literacy is a literacy where digital factors are dominant and it develops over other literacies. This literacy is not a single form. Rather it is an integrated structure with its sub- dimensions. Technological device knowledge, the ability to use them, and the formation of creative factors should be mentioned about digital literacy. In addition to this, these situations should be supported with other literacies. Because digital literacy functions as a roof comprising all other kinds of literacies. Digital

literacy has provided many opportunities for society and individuals. In particular, accessibility, openness, and support by the system ensured the implementation of literacy for everyone at any age. It also brought about many innovations to education and has changed standardized contents and applications. Social networks revealed within systems provide accessibility by individuals outside of the shareholders in the education field. On the other hand, the arising problems and opportunities demonstrate that literacy is always in a state of flux. Socio-economic and cultural problems are visible here. Generation difference, digital divide, e-book content, investments, and many problems seem to last into the future. The biggest issues in the field are the ones posing a threat. These are the factors that make the life of society and individuals a general problem with the contribution of technologic factors.

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Submitted on August 03, 2024

Accepted on August 20, 2024