

Insights from Teachers' Perspective : How to Teach Young Learners in Children's Digital Literacy Era

Endah Yulia Eka, endah.yulia9@gmail.com , Universitas Negeri Surabaya, Indonesia

Abstract

This paper conduct with research question is to identify the level of digital literacy in a sample of teachers and families. We observed lower efficiency when managing their own identities on the Internet, and generally, lower competencies when it comes to participating in conflict situations on the Internet, as well as in relation to digital identity management. This result focuses not only on related to conflict resolution, but also on all issues handled with appropriate conflict management, and aid petitions when dealing with courts or observations that necessary to focus on topics related to cyberspace pleasures and pleasures.

Keywords : children literacy, digital literacy, young learners, early education, narrative interviews

1. INTRODUCTION

Digital literacy is not just about your level of digital competency or your ability to google, it relates to your ability to find, use, and disseminate information. What differentiates mere digital users to those who are digitally literate, is the ability to distribute information found online. Whether this through the creation of blogs, the use of social media, or their ability to contribute to the digital landscape through website coding and app creation.

The need to develop new skills and competencies and emphasize the importance of lifelong learning, indicating that education needs to be changed to facilitate this. One of the 21st century skills involves digital literacy. This includes giving children an understanding of the use of various digital technologies, including social media, digital fabrication techniques, sensors, drivers, and computing technology. Establish digital literacy as the ability to use, understand assessment technology, and also understand the principles and technology strategies needed to develop solutions and realize specific goals.

Society is changing and hence it is important to give today's children the right to daily life in the future. educators and teachers need practical strategies to introduce the important things that young people enjoy digital learning experiences for two main reasons. First, children

have the right to play, relax and enjoy various cultural arts, including digital. Second, the role of digital literacy. thus, society is changing and hence it is important to give today's children the right to daily life in the future.

True digital literacy combines both, combining practical knowledge with critical thinking, to help children access, understand and create digital content. Offline letter literacy involves reading, writing, grammar and syntax. Meanwhile, digital literacy includes a variety of tools, devices, applications, images, moving images and sound. Children need to learn how this 'digital syntax' can be manipulated and organized to create meaning, and to approach what they see with a critical eye.

The researcher conduct this paper with research question is to identify the level of digital literacy in a sample of teachers and families. We observed lower efficiency when managing their own identities on the Internet, and generally, lower competencies when it comes to participating in conflict situations on the Internet, as well as in relation to digital identity management.

Literacy for digital culture does not only focus on the use of technology, but in the process of acquiring and mastering ICT skills (whether consumed or produced). Digital literacy encourages individuals to build their digital identities on the internet as free, developing and democratic citizens. Digital literacy also needs to take into account every relationship process associated with excitement that occurs in the digital world. Regarding this idea, Ortega et al (2012) clearly highlight the fact that *"the social life of students (...) has on the communicating digital device an extension of a direct scenario in which so far has been occurring the relational process known as coexistence"* (p.616).

In Spain, children value them positively and consider "Internet is a place to create and improve friendships, and also mobile phones offer them freedom, intimacy, lack of control, spontaneity in expressions, flexibility in action and meeting plans with others, etc." (Ortega-Ruiz, 2012). In addition, *"access to ICT is happening at increasingly earlier ages. 30% of 10-year-old Spanish children have mobile phone"*. It is essential that "everyone (parents, tutors, teachers, institutions and governments) should work collaboratively in order to create safe and accessible environments for children and teenagers wherever they may be: at home, in the school or in public facilities"

Previous studies (Echeburúa and Requesens, 2012) explained how consumers acquire great skills in the use of technology, but they do not have these skills in the safe use of technology. Minors are exposed every day through the internet: they manage their digital identity, build their vision, establish their social status and determine their privacy. But in cyberspace that means having a self-image, a digital identity that is built from their activities on the Internet, as well as other people's activities. This behavior can cause various problematic situations..

Children's exploration of print via digital tools (e.g., desktop computers) in the home environment also has a positive influence on emergent literacy skills for example, e-books can foster word recognition and writing (Shamir & Korat, 2007) and phonological awareness (Korat

& Shamir, 2007). It is well established that early childhood interactions with non-digital tools (paper-based story books, paper / crayons / paints) doing home literacy activities such as writing (writing letters and names), reading story books, and identifying graphic art and environmental labels) positively influences emerging literacy. For example, children learn to print by reading and writing words like their names.

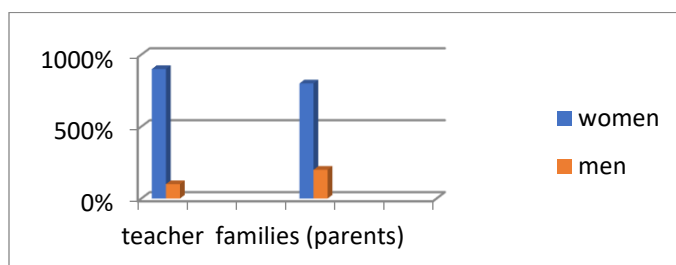
Although researchers have examined the use of tablets in preschool settings, fewer studies have examined how young people use these tools to read and write in the home environment. One study (N = 109) showed a positive correlation between home access to tablets and emerging literacy skills (letter sounds and name writing). However, this research is limited because it only reviews children's home access to tablets and does not use tablets for children for certain literacy activities such as reading and writing. A closer examination of tablet activity at home will inform the design of further research on the use of tablets to foster literacy in the home environment.

This paper has questions to identify the level of digital literacy in the teacher and family sample. This can be seen as lower efficiency when managing their own identity on the Internet, and in general, lower competence when it comes to participating in Internet conflict situations, as well as in relation to digital identity management.

2. METHOD

This paper show the data of my old school. The sample consisted of 20 teachers from grades 3 to 6 of Benowo I Elementary School in Surabaya (90% were female and 10% were male). The family sample consisted of 10 parents (80% were women and 20% were men); their sons and daughters attend classes 3 through 6 SDN Benowo I Surabaya. In Figure 1 it can be seen that the sex distribution of the two samples.

Figure 1. Distribution by sex in both the teacher and parent sample.



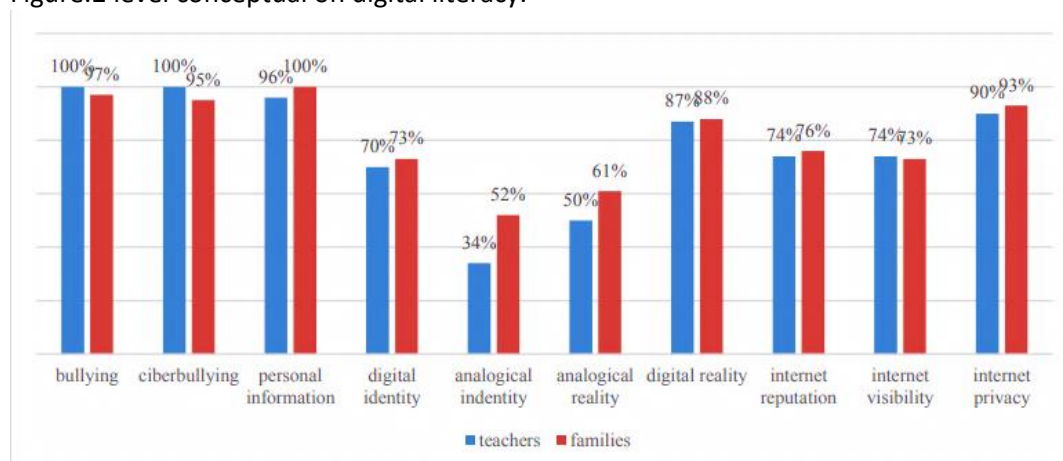
The instrument used to carry this paper is a list of 15 questions. The first three identify sample data about the gender, age, and school level that their children attend. The following 12

questions include questions about the conceptual level of digital literacy and the level of digital literacy procedures. Item has a dichotomous response (yes / no).

3. RESULT

In both samples the subject confirmed familiar concepts such as: bullying, cyberbullying, personal data or Internet privacy. When comparing the results obtained in both samples, the level of conceptual literacy shown by teachers and parents was high (figure 2). However, concepts such as digital identity, analog identity, status or visibility on the Internet are less common for subjects. Although these concepts are what promote safe information management, as well as the behavior of others on the Internet. This concept is related to risk behaviors that are commonly seen on the Internet.

Figure.2 level conceptual on digital literacy.



In analyzing the digital literacy level of the sample procedure, it can be distinguished between behaviors that appear to be able to cope comfortably with the Internet at the instrumental level (figure 3). And some behaviors that make it possible to manage data are transmitted and received safely (figure 4). The data collected does not show differences between teachers and parents in terms of digital literacy procedures (figure 3), when talking about the ability to manage on the Internet at a more important level. It's amazing the fact that no group knows how to delete data displayed on the Internet. Participants' literacy levels are reduced when they take actions that help manage their identities safely on the Internet (figure 4). It is important to underline the fact that building identity on the Internet is something most families do not know, as well as a significant percentage of the teacher sample.

Fig.3 instrument level of digital literacy.

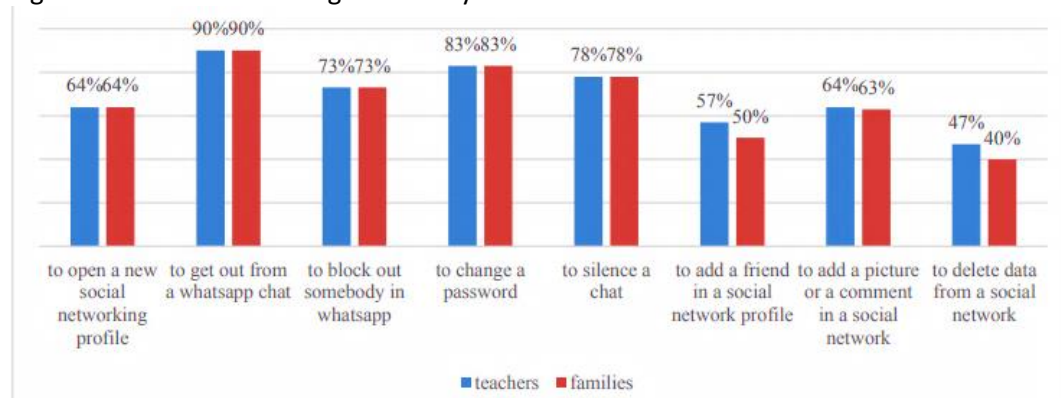
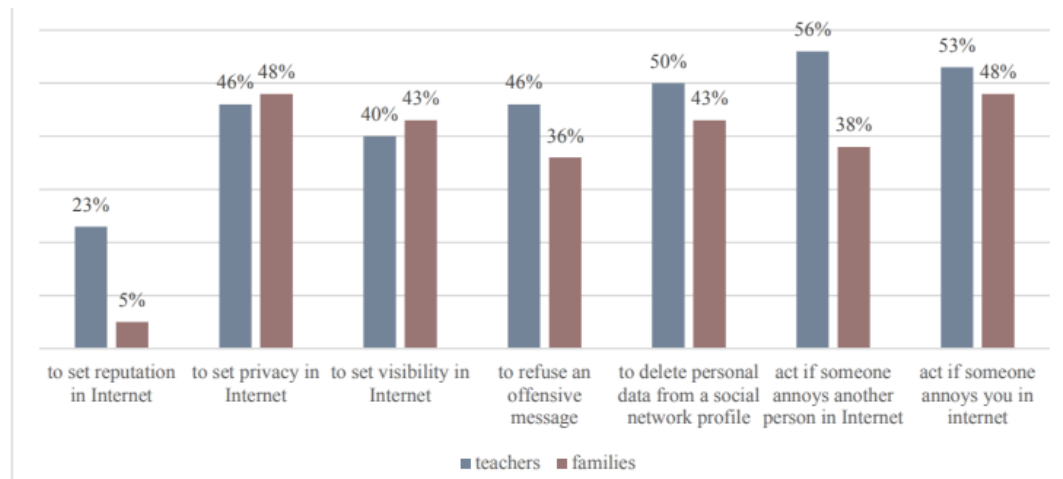


Fig.4 identity management of digital literacy



The analysis of the data shows that the level of digital literacy is at a high conceptual level. Digital literacy at a procedural level is decreasing, and its efficiency in relation to managing personal status on the Internet is low. This is also seen as a low level of competence at the procedure level when involved in conflict situations on the Internet, as well as in relation to digital identity management. Beside parents, their digital literacy is conceptually high. Percentage of decrease in digital literacy at the procedural level. This can be seen as lower efficiency when managing their own identity on the Internet, and in general, lower competence when it comes to participating in Internet conflict situations, as well as in relation to digital identity management.

4. CONCLUSION

In conclusion this result focuses not only on related to conflict resolution, but also on all issues handled with appropriate conflict management, and aid petitions when dealing with courts or observations that show risky behavior in analogy and digital issues. Within the framework of training for families and teachers, it is important to work on the basic aspects related to conflict resolution, active listening and strong language. But for this paper, it is necessary to focus on topics related to cyberspace pleasures and pleasures.

In order hand, it is important to design specific training on digital literacy at the procedural level. This training must focus on developing basic competencies related to managing digital privacy and secure identity. However in the case of children's digital literacy, adults play a very important role in three main aspects: (1) Direct responsibility for their digital literacy as an instrument to protect their rights and as an important aspect of their education. (2) As a catalyst for behavioral models that promote positive moderation and virtual excitement. (3) Refers to adults who can request child support. The aim is to act as a guide and reference for children. Beside it is not necessary for an ICT specialist to know how to direct and guide the behavior of minors on the Internet.

References

- Aram, D., Korat, O., & Hassunah-Arafat, S. (2013). The contribution of early home literacy activities to first grade reading and writing achievements in Arabic. *Reading and Writing*, 26(9), 1517-1536.
- Beschorner, B., & Hutchison, A. (2013). iPads as a literacy teaching tool in early childhood. *International Journal of Education in Mathematics, Science and Technology* 1, 16- 24
- Boudreau, D. (2005). Use of a parent questionnaire in emergent and early literacy assessment of preschool children. *Language, Speech & Hearing Services in Schools*, 36, 33-47
- Chiong, C., & Schuler, C. (2010). Learning: Is there an app for that? Investigations of young children's usage and learning with mobile devices and apps. New York, NY: The Joan Ganz Cooney Centre at Sesame Workshop
- Crescenzi, L., Jewitt., C & Price, S. (2014). The role of touch in preschool children's learning using iPad versus paper interaction. *Australian Journal of Language and Literacy*, 3, 87-95.
- Grieshaber, S., Shield, P., Luke, A., Macdonald, S. (2011). Family literacy practices and home literacy resources: An Australian pilot study. *Journal of Early Childhood Literacy*, 12, 113-138.
- Hisrich, K., & Blanchard, J. (2009). Digital media and emergent literacy. *Computers in the Schools*, 26, 240-255.
- Michael Cohen Group & U.S. Department of Education. (2011). Young children, apps and iPad. New York, NY: Michael Cohen Group. Retrieved from: http://sociallyspeakingllc.com/my-mission-for-socially/free_pdfs/a_study_of_young_children.pdf
- Ofcom. (2014). Children and Parents: Media Use and Attitudes Report. London: Office of Communications. http://stakeholders.ofcom.org.uk/binaries/research/medialiteracy/media-use-attitudes-14/Childrens_2014_Report.pdf
- Orrin, M. T., & Olcese, N. R. (2011). Teaching and learning with iPads, ready or not? *Techtrends*, 55, 42-48.
- Price, S., Jewitt, C., & Crescenzi, L. (2015). The role of iPads in pre-school children's mark making development. *Computers and*

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6(2), 137e148.