BRIDGING THE DIGITAL DIVIDE

by:

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Nowadays, most students are abreast with technology brought about by computers. They are more well versed in the use of modern electronic gadgets than their parents and yes, even their teachers. This can be attributed to their growing awareness in participating in various social media. While the conservative and conventional teacher would confine himself in seeking knowledge from old books and literatures, the typical students will search Google to learn a new word. This situation clearly defines how much search for knowledge has changed. If we will not join our students in their newly found haven, they might consider us outsiders and eventually might think that our method of teaching is far different from the digital informations available in the internet. This will create boundaries that will divide students from their teachers.

According to Robert C. Corey in 2012, “Amidst the Societal pressures and apparent indoctrination of technology and successive innovations, a persistent theme that needs to be addressed is how teachers adjust to these technological developments and separate necessary and needed technology from fleeting trends.”

When students seek learning on their own, they are at a risk of being mislead. It is about time we teachers heed to the call of the modern times if we don’t want our students to consider us outsiders. Corey also said that not only do faculty need to continue to model a critical approach to content, they also need to continue their investment of time in learning technology to better connect technology with content to ensure a greater impact on student learning. Let us equip ourselves with the knowledge about the digital world and join them in the growing global community of computer literates. This way, we can grow with them and discover the might of the digital world as a vast source of
tools, while having the opportunity to guide them along the course. Let us not allow them to be divided from us.

References:

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