THE NOTION OF DIGITAL LITERACY AND FLUENCY DEVELOPMENT IN CLASSROOM INSTRUCTION

by:
Lilibeth C. Inlong
Teacher II, General Lim Elementary School

The advent of the modern technology has influenced many of our activities: our manner of communication, of collaboration, of learning, and of course, of teaching. Besides, the technological advances in the present generation have brought valid necessities on the development of digital jargons; thus, obliging educators to become full-pledged 21st century teachers.

Since the dexterity in computer-related skills is already essential to the teachers in attending to the needs of our learners, we should understand the fact that their ability on using a wide variety of technology is ostensible in a way that whenever we experience technological difficulties, we inevitably consult them for a help.

Owing to the fact that our students are more conversant with technology, our ultimate role is to guide them coming across the spectrum of being digitally literate towards digitally fluent. With this, there is a need to understand the concepts of digital literacy and digital fluency, how they differ from each other, and how these skills influence classroom instruction.

As discussed in Weebly.com, digital literacy is just knowing the surface of digital tools and their uses. Digital fluency, on the other hand, requires one to know the tools and their uses and eventually produce a desired outcome or result. For instance, in learning a foreign language, to be literate means you have learned some phrases and can share some basic ideas, but to be fluent means you can use that language in different contexts.
Most of our students are digital natives which means they are literate on the technology we have today, but most of them cannot explain why it works the way it does, and how it should be used when the situation changes. It is then our responsibility to transform each digital literate student to digital fluent ones by not just exposing them to various technology that they can utilize in learning but also letting them to create concrete learning outcomes out of using these digital tools.

White (2013) therefore concludes on his written article that the need to harness the knowledge, skills, and attitude to new digital media for teaching and learning is an extension of many traditional skills but is added with computer-related skills and a changed focus. This is one of the timely concepts that teachers should ponder on.

**References:**

Digital Fluency VS Digital Literacy.
Retrieved from https://digitalfluencyintheclasroom.weebly.com/