IT'S TIME TO REEXPLORE DIGITAL PEDAGOGY FOR FUTURE LEARNING

Abstract

The study of instructing via digital technologies is known as digital pedagogy. The rationale for teachers' creation of digital pedagogies is examined in this chapter. It looks at the environment in which we educate as well as how pupils are changing. It argues that we should become more adept at using digital technology and outlines the kinds of learning outcomes we can expect. Both parents and students believe that digital technologies will make schooling easier. We run the risk of falling behind our students if we don't adopt digital technology and upskill. This is a serious duty. The use of technology in the classroom has many advantages.

Keyboards: Digital Peadagogy, interactive learning, Collaboration.

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The principle goal of education is to create people who are capable of doing new things – not simply repeating what other generations have done – people who are creative, inventive discoverers."

– Jean Piaget.

Throughout your educational journey, you have likely encountered the term "pedagogy" and developed a clear understanding of its meaning. As it serves as the cornerstone of our professional paths, many of us have already formulated a conception of what constitutes effective pedagogy within our specific areas of study or expertise. Pedagogy, pronounced as "peh-duh-gow-jee," fundamentally refers to the approach teachers employ in both theory and practice to facilitate learning. It is shaped by an educator's teaching philosophies and addresses the dynamic relationship between culture and diverse learning methodologies.

Extensive research and discussion have revolved around the integration of computers in the classroom, with technology often perceived as a valuable aid for both educators and students. However, is there more to it than meets the eye? Research suggests that when technology is incorporated, it fosters unique learning approaches and information generation processes. In the realm of teaching and learning, three learning theories—constructionism, distributed constructionism, and connectivism—have emerged as a result of this research on technology's utilization.

Technology has also changed how we view instructors. The traditional model of education, where the all-knowing, all-powerful teacher stands in front of the class and imparts knowledge to the students' impressionable minds, is no longer relevant. This paradigm is still employed in certain conventional schools in the nation, as despite its popularity peaking in the 1960s to 1970s.

Some instructors were initially quite excited about technology while its potential was being explored. Lots of predictions were made in the comments. There was a lot of prescient talk about computers taking the place of teachers, which sparked some opposition to using technology in the classroom. After the initial uproar subsided, educators began to consider the potential of new technologies in the classroom. The trend towards more independent, student-centered inquiry learning approaches has been accelerated by technology. Teachers now play the part of an eModerator or cocollaborator. Therefore, it appears that technology in the classroom is more than just a tool because it changes what and how we learn. It won't be enough to just put a computer in the classroom to improve learning; educators also need to know the theories behind learning that inform practice, how to choose the right technology, and how to use it to get the best learning outcomes. Teachers need to digital ways of instruction. In short, a digital pedagogy is the study of teaching with digital technologies. This chapter looks at the motivation behind teachers developing digital pedagogies. It examines how students are evolving as well as the setting in which we teach. It makes an argument for the necessity for us to improve our proficiency with digital technology and lays out what learning results we might anticipate. Parents and students alike anticipate that education will be facilitated by digital tools.. We must either embrace digital technologies and upskill, or risk being left behind by our pupils. This is a strong obligation. There are several benefits to using technology in the classroom.

I. WHAT IS DIGITAL PEDAGOGY?

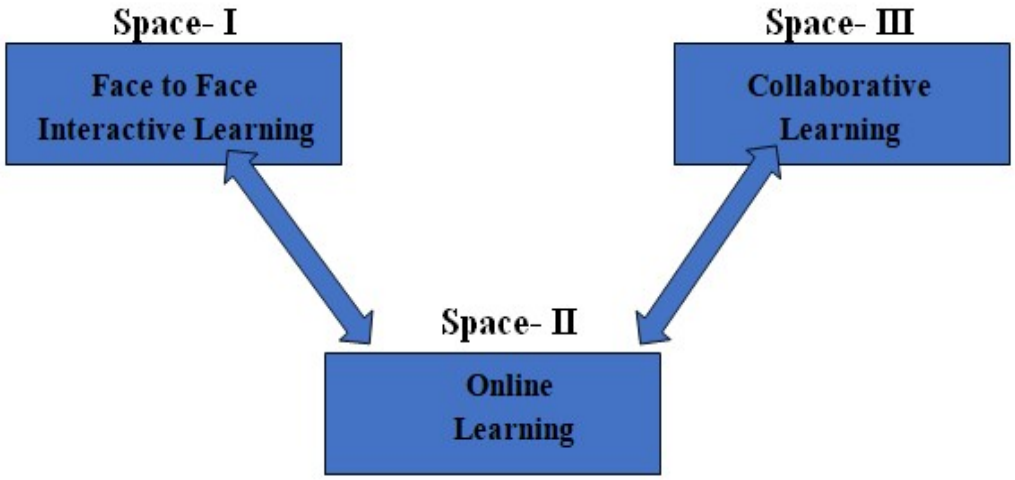
Digital pedagogy is the study and use of contemporary digital technology in instruction. Digital pedagogy can be applied in online, hybrid, and in-person learning environments. Another theory with roots in digital pedagogy is constructivism. A digital pedagogy involves learning plans that are more problem-solving oriented than content-based. Instead of portraying information as fixed, it might make it seem problematic. As a result, it encourages higher order thinking abilities and helps pupils go from rote memorization to conceptual understanding (Kent & Holdway, 2009). Through production, editing, and online publication, it fosters critical analysis, metacognition, and reflection (Luckin et al., 2009). Additionally, Web 2.0 technologies for social networking, along with the usage of blogs, wikis, iPhones, and iPads for learning, can be included into digital pedagogies. Digital pedagogies contribute to the promotion of global connectivity in this way. Holdway & Kent (2009).

Educators may find themselves transitioning from their roles as subject matter experts and technology users – for instance, when they search for and print out educational materials or activities for students – to becoming co-creators, as proposed by Poore (2011). This shift entails teachers guiding students on how to explore, select, assess, and effectively employ ICT content, thereby fostering the development of critical digital literacy. It is important to recognize that not all students are proficient in navigating or utilizing the full spectrum of ICT, as highlighted by MCEEDYA (2010). Rather than merely transferring existing activities to new digital mediums, teachers must also acknowledge that fundamental adaptations to these activities are necessary, as indicated by Kent and Holdway (2009).

Katherine D. Harris states that: "collaboration, playfulness/tinkering, focus on process, and building," are the key components of Digital Pedagogy.

The study of "digitalized" educational processes and their significance in personal development are revealed by the study of digital pedagogy, a subfield of pedagogical science that also produces useful strategies for enhancing their efficiency. It is also a pedagogical tendency associated with creating a digital society and economy. Additionally, digital pedagogy integrates computer-based digital technology into the art of learning, improving the

processes of teaching and learning as well as assessment. It also expands knowledge by structuring the educational system around higher-order thinking and problem-solving abilities. Additionally, it offers topnotch education while using information and communication technology to open up new learning opportunities. Using information technologies and the Internet, it organises a purposeful and organised activity on human formation (Toktarova&Semenova, 2020).so digital pedagogy is An emerging philosophy of teaching which combines the carefully curated use of technology with evidence-based strategies to achieve excellence in learning and teaching.



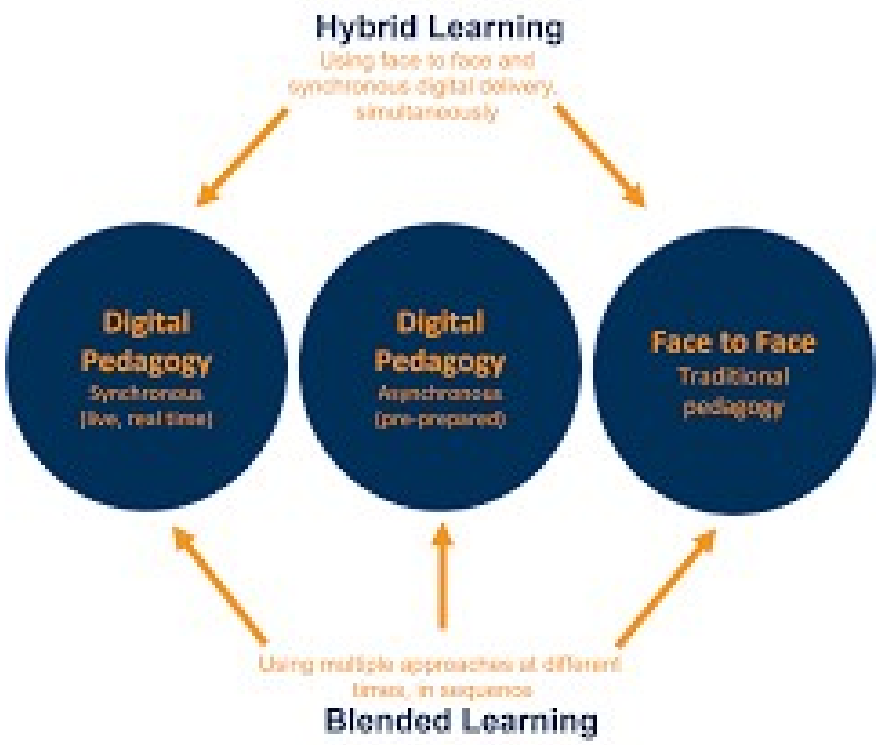
Digital pedagogy makes use of technological components to improve or transform the educational experience. Although digital delivery includes technology, digital pedagogy is about teaching and how students desire to learn, which is made possible by technology. According to certain research, the E-content package has a bigger impact on the students' learning success. By utilising a variety of teaching tactics to make the academic performance of the students more relevant and intrinsically motivating, teachers can enhance the teaching-learning process and make it more interactive (Devaki, 2018). Modern digital technologies are studied and applied in teaching and learning by digital pedagogy. It is primarily a critical pedagogical approach that makes conscious use of digital learning resources and considers how they affect applied pedagogies. It enables students to modify educational experiences through the use of technology. Digital pedagogy, on the other hand, is a brand-new paradigm that suggests understanding that access is the start of ICT policy rather than its conclusion because of education. It also incorporates technology into the teaching and learning processes.

II. WHY DO WE NEED DIGITAL PEDAGOGY?

Educators are constantly striving to enhance their approaches to satisfy the needs and anticipations of the students of today, who we call "digitally expectant." Students expect to experience both teaching and learning during their years in formal school.

Digital technology will be widely used in education. It is a requirement based on the interests and hobbies of the pupils.. In their spare time, they are adept at using Web 2.0, social networking, digital image and text editing, mashups, Wii, Xbox, NintendoDS, iPad, and other digital devices. They also use cellphones and watch and listen to digital TV and radio. The

list is endless. The terms "Gen C," "Gen I," "Net Gen," "Gen Y," "Gen Z," "Internet Generation," "digital natives," and so forth have been eagerly applied to the current generation. When education is exclusively centered on technology, it can have a number of negative pedagogical effects. Technology must be employed in a pedagogy-oriented framework rather than as a tool, and it must be combined with appropriate pedagogical approaches. Otherwise, no technical device, piece of hardware, or piece of software can take the place of the common classroom teachings. If technology is to be used in a class, the choice must take into account a variety of elements, including the lesson's goals and requirements, the available resources at the school, and the opportunities for the students. Unnecessary technology use only interferes with the learning process when it disturbs the course's natural flow. If the learning process in a course runs smoothly.



III. DIGITAL PEDAGOGY FOR TEACHER TRAINING PROGRAMMES

Due to the new methods of teaching and learning that digital pedagogy has introduced, instructors now need to be flexible with the digital resources at their disposal. As a result, it is crucial that teachers are familiar with technology, digital tools, and the online world. Because of this, ELT teachers of pre-primary and primary students may negotiate views, cultures, and textualities in situations that are mediated by technology and assess the calibre, reliability, and validity of sources. Teachers must play a crucial role in influencing young learners' attitudes and practises through the thoughtful selection and use of digital tools and environments because students' digital literacy does not necessarily correspond with their academic literacy (Hauck and Kurek, 2017).

A digitally literate teacher can assist students succeed, but for this to happen, it's critical to support teacher education programmes in revising their objectives and incorporating digital literacy (Giannikas, 2020). Then, teacher educators can help ELT teachers reflect thoroughly on their attitudes and perspectives towards technology, particularly at a time when digital tools are taking up a significant portion of language teaching and when new ones are anticipated to appear quickly (Chao, 2015). The development of VYLs and YLs into digitally literate users can also be aided by teacher education initiatives, which can provide teachers with guidance on how to coach their pupils. Digital literacy must be a cornerstone of children's education since it will help them comprehend the standards and curriculum. For this firstly try to,

- Understand your course material, including the fundamental skills.
- Learn about and comprehend effective digital pedagogical strategies.
- Cycles of instructional coaching and data collection
- Improve your digital literacy
- After hearing about professional practise, consider your own actions.
- Consider data and carry out coaching cycles

To do this, teacher education programmes must emphasise the following four fundamental abilities:

1. **Collaboration:** The capacity to function as a team and cooperate effectively in a digital setting.
2. **Creativity:** The capacity to spot opportunities, seize them, and come up with fresh concepts influenced by digital tools and resources.
3. Critical thinking is the skill of analysing sources, data, and arguments obtained from the internet or presented in a synchronous or asynchronous learning environment, followed by the recognition of patterns and abstract knowledge.
4. **Communication:** Having the skills necessary to interact with others in a digital learning environment effectively using a range of tools and techniques.

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