It's time to reexplore digital pedagogy for future learning

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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.

You will have come across the term "pedagogy" during your studies and be aware of what it means. Since it is the foundation of our profession, many of us already have a notion of what an effective pedagogy would be for the stage of learning or topic area we intend to specialise in. Pedagogy, pronounced "peh-duh-gow-jee," is a term that refers to the method of how teachers teach, in theory and in practice. Pedagogy is formed by an educator's teaching beliefs and concerns the interplay between culture and different ways to learn.

 The use of computers in the classroom has been the subject of extensive research and conjecture, and technology is frequently seen as a tool to help both teachers and pupils. Is that it, though? .According to research, when we utilise technology, we learn in different ways and generate information in different ways. Research on the use of technology in teaching and learning has informed developments in learning theories such as constructionism, distributed constructionism and connectivism.

Technology has altered our perception of teachers as well. The conventional paradigm of the all-knowing, all-powerful teacher standing in front of the class, dispensing knowledge into the pupils' naive brains, is no longer applicable. Although it peaked in popularity in the 1960s to 1970s, this paradigm is still used in some traditional classrooms in Australia. 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 co-collaborator. Technology in the classroom thus seems to be more than just a tool because it alters how and what we learn.

Putting a computer in a classroom won't make learning effective; teachers must understand how to utilise technology effectively, grasp the learning theories that underpin the practise, and know how to choose the right technology.Just putting a computer in a classroom won't make learning successful; teachers also need to be knowledgeable about the learning theories that underpin the practise and how to use the best technology to achieve the desired learning results. teachers require

digital teaching methods. A digital pedagogy is the study of how to teach utilising digital technologies, to put it simply. The purpose of teachers creating a digital pedagogy is examined in this chapter. It looks at how pupils are changing and the environment in which we educate. 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. It's a powerful imperative: we either up-skill and embrace digital technologies or we get left behind by our students. The rewards for including technology in the classroom are numerous.
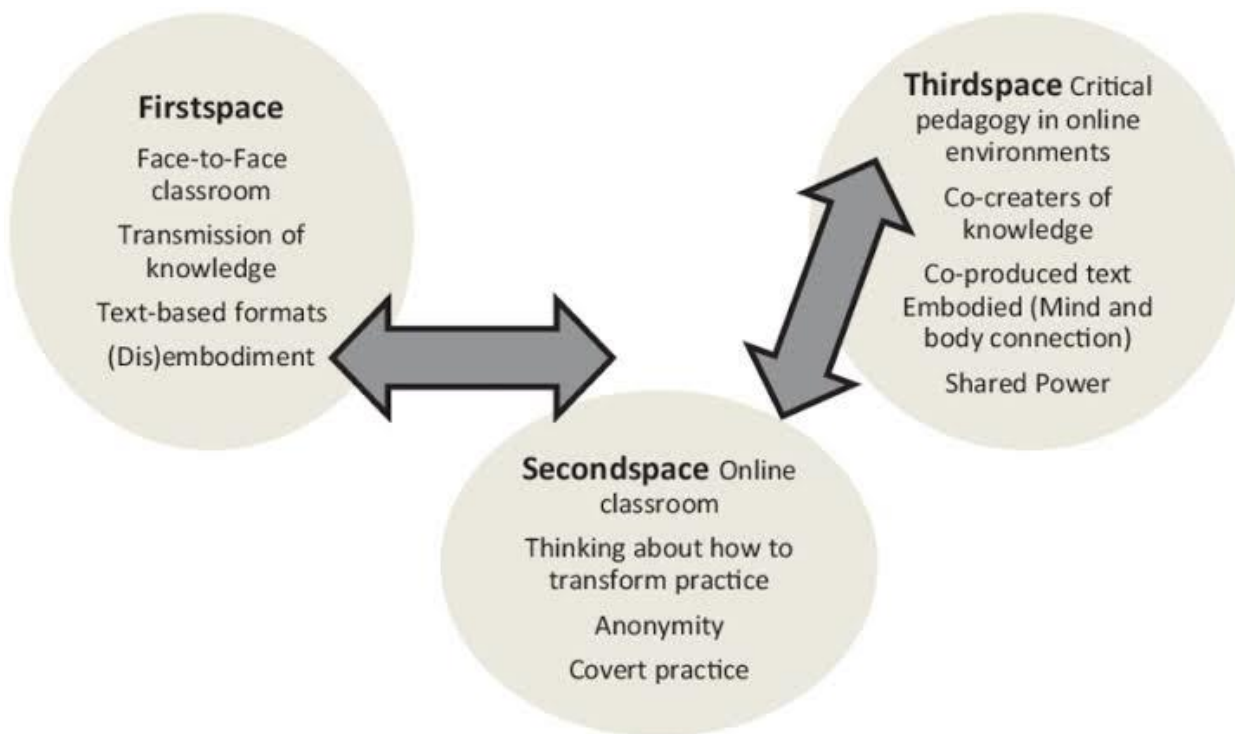
What is Digital Pedagogy ?

The study and application of modern digital technologies in teaching and learning is known as digital pedagogy. Digital pedagogy can be used in face-to-face, hybrid, and online learning settings. Constructivism is a theory that has origins in digital pedagogy as well.A digital pedagogy includes planning for learning which is less content than problem-solving based. It can

present knowledge as problematic rather than as fixed. As such it promotes higher order thinking skills and students move from remembering content to gaining a deep understanding of concepts (Kent & Holdway, 2009). It develops critical analysis, metacognition and reflection, often through creation, editing and publishing online (Luckin et al, 2009). Further, digital pedagogies can include Web 2.0 technology for social networking, with the use of blogs, wikis, i-phones and i-pads for learning. In this way digital pedagogies help to promote connectedness to the wider world. (Kent & Holdway, 2009).

Teachers may discover that they are no longer the subject matter experts and that they must shift from being technology users—such as when they look up and print out activities for students or material for themselves to utilise in the classroom—to cocreators (Poore, 2011). Teachers must demonstrate how to discover, select, analyse, and use ICT content so that students develop critical digital literacy because not all students are proficient navigators or users of the whole range of ICT (MCEEDYA, 2010). Instead of using the same activities on new medium, teachers must also understand that there will be fundamental changes to the activities.

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

Firstspace

Face-to-Face classroom

Transmission of knowledge

Text-based formats

(Dis)embodiment

Secondspace Online classroom

Thinking about how to transform practice

Anonymity

Covert practice

Thirdspace Critical pedagogy in online environments

Co-creaters of knowledge

Co-produced text Embodied (Mind and body connection)

Shared Power

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 top-notch 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.
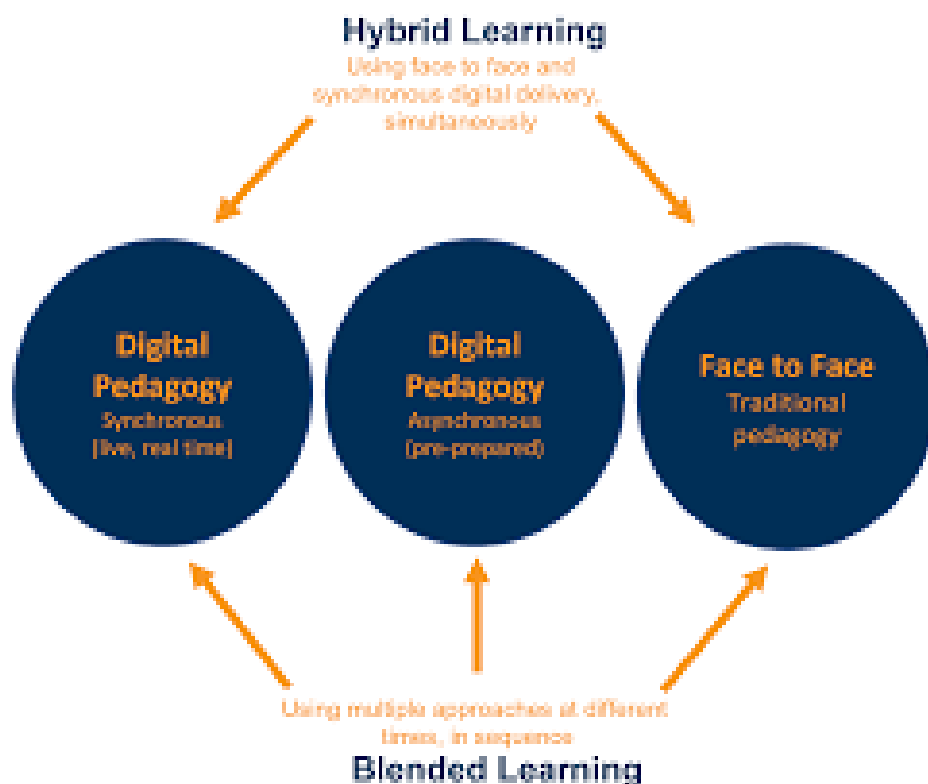
Why do we need Digital Pedagogy?

Teachers and professors always struggle to improve their methods in order to meet the demands and expectations of today's students, who we refer to as being "digitally expectant."

Students anticipate that during their years of formal education, they will encounter both teaching and learning.

Digital technology will be widely used in education. It is a requirement based on the interests and hobbies of the pupils. They utilise smartphones, watch digital TV, listen to digital radio, and are proficient with Web 2.0, social networking, digital image and text editing, mashups, Wii, Xbox, NintendoDS, iPad, and other digital technologies in their free time. The list goes on and on. The current generation
has been eagerly labelled as 'Gen C', 'Gen I', 'Net Gen', 'Gen Y', 'Gen Z', 'Internet Generation',
digital natives', and so on.It can have several detrimental pedagogical impacts when education is solely technology-focused. 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.

Hybrid Learning
Using face to face and synchronous digital delivery, simultaneously

Digital Pedagogy
Synchronous (live, real time)

Digital Pedagogy
Asynchronous (pre-prepared)

Face to Face
Traditional pedagogy

Using multiple approaches at different times, in sequence
Blended Learning

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.

Key steps to build digital pedagogy

1. Know your curriculum including the general capabilities.

2. Develop knowledge and understanding of quality digital pedagogy practices.

3. Instructional coaching cycles and collect data.

4. Develop digital skill proficiency.

5. Share professional practice, then reflect on your own practice.

6. Respond to data and continue 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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