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MART #1

An important aspect of the course so far is that of digital literacy and the need for teachers to be digitally literate. Nascimbeni (2018) explains, through various works and interpretations, that digital literacy is, in fact, a part of standard literacy, that it goes further than one's ability to use and understand ICT, that it is a socio-cultural concept. This truly opened my eyes and made me question if I am truly literate¹. From a teaching perspective, one cannot be literate without a firm understanding of TPACK. Koehler and Mishra (2009) explain that each component of TPACK is intertwined among one another, and this became obvious to me with our second in-class activity about it; we found it difficult at first to compare the different types of knowledge listed in TPACK because for every idea we had, someone pointed out that it could clearly be a part of another category! It all came together, however, when we made one final statement combining everything under the umbrella that is TPACK. This was the beginning of my journey towards literacy.

Canva allows users to make professional-looking banners, posters, signs, etc. for a variety of different uses; I had never used Canva before this class and could not understand why people were so interested by its capabilities. Audacity is a wonderful software that facilitates the process of making audio tracks such as songs, podcasts, etc.; I learnt how to use Audacity in

¹ Note that I use the words "literate" and "literacy" to mean "digitally literate" and "digital literacy".

elementary school and have had some fun with it over the years. In writing this reflection, I realized just how powerful these tools can be when used together. Let's look at the positive side first: teachers can use Audacity to create a podcast allowing students to revise a concept taught in class, showing the basics on a digital poster made with Canva, adding a visual component to the audio learning. Now for the more negative side of things (with a positive teacher twist, of course!): someone with a decent grasp of both platforms can produce realistic-looking news excerpts, for example, and mislead people to believing something that is not true. One interpretation of this is fake news. It is a teacher's responsibility to help students "deconstruct, question and challenge media content" (Nascimbeni, 2018, p. 8), that is, the teacher could create 'fake news' of their own to show students how easy it is to do and how easily people are fooled.

Palma de Schrynemakers (2011) explains that students must be provided with "experience to construct their own knowledge" and that learning must be embedded in "realistic and relevant contexts" (p. 48). Reflecting upon the use of these platforms, including WordPress (my personal choice for the digital binder assignment), I have realized how important it is to be digitally literate as a teacher. Being able to incorporate TPACK into this is a challenge that I am yet to overcome, but I believe that that is the first step towards digital literacy.

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