Panel Presentation:

CREATING DIGITAL CITIZENS: HAVE MALAYSIAN TEACHERS TAKEN UP THE CHALLENGE?

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Integrating technology into the classroom

Student A is pleased with her teacher because he blends online activities with teacher-led instruction. Thus, she is able to get the support she needs based on her skill level. This approach also allows her to work at her own pace.

IS IT POSSIBLE TO CREATE DIGITAL CITIZENS BY DOING THAT?
OR
DOES "CREATING DIGITAL CITIZENS" MEAN MORE THAN THAT?

What is Digital Citizenship?

Ribble , Bailey & Ross (2004) defined digital citizenship as the norms of behavior with regard to technology use.

They identified nine general areas of behavior that make up digital citizenship covering issues of technology use, abuse, and misuse:

1. *Etiquette:* electronic standards of conduct or procedure

2. *Communication:* electronic exchange of information

3. *Education:* the process of teaching and learning about technology and the use of technology

Areas of behaviour (cont)

4. *Access:* full electronic participation in society

5. *Commerce:* electronic buying and selling of goods

6. *Responsibility:* electronic responsibility for actions and deeds

7. *Rights:* those freedoms extended to everyone in a digital world

8. *Safety:* physical well-being in a digital technology world

9. *Security* (self-protection): electronic precautions to guarantee safety

For students to be Digital Citizens teachers must help

1. Students understand the ethical, cultural, and societal issues related to technology.

2. Students practice responsible use of technology systems, information, and software.

3. Students develop positive attitudes toward technology applications that support lifelong learning, collaboration, personal pursuits, and productivity.

What do teachers have to do to achieve these three goals:

(1) **Recognising and controlling cases of misuse of technology. Egs, Students** ..

- downloading music illegally from the Internet
- plagiarizing information using the Internet
- using cellular phones during class time
- playing games on laptops or handhelds during class.
- Not updating patches on their home computers to protect themselves & others from viruses

(2) Protecting students from abuse and invasion of privacy. Egs. Students

- not protecting their identities while using e-mail, chat, or IM.
- being threatened or abused by commercial and personal websites.
- are exposed to undesirable materials online (such as phonographic materials)

(3) Improve teaching and learning by using technology

This includes:

- Redesigning classrooms to integrate technology using thoughtful approaches
- Closing the digital gap between teachers and students
- Partnership with community resources – museums, businesses, and colleges – to support digital learning and expand the resources and programs available to students.

To what extent is this happening in Malaysia?

(1) **<u>Recognising and controlling cases of misuse of technology</u>**

It is acknowledged that such misuse is very common not only among students but also among adults but so far I have not come across any studies in Malaysia that show teachers trying to correct this behaviour.

DOES IT MEAN TEACHERS ARE NOT CONTROLLING ABUSE OR NO ONE HAS WRITTEN ANYTHING ABOUT IT?

(2) **Protecting students from abuse and invasion of privacy**

- Such invasion and abuse have been identified by numerous studies in Malaysia (Krishnamurthy & Wills, 2008; Liu et al. 2011, Mohamad & Ahmad; 2012; Norsaremah Salleh et al. 2012).

- BUT similarly no studies have shown teachers actually taking measures to protect students from such abuse.

DOES IT MEAN TEACHERS ARE NOT TAKING MEASURES TO PROTECT THEIR STUDENTS OR NO ONE HAS WRITTEN ANYTHING ABOUT IT?

(3) **Improve teaching and learning by using technology**.

Many studies have been written about this in Malaysia. So let's explore this from two different perspectives:

- Teachers' readiness for technology
- Students' readiness for technology

Teachers' readiness for technology

- Thang et al (2014) in her study found strong resistance among some university teachers in implementing digital storytelling.

- In an earlier study on secondary Smart School teachers, similar findings were found by Thang, Hall, Murugaiah, & Azman (2011); Thang et al. (2010) in the use of blogging and video clips.

Reasons for failure

(1) Teachers – "digital immigrants".

Do not have confidence and are afraid to appear "inadequate" in front of their students. This lack of confidence is transferred to their students (Buckingham, 2003 and Nahachewsky, 2007).

(2) Teachers are not the agents of change.

Diffusion of innovation in schools will be more successful if teachers are the agents of change (Rogers, 2003).

The Malaysian education system is rather top-down. Changes normally come about through directives from the Ministry of Education/Higher Education.

Students' readiness for technology

- Thang, et al (2014) found that teachers with strong resistance to technology tend to shift the reason for not implementing technology to students' inability to cope with new technology.

- However, Thang et al. found that students do not have problem accepting technology (as they are digital natives) and are keen to be involved in the use of technology in learning.

But do students use technology for learning?

- In another study (Thang et al, 2014b) found that Malaysian students despite being so-called "digital natives", generally do not use much technology in learning unless directed by their teachers.

- Use of technology are confined mainly to social networking purposes. This finding is in line with other studies in the West and in other Asian contexts.

Examples

➤ Lockley (2013) found Japanese students have a sound knowledge of technology tools but do not use them to study English or any other subject formally.

➤ Bingimlas (2009) and Hew and Brush (2007) found that social influence (such as peer pressure) and teachers' personal factors (such as teachers' confidence, competence and attitudes) are the main determining factors for successful ICT integration.

Creating Digital citizens: So have Malaysian teachers taken up the challenge?

Help students understand the ethical, cultural, and societal issues related to technology. No clear evidence

Help students practice responsible use of technology systems, information, and software. No clear evidence

3. Students develop positive attitudes toward technology applications that support lifelong learning, collaboration, personal pursuits, and productivity. No clear evidence

Conclusion

Long way to go before we can fulfil the promise of digital age … in creating digital citizens

Currently, MCMC is undertaking awareness programs and campaigns targeting at youths to make them aware of the danger of disclosing too much personal information online.

Conclusion

(1) However greater awareness must also be raised among teachers on their roles in educating their students regarding the values and responsibilities relating to being digital citizens.

(2) A major shift in technology use will only come when teachers and students are fully convinced of the value of technologies on language teaching and learning.

This will lead to teachers infusing and integrating new technology into their classrooms without apprehension and fear AND

Students NOT ONLY embracing the technologies shared by their teachers BUT exploring new technologies themselves to enhance their own learning.

THE END

Thank you for your attention.