Digital literacy of teachers

New technologies force academic staff to assume new responsibilities and to develop a whole range of new skills.

- Proficiency in digital environments: teachers must be able to navigate different digital environments, such as LMS, social media, and other digital tools.
- Information management: teachers need to be able to find, evaluate, and manage information from various sources.
- Communication skills: teachers must be able to communicate effectively using digital tools, such as email, video conferencing, and social media.
- Problem-solving skills: teachers need to be able to solve complex problems using digital tools.

Resistance of academics to adopt online teaching intensively

Several major reasons exist for the reluctance of academic faculty to adopt online teaching:

1. Unbundling of professional responsibility: academics may feel that they are losing their role as the main provider of education.
2. Work overload and burnout: online teaching requires additional work, such as creating new content, and this can lead to burnout.
3. Lack of ongoing support systems: institutions may not provide adequate support for online teaching.
4. Intellectual property concerns: there may be concerns about the ownership of intellectual property.

In the future, academics will have to accept the need to collaborate with other professionals and to design materials and during the actual teaching process.

Can students study by themselves?

There seems to be a disconnect between how students experience and interact with technology in their personal and social lives and how they use it in their roles as students.

Widespread misconception related to the ability of students to become autonomous learners and to design their own programs in the online era stems from the confusion between access to information and knowledge construction.

Widespread strategies to address the digital literacy needs of their academic faculty.

The US Educational Testing Service (ETS) has developed a new certification program entitled "Critical Thinking – Certification". It features real-time, scenario-based tasks designed to measure teachers' ability to navigate, critically evaluate, and make sense of the information available through digital technologies.

Evidence about library research tools.

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