

Digital Literacy Development in Teacher Education: A Case Study

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Research Design

Research Question:

How is digital literacy developed within a Design-based Thinking course in a teacher education program?

Objective:

- To gain a deeper understanding from the perspectives of an administrator and five instructors on how pre-service teachers understand and develop digital literacy in a teacher education program.

Theoretical Framework:

- Social Constructivism

Methodology:

- Case study (exploratory)

Data Collection:

- Individual interview
- Focus group interviews
- Document analysis

Data Analysis:

- Thematic analysis

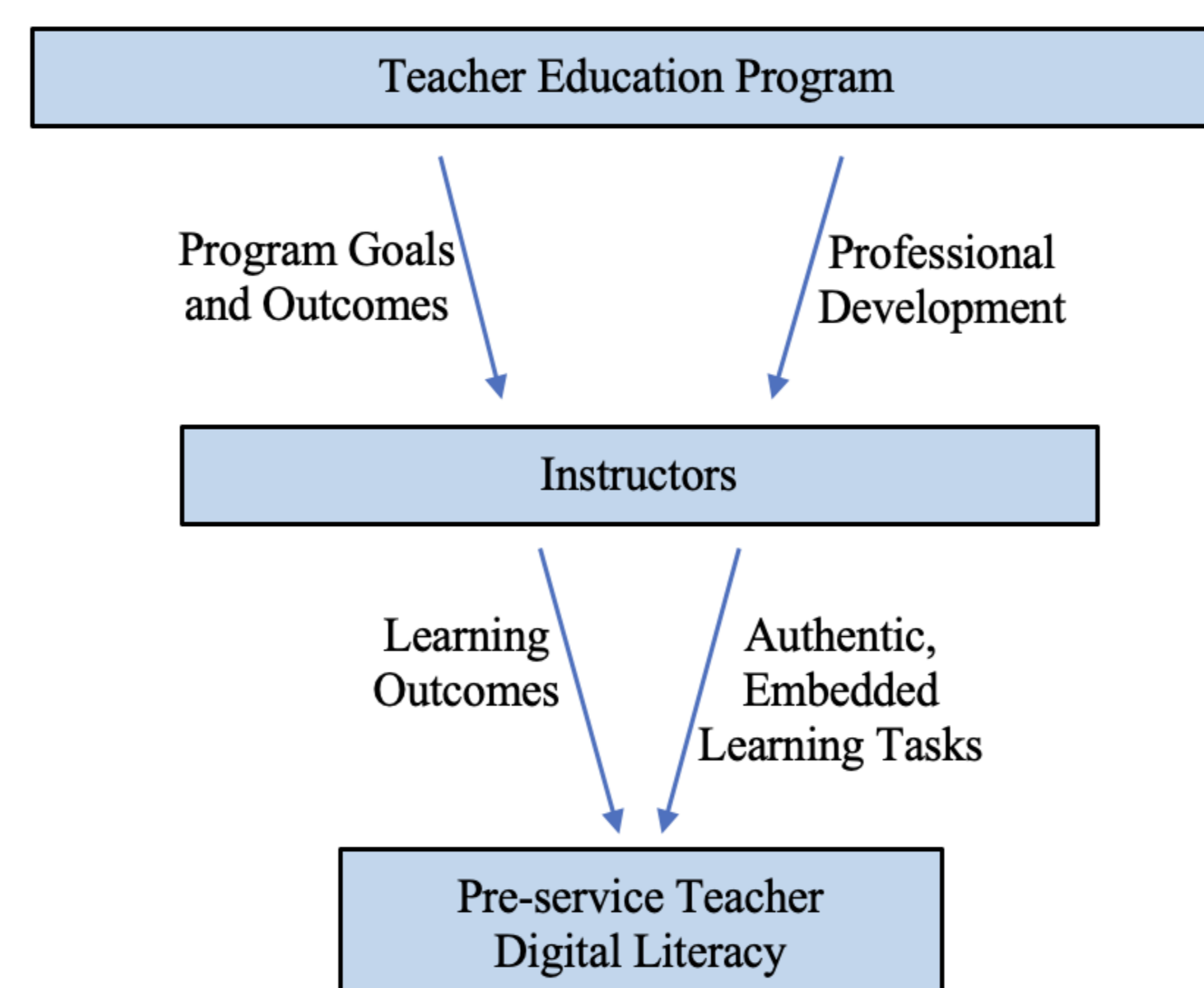
Key Findings

- Instructors' openness and modelling the usage of digital technologies to encourage pre-service teachers
- Opportunities for feedback in support of pre-service teachers' digital literacy development
- Establish goals in teacher education programs focused on digital literacy
 - Professional development for instructors
- Foster instructors' understanding of digital literacy to design authentic and embedded learning tasks

Implications and Recommendations

- Embed digital literacy in teacher education programs that is woven across courses
- Develop a common understanding of digital literacy with instructors and how it can be integrated in courses
- Design and facilitate learning for pre-service teachers to develop their digital literacy

Conceptual Framework



Directions for Future Research

- Investigating digital literacy development through curriculum mapping within a teacher education program
- Investigating the impact of online teaching and learning on developing pre-service teachers' digital literacy
- Exploring pre-service teachers' understanding and development of digital literacy in their teacher education program
- Investigating the nature and degree of professional development for instructors to foster digital literacy development

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