

USING COMPUTER-BASED LEARNING FOR DIGITAL NATIVES

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The digital revolution has had a significant impact on ways of living, as seen by the widespread use of digital devices and the integration of technology into everyday activities such as buying, reading, and navigating. The usage of computers, mobile devices, and the internet is in high demand, and it is believed to get even higher as technology becomes more accessible, especially for people in developing nations. Furthermore, a rising number of people who are digital tool dependent demands the creation of advanced laptops, tablets, and mobile phones for school, work, and business purposes. Many industries have benefited from increased access to and demand for technology, with some benefiting by effectively digitizing their processes and services, while others have struggled to keep up with the speed of technological innovation, which encourages the action of new learning.

Integrating technology into teaching and learning is not a new challenge for instructors and students in any school. Administrators and teachers have struggled to figure out how to use technological advancements like video and audio recordings, email, and teleconferencing to supplement or replace traditional instructional delivery methods. Because of new technology on the market, this difficulty has been easily solved in prior years of innovation in teaching and learning strategies.

The generation of learners to have grown up utilizing the internet are known as digital natives. They are accustomed to a wide range of digital toys and tools that have become a vital part of their daily lives. For them, digital activity is like a second language. They are the Internet and its networks' generation of technological acceleration. They think and process information in a completely different way than prior generations as a

result of growing up in such an environment; their thinking patterns have changed, and their brains have changed as well. They speak the digital language as "native speakers." This is a significant shift, with a significant gap between their generation and prior generations.

Digital natives recognize the value of digital technology and can put it to use on the spur of the moment. Immediacy, accessibility, and free access are examples of these qualities. Digital natives' abilities and competencies do not imply that they are all experts, inventors, designers, or developers. They are internet users. Digital natives are learners who are "born digital," which refers not only to digital gadgets but also to reading, writing, and dealing with information. In terms of technology, the digital generation possesses a wide range of new and amazing abilities. They understand informatics, computers, electronic gadgets, and mobile equipment intuitively. They operate technological tools without reading the user manual. They don't want to be taught how to operate a computer; they want to learn it through self-exploration. This generation is viewed as the "web 2.0" generation, which comprises their daily lives with interactivity, community, communication, and collaboration. This provides them with a new perspective on time and space. Learners have the ability to communicate with anyone, at any time, in any location. They can also gain access to a wealth of information. People are now expected to be available at all times. This generation's keywords include "immediacy" and "mobility." They are accustomed to a variety of communication forms, and they are always linked, if not over-connected, in a state of digital hyper-activity.

Since technology can deliver learning outside of the classroom, support the efficient use of valuable learning time, maintain learners' motivation, and engage various types of learners in the ways they learn best, it holds a lot of potential for addressing the needs of learners. Technology offers the ability to remove some of the barriers to participation and meet some of the specific demands of all learners.

Learner responses that are produced in computer-based learning are suited to retaining students' enthusiasm as they advance in utilizing digital tools. These characteristics are especially crucial for some learners who typically find learning difficult and may need a restructured learning process to experience success as learners. Students feel empowered and in charge when they use computers. Students have the ability to set their own pace and repeat lessons as needed, allowing them to progress at their own rate and continue moving when they are prepared and ready. Also, the computer's ability to engage with students alters the learning process. Traditionally, the teacher is in charge of the interaction. Working with computers also aids in the transition of students into the digital age.

Digital natives' engaging learning development aids in the development of society's competitive individuals. This leads to the realization that learning does not have to take place in a traditional setting or within the four walls of a classroom. Learning must adapt to meet the changing needs of students and the world's ongoing digital transformation.

The Official Website of DepED Division of Bataan

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