CHALLENGES ON TEACHERS' ELECTRONIC INFORMATION LITERACY LEVEL

by:
Mary Grace G. Bonifacio
Teacher III, Gugo Elementary School

In a modern world of technology, information literacy aims to provide knowledge sharing, accessible development, independent, and a variety of regulated social situations. The value of information in our daily lives is acknowledged by information literacy. It is essential to people's ability to communicate and express themselves freely because it allows people to comprehend the actions of various information sources, evaluate their information critically and make informed decisions as creators and consumers of information.

The implication of this in education is the teachers need to be prepared because they are the front-line leaders of several battle cry and flagship projects, especially in the development of 21st-century abilities like electronic information literacy in this new educational normal where technology has replaced conventional teaching and learning techniques. Knowledge and the world are always evolving, particularly in the areas of teaching and learning. Teachers have new challenges as the amount of information and its resources expands. They must acquire special and essential abilities that will allow them to obtain, evaluate, and apply knowledge in an ethical and efficient manner. Information and communication technologies, scientific advancements, and human reactions to these changes have changed the nature and context of information acquisition and perception, teaching, and learning, and given rise to new tools, methods, and concepts. Previously only accessible through expensive on-site visits, teachers and students can now access global digital knowledge resources. It's important to keep in mind that simply possessing knowledge and having access to it won't guarantee that

13 March 2025

someone will learn the skills required to thrive in the information age. To effectively use information and other resources, teachers will need to be proficient in electronic information literacy, particularly when the educational system undergoes a comprehensive overhaul.

The outbreak has altered the usual of education, making it difficult for teachers to fulfill their duties. These days, a lot of teachers have trouble finding current and pertinent resources to help them teach and learn. Because they were pioneers in education, teaching, and research, teachers were also seen as knowledgeable about and at ease with the world of technology and information intake. In the digital age, knowing what we're looking for, finding it, and handling what we find are all crucial in a constantly shifting environment. Those behaviors and behaviors are all part of information literacy. In our rapidly growing culture, information literacy is becoming increasingly crucial due to the development and spread of technology and resources for information.

Communication is a vital skill for social, cultural, economic, and personal growth in today's information-rich world. The ability to collect, evaluate, and use data is essential for lifelong learning and the information society. Information literacy, according to many academics, is a combination of computer literacy, digital skills, web literacy, 21st-century skills, archives literacy, moral thinking, and organizational skills that, when mastered, will empower document users to become independent critical thinkers. The idea of contemporary literacy has grown because of its connection to culture and technology. Information literacy, politics literacy, and human literacy are only a few of the literacies that can be differentiated under different social contexts and in different social situations.

The term "information literacy" is described as a set of competencies. Essential to locate, find, access, evaluate, and apply knowledge for ethical, effective, and efficient conflict resolution. Details Retrieval is becoming more significant particularly in research and academia settings. The World Wide Web is growing quickly. At the same time, the ability to go through enormous amounts of internet data to get precise and Accurate data

13 March 2025

is becoming more and more important. Being digitally literate is a 21st century skill, which encompasses people's consciousness, perspective, and capacity to acknowledge, access, integrate, evaluate, analyze, and extrapolate from online technologies, create new knowledge, generate fresh expressions, and engage with others regarding life circumstances to facilitate constructive and fruitful social action; and to recognize on this system.

The ability to make informed decisions is known as electronic information literacy. Choices regarding online information and use that information to academic objectives. Electronic information literacy has become essential for navigating the growing amount of digital data. The majority of making informed decisions about what is available online and in other technical formats is a critical component of digital and electronic literacy. It includes strategies for accessing digital resources and tools to assist users in managing information in different electronic formats. It improves understanding of copyright and intellectual property rights in an electronic setting. It is often known that the impact of electronic information literacy on contemporary long-term success of researchers.

References:

UNESCO (2020). Media and Information Literacy Curriculum for Teachers. Paris: UNESCO.

Adeleke, D.S. and Emeahara, E.N. (2016). Relationship between Information Literacy and use of electronic information resources by postgraduate students of the University of Ibadan. Library Philosophy and Practice (e-journal).

Innovation & Business Skills Australia. (2012). Identifying digital literacy skills: Cybercitizen and e-employee in the 21st century.
https://www.ibsa.org.au/sites/default/files/media/Investigating%20
Digital%20Literacy%20Skills.pdf

Maharana, B. and Mishra, C. (2017) A survey of digital information literacy of faculty at Sambalpur University. Library Philosophy and Practice (e journal). Paper 144. Retrieved on October 25, 2021 from http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1145&context=libphilprac