

DIGITAL LEADERSHIP FOR HIGH SCHOOL CLASSROOM MANAGEMENT

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Introduction

We are living in an ever-increasing digitalized and computerized world. Every field of our society is affected by this kind of change. For example, financial systems, factory systems and government systems, and most of our social systems are balancing by keeping step with this digital movement. Educational systems are struggling with this digital movement. In every classroom, teachers are embarrassed with new cultural conflicts with students, and they have no ideas about how to use digital tools and software. This research was done to improve classroom management. The research is especially focused on the high school classroom, because youth aged 13-18 are well adapted to digital culture and tools. Any curriculum or teaching method should be matched with the learner's concern and needs. Otherwise, teachers will have a problem with teaching and discipline in the classroom.

According to our rapidly changing world due to culture, globalization, digitalization new terms being coined. Digital natives, digital immigrants, virtual tribes, and digital leadership are all kinds of words that we never mentioned a decade ago. Now they have become our reality. Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A big discontinuity has taken place. One might even call it a "singularity" – an event that changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.

Digital Natives and Digital Immigrants

Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones, and instant messaging are integral parts of their lives.

In the modern classroom, in any country we can see similar problems that exist between student-digital natives, and teacher-digital immigrants. It is a matter of different cultural conflicts. Generally when we can say that cultural differences come from different nationalities, customs and countries, but this kind of cultural conflict is caused in the same society who has adapted well in digital devices or has not adapted yet. Students, particularly younger students, are digital natives. From birth and for some even before birth, these students have lived in a digital world. Many are connected to the Internet 24 hours, 7 days a week. Digital natives expect their world of information, music, and personal contacts to be with them at all times, whether at school, at home, or in the park. They do not see these technologies as mere tools for learning but, rather, as basic elements of their environment. This paradigm is entirely different from that of the digital immigrant's tool-based view. Education leaders and policymakers must consider this growing paradigm difference carefully as they plan.

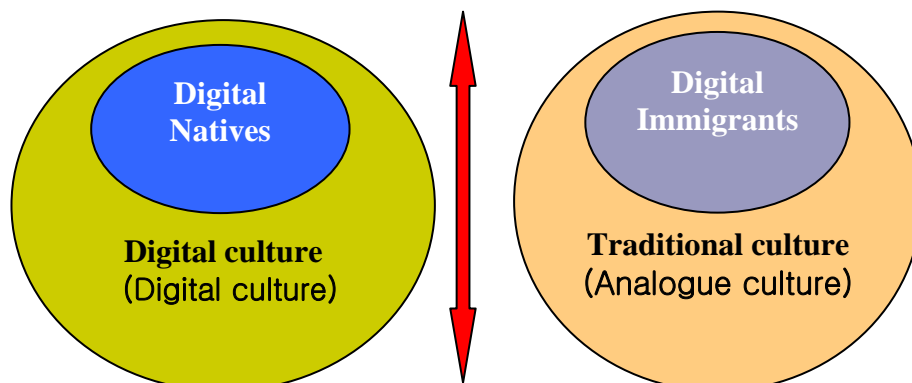


Figure 1