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SURVIVAL SKILLS IN DIGITAL ERA

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ABSTRACT

Digital knowledge contains further than the ordinary capability to use software or operate a digital device; it comprises a huge diversity of multifaceted reasoning, locomotive, sociological, and expressive skills, which users want in order to function successfully in digital surroundings. The tasks required in this context include, for example, "reading" instructions from graphical displays in user lines; using digital imitation to create new, meaningful materials from existing ones; building knowledge from a nonlinear, hyper textual navigation; assessing the value and validity of facts; and have a established and truthfulthoughtful of the "rules" that overcome in the cyberspace. This lately emerging concept of "digital literacy" may be used as a measure of the value of learners' work in digital surroundings, and provide intellectuals and originators with a more operative means of communication in planning better user-oriented surroundings. This inclusive, advancedtheoreticaloutline for digital literacy; information literacy; and socio-emotional literacy.

Keywords: Digital knowledge, digital device, digital surroundings, digital literacy

INTRODUCTION

Expansion of a more precisetheoretical framework couldexpand the understanding of the abilities included in the term "digital literacy" and delivercreators of digital environments with addeddetailedstrategies for actual preparation of learner-oriented digital work surroundings, This lately evolving theory of digital literacy may be used as a degree of the excellence of learners' work in digital surroundings, and deliverspecialists and originators with a more effective means of communication in designing better user-oriented surroundings. This object proposes a holistic, refined conceptual framework for digital literacy; information literacy; and socio-emotional literacy. Enlargement of a more clear-cut

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theoreticalagenda may improve the understanding of the skills comprehended by the term "digital literacy" and provide designers of digital surroundings with more precise guidelines for effective organization of learner-oriented digital work environments

DIGITAL LITERACY- AN INTEGRATED MODEL OF SKILLS

In 2004, Eshet-Alkalai published a 5-skill holistic theoretical model for digital literacy, disagreeing that it shields most of the reasoning skills that operators and intellectuals employ in digital surroundings, and henceoffers scholars, researchers and creators with ainfluential outline and design strategies. Currently, this model is measured one of the greatest complete and a clear model for digital literacy or digital era and it was also comprisedbetween the fundamental models for digital learning in the Encyclopedia of Distance Learning. The five reasoning digital literacy skills that comprise the classical are:

PHOTO-VISUAL LITERACY - LEARNING TO READ FROM VISUALS

Script is a way of communication that practices symbols; in the progress of history, it advanced from an alphabet of portraits, which used symbols with associative pictorialimplications to characterize words, consonants, or letters, and thuscompulsory a reasonablysmall level of intellectual mediation, to the modern alphabet, which is collected of "meaningless" theoretical symbols (letters), and consequentlyneeds a advanced level of intellectual mediation. In similarity, the history of pictorial communication in digital surroundingsimitates the conflictingtendency, as established, for example, in computer user interfaces. These advanced text-based, command-guided syntactical boundaries to in-built graphic user interfaces that implement principles of "using vision to think" and create an effective photo-visual communication that "speaks the user's language". Use ability research has designated that it is at ease for maximumoperators, learners and specialists alike, to study from graphic interfaces, since they serviceusualgraphic communication with the operator.

REPRODUCTION LITERACY: THE ART OF CREATIVE DUPLICATION

The invention of the printing press by Gutenberg marked aunlimitedincrease in human skill to duplicate, replicate, and allocate information on a hugemeasure. Tillnow, all written or explicitinformation was stored in a method that they might not be replicated, in libraries and gatherings. Certainethnicities and informationnot existed in written form, but were deliveredvocally from parents to children. The followingpronounced leap in the individual'sskill to replicateinformationtranspired in the twentieth century, with the development of computerized digital Imitation. These innovative and limitlesspotentials for replicating and allocating digital information have unlockedfirsthandprospects for intellectuals and performers, then they have also required the expansion of a innovative set of standards for imagination, creativity, and ability in skill or educationaleffort.

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This stimulatesreflect queries, such as, for example, to what extent can a individual copy or review an prevailing work of art or manuscript before it is considered copy rather than an original creation? What are the limits of creativity in art? When does a formationdevelop a practical act of reproduction? At a addedfundamental level, it is possible to put these questions themselves to the examine—are they even significant, or has the time perhaps come for "The author to die", and for us to way aside the issue of uniqueness and legitimacy in our intellectual activities. Possibly the mostwell-known example of reproduction in art ages back to the 1960s and the pop artist Andy Warhol, whose effort was mainlyconstructed on reproduction of single elements (such a cans of Coca Cola).

BRANCHING LITERACY: HYPERMEDIA AND THINKING OR MULTIPLE-DOMAIN THINKING

Existing hypermedia technology has offered computer operators with innovativetrials of digital literacy. It allowsspecialists to change away from the relatively-linear data searches in traditional digital libraries and databases, the knowledge construction from information that was retrieved in a nonlinear manner. Till the early 1990s, work in the regulated computer surroundings, most of which were not grounded on the hypermedia technology, encouraged relatively linear thinking. This was verbalized by inflexible operating systems, and by the statement that the users were used to books, and predictable to work in a computer-based surroundings that would imitate the linear book-reading environment. The current hypermedia environment deliversoperators with a great degree of independence in directing through varies domains of information, howeveroffers them with difficulties arising from the essential to create knowledge from enormous quantities of dependent pieces of information, reached in a nonlinear, unordered manner.

INFORMATION LITERACY: THE ART OF ALWAYS QUESTIONING INFORMATION

Nowadays, with the exponential development in obtainable information, the customers'abilities to access evidence by organizing out subjective, biased, or even wrong information has become a main issue in training people to develop smart information consumers. Information valuation is made inall work we do in the digital environment, such as data demands or navigational decisions in the web. It is the users' awareness of their choices that regulates the actual quality of the conclusions, positions, opinions, or replicas that they build from the information. Inappropriately, maximum studies on information literacy skills focus on the information-seeking strategies and habits of users and only a few stresses the reasoning and instructive aspects that are related to this skill. Information literacy acts as a riddle: it classifies false, unrelated, or prejudiced information, and evades its diffusion into the learner's awareness. Information-literate consumers are critical thinkers -

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people who continuously enquire information, and certainly not take it for granted. It is right that information literacy is not unique to the digital era; it has permanently been a vital feature of effective scholars, even before the information revolution. Though, in the digital era, with the limitless exposure of humans to digital information, it has converted as a survival skill that enables learners to make informed use of information.

SOCIO-EMOTIONAL LITERACY

The extension of the Internet and other platforms of digital communication have unlocked up freshmagnitudes and opportunities for combined learning and information sharing in numerous forms, as education communities, conversation groups, and chat rooms. Though, alongside the opportunities, these freshopportunities also present the user with problems, in a proportion unknown prior to the Internet era. For example, In what way is it possible to know whether persons in a chat room are really who they say they are ,Should we open an electronic mail from an unknown person, even if the mail's subject seems to be interesting? It might contain a virus, but then again, it could be genuine. Socially-literate users of the cyberspace know how to avoid "traps" as well as derive benefits from the advantages of digital communication.

These users have a comparativelyinnovative type of digital knowledge, which is mentioned as socio-emotional literacy, for it includes mainly sociological and emotional features of work in cyberspace. Socio-emotional digital literacy seems to be the utmost complex of all the types of digital literacy labeled. In order to obtain the skill, users must be very critical, analytical, and mature, and must have a high degree of information literacy and branching literacy. Much research has been devoted to drawing a socio-psychological profile of users in cyberspace. On the basis of the findings of these studies, socio-emotionally-literate users can be described as those who are willing to share data and knowledge with others, capable of information assessment and abstract thinking, and able to collaboratively construct knowledge

CONCLUSION

Digital literacy can be defined as survival skill in the digital era. It constitutes a system of skills and strategies used by learners and users in digital environments. Digital literacy was integrated into a taxonomical framework of five basic digital literacies. The digital era is not going to disappear, and the need for education to respond to the growing digital tide is rapidly increasing.



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