

DİJİTAL ÇAĞDA YOL ALMAK: DİJİTAL OKURYAZARLIĞIN TEMELLERİ VE SINIRLARI

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1.DİJİTAL OKURYAZARLIĞA GİRİŞ

Dijital okuryazarlık kavramı, ilk olarak 1990’ların sonlarında ortaya çıkmıştır. Paul Gilster (1997), bu kavramı dijital ortamlar üzerinden sunulan bilgiyi yorumlayıp uygulama becerisi olarak tanımlamış ve teknolojik dönüşümlerin yaşandığı bir çağda hayatta kalmak için gerekli entelektüel bir yetkinlik olarak değerlendirmiştir. Bu tanım, zamanla önemli bir kavramsal genişlemeye uğramıştır. Güncel literatür, dijital okuryazarlığı yalnızca teknik yeterliliklerle sınırlı görmeyip; bireylerin dijital ortamlarda etkin biçimde var olabilmesi için gerekli olan bilişsel, teknik ve sosyo-duygusal beceriler bütünü olarak ele almaktadır (Greene ve Crompton, 2024). “Dijital okuryazarlık” kavramı Martin (2006) tarafından, bilgisayar becerileriyle sınırlı kalmaksızın dijital olgulara odaklanan, birleştirici bir kavram olarak tanımlanmıştır. Bu çerçevede, dijital okuryazarlık giderek daha fazla, teknolojik gelişmelerle ve toplumsal normlardaki değişimlerle şekillenen esnek ve bağlama duyarlı bir yeterlilik olarak değerlendirilmektedir (Pangrazio, Godhe ve Ledesma, 2020).

21.yy becerileri arasında yer alan dijital okuryazarlık (Demir Başaran, 2024), sabit bir beceri seti olmaktan çıkmış; eleştirel düşünmeyi, dijital bilgiye erişimi, onu çözümlemeyi, üretmeyi ve paylaşmayı içeren, teknolojiyle birlikte evrilen bir yetkinliğe dönüşmüştür. Bu bağlamda, dijital ortamlarla bilinçli, etik ve ka-

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potansiyeli tam anlamıyla gerçekleştirilememektedir. Oysa bu yeterlik, erken çocukluktan başlayarak yapılandırılmış pedagojik yaklaşımlarla desteklendiğinde, öğrencilerin yaratıcı, eleştirel ve sorumlu dijital bireyler olarak yetişmesine katkı sunmaktadır. Dijital okuryazarlık, aynı zamanda sürdürülebilir kalkınma hedefleri ile de güçlü biçimde örtüşmekte; toplumsal kapsayıcılık, dijital yurttaşlık ve kültürel devamlılık gibi alanlarda anlamlı etkiler yaratmaktadır. Bu bağlamda, öğretmen yeterliklerinin güçlendirilmesi, dijital altyapıya adil erişimin sağlanması, müfredatların dijital etiği ve eleştirel bakışı önceleyen yaklaşımlarla yeniden tasarlanması gerekmektedir. Eğitim politikalarının bütüncül ve kapsayıcı bir dijital stratejiyle yeniden yapılandırılması, yalnızca bireysel başarıları desteklemekle kalmayacak; aynı zamanda dijital uçurumu azaltan, eşitlikçi ve dirençli öğrenme topluluklarının inşasına da zemin hazırlayacaktır. Sonuç olarak dijital okuryazarlık, çağdaş eğitim sistemlerinin merkezinde yer alan, çok boyutlu ve stratejik bir öğrenme alanı olarak ele alınmalıdır. Teknik yetkinliklerin ötesinde, eleştirel düşünmeyi, etik sorumluluğu ve kültürel duyarlılığı içeren bir dijital okuryazarlık anlayışı; hem bireyleri güçlendirecek hem de sürdürülebilir, adil ve bilinçli bir dijital toplumun inşasını mümkün kılacaktır.

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