

**Once upon a time, a client changed her topic after we had already written some material for her.**

No need to mention her real name, but we'll call her Nice Nelly. Nelly was working toward an Education degree and had come to us for help with a concept paper she was required to submit prior to writing her full proposal.

We were completing a preliminary Literature Review when the Nelly called us and said her supervisor had made specific suggestions and favored Action Research with a case study design.

The whole plan had to be scrapped. We had intended to analyze interview data using Grounded Theory, but to comply with the suggestion of the supervisor we switched to action research using a case study approach.

Nice Nelly no longer needed that material, so she very kindly invited us to use it as an example of our work. Here is a link to the partially complete concept paper with a reference list in APA showing all the sources we had gathered for the Literature Review.

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## **CONCEPT PAPER: Preparing Students for Future Technology**

**Problem Statement:** Educators have a responsibility to prepare students to succeed in a world of digital technology (Bawden, 2008), but they cannot easily come to a consensus about exactly how to do that because technology continues to change so rapidly (Nelson, Courier, and Joseph, 2011). Consequently, the concept of “digital literacy” has emerged in the discourse among educators as they prepare students to keep stride with new innovations. Any instructional methods are applied in differing ways, and variances occur, “within as well as between grade levels” (Breux, Danridge, and Pearson, p. 227), so it is crucial to identify the methods that experienced teachers find most effective for promoting the development of digital literacy while teaching various subjects and grade levels.

**Purpose:** The purpose of this study is to identify the instructions methods experienced teachers perceive to be most effective for improving digital literacy at the high school level. Nelson, Courier, and Joseph explain that one of the difficulties in forming a consensus about how to best teach students about technology is the fact that it changes so quickly. Therefore, it is reasonable to seek guidance from experienced teachers as they continuously modify their instructional methods to better promote digital literacy.

**Theoretical Framework:** This descriptive study uses a postpositivist phenomenological approach based on the perceptions of experienced teachers. The two major areas of

theoretical context are comprised of literature related to teacher efficacy (from Bandura's "self-efficacy") and literature related to digital literacy. Gilster (1997) was the first to offer a definition for "digital literacy" and over the years others have offered different definitions (Nelson, Courier, and Joseph, 2011) which burdens researchers to be as agile and innovative enough to inform instructional practice about promoting digital literacy even while digital technology continues to change.

**Research Question:** What are the "best practices" described by experienced teachers who modify their instructional methods to promote digital literacy?

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