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.
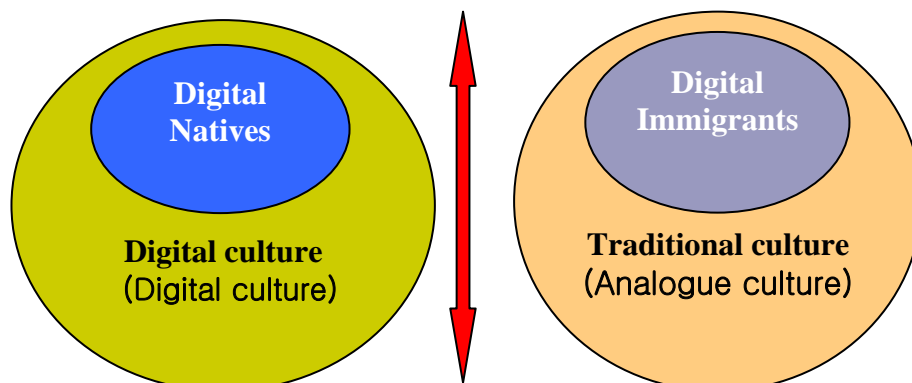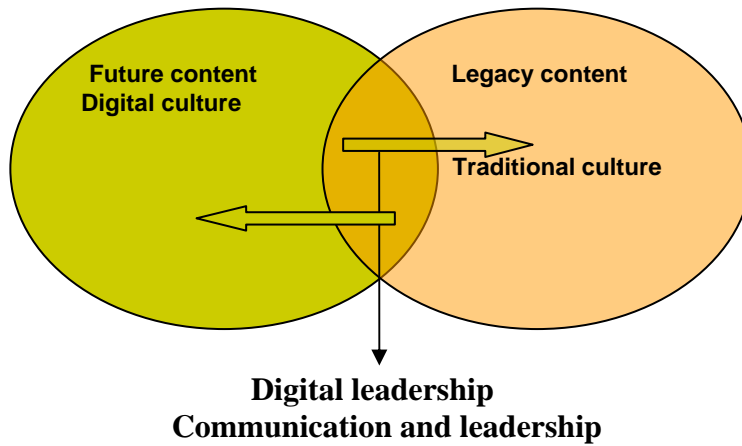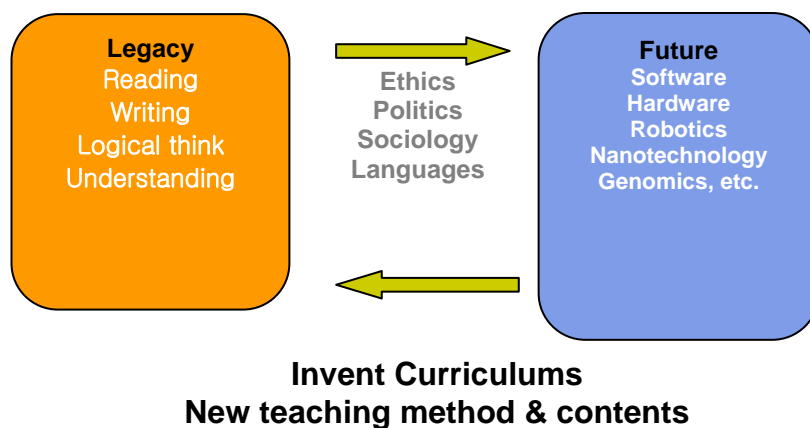

Figure 1

Figure1 shows that there is no cultural sharing between digital natives and digital immigrants in the classroom environment. They have there own culture to make achievement, which need communication and mutual understanding, but figure1 shows disconnected communication for effective teaching and learning. The single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language. This makes it very difficult to achieve successful classroom management. Digital natives have adopted well but for digital immigrants these are still unfamiliar tools.

Future content
Digital culture

Legacy content

Traditional culture

Digital leadership
Communication and leadership

Figure2

Figure2 shows an improved model over figure1. Between two groups, some areas are shared. This can develop better communication and relationships. From here, we can find meaning in digital leadership. Digital leadership enables conversation and helps overcome cultural conflicts. Furthermore, it can enable us to make better achievements and develop better relationships than before. Teachers should adapt established classroom management principles by determining what students will need to do in order to maximize their engagement in an ICT environment, rather than working backward to determine the managerial instructions needed. Today's teachers have to learn to communicate in the language and style of their students. This does not mean changing the meaning of what is important or of good thinking skills, but it does mean going faster, less step-by step, in parallel, with more random access, among other things. Educators might ask "But how do we teach logic in this fashion?" While it is not immediately clear, we do need to figure it out. As educators, we need to be thinking about how to teach both Legacy and Future content in the language of the Digital Natives. The first involves a major translation and change of methodology; the second involves all that plus new content and thinking. It is not actually clear which is harder – "learning new stuff" or "learning new ways to do old stuff." This is the basic lesson for digital leadership.

Legacy
Reading
Writing
Logical think
Understanding

Ethics
Politics
Sociology
Languages

Future
Software
Hardware
Robotics
Nanotechnology
Genomics, etc.

**Invent Curriculums**
New teaching method & contents

Figure 3

"Legacy" content includes reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, etc – all of our "traditional" curriculum. It is of course still important, but it is from a different era. Some of it (such as logical thinking) will continue to be important, but some (perhaps like Euclidean geometry) will become less so, as did Latin and Greek. "Future" content is to a large extent, not surprisingly, digital and technological, but while it includes software, hardware, robotics, nanotechnology, genomics, etc. it also includes the ethics, politics, sociology,

languages and other things that go with them. This "Future" content is extremely interesting to today's students. But how many digital immigrants are prepared to teach it? Someone once suggested to me that kids should only be allowed to use computers in school that they have built themselves. It is a brilliant idea that is very doable from the point of view of the student capability. But who could teach it?

CMC Theory

In general, computer-mediated communications (CMC) are described as communications, mediated by interconnected computers, between individuals or groups separated in space and/or time. Common characteristics of CMC include asynchronous and synchronous communication capacity, high interactivity, and multi-way communication. 1996, CMC was defined "the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages".
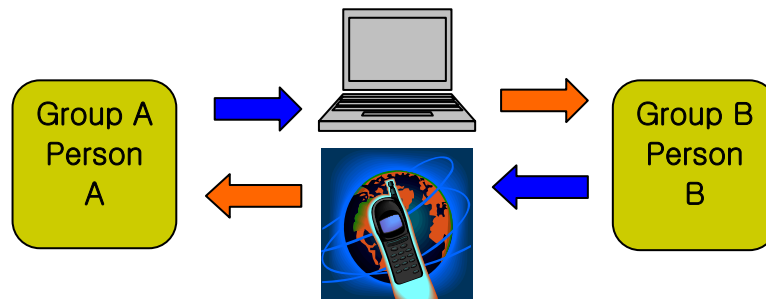
Computer Mediated Communication (CMC)

Figure 4

There are some CMC research results for a better classroom management.
- Adaptive Situational Theory (AST) is based on the notion that any technology introduced to a group will be adapted to suit the group's purpose.

- The Process Loss Model is an input-process-output model that explains group functioning in terms of input and process combining to determine group output.

- Social Impact Theory is the social influence individuals exert on one another which depends on several factors including immediacy and strength.

- Information Richness Theory concerns different communication media that vary in terms of their potential information carrying capacity (information richness), and CMC media is often less information rich than face-to-face communication.
These kinds of research result enable us to find useful classroom manage skills with ICT tools. Under the same infrastructure, result can come out in a different way. It depends on how to use it and who use it. Communications and relationships are most important elements for classroom management. According to the survey, teachers who have good communication methods with students are having good relationships with students. Most failure is in the case of classroom management, caused by bad communication and relationships between a teacher and a student. Both of these go hand in hand.

Suggestions for effective classroom management

For classroom management the quality of teacher-student relationships is the key for all other aspects of classroom management. According to research teacher's who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students. What are the characteristics of effective teacher-student relationships? Effective teacher-student relationships involve, primarily, specific teacher behaviors: exhibiting appropriate levels of dominance, exhibiting appropriate levels of cooperation, and being aware of high-needs students. Therefore, CMC theory can be an effective method for better classroom management. Research studies have shown that effective classroom management is a necessary condition for successful ICT integration in schools.
Classroom management usually encompasses teachers' actions that aim at managing student's behaviors to engage students in learning. Specifically, it includes actions such as establishing and maintaining order, providing effective

instruction, handling of misbehaviors, attending to students' emotional and cognitive needs and managing group processes. Effective classroom management as producing a high rate of work involvement and a low rate of deviancy in academic setting focuses less on overcoming discipline problems and more on the creation of a positive environment that is conducive to student involvement, satisfaction and learning. With digital leadership, we can make effective classroom management and can produce good quality of achievement.

Digital Leadership

The key word for best classroom management is relationship and communication. The problems that exist between digital natives and digital immigrants are caused by lack of relationship and communications. Digital leadership can combine different context and enables communication between two groups. Today's problem comes from yesterday's solution. Vice versa, today's solution can come from yesterday's problem. Digital leadership enables these kinds of positive changes.

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