# An important role of educational supervision in the digital age

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Abstract

Educational supervision is one of the most important supports for the educational system and educator's professional development. This paper attempts to highlight the importance role of educational supervisor in digital age. There are three significance factors for efficient educational supervision in the higher educational institution which are Teaching & Learning, Digital Ethics and Training and Professional Development. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future. Digital age demand the educators to undertake life-long, upgrading, reviewing of their own professional learning and adopting continuous professional development. In order to help students to gain access to information independently and practice the digital ethics, educator in digital age needs a new approaches to teach including those that emphasize high order thinking skills, constructivists approaches to learning and understanding, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology related. At this stage, the most suitable training for the right person at the right time is required and a Training Need Analysis (TNA) is crucially necessary. CUDBAS is one of the approaches for TNA to structure the training need. The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring an effective system of professional supervision, and preventing the deterioration of essential support structures for educators. Through quality collaboration, educators could move from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a co-operative problem-solving process a crucial concept in the professional development of educators.

Keywords: educational supervision, digital age, professional development.

Introduction

In recent years, the popularity and predominance of the digital technologies has accelerated and continues to grow exponentially. The digital wave is becoming increasingly associated with everyday life: from schooling and education, to political engagement and even financial and health management. Moreover, the developments in digital technology, and the speed at which the technology emerges, drive innovation and new applications that touch our lives in different and often profound ways. While there are

numerous opportunities and aspirations associated with digitalisation, there is also a crucial need to understand and mitigate the challenges it presents to society.

Initially, the educational institutions around the world are making big changes to embrace the Industrial Revolution (IR 4.0) by bringing the technology in the classroom and spark innovative spirit among the educator. Sorrounded by the talk about the latest gadgets and apps, a strong team is needed as the responsible for executing the overall vision and managing the significant change in these educational institution as well as to bridge theory and practice. The global digital activities as depicted in Figure 1.
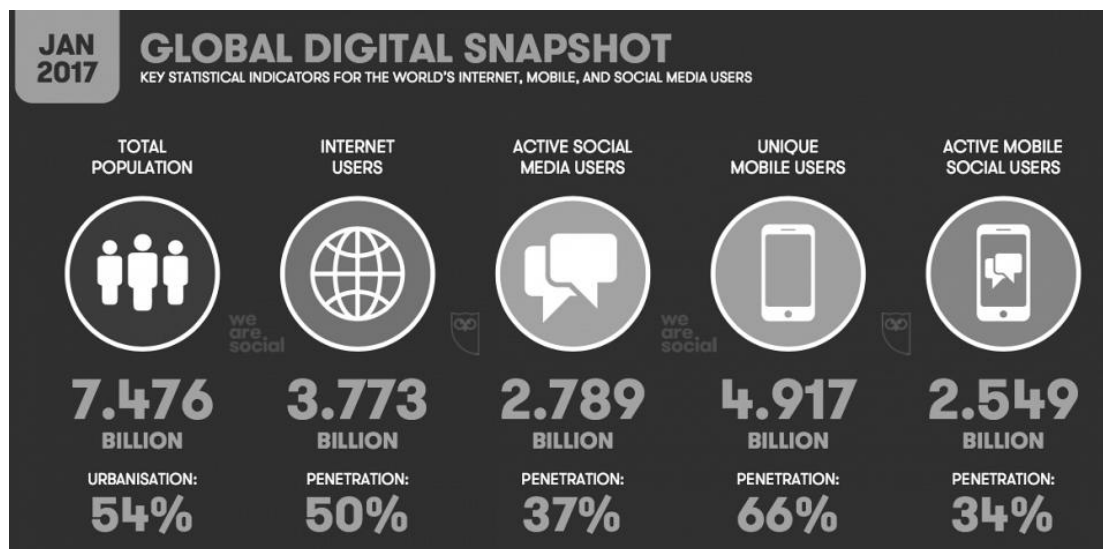

Figure 1 : The Global Digital Snapshot

The educational supervision is an integral part of the educational management, and is one of the importanttransactions in the educational system, especially in the learning and teaching processes.Consequently, to make sure the technology works efficiently, the educational supervisor is responsible for providing adequate support to the trainees/students for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies as mentioned in (A. Abdulla: 2014). Therefore the engagement of information technology in academic environments is necessary to fulfill missions that address current trends and future demands.

Discussions

Teaching and Learning

The digital world is increasingly penetrating the education and skills domain, with technology gradually being used to deliver education,knowledge and skills in new and innovativeways. This penetration is coupled with futurechanges to the mode and pattern of work, which are affected by the current climate of economic uncertainty, as well as bypolitical shifts. Given the increased use of fast-changing digital technologies in the workplace, new skills needs have emerged. The use of thesetechnologies has contributed to transforming learning and skills development into a lifelongprocess. Indeed, as in (S. Grand-clement: 2017) , people now have to continue to develop and refresh their skills and knowledge in order to keep abreast with the constant innovations and new developments in the digital world. It is estimated that technology skills have to be updated every three years in order to have continued relevance. This applies to the workforce in general, where emphasis is placed not so much on knowing the information, but, rather, on how to find it, and the ability to assess its quality and reliability.

The emergence of the role as educational supervision is an example of task specialisation within the teaching-learning environment. The report in (J. D. Wake and O. Dysthe: 2007) highlighted that two different types of skills are required: digital skills and digital navigation skills. Digital skills are technical skills required to use digital technologies, whereas digital navigation skills are a wider set of skills needed to succeed in the digital world. These include finding information, prioritising information and assessing the quality and reliability of information. These digital navigation skills are not fundamentally different from the non-digital skills that were necessary in the past and that are still required today, although they have to be 'translated' for use in a digital context. These digital navigation skills were also referred to as 'eternal skills'.

In the digital age, the position of the educator ismore adaptable and being an educator is no longer limited to the traditional role of the teacher. Views were held that in the digital context, the emphasis is placed on what is being received, rather than on what is being delivered, and the group advocated replacing the term education with the term learning, as the latter places a more active role on the learner, rather than on the educator.The educator's role is to guide the learner and to point out where the learner can access and evaluate information, rather than to be the source of the knowledge since information on the fingertip. Community should be moving away from the idea that learning is a one-way process. For example, in the analogy of the educator as sports coach: motivating, encouraging teamwork, and working to improve the students in an all-round way as this showsthe importance of the term coaching, as opposed to the term teaching, to emphasize this holistic approach, which includes ensuring the wellness of the learners, developing a team spirit, providing support and mentoring, asking for questions rather than asking for answers, and guiding the learner into future learning avenues.

Educational supervision thereforerequires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case.
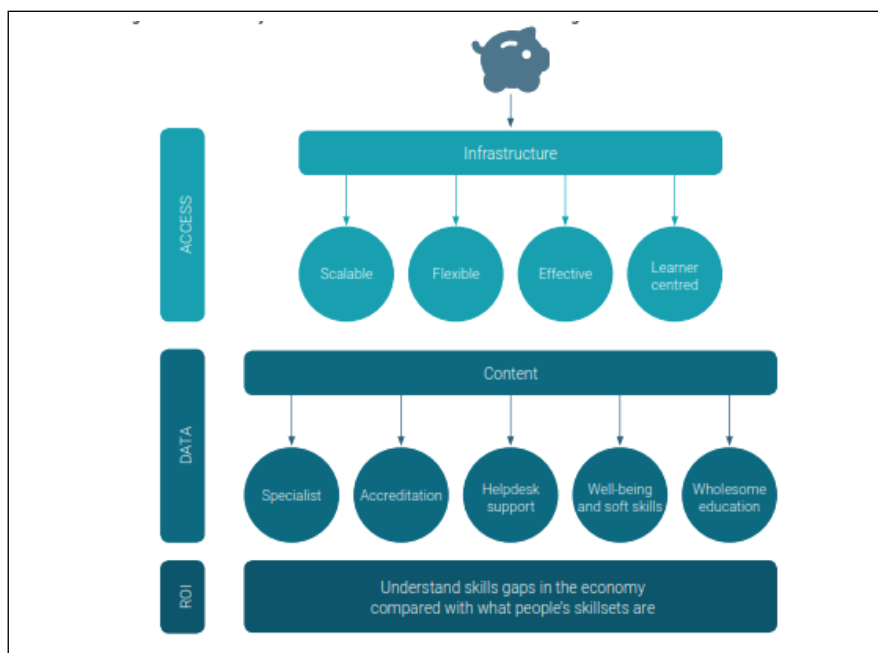

Figure 2: Preliminary Framework For Inclusive Education In The Digital World (A. W. Tony. Bates: 2015)

Another role of educational supervision as in figure 2 (A. W. Tony. Bates: 2015) is to complete the student's assessment and nothing is likely to drive student learning more than the method of assessment. At the same time, assessment methods are rapidly changing and are likely to continue to change to adapt with the emerging digital technology.. Assessment in terms of skills development needs to be both ongoing and continuous as well as summative. There is an increasing range of digitally based tools that can enrich

the quality and range of student assessment. Therefore the choice of assessment methods, and their relevance to other components, are vital elements of any effective learning environment.

Digital Ethics

Another important role of educational supervision is to create awareness about the digital ethics. By considering the needs of current students, it is important to monitor and instruct the students on how to behave in the digital world. With the experience of these technologies and online resources, parents and educators often need to supervise and create awareness as the important rules children need to learn prior to participating in our digital world. Digital etiquette provides an insight for parents, educators and students as it addresses the appropriate conduct, the best practices for technology use and the consequences for misuse of technology resources. To become informed digital citizens, parents and educators must learn about this topic and the issues involved in order to address the topic with our students. It is a continuous learning process and as new technologies emerge, there is a potential for new issues to arise. By being informed and prepared for the digital world, students will be able to act responsibly, make appropriate choices, and enjoy the many benefits that accompany technology use while the educators playing the importance as the educational supervisor.

There are many issues related to this topic of digital etiquette. Educators have to guide and monitor the students to make responsible choices as participants in the digital world. These choices include viewing age appropriate websites, communicating with others in a courteous and respectful manner, respecting others' views and material, and using technology during the appropriate times and in the appropriate settings. In addition, students must avoid engaging in inappropriate behaviors such as harassing, threatening or flaming others, cyber bullying, posting or sharing personal and private information and using inappropriate language. Students must learn the etiquette for communicating online. They must recognize that what they say can have an impact on others even when they cannot see others' facial expressions. Joking and sarcasm are not easily identifiable and students need to be aware of the negative effects of cyber bullying and hurtful language. Simply using all capitals is a sign that one user is screaming at another and digital etiquette encourages others to avoid it if possible. These are serious issues that have serious impact. It is important to remember that students cannot just be told a list of rules and expectations for online behavior. They need guided instruction, guided practice, lessons and discussions and they need to see their parents and teachers, their role models demonstrating appropriate conduct.

On the other hand, institutions operates under a clear set of practices/ guidelines for maintaining privacy, confidentiality, and security in its use of digital technology. Besides that the institution also need to develop a responsible-use policy that is framed in the positive, flexible enough to accommodate changes in technology, and frequently reviewed.It is suggested by (Nais: 2013), the educators establishes a curriculum-based digital citizenship/digital responsibility program that includes ongoing discussions of online behavior, cyberbullying, and respectful and legal use of online tools.Educators teach, model, and expect safe, healthy, ethical, legal, and responsible use of digital resources and interaction on social media by students and parents. The educators need to stays current on issues, events, and concerns related to online behavior and digital citizenship and informs faculty, students, and parents when appropriate.

Training for Human Resource Development

The curriculum development is the most significance factor as it will have a big impact on the educational institution. The pattern of educational supervision also will reflect towards the curriculum as this is the documents they use as the guidelines. Education in the 21st century, is poised to growand exploit new global markets via the Internet, the distribution mechanism and the arena in which software applications that address the scope of educational and training needs to engage millions of people every day (R. S. Friedman and F. P. Deek: 2003). The curriculum need to become relevant with the technology changes and the educators also need to be train with the relevant skills. The study results in (D. Fitzgibbons: 2005) indicated that one of the obstacles in the way of developing the supervisor' efficiencies was the lack for trainingprograms that may cause them acquire efficiency in the use of technological aids. In the light of these results, theresearcher suggested holding courses that may develop the supervisor's efficiencies in this area.

Due to current exponential growth in technology and its effects on the economy and society at large, the need for training has become more evident than ever. Improving the skills and knowledge of the workforce through training is now one of the most important agendas of most organizations in both developed and developing countries.According to (Luckin, Rosemary, Brett Bligh, Andrew Manches, Shaaron Ainsworth, Charles Crook & Richard Noss. 2012), modern organisations invest a huge amount of money in training programs and learning. When the educators have the experience and abilities on the technology and all the skills and knowledge that they need to adapt, then the curriculum can be developed based on the industry driven technology. Before sending them for training, it is very important to identify the needs of the employees. Training Needs Analysis (TNA) is a valuable tool to provide a detailed picture of an employee's knowledge, skills and attitudes. TNA is the method of determining if a training need exists and, if it does, what training is required to fill the gap. One of the approaches used to conduct TNA is CUDBAS.

CUDBAS is the acronym for Curriculum Development Based on Ability Structure and originated in Japan. It is a method of structure-based curriculum development based on abilities namely, skills, knowledge, and attitudes. CUDBAS as illustrated in figure 3, can be applied in various areas including developing training curriculum, course scheduling, assessment, training development, and more. It is also suitable to be used in company or organization interested in improving the quality and production according to the specific needs of the organization and company.
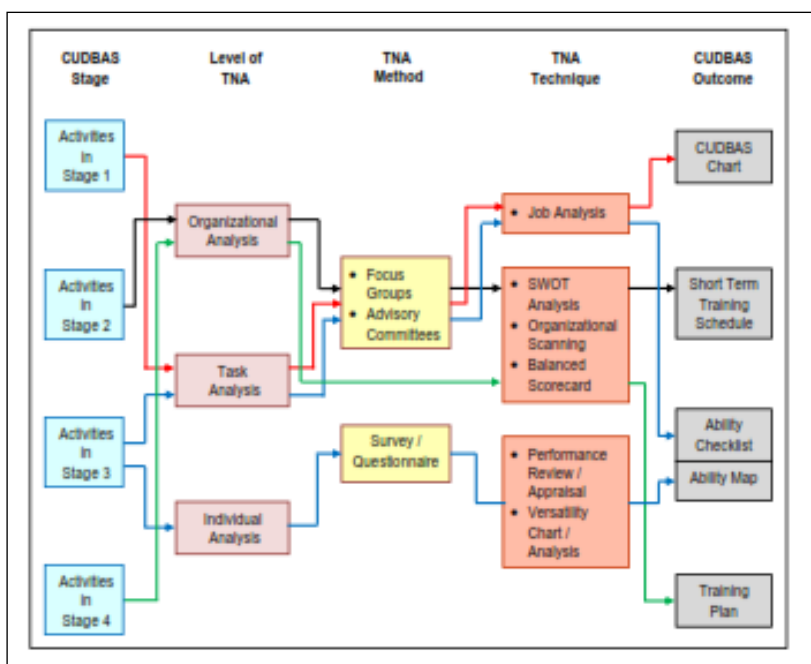

Figure 3: Conceptual framework for conducting TNA using CUDBAS approach (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016)

CUDBASis one of the new elements (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016) that can help increase the level of education especially in skills based education. Itis an acronym from the progression of the curriculum structure of ability by Prof. Dr. Kazuo Mori in 1990 in Japan. CUDBAS will provide detailed direction related to the knowledge, skills and attitudes of workers to do job. In addition also CUDBAS also assists organizations in identifying and launching the work process, reduce costs in training and upgrading the quality of skills of workers also reduces waste production caused by human error.CUDBAS is a new approach to implementing TNA for skills training andindustries in Malaysia. CUDBAS product consists of (i) CUDBAS Chart, (ii) Short Term Training Schedule, (iii) Ability Check List and Ability Map, and (iv) Yearly Training Plan. TNA can be considered the most important phase in ensuring the effectiveness of the planned training (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016). It needs to be approached systematically and formally by following certain steps. The needs at

organizational level should first be analyzed, followed by operational level and individual level analysis. Therefore, it is important to identify the TNA levels covered in CUDBAS and the suitable methods and techniques for conducting TNA using CUDBAS.

In the time being, a method of analysing tasks/abilities which reliably prescribesthe training procedure nearly doesn't exist. It is suggested to build a method that may begin with a provisional set of categories of relatively specific training methods and conditions and an essential step to test the value of providing specific methods and conditions in training for the real environment. The most important is the tasks/abilities analysis may have to resolve the problem to encode capabilities in their particular trainee population. It will often be apparent during task analysis that the same performance may be achieved in different ways.Procedure is easier to train than principles andindeed may be supported by job training or no need training at all. A group may be achieving better performance by following the procedures that attempting to work fromfirst principle. On the other hand, the cost of producing good procedural guides may be tough but in digital age, this is the most importance element.

Conclusions

Regarding the conventional roles, the educators have to update their abilities in the field of education provision in this digital age, there is individual responsibility to continuously upskill and renew one's knowledge, as well as a wider responsibility across government and businesses in terms of making learning and the education system accessible, efficient and relevant. There is a need for digital skills to be better integrated in formal education and lifelong learning opportunities, in order to provide citizens with the tools they need to succeed in everyday lifeas well as in potential future careers. Currently the emphasis is on technical digital skills, whereas the softer skills, such as digital navigation, are not as highly recognised, despite being just as important.Nevertheless, the reality is that in any system with a wide diversity of students, as is so common today, teachers andinstructors as the educational supervisor will have to provide effective learner support, unlesswe are willing to sacrifice the future of many thousands of learner's without proper guidance in this digital era.

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