Learning literature and digital skills among high school students

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Abstract

This study aims to engage high school students more deeply with literature by introducing new approaches that are essential in today's era of technological advancements. The specific focus of this research is on high school students, encouraging them to explore artistic works using technology. The research questions delve into how different models can be alternated to enhance the understanding and analysis of literary works. Additionally, they explore how young people can actively participate in creating new reading models that also incorporate digital skills which are vital in modern education. The hypothesis for this study revolves around the idea that offering young people new work models supported by technology about literary works, or providing opportunities for concrete engagement where they actively contribute to their realization, can improve the quality of their reading and learning competencies. To conduct this research, a comparative analytical approach was employed to examine the structure of literature classes in high schools. Additionally, a quantitative method based on data from specific questionnaires tailored to this age group was employed to understand their preferences and interests regarding new proposals. By combining explanatory, situational analysis, and comparison with well-executed survey data, we arrived at valuable insights into the relationship between literature and students' digital literacy. The conclusion underscores the willingness of both teachers and students to embrace new approaches and models, demonstrating their acceptance and appreciation of literature, as well as qualitative learning experiences.

Key words

digital environment, high school, learning, literature, skills, youth