

# Research on the Correlation between Digital Literacy of Teachers in Private Universities and Educational Quality

Jingjing Li, Tingting Fu

*Geely University of China, Chengdu, Sichuan, China*

**Abstract:** In the digital age, the role of teachers has undergone a transformation, not only as knowledge transmitters, but also as learning guides and integrators of digital technology. To adapt to the development trend of education, private universities need to strengthen their attention to teachers' digital literacy and continuously enhance their core development momentum. Nowadays, research on teachers' digital literacy and its impact on innovative educational models and improving educational quality continues to advance. Especially in the context of increasing emphasis on educational informatization, how to effectively enhance teachers' digital literacy and promote the improvement of educational quality has become a key focus of professional development for teachers. By exploring the correlation between digital literacy of teachers in private universities and educational quality, we aim to provide reference for promoting the development of educational informatization.

**Keywords:** Private Universities; University Teachers; Digital Literacy; Educational Quality; Relevance

## 1. Introduction

Technological progress is driving the development of the times, and digital information, as the mainstream trend of various industries in today's society, has put forward digital literacy requirements for talents in various fields. As for private universities, whether teachers have good digital literacy directly affects the quality of education. By enhancing teachers' digital literacy, it helps them improve resource utilization, innovate teaching methods, and ultimately achieve improved teaching effectiveness and educational quality. With the increasing popularity of digital technology in the field of education, teachers' digital literacy requirements will also face

greater challenges. As an important institution of higher education, private universities attach great importance to improving teachers' digital literacy and grasping the correlation between teachers' digital literacy and educational quality.

## 2. Analysis of the Current Situation of Digital Literacy Among Teachers in Private Universities

The report of the 20th National Congress of the Communist Party of China proposed the strategic deployment of "promoting the digitization of education, building a learning society and a learning country with lifelong learning for all"; The industry standard "Teacher Digital Literacy" issued by the Ministry of Education clarifies the digital technology application capabilities that teachers should possess in the digital age. It can be seen that the importance of teachers' digital literacy in the current stage of educational development is an important guiding basis for the professional development of teachers in private universities and the improvement of educational quality. With the continuous promotion of the country's emphasis on educational informatization, the requirements for teachers' digital literacy have gradually increased, including teachers' awareness and attitude towards the understanding and practice of educational digitization, effective mastery of digital knowledge and skills, and innovative development of digital teaching abilities. This ensures that teachers can not only uphold the concept of digital education, but also scientifically, reasonably, and proficiently use digital technology to create new directions in education and teaching, truly achieving the improvement of digital literacy.

Based on the current performance of digital literacy among teachers in private universities, their mastery of digital technology generally exists at the surface level, that is, they are able to use computers and have basic computer office skills. However, they are relatively weak in

specialized information technology knowledge and application abilities, such as programming languages; At the same time, driven by the internal educational information resources of private universities, which provide information-based teaching equipment and tools, and demand relevant application requirements from teachers, teachers can carry out a certain degree of information-based teaching activities through targeted learning of the usage methods of information-based teaching equipment and tools. However, there are still significant shortcomings in the development and integration of digital educational teaching resources. Taking micro lessons as an example, although micro lessons are emerging educational technologies and widely used, there are still many teachers who do not have the ability to create micro lessons at this stage. From the perspective of education informatization environment construction and resource support conditions, compared with public universities, private universities show certain weaknesses in terms of funding investment, teaching resources, research platforms, etc., indirectly affecting the improvement of teachers' digital literacy. Although many private universities have actively explored information-based teaching models and focused on improving and optimizing teaching methods and tools through digital technology, they still face many challenges in the process of modernization, especially in the digital transformation of teachers, which requires further comprehensive consideration of practical issues such as resource allocation, teaching methods, policy support, etc.

### **3. Theoretical Basis for Teachers' Digital Literacy and Educational Quality**

#### **3.1 The Connotation and Composition of Teachers' Digital Literacy**

Teacher digital literacy is a contemporary requirement for teachers' professional competence in the context of digital development. It not only includes basic computer operation skills, but also involves the integration and application of digital teaching resources, teaching design in the digital environment, guidance and evaluation of students' online learning, etc. Having a certain level of digital literacy is not only a requirement of the times for educational reform, but also a guide for teachers' professional development

direction. By making reasonable use of digital technology, traditional teaching content, forms, and teaching management can be comprehensively optimized and reformed to achieve the goal of improving teaching quality and efficiency. As for the composition of teachers' digital literacy, it is usually divided into four parts, namely digital awareness and attitude, digital knowledge and skills, digital teaching ability, digital ethics and norms, etc. The first three are requirements for teachers' digital cognition and application abilities, while the last emphasizes the correct establishment of teachers' conceptual awareness, which can guide students to shape information security awareness and cultivate network civilization literacy while complying with digital ethical norms.

#### **3.2 Correlation Analysis Between Teachers' Digital Literacy and Educational Quality**

The digital literacy of teachers is closely related to the quality of education. Digital literacy is a manifestation of teaching ability, which refers to the specific application and effectiveness of teachers' digital technology and educational informatization capabilities in educational practice. Compared to traditional teaching methods, the introduction of digital technology in classroom teaching has brought about tremendous changes. It not only overturns traditional classroom teaching forms, but also innovatively organizes and optimizes teaching activities, making teaching methods no longer limited, more diverse, novel, and interesting; Teaching resources no longer rely on a single textbook, but are supported by digital technology to collect and integrate various resources in the online space, providing students with higher quality and richer teaching resource content. Not only that, digital technology has also expanded the channels for teacher-student interaction. Students can engage in learning and communication activities through online social platforms, providing strong support for improving students' learning enthusiasm, broadening their learning ideas, and enhancing their learning efficiency. It can be seen that teachers' digital literacy has an indirect promoting effect on the quality of education. When teachers have high digital literacy, the quality of education will inevitably be influenced and sublimated from it.

### **4. Strategies and Suggestions for Improving**

## Teachers' Digital Literacy

### 4.1 Strengthen Teacher Training

Teacher training is a direct way to enhance the digital literacy of teachers in private universities. Private colleges and universities should give full play to their role as organizers, organize internal teachers to carry out digital literacy training activities based on the background of educational informatization and digital development, take dynamic strengthening and continuous improvement measures, accelerate the construction of high-quality digital literacy teachers in colleges and universities, so that they can quickly adapt to the requirements of the era for their digital literacy ability, provide students with contemporary and progressiveness education service support, and fundamentally improve the quality and effect of education and teaching. In this regard, private universities should focus on the design and selection of content and methods for teacher digital literacy training, ensuring the effectiveness of training activity organization and the feasibility of teacher training. In terms of the design of training content for the former, it should be combined with the connotation and constituent elements of digital literacy, focusing on the basic knowledge of digital technology, digital technology teaching application, digital resource development and utilization, data analysis and evaluation, and other aspects to design training content. At the same time, based on individual differences among teachers, personalized design and organization of training content should be carried out to improve the pertinence and effectiveness of teacher training. In terms of the choice of training methods for the latter, multiple training modes can be set according to the actual situation of teachers, including centralized training, online training, practical training, etc. Among them, centralized training emphasizes the systematic learning of digital literacy related knowledge and skills by teachers in the short term, such as organizing teachers to conduct centralized learning and training based on their personal vacation arrangements during winter and summer vacations. Online training mainly utilizes the cross temporal and spatial advantages of online platforms, allowing teachers to participate in digital literacy training in a fragmented and flexible manner based on their personal daily work and leisure time arrangements. Practical training is a specialized

training activity organized for teachers on the practical application of digital technology, such as digital teaching demonstration courses, digital teaching competitions, etc., to enable teachers to quickly improve through practice.

### 4.2 Optimizing the Teaching Environment

Improving teachers' digital literacy requires not only theoretical and ideological implementation, but also support and assistance from the external environment. Through the construction and improvement of information technology teaching facilities and equipment, including hardware facilities and software platforms, basic equipment resources support can be provided for the improvement of teachers' digital literacy. The construction of hardware facilities mainly includes network facilities, digital teaching equipment, and digital teaching resource libraries. Network facilities are designed to ensure the smoothness and stability of the application of digital technology in teaching practice; Digital teaching equipment is the fundamental support for practicing digital teaching and promoting educational informatization; The digital teaching resource library can provide teachers with a large and directional teaching resource, which helps to improve the convenience of information-based teaching for teachers. Generally, the digital teaching resource library mainly involves electronic textbooks, courseware, question banks, and other content. Among them, attention should be paid to the limited provision of advanced teaching equipment during the construction of digital teaching equipment to ensure the progressiveness and cutting-edge of teaching, avoid affecting teaching quality and limiting the improvement of teachers' digital literacy due to the lag of equipment. The construction of software platforms generally focuses on teaching management software, online teaching platforms, etc. The former mainly serves the practical teaching management, assists teachers in improving the convenience and overall efficiency of various work activities such as course arrangement, teaching organization, and student management; The latter is an important platform support that focuses on digital teaching and promotes the smooth implementation of teachers' digital teaching activities. Private universities can independently design and develop online teaching platforms that are in line with their own reality, or cooperate with existing

education website platforms to enable teachers to carry out a series of online teaching activities on the platform, so that teachers can improve their digital literacy while also promoting the development of educational informatization.

#### 4.3 Establishing Incentive Mechanisms

The establishment of incentive mechanisms aims to enhance the consciousness and initiative of teachers in private universities in improving their digital literacy. In addition to the teacher training activities organized spontaneously by private universities, teachers are encouraged to independently open up and explore training channels and professional growth channels, actively enhance their digital literacy, and accelerate their digital transformation and development to meet the practical needs of the country, the Ministry of Education, and the era for excellent teacher talent teams. In this regard, reward measures can be established, such as providing spiritual and material rewards for teachers who have shown outstanding performance in improving their digital literacy, such as awarding honorary certificates and bonuses, or regularly conducting excellent teacher selection activities to commend and reward teachers who have achieved remarkable results in digital teaching, giving full play to the exemplary and driving role of excellent teachers, and motivating other teachers to actively improve their digital literacy. In addition, private universities can establish corresponding assessment mechanisms, set corresponding assessment standards around digital literacy, and conduct regular assessments of teachers' digital literacy, in order to promote the awareness and initiative of university teachers' digital literacy improvement, and enhance their emphasis on

digital literacy improvement.

#### 5. Conclusion

Private universities occupy an important position in the higher education system. With the development of educational informatization, the improvement of teachers' digital literacy is urgent. Its value is not only reflected in the high-quality construction of university faculty, but also in promoting and improving the quality and teaching level of private university education. In response to the current situation of digital literacy among teachers in private universities, in order to effectively enhance their digital literacy and help improve the quality of education, private universities need to grasp the correlation between the two. Starting from the connotation and composition of teacher digital literacy, analyze the impact of teacher digital literacy on education quality, and then propose strategies for improving teacher digital literacy, laying a solid foundation for improving the quality of private education.

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