Chapter 1
Digital Wisdom in Education:
The Missing Link

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ABSTRACT

The pace of change in technology is relentless, and this has a profound impact on how educators' function. Information and communication technology (ICT), which is a significant component of digitalized learning components, has become an essential component of education, requiring all parties involved in the field of education, such as teachers, students, parents, administrators, and education policy-makers, to be fully engaged in their roles towards digitalized education. This chapter would seek to provide a conceptual comprehension of digital wisdom, its significance and methods of practical application within the educational context, and discuss relevant insights from previous studies.

INTRODUCTION

Many countries are tapping into various advantages that come along with new developments in digital technology in an educational setting. Digitalized components, such as ICT, are a revolution in learning, and they have brought many changes in the way students learn, the way schools operate, the investment and expenditure of resources, and the perceptions of opportunities that current education can offer (Hernes, 2002; Kalolo, 2019). This digitalized transformation in education has also benefited parents. They can now log on to school achievement websites or portals provided and monitor their children's achievements and progress. In Malaysia, this move resulted from the Malaysian National Key Result Area (2009), which intended to improve the students' outcomes in education, creating a highly skilled and educated workforce in the country.

However, the potential of digital tools in education will take time to be discovered as technology continues to change and evolve. Technology constantly changes causing digitalized gadgets used in teaching and learning become outdated disrupting traditional practices, and requiring wise adaptation by considering its setbacks and benefits (Hernes, 2002; Qadir, 2023). Therefore, research into new types of wisdom may aid educators in staying ahead of the curve and shifting their practises to emerging trends and new technologies. There have been numerous studies on wisdom published in the literature. A few tools were also developed to assess wisdom and its functions (Benedikovicova & Ardelt, 2008; Glück et al., 2013; Webster, 2003). Since the current educational system has been battered by the tsunami of digital evolution, psychologists and academics must research a new sort of wisdom that can be applied with the availability of digital technology and its importance in education.

WISDOM AND THE EMERGENCE OF DIGITAL WISDOM

In today's digital age, the concept of wisdom has expanded to include the development of digital wisdom. Spence (2011) described wisdom as a form of meta-knowledge that can provide an individual with the required reflective knowledge and understanding for evaluating and applying first-order knowledge. First-order knowledge includes theoretical and practical knowledge in making judgments relevant to some aspects of one's existence toward a good life. Digital wisdom on the other hand involves wise use of technology (Shamir-Inbal & Blau, 2016). Therefore, it can be said that digital wisdom builds upon the foundation of wisdom by integrating it with the skills

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