

ABSTRACT

This thesis explores the content and position of ethics in the digital literacy of secondary school teachers.

Ethics plays a very important role in the overall adult literacy in the 21st century. Ethics is an essential part of the everyday life of a secondary school teacher, not only in online teaching conducted through digital technologies with social networking elements, but also in working with the information (data) that they encounter in the course of their job duties and in their daily lives

The theoretical part of the thesis focuses on ethics in relation to digital literacy and the digital world. It analyses the notion of digital as such and, on its basis, the andragogical view of ethics and digital literacy. It defines the concepts of digital ethics and digital literacy in all interactions, both in a historical context in relation to the development of digital technologies and in relation to the digital identities of the contemporary citizen. The thesis explores the new concept of "digital identities-domains" in terms of the emergence of information (data) about the individual and the interaction of the individual with the digital world through digital identities. It systematizes individual digital identities, their influence on the individual and his/her life in the technological world. It also discusses the specifics of ethics in the context of digital literacy, which have an impact on the further development of interactions between teacher and learners, between teacher and school management and, last but not least, between teacher and parents and adult learners and the digital world. The thesis defines a digitally literate person, capable of civic and professional life from the perspective of andragogy and a digitally competent teacher in the secondary school environment, and examines the interactions that are related to and influence the digital ethics in the work of the secondary school teacher.

The empirical part of the thesis is a content analysis of the data collected from interviews and from the evaluation of the digital competence self-evaluation form. The interviews were conducted to capture the ethical issues and the necessity of digital literacy in the interactions of the secondary school teacher. The result of this work is the Manual for the Evaluation of Digital Ethics and Literacy of the Secondary School Teacher. This methodology can serve other andragogues, pedagogues, school leaders and employers in their preparation and work and to develop their digital ethics and digital literacy.

Keywords: andragogy, digital, ethics, literacy, teacher, secondary school, interaction, digital technology, digital world