TEACHERS AS PROSUMERS

In the Digital Environment

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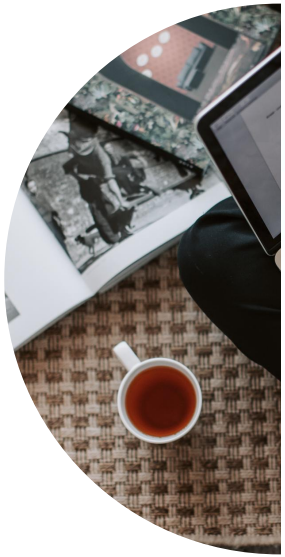
ORIGIN OF THE TERM

The term **prosumer**—a portmanteau of **producer** and **consumer**—was originally coined by futurist **Alvin Toffler** in his 1980 book ***The Third Wave***.

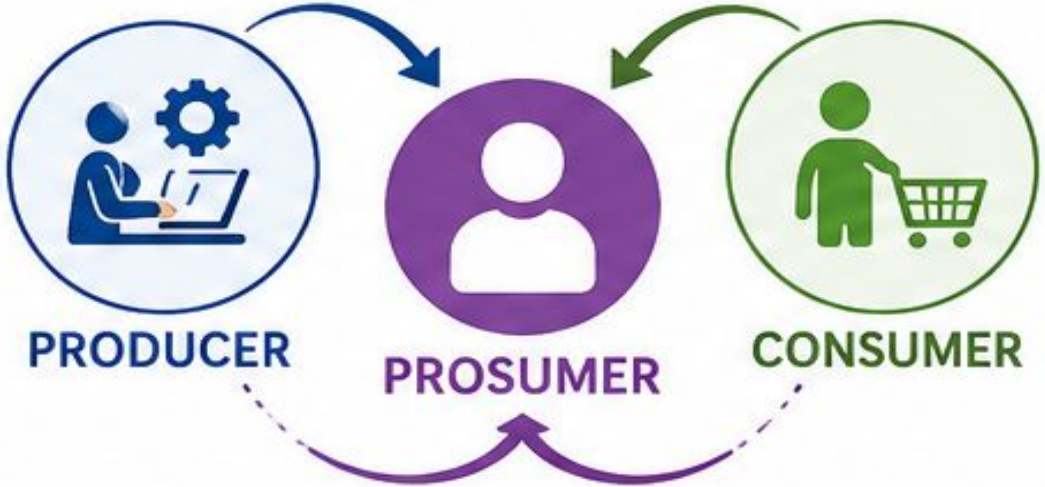
THE THIRD WAVE (1980)

Toffler anticipated a blurring of lines between the producer and the consumer as technology empowered individuals to create value for themselves rather than relying entirely on centralized commercial entities.



PROSUMER

A BLEND OF PRODUCER AND CONSUMER



EMPOWERED INDIVIDUALS CREATE VALUE, CO-CREATE KNOWLEDGE, AND DRIVE CHANGE.

IN THE DIGITAL EDUCATION ECOSYSTEM

A **Teacher-Prosumer** is an educator who refuses to remain a passive consumer of pre-packaged pedagogical content, closed-source learning management systems, and commercial curricula.

Instead, teachers simultaneously **consume, remix, adapt,** and **produce** digital knowledge, open educational resources (OERs), interactive code, and collaborative media.

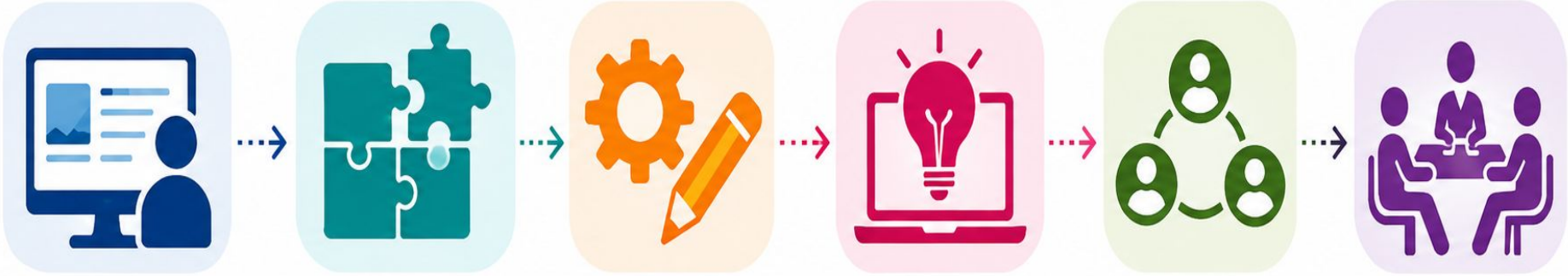
They operate dynamically within networks, turning consumption into production and leveraging digital tools to **co-create knowledge** alongside peers and students.

Why the Teacher-Prosumer Model Matters

- The Digital Competence Imperative
- From Consumption to Active Participation
- Responding to Contextual Specificity
- Knowledge Sharing as Professional Ethos

The Dimensions of Teacher Prosumption

LEVEL	ACTIVITY	DESCRIPTION
Consumer	Passive consumption	Using existing digital resources without modification
Curator	Selective aggregation	Organising and contextualising resources from multiple sources
Remixer	Adaptive recombination	Combining and recombining artefacts from various sources
Creator	Original production	Designing and producing original digital content
Prosumer	Integrated practice	Seamlessly moving between consumption, curation, remixing, and creation



1 CONSUME

Access and evaluate quality digital resources and content.

2 REMIX

Combine ideas and resources in new and meaningful ways.

3 ADAPT

Customize and contextualize content to meet diverse learner needs.

4 PRODUCE

Create original content, OERs, activities, and interactive media.

5 SHARE

Share openly and collaborate within professional networks.

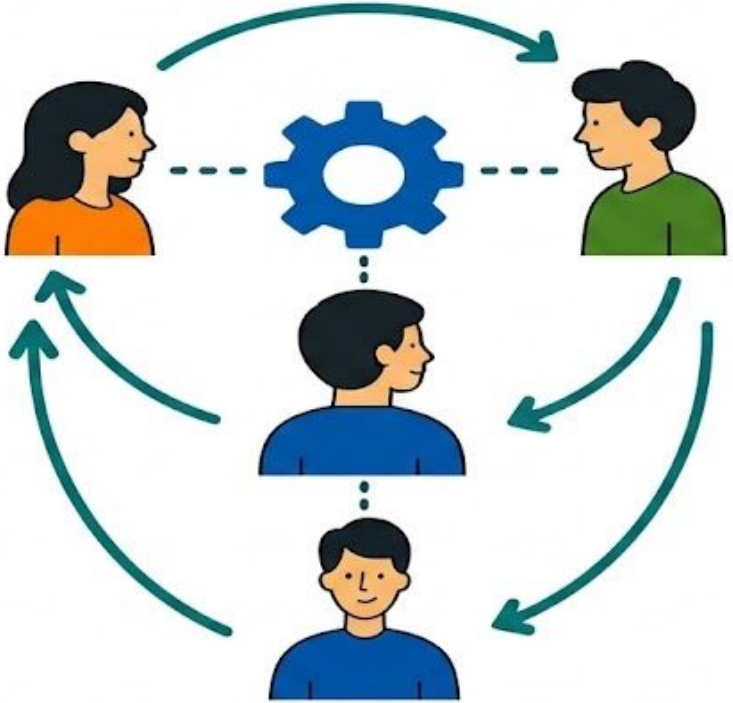
6 CO-CREATE

Co-create knowledge with peers and students.

From passive consumption to active creation—empowering educators to lead, innovate, and inspire in the digital age.

Philosophical Strands Underpinning the Teacher-Prosumer

1 SOCIAL CONSTRUCTIVISM (VYGOTSKY)



Knowledge is not merely transferred from a curriculum to a student or teacher; it is constructed socially through interaction with tools and community.

The teacher-prosumer actively builds tools within collective network.

2 CRITICAL PEDAGOGY (FREIRE)

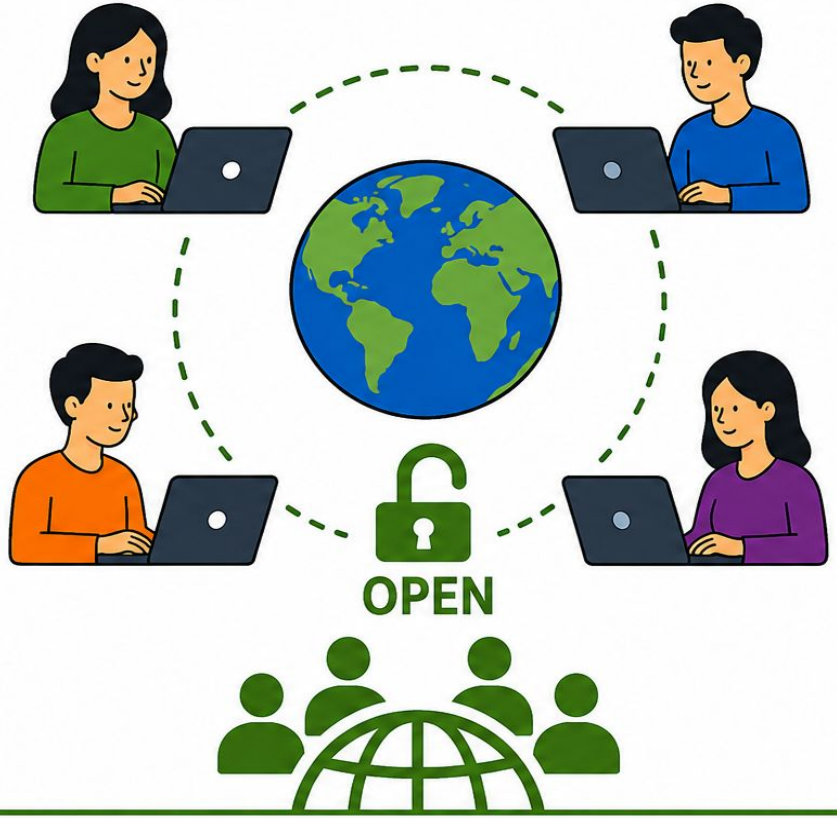
Freire warned against the **"banking concept"** of education, where students (and by extension, teachers) are passive depositories of knowledge.

Prosumption **breaks this hierarchy, empowering educators** to critically evaluate, subvert, and reconstruct digital media and software rather than blindly executing corporate EdTech agendas.

3 PARTICIPATORY CULTURE AND CONVERGENCE CULTURE (JENKINS)

Henry Jenkins highlights a culture with **low barriers** to artistic expression and civic engagement, strong support for **creating and sharing** creations, and informal mentorship. Teachers act as **cultural producers** within digital ecosystems.

4 THE COMMONS-BASED PEER PRODUCTION (BENKLER)



Grounded in the **digital commons,** this philosophy explains how decentralized networks of individuals (teachers sharing via open platforms) can **collectively produce** sophisticated educational goods superior to proprietary models.

The Multifaceted Roles of a Teacher-Prosumer

Within a **digital ecosystem**, the teacher transcends the conventional classroom instructor role to embody **multiple intertwined personas**:

The Curatorial Consumer critically evaluates, **filters**, and **selects** digital content, applications, and **research from** vast data streams to match localised pedagogical requirements.

Evaluation

Filtering

Selection from Data

Pedagogical Match

The Multifaceted Roles of a Teacher-Prosumer

Within a **digital ecosystem**, the teacher transcends the conventional classroom instructor role to embody **multiple intertwined personas:**

The Content Creator & Remixer

Adapts open-source modules, builds multimedia assets, designs gamified quizzes, and authors OER textbooks tailored to specifics.

Adaptation

Multimedia Creation

Gamified Assessment

OER Textbook Authored

The Multifaceted Roles of a Teacher-Prosumer

Within a digital ecosystem, the teacher transcends the conventional classroom instructor role to embody multiple intertwined personas:

The Networked Collaborator Engages in professional learning communities (PLNs), (PLNs), global forums, and cross-to cross-tional projects, dissolving the isolation of the traditional classroom.

PLN Engagement

Global Teacher Forums

Cross-Institutional Projects

Dissolving Isolation

The Multifaceted Roles of a Teacher-Prosumer

Within a digital ecosystem, the teacher transcends the conventional classroom instructor role to embody multiple intertwined personas:

The Data Prosumer Consumes learning analytics generated by digital platforms simultameously producing qualitative and quan- metadata modifications to tailor adaptive learning paths.

Consumes Learning Analytics

Produces Metadata Modifications

Qualitative & Quantitative Data

Tailors Adaptive Learning Paths

The Multifaceted Roles of a Teacher-Prosumer

Within a digital ecosystem, the teacher transcends the conventional classroom instructor role to embody multiple intertwined personas:

The Critical Digital Citizen

Models ethical digital footprints, demonstrating to students how to navigate intellectual property, data privacy, and algorithmic bias responsibly.

Ethical Footprints

Intellectual Property

Data Privacy

Algorithmic Bias

Methodological Steps in the Prosuming Process

To transition effectively from a consumer of educational technology to an active prosumer, educators follow an iterative, cyclic workflow:

Needs Assessment & Critical Consumption

Deconstruction & Ethical Extraction

Remixing, Localization, and Creation

Deployment & Controlled Experimentation

Peer Sharing & Open Curation

Platforms Facilitating Digital Prosumption

Teacher-prosumers rely on diverse platforms that enable simultaneous consumption and production:

Open Educational Resources (OER) Repositories

- Access diverse digital learning materials
- Customize and remix content
- Share created resources with a global community

Social Knowledge & Curation Networks

- Follow thought leaders and topics
- Curate and share professional bookmarks
- Engage in professional learning communities (PLCs)

Collaborative Coding & Multimedia Tools

- Develop custom educational apps
- Create interactive multimedia content
- Co-author software and projects with peers

Learning Management Systems (LMS) with Open Architecture

- Integrate external content and tools
- Design customized learning pathways
- Facilitate peer-to-peer evaluation and feedback

Best Practices for Teacher-Prosumers

To maximize efficacy and minimize digital fatigue, teacher-prosumers should adhere to established industry best practices:

Design for Universal Design for Learning (UDL)

- Create multiple means of representation
- Offer varied options for expression
- Ensure accessibility for all learners

Practice Modular Content Creation

- Break down content into smaller, reusable units
- Facilitate easy updates and revisions
- Allow for flexible curriculum design

Maintain Version Control

- Use a consistent file naming convention
- Keep track of revisions and changes
- Backup and store previous versions

Foster Student Co-Prosumption

- Involve students in content creation
- Encourage collaborative projects and peer review
- Value student voice and contributions

Ethics of Digital Prosumption

With the power to produce and distribute digital content comes profound professional and moral responsibility:

Intellectual Property and Licensing

- Respect copyright and fair use
- Choose appropriate Creative Commons licenses
- Attribute original creators and sources

Data Privacy and Surveillance Capitalism

- Be transparent about data collection
- Protect student and user personal data
- Understand how platforms monetize data

Mitigating Algorithmic and Cultural Bias

- Audit algorithms for discriminatory patterns
- Create and curate diverse content
- Challenge cultural stereotypes in media

Digital Integrity and Academic Honesty

- Ensure authenticity of digital work
- Prevent plagiarism and fabrication
- Model ethical digital citizenship

Ethical Production of Digital Resources

When teachers transition to producing and publishing digital content—such as custom slide decks, OER modules, code repositories, or AI-assisted lesson plans—their ethical obligations multiply.

Adopting Open Licensing (Copyleft over Copyright)

- Choose appropriate Creative Commons licenses
- Prioritize open access and remixing
- Attribute sources properly and require attribution

Ensuring Universal Design for Learning (UDL) by Default

- Create multiple means of representation
- Provide varied options for action and expression
- Ensure accessibility for all learners from the start

Transparency in AI and Automated Generation

- Disclose use of AI tools in content creation
- Review and verify AI-generated materials for accuracy
- Understand and mitigate AI bias

Cultural Representation and Equity

- Include diverse perspectives and voices
- Avoid stereotypes and cultural appropriation
- Ensure content promotes inclusivity and equity

Data Minimization and Student Privacy in Co-Creation

- Collect only necessary student data
- Obtain informed consent for student-created content
- Implement robust data protection and anonymization

The Ethical Feedback Loop: Attribution and Remix Culture

Ethical prosumption relies on a continuous, respectful feedback loop between consumption and production:

Traceability

Share-Alike Compliance

Combating Plagiarism

Institutional and Administrative Support

Educational institutions (schools, colleges, and universities) must move away from **top-down, rigid administrative models** and embrace cultures of distributed leadership and innovation.

	Administrative	**Technical**	**Capacity Building**	**Social / Community**
Core Objective	Legitimize and protect the prosumer role	Reduce operational friction	Elevate techno-pedagogical competence	Combat educator isolation
Key Action Item	Revise promotion criteria to value OER and digital output; establish clear IP rights.	**Key Action Item** Provide open-architecture LMS platforms, reliable hardware, and secure cloud repositories.	**Key Action Item** Conduct continuous training on UDL, legal licensing, and ethical digital creation.	**Key Action Item** Fund and facilitate Communities of Practice and global professional networks.