

Review of: "Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes"

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Potential competing interests: No potential competing interests to declare.

Thank you for the opportunity to provide feedback to this paper. As for the research on teachers' use of ict in the classroom, we can see what happened after teachers' use and the current situation. Therefore, can the title be modified to the research on teachers' use of ICT? I do, however, have some issues regarding the current form of the manuscript that keep me from suggesting publication.

1. As can be seen from the title of the article, the research content is the digital literacy ability of teachers. The subtitle is the Use and Purpose of ICT. Teachers' digital literacy abilities can be reflected in their use, but what does purpose have to do with it?

2. In the Abstract, what are the "key research objectives"? It is clearly stated in the abstract

3. In instruction, where does this phrase come from? "One of Zambia's main challenges in teaching digital competencies is limited access to technology and resources " Is there a clear explanation in the literature?

4. In Objective, are there too many goals? What is the purpose of this study? This study does not go into depth and carry out the research of writing objectives. And, do these goals reflect the meaning and values stated in the summary?

5. In the Literature Review, issues and challenges are mentioned in the title, but what are the specific issues and challenges

6. What is ITU, pay attention to the writing specification, do not know what the full name of ITU is? The full name should be indicated when it is first mentioned, and it is recommended to find the writing specification and make modifications.

7. The whole study emphasizes teachers' numerical ability, but what exactly numerical ability is is not mentioned in the article, and there is no clear explanation and explanation. It was only mentioned in the subsequent data statistics, but there was no specific explanation.

8. Since teachers' numerical abilities are not elaborated, how was the questionnaire developed? On what basis is the questionnaire developed? It is recommended to add a reliability and validity study, if not a publicly published and verified mature questionnaire.

9. How many people? Sample size? Why choose such a sample?

10. The relationship between teachers' information literacy and the use of technology is not reflected by the data, so it is impossible to analyze the causal relationship between them!

11. The research does not mention that this will promote the development of teachers' information literacy ability, nor does it verify the strategy!