

# Review of: "Digital Skills and Learning in Tanzania Secondary Schools: Students and Teachers' Influence"

Caridad García-Hernández<sup>1</sup>

<sup>1</sup> Universidad Autónoma Metropolitana

**Potential competing interests:** No potential competing interests to declare.

- I do not know if it is a technical problem, but in the abstract the same paragraphs are repeated several times.
- In the body of the text the same thing happens, an example is the following paragraph, which is repeated three times:  
"This, as described by Clement (2017), requires improving access and resources, teacher training, capacity building, infrastructure, and delivery methods to leverage the value of technology in the educational context. Several countries around the world have embarked on formulating strategies to cultivate digital skills for students and the community. The changing nature of students and the increasing presence of technology and digital resources pose challenges for schools striving to adapt and adopt a digital teaching and learning environment."
- There are some issues with punctuation and capitalization. A review of this is recommended.
- The paragraph is repeated several times "In addition, Astuti et al. (2021) conducted a study on digital technology competence and maturity levels of vocational education teachers and students in Indonesia. In this study, the results show that the level of digital technology maturity for teachers and students is sequential, starting from care, literacy, ability, creativity, and critical use of digital technology. There is a need for significant improvement in various training and learning innovations relevant to digital technology proficiency competencies in contexts such as Tanzania. hardware and software; and that curricula should be designed to promote a collaborative learner-centered environment to which students will relate and respond."
- The theoretical framework states, "This tactic reduces the workload of teachers, as most of the activities are done by the students themselves through digital technologies." This is demonstrated in the results, so in the theoretical framework the relevance is not seen.
- The research questions do not show the theoretical approach of connectivism developed in the theoretical framework: interactions between students and teacher for the construction of knowledge.
- There is no relationship between the theoretical framework and the results found. The discussion shows appreciations on access, use and appropriation of ICT but not on connectivism. Connectivism is not only about appropriating and using technologies, but also refers to the pedagogical design that teachers carry out to achieve learning based on interactions mediated by technologies. One way to solve this is for the theoretical framework to focus on the use and appropriation of technologies, without addressing connectivism.
- In "Digital technological tools that improve teaching and learning", it is stated that students learn, however, there is no evidence of this.

- It states that it "found that digital collaboration tools and digital libraries encompass the use of digital technologies in which teachers and students work together through online platforms. Also, students and teachers can rely on digital learning tools to address their collaboration needs," however these are inferences that are not supported by either quantitative or qualitative analysis. The tone of the conclusions needs to be nuanced.