

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

Mahmoud Hawamdeh<sup>1</sup>

<sup>1</sup> Al-Quds Open University

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

**Article title :** Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes

The article title, "Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes," is clear and concise. It accurately reflects the study's focus on examining the digital literacy skills of teachers and how they use and integrate ICT (Information and Communications Technology) into their teaching practices. The title also suggests that the study aims to explore the purpose of using ICT in education and how it relates to teachers' digital literacy skills. Overall, the title is informative and effectively communicates the main focus of the study.

**Abstract :**

The abstract provides a clear and concise summary of the study's purpose, methodology, and key findings. The purpose of the study is to examine the challenges faced by teachers in teaching digital competencies to secondary school students in Zambia. The study's methodology employs a survey design, with data collected from 281 teachers in 20 schools in Lusaka, using a questionnaire. The findings suggest that although teachers in Zambia have access to digital devices and possess moderate to high levels of digital literacy skills, there are still challenges in effectively integrating technology into the curriculum and instruction. The study identifies the lack of alignment, high cost, and limited availability of technology as significant obstacles. The study's conclusions call for comprehensive policies, infrastructure development, and professional development programs to enhance teachers' digital competencies and ensure equitable access to technology for all students. Overall, the abstract is well-written and provides a clear overview of the study's main focus and findings.

**Introduction:**

The article introduction is well-written and effectively sets the stage for the study. However, to further improve it, the author could consider the following suggestions:

- **Provide more context:** While the introduction briefly explains the Digital Revolution, it could benefit from providing more context on how this revolution has impacted education and society as a whole. This could help readers better understand the significance of the study's focus on digital competencies.
- **Provide more information on the study's significance:** While the introduction highlights the importance of digital competencies in education, it could benefit from providing more information on why this study is significant. The author

could consider including information on the potential impact of improving digital competencies on student learning outcomes and future job prospects.

- Include clear research questions: While the study's objectives are clearly stated, including clear research questions could help readers understand the specific focus of the study. This could also help the author stay focused on the research objectives throughout the study.

#### literature review

Overall, this literature review provides a good overview of the challenges and issues related to integrating digital technologies into education, with a specific focus on Africa. The review effectively highlights the challenges associated with teaching digital competencies, including the digital divide, pedagogical approaches, digital education and policy frameworks, and teacher readiness. The focus on the digital divide in Africa is particularly important, as it highlights the unique challenges faced by educators in the region.

One suggestion for improvement would be to provide more specific examples of how the digital divide is impacting the teaching of digital competencies in Africa. For instance, the review could discuss how limited access to digital technologies is affecting the ability of African students to develop digital competencies, or how educators in the region are addressing these challenges.

Another suggestion would be to include more recent research on the topic. While the review cites sources from 2020 and 2022, it would be helpful to include more recent studies to provide a more up-to-date perspective on the challenges facing educators in Africa.

- methodology

The methodology section provides a clear and concise description of the data collection process and analysis methods used in the study. The use of a paper-based questionnaire is appropriate for this type of research, as it allows for the collection of self-reported data from a large sample of participants in a cost-effective manner. The division of the questionnaire into four main sections, as well as the inclusion of sociodemographic information, ICT use and purpose, knowledge of digital literacy skills, and difficulties teaching digital competencies to school students, is well-thought-out and comprehensive.

One suggestion for improvement would be to provide more information on the selection criteria for the twenty schools chosen to participate in the study. It would be helpful to understand why these schools were chosen and whether they are representative of the broader population of schools in Lusaka. Additionally, it would be beneficial to provide more information on the sample size and the selection criteria for the 281 teachers who participated in the study. This information would help readers understand the generalizability of the study's findings.

Furthermore, it would be useful to provide more detail on the statistical analysis methods used in the study. While the use of SPSS is mentioned, it would be helpful to describe the specific statistical tests used to analyze the data and how the results were interpreted.

## Results

Overall, the results presented in the article provide useful insights into the socio-demographic details and ICT use and purposes of the study participants.

## Discussion

The discussion of this article provides valuable insights into the challenges faced by teachers in Zambia when teaching digital competencies in secondary schools. The analysis of the research findings in the context of the digital divide, pedagogical approaches, digital education and policy frameworks, and teacher readiness in Zambia, as well as comparisons with other regions, is informative and relevant.

One suggestion for future research is to explore the effectiveness of professional development programmes and support for teachers in improving their digital literacy skills, particularly in areas where they feel less confident, such as managing internet information and creating web content. Additionally, further investigation into the alignment between technology, curriculum, and instruction could provide insights into how policy frameworks and educational strategies can better integrate digital technologies into the curriculum and provide teachers with guidance and resources.

Another area for consideration is the impact of the COVID-19 pandemic on teaching digital competencies in Zambia and other regions. The pandemic has accelerated the adoption of digital technologies in education, but it has also highlighted the digital divide and inequities in access to technology and resources. Future research could explore the challenges and opportunities presented by the pandemic for teaching digital competencies and the implications for policy and practice.

## conclusion

The conclusion of this article effectively summarizes the key findings and implications of the research study. It emphasizes the importance of comprehensive policies, infrastructure development, and teacher professional development programs for addressing the challenges faced by teachers in Zambia when teaching digital competencies in secondary schools. The comparison with other regions highlights the universality of similar difficulties but with differences depending on the situation.

To strengthen the conclusion, it could be useful to provide more specific recommendations for policymakers, educators, and researchers. For example, policymakers could prioritize investment in infrastructure and resources to bridge the digital divide and ensure equitable access to technology for all students and teachers. They could also develop comprehensive policies and educational strategies that effectively integrate digital technologies into the curriculum and provide teachers with guidance and resources to align their instructional practices with technological advancements.

Educators could focus on improving their digital literacy skills through targeted professional development programs, particularly in areas where they feel less confident. They could also explore innovative pedagogical approaches that leverage digital technologies to enhance student learning outcomes.

Researchers could further investigate the challenges and opportunities presented by the COVID-19 pandemic for

teaching digital competencies and the implications for policy and practice. They could also explore the effectiveness of different strategies and interventions in improving teachers' digital literacy skills and bridging the digital divide.