

# 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.

I note the interest of the text for its approach to pedagogical issues that can be used in educational practice and in the definition of educational policies. This concern is noteworthy because the empire of the positivist model often leads to a disregard for the status of education as a moral science. In this respect, the authors deserve a word of praise.

It is also worth noting the assumption of the importance of the technological context of our time, which requires the development of transversal skills of students in formal and non-formal educational contexts, which necessarily involves the digital competence of teachers. The defense of this point of view is particularly relevant given the extreme complexity of our time.

The text presents the canonical structure of an article, very well organized and developed.

It presents a good theoretical foundation and a pertinent location in the broader socio-political context of our world, with emphasis on the European and African reality, as well as Zambia and its educational system and conditions to frame the study.

The list of references is extensive and up-to-date.

I would stress the practical pedagogical concern with teachers and their action, placing this essential pole of the educational relationship in the spotlight. I would point out that it does not incur in technological fetishization, assuming an authentic concern with the teacher.

The methodological design is capable, of a quantitative nature, with a descriptive statistical study; the sample can be enlarged to give more consistency to the study, in future situations, but it already makes it possible to draw some conclusions that can guide educational policy and practice.

I note the care taken not to discriminate between private and public schools, addressing the study to both educational actors, a very positive element of the work.

In the discussion and conclusion, I note the drawing of conclusions and the comparison with other regions of the world; the similarity of the gender structure in the Zambian education system, and the fact that the digital competence of teachers needs investment so that they can carry out their action in such a way that students can overcome the limitations generated by the lack of technological resources. The concern with the professional development of teachers is

noteworthy as it is a considerable part of the future full development of Zambian education.

We miss the section dedicated to the limitations of the study and propose that they indicate the precise reference of the latest version of SPSS used.

Congratulations to the authors for their efforts and the work produced!