

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 conducting a fascinating and important research project about digital literacies competencies and the digital divide in secondary schools in Zambia. Because I think the research is vital, I have provided feedback to support the success of this paper.
- The article requires editing. There are sentence structure, grammatical errors, and missing words that detract from this important work. Editing the article with a fine-toothed comb is recommended.
- The article uses past and present tense simultaneously. I would suggest using either past or present tense and being consistent throughout the article.
- "Digital literacy" and "competency" should be changed to "digital literacies" and "competencies" to encompass the multiplicities of digital literacies competencies.
- The in-text citations should be cited in alphabetical order (i.e., Gülbahar, 2008; Caena & Redecker, 2019) should be (Caena & Redecker, 2019; Gülbahar, 2008)
- Embedding definitions and theories related to the digital divide earlier in the paper would support the purpose and importance of the research. I would recommend adding "digital divide" in the title. Most importantly, I recommend a far more robust section on the digital divide in the literature review. Include literature on the 3 levels of the digital divide (1) digital access and infrastructure; 2) digital use; 3) digital skills) to provide context and justification not only for the paper but the research more generally.
- Yes, "the government and other stakeholders should invest in infrastructure and resources" – are there current examples of how this could be done? Are there any other initiatives being taken up in Zambia or elsewhere that might support this movement? I see you reference this later on but it is important to mention earlier, especially because this statement is only partially valid. Consider framing it a different way, for example: "Despite efforts to invest in...the digital divide persists"
- One important objective might be to understand how teachers navigate digital divides in the classroom
- The statement "Teaching digital competencies can only be addressed with access to digital technologies" is only partially true. We can certainly teach critical digital literacies skills without access to technology but to learn technical digital skills, yes, we might require access to digital tools and devices. It will be important to be very clear about what digital literacies competencies and skills are being discussed. The digital divide has 3 "levels". Becoming familiar with these 3 levels and referring to them accordingly and throughout the article is recommended.
- Citations are required for these statements: "In North America, 83% of the population utilises the internet, achieving gender parity in internet usage. Moreover, urban and rural areas exhibit high internet access rates and relatively low

mobile broadband prices. Similarly, the European Union surpasses North America with an impressive 89% internet usage rate, approaching gender parity and demonstrating high connectivity in urban and rural areas. Remarkably, the Nordic Region stands out as a leader in digital connectivity, boasting an internet usage rate of 89%, nearly achieving gender parity. The region showcases high access rates in urban and rural areas, low mobile broadband prices, and near-universal mobile network coverage.”

- I recommend providing definitions for terms like “competency-based education” and “inquiry-based learning”
- “Other frameworks include the DigComp and DigCompEdu, to define necessary digital skills and guide curriculum development and teacher training (Reisoğlu & Çebi, 2020).” – If you are referencing these frameworks, I assume they are important so a bit more information about them would be helpful.
- “These policy frameworks demonstrate a concerted effort to promote digital education, improve access to technology, develop digital skills, and integrate technology into educational practices in North America (Floyd, 2022).” – yes, but they are still flawed. From a Canadian perspective many First Nations communities and rural and remote communities still experience digital divides – this is an important piece to note.
- The methodology section states: “Twenty secondary schools from Lusaka, regions of Zambia, were chosen to participate in the study, making this methodology more appropriate for our assessment. Similarly, it was the most economical way.” I recommend being specific about who you recruited to participate in the study from the 20 secondary schools. i.e., “Twenty secondary school teachers from...”
- I understand that “The researchers used printed structured questionnaires” and I’m wondering why? If it is a digital access issue, I would recommend stating that because it further justifies the importance of your research. If that’s not the reason why, it’s important to inform the reader of your “why”.
- I appreciate the teacher demographics and how they’re represented.
- I’m curious about the connection between the literature and the survey questions asked. Is there a direct correlation? How did you determine the survey questions? Especially in relation to Table 16 questions.