

# Review of: "The Students and Faculty Perception of Digital Citizenship Practices in Distance Learning Environment – The Case Study of Al-Quds Open University"

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Potential competing interests: No potential competing interests to declare.

The topic addressed by the article is interesting and very topical, so I thank the researchers for conducting this research, however, I believe that the manuscript suffers from limitations and critical issues that should be addressed

It is not clear from the abstract what the research objective is. The research question seems a bit confusing to me: it is not clear whether the subject is the distance education environment or digital citizenship. It is probably the interaction between these two constructs; however, it should be explained more deeply because it is interesting to relate them.

In the section "Introduction", also, distance learning and digital citizenship are presented as two juxtaposed and unrelated constructs. They are two topics, both important, but different: it is one thing to investigate what characteristics one needs to have in order to take advantage of distance learning methods; it is another thing to ask what characteristics a digital citizen should have in an environment. If the authors want to relate them, then they should select studies that have investigated them together.

The only two studies reported, which relate digital citizenship and distance learning are those of Akcil and Bastas (2021) and Ruenphonphun et al. (2022).

However, in the first study, the reported results emphasize the role on learning processes in e-learning environments of other variables, such as anxiety, and thus a relationship with digital citizenship is not reported. While, in the second, it is unclear what results they demonstrated in the research: the authors report the method but not the results.

In Section 5, it is not clear which term the second definition refers to.

Methodologically, there is a complete lack of reference and description of the quantitative questionnaire administered to students. What variables were investigated? Characteristics of the instrument? Created ad hoc or taken from the literature?

It is also unclear to me what open-ended questions (qualitative survey) were proposed to faculty members.

The theoretical confusion that drives the research, also emerges from the inconsistent responses from the teachers interviewed: they, too, are unclear about what should be meant by digital citizenship in a distance learning environment.

In the "Conclusions" section, the authors state that: "the students had a different experience altogether, with some claiming that distance learning created a higher level of social interaction and cooperation amongst individuals. In contrast, others perceived it as a lesser motivation and had issues with distance learning tools rather than distance learning". It is not clear to me from where the authors draw these conclusions. I do not seem to see items investigating these issues in the instrument presented.

I think the whole manuscript needs textual, linguistic revision and to correct typos: there are capitals where there should not be, missing spaces, etc...

For example, the References needs to be unified: authors have adopted different forms for different the sources reported.

I hope these suggestions can help authors make the manuscript more effective.