

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

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The presented article is based on the results of a study that aimed to investigate the use of digital skills to enhance the teaching and learning process among secondary school teachers and students in Tanzania. The abstract factually informs about the essence of the study and its results, however, the title of the article is not quite appropriately worded. The introduction is a brief, logically structured introduction to the issue. However, the literature review is processed in a very general way without a deeper analysis of the state of the art of the researched issue in the monitored area. There is a lack of a consistent overview of the current state, i.e. a lack of a comprehensive analysis of existing theoretical knowledge and research carried out so far in the subject area. The literature review does not present convincing arguments and does not sufficiently justify the necessity of the study. The methodology is adequately described and explained. However, the sample size is relatively small. It is therefore not appropriate to generalize the results. The resulting findings do not say much about the quality or effectiveness of the teaching and learning process. The tables show the variability of available digital tools and the way respondents use them in teaching and learning, but without a significant link to the benefits and usefulness of applying digital skills for both students and teachers. The importance and benefits of using digital skills in the teaching and learning process are not sufficiently convincing from the article. Overall, this is an incompletely developed article that requires further elaboration.