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.

The study provides important information for readers to consider in regards to digital divide in Zambia with a particular focus on secondary teacher perceptions of the challenges presented in current educational contexts.

1. In the introduction, your paper makes some logical claims that could easily be verified in the research to strengthen your argument. For example, there is substantial research to support claims that 1) digital literacy has improved living and affected the work of education; 2) digital literacy is essential to consider in today's educational practice; 3) effective technology integration is a critical skill for teachers. The second paragraph is stronger providing several notable references starting in the 2nd sentence.

2. Your literature review with a focus on the digital divide is well placed. The initial barriers are always access (access to devices, access to wifi) and is a primary concern. Secondary barriers are also important to consider, and I am glad to see them included here with a focus on teacher preparation. The research base gives strong evidence that teachers often use technology to replicate teacher-centric, didactic practices and low level substitution equivalents (SAMR model) rather than moving to student-centered technology enhanced learning models (Herring-Watson, 2022). The section on policy frameworks was very informative and interesting. I would consider re-organizing the sections of the literature review to more closely connect key points. For example, this flow may be more linear: 2.2.1, 2.2.3, 2.2.2, 2.2.4

3. The study's methodology is survey research. Which tends to be a quantitative approach. This could be more clearly articulated. In particular, more information on how the survey was developed and validated would be useful as well as how the design of the survey aligns with the study research questions.

4. Given the focus in the literature review on teacher preparation to use technology to support student learning, I do not see a clear alignment questions on that concern in the survey. Table 12 provides information on what tools teachers report using, but not how they use them. Table 13 provides information on how useful teachers feel technology is in terms of engaging students, but again does not delve into how teachers use tools to engage students. Table 19 is particularly interesting. While all the tables are clearly presented, alignment of these data to the research questions is less evident. Perhaps narrowing the focus in presenting data to those tables that directly address the research questions could support a tighter focus.

5. Again, the discussion might be more clearly organized to parallel the research questions to more directly address the study focus.