

Review of: "Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes"

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Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes

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The paper addresses the challenging issue of ICT implementation in Zambia Secondary schools. When focusing on the challenges encountered for teaching digital competences among school students in Zambia two main issues are addressed. On the one hand, the lack of internet access or *digital divide* is mentioned as a main obstacle for teachers in Zambia. On the other hand, it focuses on the teachers' role encompassing pedagogical approaches, policy framework and teachers' readiness. The paper also provides a comparative perspective with an overview over these issues in different geographical areas around the world.

The literature reviewed in the paper is appropriate to its main aim. Nevertheless, a more nuanced concept of the digital divide (Ragnedda & Muschert, 2018) would contribute to enrich the reflection over it.

The empirical study was developed in twenty[1] Lusaka Province Secondary schools. The data gathering methodology is thoroughly described. As far as the sampling procedure is concerned, it would be interesting to provide some data on the proportion of government and private schools in the sample. Even though simple random sampling is mentioned it is not clear whether it refers to schools or teachers within schools.

The statistical analysis provides 19 tables showing the descriptive data on socio-demographic details, ICT use and purposes, digital literacy skills and difficulties to teach digital competencies in classroom.

The structure and sequence of the manuscript is appropriate and its contributions are clear, coherent and consistent. The referencing is accurate and the referred contributions are appropriate and updated.

[1] Even though in 3.3. section mentions ten,