

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

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Before reviewing the destination school, it is necessary to dialogue what the digital skills of teachers in the world are like, then focus on what digital skills mean, and be limited so that the focus and research objectives are specific because digital skills are dynamic and constantly evolving in education.

In the theoretical study of Digital Skills, researchers need to incorporate UNESCO's ICT Competency Framework for Teachers theory, broken down into four levels of increasing sophistication required for teachers. First, teaching and learning. Second, school administration. Third, continuous professional development. They are fourth, aligning classroom practice with institutional and national priorities as stated in policy.