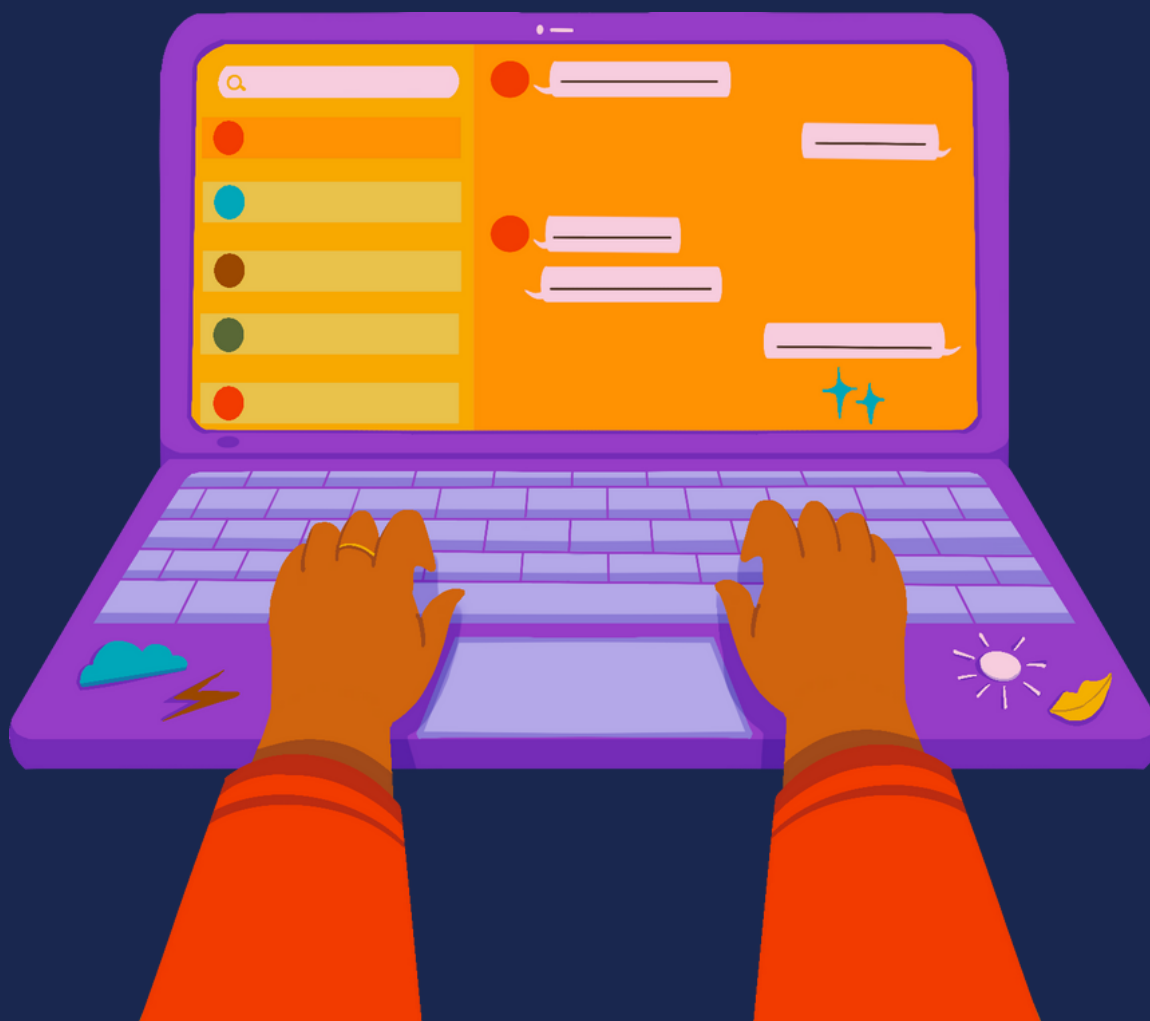


# Sustainable Development Goals for Pupils

## Digital Skills Course Curriculum

Module 6: Promoting Students' Digital Competence



## Imprint

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# Introduction

Education is changing and evolving every day, making digital skills to become irreplaceable and needed for both educators and students. The Erasmus+ Project Sustainable Development Goals for Pupils recognized this growing need and has worked on a structured digital skills course tailored for teachers accompanied with Power Point Presentations, quizzes, videos. This course empowers educators to include technology more into their professional practice, enhancing communication, collaboration, and pedagogical innovation. By bridging the gap between digital tools and sustainable teaching practices, this initiative aligns with global education goals, fostering inclusivity, active engagement, and lifelong learning.

The course contains six modules, each focusing on a different aspect of digital education. These modules aim to empower teachers with practical skills, theoretical knowledge, and actionable strategies for using digital technologies effectively in their classrooms. From fostering collaboration to empowering students' digital competence, the modules provide a roadmap for educators to thrive in a technology-driven world.

## **Module 1: Using Digital Tools for Cooperation and Communication**

This module focused on how digital technologies can make easier collaboration and communication among teachers, students, and broader educational communities. Educators will learn to leverage platforms for professional networking, peer collaboration, and real-time communication, fostering a culture of shared knowledge and mutual support.

## **Module 2: Digital Resource Selection, Modification, Creation, and Sharing**

In this module, teachers will dive more into the ethical and practical considerations of selecting, adapting, and creating digital resources. It emphasizes the “dos and don'ts” of resource management, ensuring that educators can curate and share content responsibly while aligning with their pedagogical goals.

## **Module 3: Managing Digital Technologies in Teaching and Learning**

This module is focused on effectively integrating digital tools into teaching practices. Educators will explore principles for managing digital technologies to enhance student engagement, support diverse learning styles, and foster collaborative and self-directed learning environments.

## **Module 4: Digital Tools and Assessment Techniques for Teachers**

Assessment is a critical component of education, and this module introduces teachers to various digital tools and techniques for evaluating student performance. It emphasizes feedback and progress analysis, helping educators to choose assessment strategies that are both effective and aligned with modern pedagogical needs.

## **Module 5: Improving Digital Technology Inclusion**

Inclusivity is a cornerstone of education, and this module delves into ways to use digital tools to enhance accessibility and personalization. Teachers will learn to create inclusive classroom environments where all students, regardless of their background or abilities, can actively participate and benefit from digital learning.

## **Module 6: Promoting Students' Digital Competence**

The final module focuses on empowering students to use digital technologies creatively and responsibly. Educators will explore practices that enable students to develop critical digital competencies, including communication, content creation, and problem-solving. These skills prepare students to navigate the digital world with confidence and innovation.

Each module focuses on a distinct area of digital integration, giving educators the skills and tactics they need to create a modern, inclusive, and technology-driven learning environment. This course will help teachers improve their digital literacy while also inspiring their pupils to become engaged and responsible digital citizens.

By working through these modules, educators will gain a comprehensive understanding of how digital tools may revolutionize their teaching approaches. The Erasmus+ Project Sustainable Development Goals for Pupils aims to provide teachers with the skills they need to establish sustainable, inclusive, and future-ready classrooms, ensuring that education evolves in tandem with technological improvements.

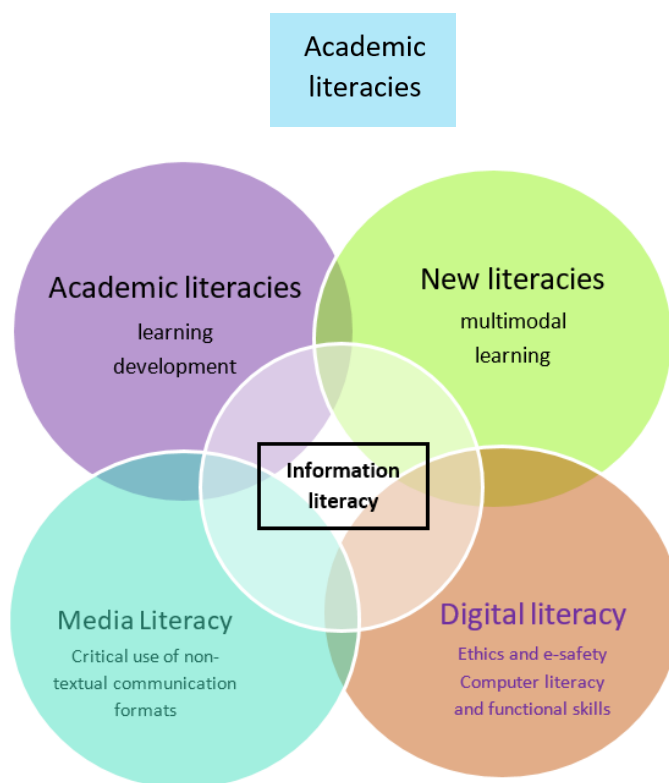
## Module 6: Promoting Students' Digital Competence

<b>Learning objectives</b>	<ul style="list-style-type: none"><li>- <b>Integration of Digital Tools in Teaching:</b> teachers will be able to develop and implement a digital strategy that effectively incorporates various educational technologies into their curriculum.</li><li>- <b>Evaluation of Digital Competence:</b> teachers will learn to assess their own and their students' digital competencies using various evaluation tools and strategies.</li><li>- <b>Teaching Strategies for Digital Citizenship:</b> Educators will acquire effective teaching methods and resources to integrate lessons on digital citizenship into the curriculum, fostering students' understanding of online ethics.</li></ul>
<b>Learning Competences</b>	<ul style="list-style-type: none"><li>- <b>Proficiency in Educational Technologies:</b> ability to effectively use a range of digital tools and platforms for educational purposes.</li><li>- <b>Facilitation of Critical Thinking:</b> develop skills to encourage critical thinking and problem-solving in students through the use of digital resources and technology learning activities.</li><li>- <b>Digital Literacy Proficiency:</b> teachers will demonstrate a strong understanding of various digital tools and platforms, enabling them to integrate technology into their teaching practices effectively.</li></ul>

## Introduction

**Digital competence** is the capability to skillfully and critically engage with, assess, and produce information across various digital platforms. It combines technical abilities, information literacy, and responsible interaction with digital content. Additionally, it includes cognitive and emotional intelligence, as well as sociocultural understanding, to effectively navigate digital environments.<sup>26</sup> To meet the evolving demands of society, it's essential for higher education to enhance digital competencies. This ensures that individuals possess the necessary digital skills and qualifications required in the current context.<sup>27</sup>

**Information literacy** is essential for digital competence, encompassing the ability to recognize, find, assess, and effectively use information. Proficiency in information literacy requires strong skills in information and communication technologies. It is closely linked to computer literacy, which involves ICT skills, and media literacy, which focuses on understanding different formats and channels of information. Successfully navigating the online environment and interpreting multimedia documents necessitates both technical skills and analytical abilities.<sup>28</sup>



Adopted from "Information Literacy Landscape".<sup>29</sup>

26 Røkenes, F. M., & Krumsvik, R. J. (2014). Development of student teachers' digital competence in teacher education-A literature review. *Nordic Journal of Digital Literacy*, 9(4), 250-280. <https://www.idunn.no/doi/10.18261/ISSN1891-943X-2014-04-03>

27 Mezarina, C., Páez, H., Terán, O., & Toscano, R. (2015). Aplicación de las TIC en la educación superior como estrategia innovadora para el desarrollo de competencias digitales. *Campus Virtuales*, 3(1), 88-101. Recuperado en: <http://uajournals.com/ojs/index.php/campusvirtuales/article/view/52> .

28 UNESCO, (2023). Information Literacy, <https://www.unesco.org/en/ifap/information-literacy>

29 Coonan, E., & Jane, S. (2014, April 29). "My dolly's bigger than your dolly", or, Why our labels no longer matter. Retrieved April 29, 2016, from <https://librariangoddess.wordpress.com/2014/04/29/my-dollys-bigger/>

The diagram illustrates that achieving true 'information literacy' involves simultaneously cultivating several key aspects<sup>30</sup>:

- Awareness of your interactions with the digital environment
- Ability to derive meaning from the information you encounter
- Skills to clearly define the type of information you need
- Understanding of ethical information usage
- Insight into your role in professional communication
- Capacity to assess information for credibility and authority.

The internet facilitates the seamless sharing of resources, enhancing access to information. However, it also allows anyone to easily find, create, and distribute content online, which blurs the distinction between content producers and consumers.<sup>31</sup> Consequently, there has been a rise in the volume of user-generated content, along with numerous platforms where this content can be shared online.<sup>32</sup> **Creating digital content** involves producing original materials using tools like blogs, videos, podcasts, and social media. Encouraging students to generate their own content boosts creativity and critical thinking, helping them express their ideas and engage with others. It also fosters an understanding of the ethical implications of online sharing, including copyright issues and the importance of respectful communication.

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30 Madison College Libraries, (2024). Information Literacy: Guide for Students: What is Information Literacy?, <https://libguides.madisoncollege.edu/InfoLitStudents>

31 Brown, JS and Adler, R. 2008. Minds on fire: Open education, the long tail, and learning 2.0. EDUCAUSE Review, 43(1): 16–32

32 Conole, G and Culver, J. 2010. The design of cloudworks: Applying social networking practice to foster the exchange of learning and teaching ideas and designs. Computers & Education, 54(3): 679–692. DOI: <https://doi.org/10.1016/j.compedu.2009.09.013>

Encouraging digital competence in the classroom means thoughtfully incorporating technology into teaching and learning processes. Here are several effective approaches:

4. **Incorporate Technology Throughout the Curriculum:** Utilize digital tools across different subjects to enrich learning experiences. For example, students might develop multimedia presentations or collaborate on shared documents for group projects.<sup>33</sup>
5. **Teach Skills for Critical Evaluation:** Include lessons aimed at assessing the credibility of online information. Activities could involve comparing various news articles on a single topic or evaluating the reliability of different websites.<sup>34</sup>
6. **Promote Collaboration:** Create a collaborative classroom atmosphere where students can work together on digital initiatives. This not only sharpens their digital skills but also fosters teamwork and communication.
7. **Offer Opportunities for Content Creation:** Encourage students to participate in projects that require them to produce their own digital content. This could involve writing blogs, making videos, or designing infographics, allowing them to express their learning in innovative ways.
8. **Demonstrate Responsible Digital Citizenship:** Educate students on online ethics, including how to protect their privacy, respect intellectual property, and communicate appropriately. This helps them grasp the wider implications of their actions in the digital realm.<sup>35</sup>

By emphasizing these strategies, educators can effectively enhance digital competence, preparing students with the essential skills to thrive in a technology-driven world.

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33 Taylor, L. M., Casto, D. J., & Walls, R. T. (2004). Tools, time, and strategies for integrating technology across the curriculum. *Journal of Constructivist Psychology*, 17(2), 121-136. <https://doi.org/10.1080/10720530490273908>

34 Cortoni, I., Cervelli, P., & LO PRESTI, V. (2015). Digital competence assessment. A proposal of operationalization of the critical analysis. *The journal of Media Literacy education*, 7(1), 46-57.

35 European School Education Platform, (2024), Raising the responsible digital citizens of tomorrow, European Commission, <https://school-education.ec.europa.eu/en/discover/news/raising-responsible-digital-citizens-tomorrow>

## Importance of Digital Competence

As we navigate the complexities of the 21st century, it's crucial to equip students with the digital skills they need for academic achievement and to engage meaningfully with their surroundings.

**21st Century Skills** include a variety of capabilities and qualities that can be learned or developed to enhance thinking, learning, working, and living. These encompass creativity and innovation, critical analysis, problem-solving, decision-making, self-reflection, effective communication, teamwork, information literacy, digital literacy, citizenship at both local and global levels, life and career competencies, and personal and social responsibility, which also involves an understanding of cultural awareness and sensitivity.<sup>36</sup> These skills are especially vital for realizing the **United Nations' Sustainable Development Goals** (SDGs).

The **SDGs** are a key component of the Global 2030 Agenda for Sustainable Development, which seeks to tackle a variety of pressing global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice.<sup>37</sup> By incorporating digital skills into the curriculum, educational institutions can equip students to address some of the most urgent global issues. For instance, those with digital literacy can actively participate in research and advocacy concerning climate change, social justice, and public health. Digital tools allow them to gather and interpret data, craft engaging presentations, and disseminate their insights to a wider audience. This ability to engage knowledgeably cultivates a sense of global citizenship and accountability among young people.<sup>38</sup>

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36 Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining twenty-first century skills. *Assessment and teaching of 21st century skills*, 17-66. [https://link.springer.com/chapter/10.1007/978-94-007-2324-5\\_2](https://link.springer.com/chapter/10.1007/978-94-007-2324-5_2)

37 Department of Economic and Social Affairs, Sustainable Development, The 17 Goals, United Nations, <https://sdgs.un.org/goals>

38 ICDL – The Digital Skills Standard, (2024), Why Digital Literacy is essential for students in the 21st Century, <https://icdl.org/empowering-students-with-essential-digital-skills-for-future-success/>

By highlighting the significance of digital skills and fostering a culture of curiosity and exploration, educators can motivate students to embrace **learning as a lifelong journey**. Encouraging engagement with online courses, webinars, and other digital resources helps students stay updated in their fields and discover new interests. Moreover, cultivating digital competence empowers students to assess their own progress and identify areas for improvement. They become adept at seeking out resources, connecting with mentors, and collaborating with peers—skills that are vital for thriving in today’s complex workforce. This proactive approach to learning not only boosts individual achievement but also fosters a more informed and active society.<sup>39</sup>

**Lifelong learning** can occur in formal settings, such as professional development courses, seminars, and workshops, but also in informal contexts, such as reading books, listening to podcasts, participating in online discussions, or learning through everyday experiences. It encompasses not only the development of new technical and professional skills but also personal, social, and cultural growth. The fundamental idea is that learning is a dynamic process that must be nurtured and sustained over time to remain relevant in a constantly changing world.<sup>40</sup>

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39 Licata, P., (2024), Lifelong Learning: che cos'è e cosa sapere sull'apprendimento permanente, <https://www.peoplechange360.it/people-strategy/development-and-learning/lifelong-learning-che-cosa-e-cosa-sapere-su-apprendimento-permanente/>

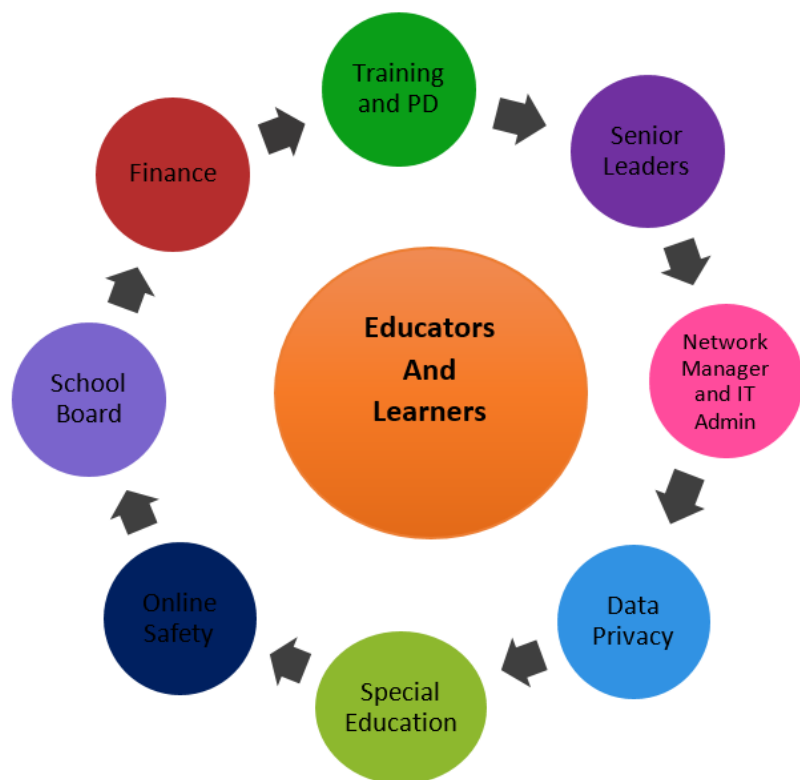
40 Pintimalli, A., 2024, Lifelong Learning, Fondazione Patrizio Paoletti, <https://fondazionepatriziopaoletti.org/glossario/lifelong-learning/>

## Strategies for Teaching Digital Competence

A **digital strategy** in education refers to a comprehensive plan that outlines how educational institutions will integrate digital technologies to enhance teaching and learning. This strategy aims to improve educational outcomes, foster digital competence, and prepare students for a technology-driven world. It encompasses various aspects, including curriculum development, teacher training, resource allocation, and the incorporation of innovative technologies.

Key components of a digital strategy in education include establishing a clear vision and goals for technology integration. This involves developing a curriculum that incorporates digital skills and competencies across subjects, ensuring that students use technology in meaningful ways.<sup>41</sup>

Professional development is essential; providing ongoing training and support for teachers enhances their digital literacy and teaching practices, equipping them to effectively use technology in the classroom.



Adopted from “Digital Strategy Stakeholders”<sup>42</sup>

41 HRD - The HR Director, (2023), Preparing schools for a comprehensive digital strategy, <https://www.thehrdirector.com/preparing-schools-comprehensive-digital-strategy/>

42 Anderson, M., and Kingsley, A., (2022), A Guide to creating a Digital Strategy in Education, NetSupport, [https://www.netsupportsoftware.com/webresources/brochures/Digital\\_Strategy\\_Guide\\_v3.pdf](https://www.netsupportsoftware.com/webresources/brochures/Digital_Strategy_Guide_v3.pdf)

	<p><b>Strategies for Teaching Digital Competence:</b></p> <ul style="list-style-type: none"> <li>● <b>Incorporate Technology Throughout the Curriculum:</b> Employ digital tools and platforms across different subjects to enhance learning, motivating students to use software for presentations, research, and group projects. For example, utilizing Google Docs for collaborative assignments encourages teamwork and effective communication.</li> <li>● <b>Encourage Critical Thinking and Problem Solving:</b> Inspire students to evaluate information and tackle challenges with digital resources. Assign projects that necessitate research, source evaluation, and the use of digital tools to devise solutions. For instance, students could conduct online surveys and analyze the data using spreadsheets.</li> <li>● <b>Foster Creative Expression with Digital Media:</b> Offer students opportunities to create and share digital content. They can produce videos, podcasts, or blogs on subjects that interest them, nurturing creativity while teaching them to use multimedia tools effectively.</li> </ul>
	<p><b>Required Competences for Teachers:</b></p> <ul style="list-style-type: none"> <li>● <b>Proficiency in Digital Tools:</b> Teachers should be well-versed in various educational technologies and digital platforms to effectively integrate them into their teaching.</li> <li>● <b>Understanding of Digital Citizenship:</b> Educators must model and teach responsible online behavior, emphasizing the importance of ethics and safety in digital environments.</li> <li>● <b>Ability to Facilitate Collaborative Learning:</b> Teachers should be skilled in fostering a collaborative learning environment, encouraging teamwork through digital tools.</li> <li>● <b>Adaptability to New Technologies:</b> Educators must stay current with emerging technologies and be willing to adapt their teaching practices to incorporate new tools.</li> <li>● <b>Assessment Literacy:</b> Teachers should be adept at using digital assessment tools to evaluate student learning and provide constructive feedback.<sup>43</sup></li> <li>● <b>Strong Communication Skills:</b> Effective communication is essential for guiding students through digital projects and facilitating discussions about digital content.</li> </ul>

43 Indiana Department of Education, Assessment Literacy, Indiana State Government, [https://www.in.gov/doi/students/assessment/assessment-literacy/#:~:text=Assessment%20literacy%20refers%20to%20the,\(U.S.%20Department%20of%20Education\)](https://www.in.gov/doi/students/assessment/assessment-literacy/#:~:text=Assessment%20literacy%20refers%20to%20the,(U.S.%20Department%20of%20Education))

<p><b>Assessment of Digital Competence</b></p>	<p>Evaluating the digital competence of educators is essential to ensure they can effectively integrate technology into their teaching methods. There are several strategies that can be used, with digital portfolios standing out as one of the most engaging and effective options.</p> <p>A <b>digital portfolio</b> is an online compilation of a student's work, achievements, and reflections that highlights their educational journey and digital abilities.</p> <p>This type of portfolio serves several purposes, including:</p> <ul style="list-style-type: none"> <li>□ <b>Showcase Work:</b> Students can present projects, assignments, and multimedia presentations that illustrate their understanding and use of digital tools.</li> <li>□ <b>Reflect on Learning:</b> Portfolios motivate students to contemplate their learning experiences, the skills they have developed, and areas for improvement, promoting a growth mindset.</li> <li>□ <b>Demonstrate Digital Skills:</b> By organizing their work, students showcase their proficiency in various digital competencies, such as content creation, collaboration, and critical thinking.</li> </ul>
	<p>Implementation:</p> <ol style="list-style-type: none"> <li>1. <b>Tool Selection:</b> Identify platforms (such as Google Sites, WordPress, or specialized portfolio applications like Seesaw) that facilitate the easy incorporation of diverse media formats, including text, images, and videos. Please check the module 1 of this course to know more about digital tools.</li> <li>2. <b>Establishing Guidelines:</b> Offer clear criteria outlining what should be included in the portfolio, such as particular projects, reflective pieces, and demonstrations of digital skills.</li> <li>3. <b>Reflection Prompts:</b> Motivate students to compose reflections on their work, addressing what they learned, the challenges encountered, and how they applied digital tools.</li> </ol> <p><b>Peer Feedback:</b> Include sessions for peer review, allowing students to assess each other's portfolios, which encourages collaboration and critical analysis.</p>

## Tools for Promoting Digital Competence

### □ Design and Creativity:

- **Canva:** Perfect for crafting visually engaging projects like presentations, posters, and social media graphics, using intuitive templates.
- **Pixlr:** A web-based photo editing tool that allows students to edit images easily, fostering creativity in digital design.

### □ Programming and Coding:

- **Scratch:** A fantastic platform for learning coding through block-based programming, enabling students to create games and animations.
- **Code.org:** Provides interactive coding activities and games that introduce programming concepts in an entertaining manner.

### □ Collaboration and Communication:

- **Google Classroom:** A robust platform for managing assignments, facilitating discussions, and collaborating on projects with peers and teachers.
- **Padlet:** An interactive digital board where students can work together, exchange ideas, and create shared content.

### □ Learning and Tutorials:

- **Khan Academy:** Offers free educational resources across various subjects, including computer programming and digital literacy, specifically designed for younger learners.
- **Common Sense Education:** Provides resources for teaching digital citizenship and media literacy, helping students navigate the digital world safely.

### ● Online Learning Platforms:

- **Tynker:** An online platform that teaches coding through games and interactive lessons, catering to different skill levels and interests.
- **Codecademy:** While slightly more advanced, it offers interactive coding lessons that can be suitable for motivated students ready to dive deeper into programming.

### ● Multimedia and Video Creation:

- **WeVideo:** A user-friendly video editing platform where students can create and edit videos, perfect for school projects and presentations.

**Flipgrid:** A video discussion platform that allows students to express their ideas and share projects through short videos, fostering engagement and peer interaction.

<p><b>Challenges in Promoting Digital Competence</b></p>	<ul style="list-style-type: none"> <li>• <b>Rapid Growth of Digital Tools:</b> The ongoing evolution of digital technologies presents a variety of challenges. Educational platforms and software frequently update their features, resulting in a knowledge gap between educators and the new resources available. This can lead to ineffective use of tools, as teachers may not always be aware of the latest functionalities that could enhance their teaching. Selecting and adopting relevant tools requires time and resources, which are often in short supply.<sup>44</sup></li> <li>• <b>Resistance to Change:</b> Resistance to change is a significant barrier to integrating digital skills. Teachers with years of experience using traditional methods may feel threatened by the prospect of having to alter their approach. This resistance is often driven by a fear of the unknown: many educators worry about their ability to master new technologies or how to effectively incorporate them into their teaching. Without adequate support, they may feel overwhelmed, leading to sporadic implementation of digital technologies.</li> <li>• <b>Limited Access and Tools:</b> The integration of digital technology in the classroom is expected to help both educators and students enhance their teaching and learning experiences. However, limited access to resources and tools remains a significant barrier to their success in gaining knowledge.<sup>45</sup> Additionally, many students express frustration and stress at school due to insufficient internet connectivity throughout the campus.<sup>46</sup> Students in remote areas often struggle to access reliable internet due to weak signals in their locations. This can hinder their ability to participate in online courses as effectively as in-person classes. Furthermore, the conditions within educational institutions present additional challenges, such as the readiness to implement digital literacy initiatives, training for staff and teachers in ICT, and ensuring the availability of adequate digital resources.<sup>47</sup></li> </ul>
	<ul style="list-style-type: none"> <li>▪ <b>Incorporating Digital Skills in Traditional Curriculum:</b> Integrating digital skills into existing curricula is a complex task. Often, school programs are rigid and focused on specific content, making it challenging to introduce new topics without sacrificing the material already planned. Additionally, a lack of alignment with national educational standards, which may not officially recognize digital skills, can diminish the incentive for teachers to incorporate these elements. This situation is further complicated by time constraints: teachers already face a heavy workload and may not have the opportunity to dedicate time to teaching digital skills.</li> </ul>

44 WhatFix Blog, (2024), 11 Critical Digital Transformation Challenges to Overcome, <https://whatfix.com/blog/digital-transformation-challenges/>

45 Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of Mathematics, science and technology education*, 5(3), 235-245. <https://doi.org/10.12973/ejmsite/75275>

46 Argawati, N. O., & Suryani, L. (2020). Digital-based instruction: Chances and challenges in English language teaching context. *Int J Eval & Res Educ*. ISSN, 2252(8822), 1139. <https://doi.org/10.11591/ijere.v9i4.20579>

47 Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of computer assisted learning*, 29(5), 403-413. <https://doi.org/10.1111/jcal.12029>

- **Lack of Students' Digital Literacy:** Students require assistance to enhance their understanding of how power operates in online settings and to incorporate that critical thinking into their educational activities.<sup>48</sup> Not all students are adept at using digital tools, which can make navigating online materials feel daunting and complex.<sup>49</sup> Furthermore, many students report that some resources they encounter online can be challenging to read and comprehend.<sup>50</sup>
- **Online Safety and Data Privacy:** Many educators do not receive adequate training on how to address security and privacy issues, which can put students at risk. Additionally, schools may lack clear policies regarding data protection, creating confusion about the responsibilities of both students and teachers.
- **Misuse of Technology:** The misuse of technology poses another significant challenge. Students can easily become distracted during lessons by using devices for non-academic activities such as social media or games. This not only undermines learning but can also lead to conflicts between students and teachers. Furthermore, the anonymous nature of online interactions can increase instances of cyberbullying, creating a toxic school environment.<sup>51</sup>
- **Lack of Teachers' Digital Literacy:** An important factor in achieving educational goals is that teachers must understand how to utilize ICT in the classroom to support students in developing their skills.<sup>52</sup> It is essential for teachers and lecturers to have access to adequate digital devices and applications, such as tablets, laptops, desktop computers, and smartphones. They are also expected to possess strong digital literacy skills, allowing them to use information and communication technology both efficiently and effectively, thus enhancing their classroom practices.<sup>53</sup> Additionally, varying levels of comprehension among students pose challenges for teachers in implementing digital literacy. It is not only students who may struggle with digital literacy; teachers can also lack extensive experience in using digital tools effectively.<sup>54</sup>

48 Bhatt, I., & MacKenzie, A. (2019). Just Google it! Digital literacy and the epistemology of ignorance. *Teaching in Higher Education*, 24(3), 302-317. <https://doi.org/10.1080/13562517.2018.1547276>

49 Mudra, H. (2020). Digital literacy among young learners: How do EFL teachers and learners view its benefits and barriers? *Teaching English with Technology*, 20(3), 3-24. <https://www.cceol.com/search/article-detail?id=884300>

50 Burnett, C. (2011). Pre-service teachers' digital literacy practices: exploring contingency in identity and digital literacy in and out of educational contexts. *Language and Education*, 25(5), 433-449. <https://doi.org/10.1080/09500782.2011.584347>

51 UNICEF, (2024), Cyberbullying: What is it and how to stop it. What teens want to know about cyberbullying, <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

52 Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of computer assisted learning*, 29(5), 403-413. <https://doi.org/10.1111/jcal.12029>

53 Al Seghayer, K. (2020). Investigating the Adequacy of EFL Learners' L2 Digital Literacy Skills, Consistency of Self-Assessed Competence, and Actual Performance. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 10(2), 1-22. <https://doi.org/10.4018/IJCALLT.2020040101>

54 Durriyah, T. L., & Zuhdi, M. (2018). Digital literacy with EFL student teachers: exploring Indonesian student teachers' initial perception about integrating digital technologies into a teaching unit. *International Journal of Education and Literacy Studies*, 6(3), 53-60. <http://dx.doi.org/10.7575/aiac.ijels.v6n.3p.5>

<p>Quiz</p>	<p>1. What is the primary focus of digital competence as described in the text?</p> <p>A) The ability to use social media effectively.</p> <p><b>B) The skillful engagement with, assessment, and production of information across digital platforms.</b></p> <p>C) The memorization of technical terms related to technology.</p> <p>2. Which of the following statements pertains to information literacy?</p> <p><b>A) It is the ability to recognize, find, and effectively use information.</b></p> <p>B) It only refers to the use of editing software.</p> <p>C) It is not necessary for digital competence.</p> <p>3. Which aspect is NOT included in information literacy?</p> <p>A) Understanding ethical information usage.</p> <p><b>B) The ability to code in programming languages.</b></p> <p>C) Clearly defining the type of information needed.</p> <p>4. What are digital portfolios?</p> <p>A) Paper documents that showcase students' work.</p> <p>B) Only video presentations.</p> <p><b>C) Online compilations of students' work and reflections.</b></p>
	<p>5. Which platform is mentioned for teaching coding to young learners?</p> <p>A) WordPress.</p> <p><b>B) Scratch.</b></p> <p>C) Google Classroom.</p> <p>6. How does fostering digital competence contribute to achieving the United Nations' Sustainable Development Goals (SDGs)?</p> <p>A) It solely prepares students for technology-related jobs.</p> <p>B) It discourages local engagement in favor of global issues.</p> <p><b>C) It equips students to engage with global challenges through informed research and advocacy using digital tools.</b></p>

	<p><b>7. In what way does the concept of lifelong learning relate to digital competence?</b></p> <p><b>A) Lifelong learning encourages ongoing development of digital skills, ensuring relevance in a rapidly changing world.</b></p> <p>B) Lifelong learning is only relevant for teachers, not students.</p> <p>C) Lifelong learning focuses exclusively on formal education.</p> <p><b>8. Why is assessment literacy important for teachers in a digital context?</b></p> <p>A) It allows teachers to evaluate only students' technical skills.</p> <p><b>B) It enables teachers to provide constructive feedback using digital assessment tools, fostering student growth.</b></p> <p>C) It is not necessary if students are already proficient in technology.</p> <p><b>9. What is a key benefit of using tools like Google Classroom in education?</b></p> <p>A) It serves only as a platform for grading assignments.</p> <p><b>B) It facilitates collaboration and communication among students and teachers.</b></p> <p>C) It limits students' ability to share their work publicly.</p> <p><b>10. Which of the following best describes the impact of digital citizenship education on students?</b></p> <p><b>A) It fosters a broader understanding of ethics, privacy, and responsibility in all digital interactions</b></p> <p>B) It only prepares students to use social media responsibly.</p> <p>C) It focuses primarily on legal aspects of digital content creation.</p>
<p><b>Resources</b></p>	<p>Google Sites Tutorial: <a href="https://www.youtube.com/watch?v=5Bh-CVvFWEtE">https://www.youtube.com/watch?v=5Bh-CVvFWEtE</a></p> <p>WordPress Tutorial: <a href="https://www.hostinger.com/tutorials/wordpress">https://www.hostinger.com/tutorials/wordpress</a></p> <p>Seesaw Tutorial: <a href="https://help.seesaw.me/hc/en-us/articles/115003755186-How-to-use-Seesaw-in-the-classroom">https://help.seesaw.me/hc/en-us/articles/115003755186-How-to-use-Seesaw-in-the-classroom</a></p>

