

Teachers' perceptions towards Digital Citizenship Education

**Comprehensive digital literacy covering all areas of human life
Responsible and safe use of digital technologies and resources in education**



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Statement of purpose

- ❖ Explore teachers' perceptions towards Digital Citizenship Education
- ❖ Analyze the effectiveness of Digital Citizenship Education implementation in the learning process

Research questions

Main question:

What are teachers' perceptions toward "Digital Citizenship Education?"

Sub-questions:

- ❖ How do classroom teachers define "Digital Citizenship"?
- ❖ How do teachers implement "Digital Citizenship Education" in class?
- ❖ What are the challenges of teachers delivering lessons within the framework of "Digital Citizenship Education"?

Methodology

QUALITATIVE CASE STUDY DESIGN



Data collection methods

- Semi-structured Interviews
- Non-participant lesson observation
- Document analysis (lesson plans, subject programmes)



Findings

Teachers focus on developing students' high-order skills while incorporating digital resources in the classroom

This study demonstrated that teachers explain and raise students' awareness regarding online safety.

Teachers expect the Internet to be used by students in a responsible manner.

Teachers highlighted digital literacy implies the ability to analyze the information identifying real and fake content.

Students' skill of identifying real and fake content needs development.

Teachers aim to raise students' responsibility for their actions in the virtual world, and underline the importance of understanding basic digital rights to privacy

Conclusion and implications



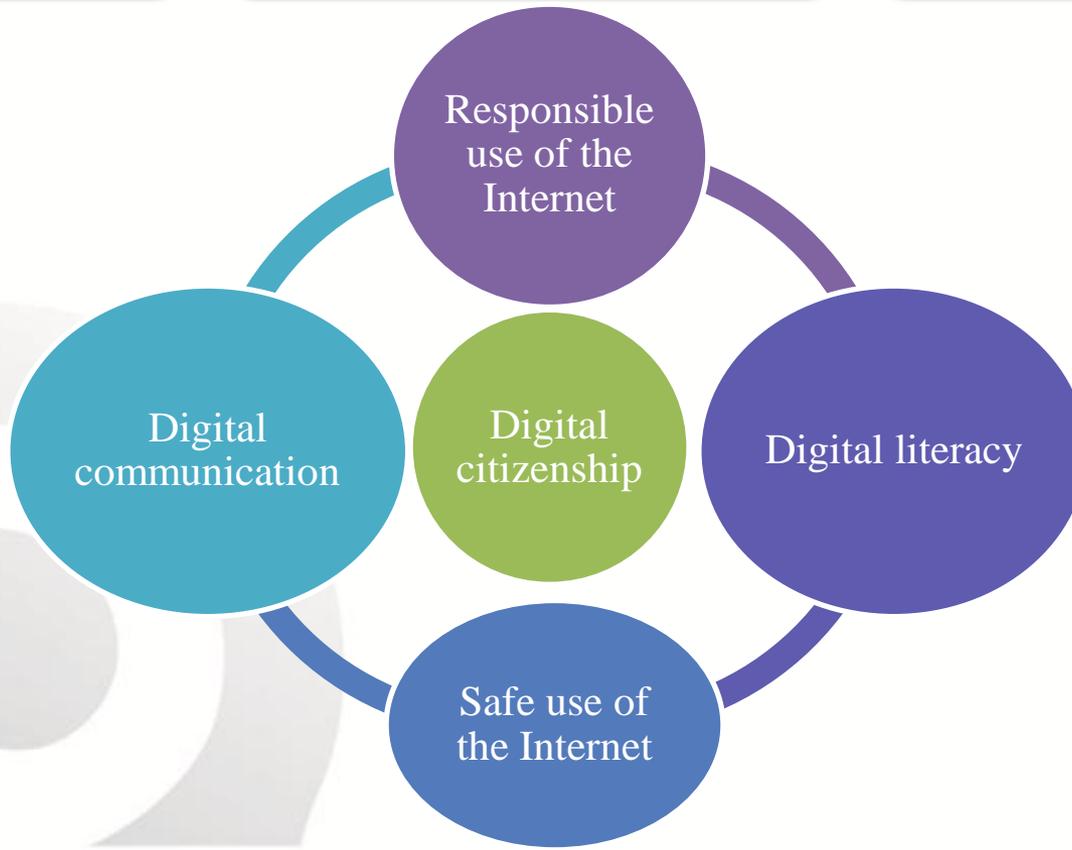
Teachers should continue to emphasize the importance of online safety



Teachers should raise students' understanding in discerning fact from fiction



It is worth developing skills and aptitudes including critical thinking, analyzing information, expressing opinions, negotiating, conflict resolution and participating in a community action



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