

Digital literacy of primary school first grade students



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Abstract

The research presented in this paper aims to explore the digital literacy of students in the first grade of primary school. The research sample consists of 104 students from northwestern Croatia. They were invited to fill out the self-assessment questionnaire consisting of eleven items including statements about their gender, place of residence (rural or urban), and simple yes/no statements concerning their knowledge of using the computer hardware and software. The research results show that there is a statistically significant difference in respondents' asking for parents' or guardians' permission to use a computer by gender ($\chi^2=4.27$, $df=1$, $p=0.039$). There are more female respondents (81.3%) than male respondents (60.7%) who ask their parents or guardians for permission to use the computer. Most of the respondents (88.5%) know how to turn on/off computers, 87.5% of respondents know how to write a text using a computer, and 94.2% of respondents know how to make a drawing using a computer. 94.2% of respondents know how to use the Internet and there is a statistically significant difference by the place of residence ($\chi^2=4.63$, $df=1$, $p=0.031$). There are more urban respondents (100.0%) than rural respondents (88.2%) who know how to search the internet. Most of the respondents (91.3%) understand and apply the rules of conduct on the internet. Most respondents (87.5%) self-assess themselves as having acquired the learning outcomes specified in the information-communication technology curriculum.

Key words

digital competence, information-communication technology; curriculum, primary education

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