


Chapter 7

Digital Competencies in the Global Curriculum Landscape: A Comprehensive Analysis of Countries' Educational Approaches in the Technology Era

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ABSTRACT

This chapter aims to critically examine the extent to which the curricula followed in educational institutions cover technology use self-efficacy, technology-based information literacy skills, correct technology, and internet use behaviors in the 21st century. In this context, the primary and secondary school curricula of countries selected through purposive sampling, namely Türkiye, the United Kingdom, Canada, Australia, Finland, India, and South Africa, were comparatively examined using the systematic content analysis method with the assistance of The Digital Curriculum Evaluation Rubric. The curricula were analyzed in their entirety using a content analysis table, which involved categorizing the various dimensions of the curricula based on the digitalization elements outlined in the rubric. The findings of this analysis were then presented to shed light on the coverage of technology-related skills and behaviors within the curricula.

DOI: 10.4018/979-8-3693-2314-4.ch007

INTRODUCTION

In the 21st century, traditional teaching methods have been transformed into digital technologies, making it crucial for individuals to possess the knowledge and skills required for this digital age. The approach to teaching and learning has undergone significant changes, especially with the shift from face-to-face classes to distance learning, due to the pandemic. As a result, a pedagogical understanding has emerged, replacing traditional methods like “Lessons” and “Seminars” with a more interactive approach that emphasizes “discovery,” “sharing,” and “application” (Abdullateef, 2021). To effectively implement this approach, individuals need to make informed decisions about when and how to use Information and Communication Technologies (ICT), and develop the ability to identify reliable online resources. Hence, the concept of “digital competence” has gained immense importance today. Discussions revolve around the skills necessary for individuals to become competent in a knowledge-based society. Digital competence encompasses a wide range of skills, including knowledge management, collaboration, communication, content and knowledge creation, ethics and responsibility, assessment, problem-solving, and technical proficiency (Ferrari, 2012). However, it is crucial to recognize that digital literacy goes beyond the mere ability to use digital tools. The stressed the need for cognitive and social-emotional competencies, in addition to technical skills, to effectively perform tasks and solve problems in digital environments researchers (Eshet-Alkalai & Soffer, 2012). Acquiring these skills is essential to meet the needs and expectations of students, and educational institutions play a vital role in this process. Training provided in educational institutions is typically structured within curricula, which are plans designed to cultivate individuals who are equipped to meet the demands of the modern era. A curriculum encompasses content, objectives, learning materials, teaching methods, assessment and evaluation processes, and other essential information for a particular course (Ornstein, 1988). Curricula provide all necessary resources for teaching a course and ensure that students achieve their intended learning objectives. Moreover, curricula are considered a roadmap for the process of raising individuals with the skills and knowledge needed in a country, and are used by educational institutions to enhance students’ knowledge and skills (Glatthorn et al., 2018). In the literature on curricula, it is defined as all information intended to be taught and learned in schools (Hewitt, 2006). The creation of curriculum objectives, content, methods, and evaluation is expected to address the questions of why, what, how, and how much (Tyler, 2013). In other words, curricula form the foundation of the education system in developing individuals who can meet the demands of the era and adapt to social changes in a constantly evolving world. However, social development and change are continuous variables; therefore, the validity of curricula cannot be

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