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Ministry Of Higher Education And Scientific Research

Ibn Khaldoun University Of Tiaret

Faculty Of Art And Luanguages

Department Of English

The Impact Of Digital Uses On Student Success Case Study Master Two Student At University Of Tiaret

Submitted by:

SAHED ASMAA

Supervised by:CHBELI NOUR ELDDINE

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Dedecation:

This thesis is dedicated :

To My parents:

I could never have done this without your faith,support,and constant encouragement.thank you for teaching me believe in myself,in God and in my dreams.thank you for telling me what I'm capable of ,for giving me the support that I needed and for believing that I have the talent to reach my goals.Thank you for making me realize that I'm worth everything in this world. My **Mother** and my **Father** love you very much.

To My sisters and brothers whose love motivated me to challenge myself and to work harder.

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Abstract:

Nowdays, the students have adopted a new standard living;digital uses and practices have got necessarily effects on their learning. That is a choice but is it relevant? My hypotheses explore it. It is a survey on a sample of 20 students Master II. The survey aims to measure their digital activities: interactions between them, taking notes or not with a computer, browsing the Internet for documentary research, downloading, etc. . . this study attemted to see the impact of digital uses on students success in an average university in Algeria (IbnouKhadoun University in Tiaret).this research is done for Knowing the potential offered by digital technology, wishing us to know whether digital literacy is needed so that the success of students is at the rendezvous, and for this we have used a questionnaire addressed to the students from the University of IbnouKhaldoun.After analyzing the gathered data,the results showed that The average age is 23, which confirms our initial hypothesis that all students are digital natives and technology has a great impact on students.

Key words: digital uses, digital literacy,digital natives,digital technology .

الملخص

في الوقت الحاضر، اعتمد الطلاب معيارا جديدا للمعيشة، و الاستخدمات و الممارسات الرقمية التي لها تاثيرات على تعلمهم. هدا اختيار لكن هل هو مناسب ؟ ستكتشفها فرضيتي و هو مسح على عينة من عشرين طالب ماستر، يهدف الاستطلاع على قياس انشطتهم الرقمية التفاعلات بينهم تدوين الملاحظات او عدم استخدام الكومبيتر تصفح الانترنت للبحث الوثائقي التنزيل ....الخ تهدف هده الدراسة الى معرفة تاثير الاستخدمات الرقمية على نجاح الطالب في احدى الجامعات المتوسطة في الجزائر جامعة ابن خلدون في الجزائر، و يتم اجراء هدا البحث لمعرفة الامكانات التي توفرها التكنولوجيا الرقمية، رغبة في معرفة ما ادا كانت هناك حاجة لمحو الامية الرقمية بحيث نجاح الطالب في الوقت المحدد و لهدا استخدمنا استبيان موجه لطلبة جامعة ابن خلدون وبعد تحليل البيانات التي تم جمعها اظهرت النتائج ان متوسط العمر هو ثلاثة و عشرون مما يؤكد فرضيتنا الاولى بان جميع الطلاب مواطنون رقميون و للتكنولوجيا تاثير كبير على الطلبة.

الكلمات المفتاحية الاستخدمات الرقمية ،محو الامية الرقمية،المواطنون الرقميون،التكنولوجيا الرقمية

General Introduction

General Introduction:

the 21st century is fast becoming known by its nickname of the 'digital age' which does a good job of describing what daily life is like in modern day society. Through the use of technology, information is being developed very rapidly and connections between this knowledge and the individuals that interact with it are virtually instantaneous.

Technology is a recent marvel in our everyday life that has taken off and it allows the most difficult tasks to become seamlessly easy and more efficient. In education, technology has allowed the dissemination of knowledge to be dispersed instantly and it allows for quicker and more effective communication. Also, technology has allowed students to be engaged and learn in ways that they never have in a classroom setting before and it gives them the opportunity to create a sense of community ,makes them feel more independent proficient member and researchers.so that teachers must adapt to this new lifestyle.

The use of digital technologies will increase students comprehension of content and development of skills like analytical reasoning, problem solving, information evaluation and creative thinking. And it can make learning more interactive and collaborative and this helping students better engage with course material rather than memorizing facts,they learn by doing.

New and emerging technologies are having a profound impact on how we communicate,interact, access and use information. They are affecting business, entertainment and social activity. Commentators and futurists suggest there are profound implications for education as well. They argue that because this "Net Generation" of learners is so immersed in a networked world of digital technology, they behave differently, have different social characteristics, different ways of using and making sense of information, different ways of learning, and different expectations about life and learning. According Wetzel (2011) explored that bringing digital media into the classroom moves teaching beyond the textbook and makes connections to the world in which our students actually live. When presented digital media within the contexts of problem solving or project based learning situations, our students will view how the information within their textbooks actually applies to them. Incorporating the right digital media is one the most effective means for engaging students' and helping them understand a difficult concept or improve their long-term retention of knowledge.

Curdy &Ellam (2011) found that students learn better and faster when they are actively engaged and participating in a activities that create learning opportunities along the way. Integrating digital media with classroom technology is a great vehicle for student engagement. Incorporating media into your teaching can help to provide your students with a higher quality learning experience. For example, mix and matching traditional lecture styles with online recordings could help to explain things that could be complex if done by text or PowerPoint slides alone.

The aim of our work is to see the impact of this new technology on the success of students in an average university in Algeria (IbnouKhadoun University in Tiaret). So in this current study we are going to reach the following objectives :

1- talk about the meaning of digital technology from different perspective

2- shed the light on digital litrecy and its benefits on student success

3- discover digital literacy's skills

Overall, the main research question that guided this dissertation is:

1- what does digital technology do for students ?

2- how is technology used to increase students motivation?

3-what the students know about the digital literacy ?

We started from the assumption that the students currently at the university are natives of the Internet, their access to new information and communication technologies are very easy to access. A survey of students from Tiaret University was taken into account in our work to verify the grounds for our initial hypothesis .To answer the questions before,the following hypotheses have been formulated:

1- It is suggested that the use of digital technologies can improve the quality of the learning experiences if they are used as a participatory communicative tool to support collaboration and construction of knowledge for instance Google Drive and Google Doc technology gives the learners the ability to work on a group document with one or more co-authors who are in different locations

2- It is assumed that students have grown up with technology all around them, and teachers must adapt to this new lifestyle. By integrating technology into education, students will be more motivate to learn and feel included.

3-It is claimed that Digital literacy is closely related to the concepts of information literacy, computer or IT literacy, and multiple sets of new literacies.

The main problem is to understand how with all the electronic technology in abundance the academic standards of the students remain poor. Knowing that Algeria is among the countries behind in the world rankings. We did not only want to criticize the current educational offer, but to see if it is possible to improve it by using and abusing the technological means available to us.

The impact of digital usage has been studied in various countries. We will first discuss some examples of studies with issues and approaches different from ours. The next chapter will present the conceptual framework of our work and we will try to give different diffenitions about student success and digital literacy .Then we will discuss digitization and its influence on didactics. The last chapter will present the results of our survey in order to assess in the field the extent of the gap between the technical offer and the lack of competence of the students and the underlying reasons.

Chapter one

State of arts

Chapter one

State of arts:

Introduction:

Technology of all kinds has seen widespread integration to daily life. It is only natural that theeffects of technology on student life be studied from a teaching perspective. As we know ,We are in the heart of the digital age. Developed countries quickly became interested in the digitalization of education and several projects had the task of measuring the impact of these digital techniques on the success of apprentices.When we bring the concepts of classroom or education and technology together, what comes to our minds is a classroom filled with learners holding a mobile device, such as a smart phone or laptop, in their hands.

In this chapter we will present some studies close to our problem.

The technology providing quick and easy online access to information and social activities has undeniable effects on academic lives and study hours of students. It was therefore important to investigate what we know about the impact of digital technologies and social networking sites (SNS) on education.In this study by The Eurasia Proceedings of Educational & Social Sciences (2015) investigates the effects of developing technologies and social media on the students‟ daily life. The research was conducted with 220 university students. Data were collected using a survey designed for gathering the students‟ opinions about the digital devices and social media. The results of the research indicated that the digital devices and SNS had negative impact on students‟ knowledge and learning due to distraction from academic tasks. The study shows that most of the students spent more time on social media (facebook, twitter, youtube etc.) than academic courses. In the same study we will see The positive and negative effects of digital technologies and social networking sites on the students Research results presented that half of the students spend time one and half hour/day on smartphone. They generally use the smartphone for calling friends, messaging, listening to music, watching video/clips, and especially using social networking sites (Facebook, Youtube, Blogs, Foursquare, Twitter, etc.). Female and male students (65%) spend more than two hours per day on computer and internet for similar purposes. However, to study on a course or science oriented research on internet is the last and least activity they do. The outcomes related to

reading book and newspaper, and doing physical activities indicated that 60-65% of responding students do not have enough time for reading books, newspaper, magazine, doing physical exercise and going to the gym.

Another study was about the Students' ability to find and retrieve information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the electronic resources while at school.

Research was undertaken to determine the level of influence of self-efficacy and the use of electronic information resources on students' academic performance. This study is done to see the students ability to use electronic information as predictors
Of academic performance. 700 students were taking randomly drawn from seven departments in the faculty of education, University of Ibadan, Nigeria. Three research questions were raised to guide the study.

The results shows that the students with high selfefficacy make better use of electronic information and have better academic performance; that a correlation exists among self-efficacy, use of electronic information and academic performance; and that the use of electronic information influenced respondents' performance in General Education subjects more than other subjects. Finally, the results reveal that the Internet is the electronic information source students access for information most often. Implications of theseresults and recommendations are discussed.

Online learning is one form of implementation of learning in industry 4.0 era.The study done by Nurdiyanti et al (2019) is to determine the effect of the implementation of the learning system on the higher students' academic achievement.

This research is experimental research, with a pretest-posttest control group design. The purpose of this design is to reveal whether online learning systems can affect students' academic achievement or not that's measured through the learning outcomes of biology education students at the concept of structure and transport of cell membranes in the University of Muhammadiyah Makassar. Based on analyzed data, it shows the difference in the increase of students' learning outcomes taught by the online learning system and without using an online learning system. Based on the findings of this study, students who are taught by online learning system get a higher score of learning outcomes. It can be said that there is an effect of the online learning system toward students' academic achievement. Online learning is a form of teaching that innovates with new genres and

makes individuals/students equipped with technological devices and software that provide a learning environment.

According to Kong et al (2014) said that the Use of technology supports the achievement of learning objectives, the learning process and desired learning outcomes. This gives students 21st-century skills opportunities in the learning process.

The advantages of online learning are reducing costs and travel time, providing and increasing opportunities to collaborate with professional experts on a global scale, giving students flexible learning (Finch & Jacobs, 2012) .

The conclusion obtained from this study is that the academic achievement of students taught by online learning systems is higher than students who are not taught by online learning systems. And there is an influence of online learning systems on student achievement especially in the concept of structure and transport of cell membranes.

Australasian Journal of Educational Technology (2011)discusses how the use of digital technologies may support a shift of cultural practices in teaching and learning, to better meet the needs of 21st century higher education learners. it began by highlighting the changing needs of the 21st century learners as a result of the massification of higher education and the demands of the knowledge economy. The use of digital technologies has been suggested as a means to respond to these changes. In terms of improving the learning experiences of the students, the impact of digital technologies has so far been rather limited. It is suggested that the use of digital technologies can improve the quality of the learning experiences if they are used as a participatory communicative tool to support collaboration and construction of knowledge. It is important that learners are aware of their own learning characteristics in informal settings and adapt them in formal settings (Lai et al. 2011). It is also important to recognise the blending of formal and informal learning strategies in higher education to prepare students as lifelong learning learners and innovative knowledge creators in the knowledge society.

perspective on use of technology in education:

All students need greater exposure to a plethora of technologies in the classroom, but many schools may not be meeting this need (Bolkan, 2012).according to Erlich et al stated that Many students are found to have the capability to use technology, as well as the access to do so at home and many of those use it for educational purposes.

It was found that those in positions of authority at the schools are responsible for setting expectations for technology use. However, all schools participating in the study, there was an inconsistency regarding how much technology is used for instruction.the variation in students and teachers use in the different schools is directly directly related to the culture for technology integration. In the schools with a more positive culture towards technology integration ,more students and teachers want to use technology.

It is very important for teachres to know how to teach their students.according to Sung Youl Park 2009 the number of colleges and universities using electronic learning (or e-learning) has been increasing, though there is a gap in the research pertaining to student adaptability.

there is a gap in the research pertaining to student adaptability.

Mayer et al (2011)Infrequent technology users were found to have difficulty in implementing technology for teaching, while frequent technology users felt accomplished in creating a technology supported environment. This gap is then carried over into the K-12 schools where the future teachers will teach. As was seen in the study completed by ErlichSporte, Sebring, & the Consortium on Chicago Schools (2013), if the culture of technology integration is well in place for pre-service teachers, it will carry into the classroom.

students motivation through technology use in school:

A study by Godzicki et al (2013) focused on the element of motivation among elementary and middle school students. They implemented a technology supportedlearning environment and targeted certain problematic behaviors. Among these targeted behaviors were non-completion of homework, unpreparedness for class, and sleeping/putting their heads on their desks. The authors found that once technology is used students engage in learning activities . However, almost 50 of surveyed teachers used technology for 80 or fewer minutes per day. After implementing a technological intervention, students stated that they felt teachers provided activities relevant to them, and14 motivation and engagement went up 9% for all students (Godzicki, Godzicki, Krofel, &Michaels, 2013).

One method of technological intervention is that of the WebQuests, which are lessonswhere all of the information comes from the internet. In his study, Halat (2013) observed that viewpoint of students in 4th and 5th grade on the use of WebQuests in the

classroom. The Webquests utilized for this study were compiled online through an editing software called FrontPage. After the student participants were introduced and given their own WebQuests to complete, the students were given a questionnaire. It was noticed that the students feel good when they use of the WebQuests, and experienced increased motivation to learn.

Research suggests that the presence of embedded systems does not necessarily influencestudent motivation, but Koshino, Kojima, &Kanedera (2013) noted that finding was based on several factors. The most notable factor limiting use of the system is the slow CPU (central processing unit) performance. To solve this problem, researchers developed a new educational board titled E+ and introduced it to third grade students. After a one year observation, the students were polled to gauge their motivation levels. The authors found several of the problems presented by traditional education were overcome by E+, and students felt their understanding of the material increased.

In an earlier study, Heafner (2004) studied the effects of technology on student motivation in a social studies classroom. The students were in grades 9 and 10 who were learning World History, Economic, Legal, and Political Systems. In this study, students were required to make a PowerPoint slide as part of their assignment. Although standard classroom behavior and hallway behavior was noted, once students arrived at the computer lab, it was noted that the students exhibited a marked change in behavior. Students began to get excited about learning, and showed pride in their work. All students reported enjoying the assignment and stated that they were more motivated.

Perceptions of Technology in Daily Life:

According to Thomas (2013) most teachers believe that having electronic devices in the classroom are not important for the students while the students themselves see that technology is an essential part in daily life.

Some teachers continue to lecture students in a manner that may not engage learners. Their students, therefore, tend to believe that a classroom that is disconnected from the so-called‘real world’ is artificial and fake (Baker, Lusk, and Neuhauser, 2012).powerpoint and software give teachers the opportunity to present their lecture in a visual manner (Goodin 2013), however teachers who relied primarily on this technology

were often found as authoritative and the technology was seen as a negative (Baker, Lusk, and Neuhauser, 2012).

This image of the authoritarian is furthered when teachers finish to controle the use of technology in the classroom.it should be noted that the authers spoke to the teachers and the consensus was ,that the modern-day student also lacks the self-control and maturity levelnecessary to have electronics in the classroom, hence the rules governing classroom electronics (Baker, Lusk, and Neuhauser, 2012).

Everyone has his own cell phone that sit in his pocket , the car he drives to work ,the machine that makes his coffee ,it is clear and safe to say that technology is a part of everyday life.

Teachers will have more approaches that make students engage in learning activities by the use of technology based learning environment.students perspectives on school based learning will change and students may be motivated in the classroom and achieve at higher levels.

Integrating Technology in Classrooms :

Mulrine (2007) Information technology has become common place in the classroom, helping to elevate and replace outdated pedagogical techniques and offering teachers the ability to design curriculum in advance with regards to differentiation. according to Zimlich,(2015) some technology may not be useful for educational purposes, and many teachers still find the appropriate ways to integrate technology into classroom.

In a study performed by Zimlich (2015), six graduates from the master's level certification program at the University of Alabama were followed in the professional world to notice their lesson plan effectiveness using technology It was found that the quantity of technology in the classroom was not the deciding factor about whether or not the technology implementation was a success, but rather the quality of the specific use of technology on behalf of the teacher. This quality helps the teachers stand out in the minds of the students.

Google Drive and Google Doc technology gives the learners the ability to work on a group documentt (similar in nature to documents, spreadsheets) with one or more co-authors who are in different locations (Eckstein,2009)

Weblogs (or blogs for short) also offer users similar opportunities, allowing individuals to publish comments and ideas in a public forum where a reader can then comment. This type of technology gives students the opportunity to publish ideas and thoughts about their own learning,and also sharing their thoughts in the classroom. (Eckstein, 2009)..

motivating students with technology:

In several universities, Teo, Su Luan, & Sing (2008) explored the future intent of pre-service teachers to use technology. The survey use items that were validated from previous relevant research using the Technology Acceptance Model (known as TAM). It was noted that there were differences between Singaporean and Malaysian teachers on technology's percievedusefullness, perceived ease of use, and computer attitudes. Despite their differences in stated beliefs, there were no differences in the behavioral intention towards technology acceptance.

In his study, Teo (2009) surveyed student teachers' intentions to use technology in the classroom. One hundred fifty-nine participants completed a questionnaire based on TAM. It was noted that the TAM is for helping explain the use and intent of technology, and showing that individual 's attitude towards technology has a large influence on its use.

There are many reasons that make students feel more motivated by using technology in their learning. Liu (2016) in his study among elementary school classrooms.31 teachers were followed over the course of eight weeks. At the end of the study, the teachers were asked the question "why did you choose to use technology in your lesson?" There were different answers ranging from 14.8% stating that the technology is helpful for students since it met the individual needs of the learners, to 17% stating it helped with behavior management androutines. The largest set of respondents (31.1%) stated that technology gives the students the ability to engage and to be well motivated, and helped the teachers to make more literature-based connections that were more entertaining and interesting to students.

In a study by Thomas, O'Bannon, and Bolton (2013), teachers were asked if cell phonesCan be useful tool to increase student learning. More than half (59% of those surveyed) felt that cell phones could help increase student engagement and motivation.

Previously ,the barrier to overcome allowing cell phones in the classroom was the perception that cell phones would be disruptive to the learning environment. Even students in the Berry and Westfall (2017) surveyit was notice that more frequent interruptions in the classroom, even if the communication is nonverbal(that is the use of cell phones for something other than talking on them).

However, in the Thomas, O'Bannon, and Bolton (2013) survey, 61.5% of the teachers surveyed felt that the barrier limiting cell phone use in school is access and cost, not disruption. It should also be noted that 51% of the teachers still believed that classroom disruption was also a major limiting factor to allowing cell phones in class.

There are a lot of research about technology motivation, but there has been a lack of research on the rigor learning within technology-based academic programs. According to Gray (2010) stated that teachers and students understand the need of technology in the classroom but is an under-used of said technology. In a study by Stone Alfeld, and Pearson (2008), it was noted that 37% of the 12th grade students who would be entering into college and into the workforce were performing below basic levels in the area ofmath. It was noted that the issue was not a lack of math, but rather the approach and the rigor of the programs implemented.

Stone, Alfeld, and Pearson (2008) suggested the use of Career and Technical Education (CTE) courses, which would be more rigorous and more relevant math classes. It was determined that the CTE classes provided an opportunity to increase the rigor of the programs, which can lead to better post-high school success.

Influence of technology on inclusive education:

There have been short comings in the development of accommodations for studentswithlearning disabilities using assistive technology. Floyd and Judge (2012) their study was conducted on micro level , following the progress of six students who had some form of a learning disability.

The study was completed through the use of a piece of technology called ClassMate Reader. students were giving a passage in oreder to read it and understand it. And then asked them to test using traditional pen and paper methods, followed by a second assignment completed using the ClassMate Reader.

The results showed that the use of assistive technology is an effective support and accomodation for students with learning disabilities.

In an effort to support the potential of technology in the classroom to strengthen inclusionof all types of learners, Futurelab (2009) published a report showing a variety of ways that technology can support inclusive practice concepts. For instance, mobile technologies help provide an authentic and meaningful learning experience. Audio-visual (including video conferencing and presentation software) media not only provide an authentic and meaningful experience, but they also foster a sense of community.

The idea of the Futurelab (2009) report can be easily translated into the every dayclassroom. Not only do the podcasts, blogs, and wikis help with a variety of inclusionary practices (community sense, learners taking ownership, collaborative/ cooperative learning, and problem solving), but many of these online technologies are readily available for free from a variety of sources.

Assistive technology supports teachers to establish and maintain an inclusionary environment by allowing a student with an identified learning disability to access education at the same pace as the regular education, as was seen with the ClassMate Reader in the study completed by Floyd and Judge (2012). However, the study by Flanagan, Bouck, and Richardson (2013) it was noted that these programs may be cost prohibitive, not only in the purchasing of technology, but also in the area of training. They go on to state that further research should be completed, as there is a lack of literature in that area.

Students with learning difficulties and disabilities:

According to Usher and the Center on Education (2012) they were focused on what makes students very motivated and also what makes them engaged in learning activities who face difficulties in the traditional core courses. What kinds of nonstandard techniques can be used to get students who are uninterested or unmotivated to become interested in academic learning and succeed? Can non-academic interests be used to motivate a student inside the classroom?

With the final goal to motivate students in school and make classwork more interesting, several methods were applied to test, including, but not limited to, real world'

applications, hands-on work, and perspective changes (e.g. using social media or video games).

Ernst and Moye (2013) stated several major difficulties experienced by students in the primary education system, including a student‘s feelings of social isolation. They also noted that students with specific at-risk indicators (such as a disability, economic disadvantage, or who are second language English speaker) were more likely to have difficulties.

To counter the feelings of isolation, Ernst &Moye (2013) proposed that atechnology education classroom may help alleviate and remedy these problems. This classroom would give learners the opportunity to learn communication and socialization skills in a controlled environment that the students are familiar with, which may not be the case in other standard classrooms. It was concluded that students with at-risk factors are more likely to have their emotional needs met and an increased social interaction when exposed to technology integration in the classroom.

Flanagan, Bouck, and Richardson (2013) studied the perception surrounding the use of assistive technology from the perspective of a middle school special education teacher duringliteracy instruction. The learners who were participating in this particular study were noted as having high incidence disabilities. Although teachers felt assistive technology was effective cost and technology-specific training was prohibitive.

At the time of the study, it was noted that there was a small body of literature on the topic of assistive technology and its implementation in education (Flanagan, Bouck, and Richardson, 2013).

student-centered learning environments :

Mulrine(2007) Stated that When creating a bottom-up design for a classroom curriculum, adding a virtual learning environment helps create an environment of differentiation, where students are able to engage and get excited about learning . These learning environments help create an environment where curriculum and information technology can be blendedtogether, offering many creative possibilities for teachers. The virtual learning environment also helps streamline assessments by allowing the teacher to generate and share rubrics with their students created directly from the curriculum (Mulrine, 2007).

Grismore (2012) states that "educational technology meets the needs of a diverse groupof learners while assisting teaching in getting all students to achieve at high level" (p. 2). This research suggests that, when using technology in an appropriate manner all students will achieve what they want. However, this same integration can have the opposite effect when used inapropriately. Grismore (2012) states that it becomes easy for a teacher to use technology "for technology's sake", there by becoming in effective.

There are a variety of approaches to technology integration that help all studentsbecome academically successful. In a three-step model presented by Norris and Lefrere (2011), there are allowances for a change in roles of the faculty, mentors, and allows for a dyamically updated curriculum (which allows teachers to make changes quickly to support the needs of their students).

First, information which is easily accessed by the internet helps learnersfindinformation. Next, a collaboration must occur. Finally, the participants will pass on learned experiences. Other research supports this approach to technology integration to create more inclusive learning environments (Norris and Lefrere, 2011).

This idea of using technoogy in order to get answers to students can be used in a different of instructional settings. The Enhancing Education Through Technology (Ed-Tech) Program in Vermont aims to close the achievement gap by providing access to a variety of technology (such as smart computing devices or software),to use data for improving the school, and to support teachers through online courses and a variety of other services (Margolin, Kleidon, Williams, Schmidt, & American Institutes, 2011). It was found that the Ed-Tech program was used by teachers, and promoted student-centered instruction.

The Florida Center for Institutional Technology proposed a Technology IntegrationMatrix (2014) that gives the educators the opportunity to use technology and create a meaningful learning environment.

This matrix allows teachers to evaluate their own curricula and technologyintegration, and determine how best to progress.

According to the Technology Integration Matrix (2014), the progression of technologyintegration follows this progression: Entry, Adoption, Adaptation, Infusion, and Transformation.

In this case, Entry refers to a teacher who has no prior technology utilization ,and Transformation refers to a teacher who has full and complete technology usage.

Learning theories:

The world is changing and the requirements for people entering into this world are different than they have been in the past. In this chapter will are going to see what this major change is, what these new requirements are and the impact they have had on the theories about learning.

What is happening to make educators think that a change is needed?

The main reasons educators would believe that change is needed are that they can see a change in the current student population, and they can also see a change in the requirements of our new world. Students are facing an entirely different world than the generations before (Fouts, 2000). This generation of students differs in many ways, but one thing which stands out is that they have more access to technology than previous generations (Eugene, et al, 2004). For example research has found that quite a few first grade aged students use a computer on a weekly basis during the summer holidays. Researchers have also found that by the year 1999, a surprisingly large percentage (97%) of kindergarteners had access to computers at home or school. Statistically, even lower income students that might not have access to technology at home find a way to make use of it, by either going to a library, their school, or to a friend's house (Eugene, et al, 2004). These statistics clearly show that technology plays a very important role in students' lives. It also helps to clarify why educators believe a change is needed in the way teaching and learning occurs. If students are so engrossed in the use of technology outside of the classroom, they obviously value it. It would then be logical to say that if technology were integrated into the classroom the learning environment would be more relevant to the current student population.

According to Fouts(2000) he stated that the world we live in has become a technical world. Nearly all aspects of society have been influenced by technology . According to *Research on computers and education: Past, present and future,* The fact that virtually all segments of society have changed dramatically by information technologies and will continue to change in the future cannot be ignored.Schools must be a part of these changes

and research shouldproceed with the assumption that technology is and will continue to be a growing element within the schools(fouts,2000,p.33)

This is the main reason the student population is so interested in the use oftechnology. It is impossible to grow up in a world that has become technological in nature and not be influenced by it.

What can technology do to help?

Technology integration, if done properly, can do many things to help in the process of creating more authentic learning environments and more. Many of the studies report, if the learning environment is technologically rich, it can increase self-esteem and enthusiasm for learning (Fouts, 2000). This can lead to more positive attitudes for learning, as well as lower absentee and dropout rates. In fact, one study proved that having a more technologically rich learning environment eventually lead to a higher rate in college attendance and scholarships (Stratham &Torell, 1996). This is great news for today's students if they are lucky enough to have learning environments that are rich in technology. Studies show that technologically rich learning environments provide for better development of life skills. These skills include organizational, problem solving, inquiry, and collaboration skills. The learning environment is improved by providing more cooperative learning and reduced competition (Stratham &Torell, 1996). Research also has shown that technology integration increases the chance of interaction within the learning environment (Keengwe, et al, 2008). "Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge" (Fouts, 2000, p. 11). It is these new environments, which have so much interaction between the participants in the learning community, that emerging theories on learning support and try to create.

Emerging theories that support the use of technology and help to create more authentic learning environments:

Situated cognition

Situated Cognition is a learning theory which supports the idea that learning occurs only when situated within a specific context. It believes that learning takes place in a

learning community or community of practice, where the learners take an active role in the learning community. It involves a process of interaction between the learners within the community, the tools available within the specific situation and the physical world. It is within this active participation, this interaction (whether with tools, artifacts or other people), where knowledge is located. Therefore knowing evolves as the learners participate and interact within the new situation. Cognition is linked to the action the learners in the community take, whether it is physical in nature or a reflective process within the learners themselves (Myers & Wilson, 2000). Wilson and Meyers put it this way, "the development of knowledge and competence, like the development of language, involves continued knowledge-using activity in authentic situations" (Myers & Wilson, 2000, p. 71). Situated Cognition also takes into account the culture of the community at large and "treats culture as a powerful mediator of learning and practices, both for students and teachers (Myers & Wilson, 2000, p. 83)." Basically, a program based on this theory will not be successful if the larger communities, outside the learning environment, culture is not considered, as it can define what may be possible within the learning environment (Myers & Wilson, 2000). The main points to remember about situated cognition for the purpose of this paper are that "knowing, learning and cognition are social constructions,expressed in actions of people interacting within communities (Myers& Wilson,2000,p.59) therefore without action there is no learning.

So what is the role of technology within this emerging theory of learning? As stated above action needs to take place in order for cognition to occur. This action must take place within a community of practice or learning community. This action often involves interaction between tools and or artifacts that are situated in the community (Myers & Wilson, 2000). These tools and or artifacts are invaluable parts to the learning system. Without these parts the interactions that they produce, assist or motivate, may not occur. Therefore technology in this learning theory is a piece of the learning environment that helps to bring about cognition. Myers and Wilson (2000) state, "These tools and constructed environments constitute the mediums, forms, or worlds through which cognition takes place. Problem solving involves reasoning about purposes in relationship to the resources and tools which a situation affords" (p. 71).

It is quite clear that the learners who are placed into this type of learning environment would be using their "knowledge and skills—by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating,

collaborating, solving problems, making decisions" (Honey, et al, 2003, p. 9) This learning theory supports the very skills needed by the 21st century.

Distributed cognition:

In Distributed Cognition the student is afforded more power. In other words it is a student centered approach to learning where the learners participate in a systematically designed learning environment that supports interaction amongst its participants.Distributed cognition describes a construction of knowledge that takes place in a natural environment which is synergistically connected to the cognitive actions taken by the participants in the learning environment. (Bell & Winn, 2000) This theory promotes learning in a community of learners or a system where interaction takes place. It is through this interaction where cognition occurs. Distributed Cognition requires sharing of cognitive activity among the parts and participants of this system, which can be other people or artifacts such as devices, technologies or media. These participants distribute their cognition among other learners and physical or digital artifacts by externally representing their knowledge. Artifacts can help to scaffold new capabilities as well as off-load a certain amount of cognitive work thus reducing the cognitive load of the learners and helping to augment their capabilities. At times, by using these artifacts, a little bit of the information might stick with the user, this is known as cognitive residue. It is through interaction with other members and artifacts that progresses learning. Therefore communication among all participants is paramount in importance (Bell & Winn, 2000).

The role of technology within this theory is an invaluable part of the system in which the learners are interacting. This interaction can either help to distribute their knowledge, off-load certain amounts of cognitive work making the cognitive load less and or help to scaffold new capabilities (Bell & Winn, 2000). In this theory technology (artifacts and or tools) can be used to help extend human capabilities. An example of this might be the use of manipulatives in the early development of basic addition skills (Bell & Winn, 2000). The problem might be too complex for the child to solve, but with the use if the manipulative, they can visually represent their thinking and use the tool to help them solve the problem. Another example of this is taken from a case study that was conducted using robotics to produce solving problem skills. In this case study, students were placed into small collaborative groups and were asked to construct a robot, using Lego Mindstorm for schools kits, which would perform various tasks. The groups were introduced to a tool

known as a flowchart. They used these flowcharts to map the programming instructions they would give the robot to complete the given task. This allowed them to off-load some of the cognitive work to the flowchart and then through its use, they were able to solve harder problems (Chambers, et al, 2007).

The above example shows that cognition takes place because of the cognitive abilities of the learner plus the augmentation of these capabilities by the use of the external technology (Bell & Winn, 2000).

Socially shared cognition:

In Socially-Shared Cognition learners are participants in a community where the cognition is shared between the participants, the artifacts and tools they are using and the social institutions in which the learning occurs (Brown & Cole, 2000). The learners of this community are required to be active participants in order for cognition to occur (Bell & Winn, 2000). In this theory, cognition is also distributed, as sharing implies both that the learners are experiencing something together and that the learning which occurs is being divided and distributed between the participants in the learning community (Bell & Winn, 2000). These ideas of sharing are relevant to this theory because no two learners can ever experience a situation in the exact same way as another learner. Brown and Cole put this way, To say that cognition is socially shared is to say that it is distributed (among artifacts as well as people) and that it is situated in time and space. Because it is distributed, and its assembly requires the active engagement of those involved, it is to some extent constructed (Brown & Cole, 2000, p. 198).

The role of technology in this theory is similar to that of the other two theories thus far discussed. Technology plays a part in this theory by being something which helps to share the cognition in the community of learning. In one example a computer and the games the children play on it, are at the heart of the system. The participants make use of the games as the core activities for the learning of new skills. While the games are regular off the shelf type of games for computers, they are changed by a make believe activity system. In this system there are specific tasks set for the children to accomplish, many of which involve communicating with others in the learning community, either orally or in written format (Brown & Cole, 2000).

This learning theory also supports the skills needed by the 21st century. Learners who are placed in to a learning environment based on this theory would also be using their "knowledge and skills—by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, making decisions" (Honey, et al, 2003, p. 9) The use of this learning theory could help to prepare our students for their lives in this new world.

Shared aspects of these learning theories

All of the above emerging theories share many of the same aspects. One strong aspect is they all suggest that learning occurs best in a community of learning or practice. The word community implies that the people within it are taking an active part in the process of learning. They all support communication amongst the learners and interaction with others, artifacts, and tools in order to assist cognition. In these theories technology plays an integral part, either by helping to assist the learning of new skill by providing scaffolding or by off-loading some cognitive work to make the learning process easier. These technologies may also help to maintain the vital interaction amongst the learners within the community. It is this interactive environment where the students are learning by doing, communicating and receiving feedback which helps to bring about the skills desired by the 21st century.

All of the above mentioned theories help to create a learning environment which allows participants to "use their knowledge and skills—by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, making decisions" (Honey, Mandinach, & McMillan, 2003, p. 9)

Conclusion:

Technology has made a huge impact on people's lives. This impact has affected every aspect of society. It has also had an impact on the current student population. It has made our world increasingly complex which has changed the requirements for people entering into the work force. This change has made it necessary to create learning environments which support higher level thinking skill development.

Since the end of the 60s and especially with the appearance of PCs, several actors in education have seen and wanted to understand the link and the impact of new technologies on students positively and negatively. In this chapter, we have mentioned some studies that was done by many researchers and these studies investigates the impact of using digital technologies on the students success such as the positive and negative effects of the digital technology on students the impact of online system we have mentioned also the digital technology and the culture of teaching and learning and the perspective of using technology in education and so on. We do not claim to be exhaustive, given the time allotted and especially the confinement conditions due to Covid19.we have also talked about The three emerging theories discussed in this chapter all possess the ability to support the creation of such learning environments. They all support the idea that learning is through action. They all support that cognition happens through communication and collaboration with others. They all support the use of technology to help in the creation of such learning environments. It is through these new theories that learning environments, which support the development of these higher-level learning skills, can be created.

Chapter two :Digital literacy and historical background

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Introduction:

We are living in a digital world. The evidence is everywhere. Everyone has a web page. The digital technologies are an extension of the long history of the way we communicate with each other. Today's digital world is concerned with creating, sharing, and using information in digital form. The main purpose of digital technologies is to form a connection between the individuals rapidly, effectively and it has become more apparent in our lives,but for students in our educational system,it has become increasingly so.this is seen by the increasing amount of technology that students use,from smartphones to tablets and laptops. along with the technology students use,there have been great advancements in the classroom, fromsmartboards to computer labs and online curriculum. Students today are also being asked to create, collaborate, and share digital content and to do so responsibly. For these reasons, principals, school librarians, and teachers understand the importance of digital literacy skills for students and teaching digital literacy in the classroom.

Students Succes :

1- Definition:

There are many different psychological theories that try to explain how success is defined. For instance, behaviorism might describe success in terms of actions that produce pleasing consequences in one's environment. From that perspective, for a person to achieve success would entail increasing the frequency of those actions that bring about positive results. According to cognitive theory, success is related not to environmental standards but to experiences that match internal perceptions. Again, achieving success would entail increasing the frequency of experiences that match personal ideals (1)

Student success as maintaining good grades, gaining experience and practical knowledge in one's field and acquiring business contacts, and achieving one's goals. In other words, a student is successful when he conforms to the expectations placed on him.

Student success can also be defined using traditional measures of academic achievement, such as scores on standardized college entry exams, college grades, and credit hours earned in consecutive terms, which represent progress toward the degree.

Other traditional measures of student success emphasize post-graduation achievements, such as graduate school admission test scores, graduate and professional school enrollment and completion rates, and performance on discipline- or field-specific examinations .Still other measurable indicators of success in college are post-college employment and income.

The notion of success is difficult to define, because it is marred by strong normative biases. Indeed, around the pupil coexist several value systems which can most often be combined, but also contradict each other. The first system is that of the institutional standard, that is to say of the school. The objective of success is then to master the programs and, more broadly, the skills and knowledge of the common base. At an institutional level, there are two classic definitions of failure: exit without a qualification and exit without a diploma. In addition, there are two broad definitions of success: obtaining a diploma and / or a qualification. But does obtaining a degree over another define success versus failure? Faced with the difficulty of deciding in a dichotomous fashion, we prefer to speak of the success gaps between students, in particular with regard to their level of performance. A second way to define the objective set for a student is to refer to their own expectations or those of their environment (family, living environment, friends). We place ourselves here in a more subjective perspective, based on the feeling of success according to standards, values, personal ambitions whose determinations we can study.

Education for all and success for all are human rights as well as our common goals to achieve in the 21st century.

Educational success can be refer to "academic" criteria (grades, diplomas), and it also have some elements which are difficult to assess, like well-being, self-confidence and self-efficacy personal development and so on.

the term educational success makes it possible to grasp the multidimensionality of success, it nevertheless remains complex to objectify. It appears difficult to measure the educational success of a student, except to observe that he is in a situation of success on all the dimensions that make up him (if indeed we can identify all these dimensions). But what about a student who would have good grades but who would be poorly integrated into social networks? What about a student who has good self-esteem despite poor academic performance?

2- Digital literacy:

Technology has seen a recent widespread integration into daily life, where access to vast amounts of information is now available with ease.

Today's generation of students has grown up with technology all around them in an ever-increasing manner. Society is now becoming increasingly digital.

The digital technologies have become embedded in popular culture. Mobile phones are widely used by young people and adults. Websites such as YouTube and Wikipedia are the first port of call for many people seeking information about a chosen area of interest. TV, films and music are stored and accessed on computers, MP3 players and online. Email allows instant communication between people across the world. Online shopping and banking have become more prevalent and government services have become increasingly internet-based. Social networking sites give the opportunity to people to collaborate by sharing and editing online content.

Students of today learn differently than those of the past. Technology is all around them, and access to a wealth of information is only a fingertip away .

2.1- Definition(s) of Digital Literacy :

Students and educators feel confident in their digital skills. Digital literacy is the answer — it makes education more collaborative, helps you take full advantage of resources, allows you to keep pace with the modern workplace, and creates an agile learning environment.

Digital literacy is closely related to the concepts of information literacy, computer or IT literacy, and multiple sets of new literacies.

The American Library Association (ALA) defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

With this ALA digital literacy definition as a guiding light, it's important to understand that even digital natives who know how to send a text and post to social media are not considered "digitally literate" by any means. (2)

A broad definition of 'Digital Literacy' is provided by Martin (2006), who acknowledges related "literacies", such as ICT literacy, information literacy, media literacy and visual literacy which have gained new and increased relevance in the digital environment. He describes digital literacy as "the ability to succeed in encounters with the electronic infrastructures and tools that make possible the world of twenty-first century." He also contends that digital literacy involves "acquiring and using knowledge, techniques, attitudes and personal qualities and also includes the ability to plan, execute and evaluate the digital actions in solution of life tasks, and the ability to reflect one's own digital literacy development."(3)

According to The National Council for Curriculum and Assessment (NCCA) explains that digital literacy as follows: In studying digital media, students learn to use digital technology, to engage in self-directed enquiry.

As students develop their digital literacy skills, they improve their ability to know what they really need, what information should be ignored and how to identify what can be more significant. They learn to discriminate between the multiple sources of information available online and to challenge the views they find there. They learn how to create, collaborate and communicate effectively (p6) .*(4)*

Digital literacy has become a "survival skill" in the technological era—a key that helps users to work intuitively in executing complex digital tasks.

2.2- History of Digital Literacy (DL) :

The field of 'digital literacy' has a relatively long history; it is a term that has evolved. Its beginnings can be traced back to the end of the 1960s when the standard definitions of 'literacy' missed out something important from the increasingly visual nature of the media produced by society. In 1969 John Debes offered a tentative definition for a concept he called *'visual literacy'*: '*Visual Literacy* refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, symbols, natural or manmade, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able

to comprehend and enjoy the masterworks of visual communication (Debes, quoted in Avgerinou& Ericson, 1997, p. 281).' (5)

This definition is closely tied to those surrounding Traditional Literacy. It mentions interpreting symbols, communication and understanding. Dondis in *A Primer in Visual Literacy* made explicit the reasoning behind considering visual elements as requiring a separate 'literacy'In print, language is the primary element, while visual factors, such as the physical setting or design format and illustration, are secondary or supportive. In the modern media, just the reverse is true. The visual dominates the verbal augments. Print is not dead yet, nor will it ever be, but nevertheless, our language-dominated culture has moved perceptively toward the iconic. Most of what we know and learn, what we buy and believe, what we recognize and desire, is determined by the domination of the human psyche by the photograph. And it will be more so in the future.'(6)

Those who espoused this doctrine were careful to stress the importance of being able to both decode and encode, creating and communicating via images. Considine championed visual literacy as being 'the ability to comprehend and create images in a variety of media in order to communicate effectively,' leading to those who are 'visually literate' being 'able to produce and interpret visual messages' (7)

The concept of *'visual literacy'* continued until the late 1990s, eventually being enveloped by 'umbrella terms' combining two or more 'literacies.' Parallel to visual literacy from the 1970s onwards came the development of the term *'technological literacy*.' Literacy was reduced to being 'technology literate' meaning 'knowing how to use a particular piece of technology.' Technological or technology literacy is too broad a concept as 'nearly all modes of communication are technologies.

Discussions about, and advocates of, 'technological literacy had mostly petered out by the late 1980s/early 1990s. Growing out of the perceived need for a 'technological literacy' came, with the dawn of the personal computer, calls for definitions of a *'computer literacy*.'

The term *'computer literacy'* was an attempt to give a vocational aspect to the use of computers and to state how useful computers could be in almost every area of learning (8) . Definitions of computer literacy from the 1980s include 'the skills and knowledge needed by a citizen to survive and thrive in a society that is dependent on technology' (9)

‘appropriate familiarity with technology to enable a person to live and cope in the modern world’ (10) (Scher, 1984, p.25), and ‘an understanding of computer characteristics, capabilities and applications, as well as an ability to implement this knowledge in the skilful and productive use of computer applications’ (11) (Simonson, et al., 1987, p.232). As Andrew Molnar, who allegedly coined the term, points out 'computer literacy,' like 'technological literacy' is an extremely broad concept, meaning that almost anything could count as an instance of the term:

The term “Computer literacy” began to lose credibility, with “*information literacy*” gaining popularity in the 1990s. This is a term that was coined in the 1970s but which has undergone a number of transformations to keep it current and relevant. Unlike 'technological literacy,' and 'computer literacy,' is not bounded by technology (and therefore likely to become outdated), nor is it a corrective to an existing 'literacy' (as with 'visual literacy'). Because it is not dependent upon any one technology or set of technologies, 'information literacy' has been eagerly taken onboard by librarians (12) (Martin 2008, p.160) and governments (13) (Fieldhouse & Nicholas, 2008, p.50) alike. Indeed more recently it has been defined as a 'habit of mind' rather than a set of skills:

Information literacy is a *way of thinking* rather than a set of skills... It is a matrix of critical and reflective capacities, as well as disciplined creative thought, that impels the student to range widely through the information environment... When sustained through a supportive learning environment at course, program or institutional level, information literacy can become a *dispositional habit*... a ‘habit of mind’ that seeks ongoing improvement and self-discipline in inquiry, research and integration of knowledge from varied sources.’(14) (Center for Intellectual Property in the Digital Environment, 2005, viii-ix).

Despite this, many theorists propose information literacy as an ‘overarching literacy of life in the 21st century' (Bruce, 2002) and bodies such as the US Association of Colleges and Research Libraries come up with 'performance indicators' for the concept (Martin, 2008 p.159), 'information literacy' suffers from a lack of descriptive power. It is too ambitious in scope, too wide-ranging in application and not precise enough in detail to be useful in an actionable way. Even a move from talking about being 'information literate' to 'information savvy' (Fieldhouse & Nicholas, 2008, p.47) runs into difficulties for the same reasons.

2.3- The Evolution of Digital Literacy :

After 'visual literacy,' 'technological literacy,' 'computer literacy,' and 'information literacy' ultimately proved unsuccessful, many sought to find a term more in keeping with digital communications and the Internet age. Although the concept of 'digital literacy' was not invented by him, the beginning of real discussion of the term was the publication of Paul Gilster's 1997 book *Digital Literacy*(15) Despite the promising title, the book has been criticized for giving multiple definitions of 'digital literacy,' with Gilster's idiosyncratic writing style cited as a reason why it didn't have an immediate impact.

(Bawden, 2008). Nevertheless, Gilster's work *did* begin to have an impact in the early years of the 21st century with others citing his ‘generic expression of the idea’ as ‘strength’ (Bawden, 2008, p.18). Gilster’s attempts at defining the concept ranging from digital literacy as ‘the ability to access networked computer resources and use them,’ to it being ‘partly about awareness of other people and our expanded ability to contact them to discuss issues and get help’(Gilster, 2007). Since the advent of Digital literacy it collected popularity, criticism and also went through many phases of development by authors who tried to define digital literacy within their perceptions(16) Bawden, D. (2008).

2-4 Need for Digital Literacy:

We know that the nature of literacy has changed in the digital age, but in fact, we do not have decades to catch up to this change. Digital Literacy are those capabilities that mean an individual is fit for living, learning and working in a digital society.

Digital literacy is about being able to use digital technologies in appropriate manner.It covers understanding the impact of new technologies on society, understanding and being able to manage digital identities appropriately and being able to locate, organize, understand, evaluate, analyze and present digital information.

Digital literacy gives young people the ability to take advantage of the wealth of new and emerging opportunities associated with digital technologies whilst also remaining alert to the various challenges technology can present. In short, digital literacy is the ‘savvyness’ that allows young people to participate meaningfully and safely as digital technology becomes ever more pervasive in society and also gives the students the chance

to create, collaborate, and share digital content and to do so responsibly. Digital literacy has many benefits especially in students'lives.

Here we are going to see the ways that digital literacy makes learning more effective :

Traditional classroom settings restrict the time and space of students' learning capabilities. When you offer them technology tools, it opens the door to the whole universe. They can learn anywhere, anytime and about anything. It's a way to extend learning beyond the walls of the classroom to help encourage a lifetime of learning and sharing knowledge.

2-4-1Take learning everywhere:

When students learn how to use digital media, they can utilize this skill everywhere. Technology is all around them. For example, at home they probably have smart devices like mobile phones, tablets, computers, and other smart devices. Students can take their knowledge with them, using their digital literacy skills for profound learning outside the classroom. The restrictions of time and space fall away, opening their minds to independent learning. They can continue their research and writing wherever they go, increasing their independent learning and inquisitive nature.

2-4-2 Interact with peers:

Another benefit of harnessing new technology in the classroom, especially in older children is the interpersonal computing they can do. When students work on their assignments using cloud environments, they can interact with each other, reviewing, offering encouragement, and making suggestions. This not only helps motivate students to perform better, but it builds collaboration and negotiation skills that they can use throughout their entire lives.

2-4-3Constant connection with teachers:

On top of staying connected with their peers during assignments, teachers become even more important in web-based learning environments. They can access everything their students are doing, which helps evaluate their students' learning potential, peer reviews and exactly what they're are working on. Gathering this analytical data, helps assess each student's performance and ability. Cloud computing gives teachers more visibility over their students' progress.

2-4-4 Work at their own pace:

Every student has different needs, whether in elementary or secondary school. E-learning allows students to work at a pace that's comfortable for them. This helps relieve the pressure of keeping up with others in the classroom. We can track and intervene to adjust the material so that the student can successfully complete the assignment. As educators, by expanding instruction using digital media, they offer support for the needs of individual students. When they connect with their peers, it puts students at ease, keeping learning fun and interesting for all ages.

2-4-5 Decreases behavior issues:

When students leave the classroom at the end of the day, they go home and text their friends, share photos and become instantly connected to the digital world. Since they're accustomed to these constant personal connections, being in a confined classroom environment can cause frustration and boredom. For many students, they find release by acting out.

2-5 Competencies for Digital Literacy :

Competencies for digital literacy can be classified according to three main principles: *Use, Understand and Create*.

Use represents the technical fluency that is needed to engage with computers and the Internet. Skills and competencies that fall under "use" range from basic technical know-how: using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.

Understand is the set of skills that help us comprehend and critically evaluate digital media, so that we can make informed decisions about what we do and encounter online. These are the essential skills that young people start learning as soon as they go

online.*Understand*includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.

Understand also prepares us for a knowledge economy as we develop – individually and collectively – information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.

Create is the ability to produce content and effectively communicate through a variety of digital media tools. Creation with digital media includes :

- Being able to adapt what we produce for various contexts and audiences,

- To create and communicate using rich media such as images, video and sound.

- To effectively and responsibly engage with Web 2.0 user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.

The ability to *create* using digital media ensures that digital literate people are active contributors to digital society. Creation – whether through blogs, tweets, wikis or any of the hundreds of avenues for expression and sharing online – is at the heart of citizenship and innovation.

The term "multi-literacies" is often used to describe the various aptitudes and abilities that are needed for us to *use, understand* and *create* digital media. In this perspective, "digital literacy" may be considered not as a concrete set of skills, but as a framework that draws from and expands on numerous literacies and competencies.

Under the "digital literacy umbrella" are a wide range of interrelated skills that traditionally fall under:

Media literacy

Media literacy reflects our ability to access, analyze, evaluate and produce media through understanding and appreciation of:

- The art, meaning and messaging of various forms of media texts
- The impact and influence of mass media and popular culture

- How media texts are constructed and why they are produced
- How media can be used to communicate our own ideas effectively

Technology literacy

It ranges from basic computer skills to more complex tasks like editing a digital film or writing computer code. This involves both skills and a set of good online habits that include reflection, critical awareness and responsibility. It also includes ability to assess what information is needed, to know how to find it online and how to critically evaluate and apply it.

Information literacy

Information literacy has been seen as a 'liberal art' with an element of critical reflection, critical evaluation, and as involving problem solving and decision-making dimensions (Bruce, 1997).

National Forum on Information Literacy, United States (2005) defines(17) IL is defined as the ability to know when there is a need for Information, to be able to identify, locate, evaluate and effectively use that Information for the issue or problem at hand. The aspects which constitute the IL are represented by:

• Tool literacy or the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.

• Social-structural literacy or knowing that and how information is socially situated and produced.

• Research literacy or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar.

• Publishing literacy or the ability to format and publish research and ideas electronically, in textual and multimedia forms (including via World Wide Web, electronic mail and distribution lists, and CD-ROMs).

• Emerging technology literacy or the ability to permanently adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not

to be a prisoner of prior tools and resources, and to make intelligent decisions about the adoption of new ones.

• Critical literacy or the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies.

Visual literacy

Visual literacy reflects our ability to understand and produce visual messages, whether through objects, actions or symbols. Visual literacy is essential to both learning and communication in modern society.

Communication literacy :

These competencies form the foundation for thinking, organizing and connecting with others in a networked society. In particular, people need not only to understand how to integrate knowledge from multiple sources such as music, video, online databases, and other media; they also need to know how to use multiple sources to disseminate and share knowledge.

Social literacies :

It includes skills for

- Working within social networks

- Pooling knowledge within a collective intelligence

- Negotiating successfully across cultural differences, and

- Reconciling conflicting bits of data to form a coherent picture of the world around them.

Bawden (2001) derived the following set of competencies from Gilster's (1997) anecdotal description of digital literacy:

- critical thinking skills for evaluating retrieved information
- reading comprehension skills for materials available in dynamic hypertext environment

- knowledge assembly skills for collecting information from diverse sources
- onlinesearching skills
- problem solving skills
- communication and online publishing skills
- awareness of people online as sources of advice and assistance
- awareness of the traditional resources in connection with new media
- managing information flow with filters.

Gilster summarizes these at one point in his book by suggesting that there are four core competencies of digital literacy: Internet searching, hypertext navigation, knowledge assembly, and content evaluation. At various points, content evaluation and critical thinking is referred to as "most essential," "most significant" and "overarching." At other points, the ability to read and understand dynamic non-sequential information is cited as the basis for the concept. In still other sections it is the finding of information from various sources which is given priority.

2-6 Skills for Digital Literacy :

2-6-1 Photo-visual literacy skill:

The evolution of digital environments from text based, syntactic to graphic-based semantic environments requires modern scholars to employ cognitive skills of "using vision to think" in order to create photo-visual communication with the environment. This unique form of digital literacy skill—the photo-visual skill—helps users to intuitively and freely "read" and understand instructions and messages that are presented in a visual-graphical form.

2-6-2 Reproduction literacy skill :

The modern digital technologies provide scholars with new possibilities for creating art and academic work by reproducing and editing texts, visuals, and audio pieces. Besides the ethical and philosophical questions regarding the limits and criteria for legitimate–in genuine use of digital reproduction, the digital reproduction technologies require modern

scholars to master a special kind of digital literacy, termed "reproduction literacy." Digital reproduction literacy is defined as the ability to create new meanings or new interpretations by combining preexisting, independent shreds of information in any form of media (text, graphic, or sound).Reproduction literacy is essential in two major fields—in writing, where preexisting sentences can be reorganized and rearranged to create new meanings, and in visual art, where preexisting audio or visual pieces can be edited and manipulated in order to create new art works.

2-6-3Branching literacy skill :

The non-linear nature of modern hyper media technology introduced computer users to new dimensions of thinking that are necessary in order to make an educated use of this elaborate technology. In the past, the limited, non-hypermedia-based computer environments enhanced a more linear way of learning that was dictated by the non-flexible operating systems, and by the fact that users were used to books and expected to work with digital environments in much the same way they read through books. The modern hypermedia environments, such as the Internet, multimedia environments, and digital databases provide users with a high degree of freedom in navigating through knowledge domains, but at the same time, confront them with problems that involve the need to utilize non-linear and branching information-seeking strategies and to construct knowledge from independent shreds of information that were accessed in a non-orderly and non-linear way. Spitzer et al. and RouetandLevonen(18) presented the cognitive flexibility theory, which described the importance of branching multidimensional thinking skills in constructing meaningful understanding of complex phenomena and led to the evolution of a new kind of digital literacy skill, termed "branching literacy skill," or "hypermedia literacy skill." Branching literacy requires that scholars who have good spatial-multidimensional sense of orientation stay oriented and avoid getting lost in the hyperspace while navigating through complex knowledge domains, despite the intricate navigation paths they may take. They must also have good metaphoric thinking and the ability to create mental models, concept maps, and other forms of abstract representation of the web's structure, which help branching-literate scholars to overcome disorientation problems in hypermedia environments.

2-6-4Information literacy skill :

Today, with the exponential growth in available information, the consumers' ability to access information by sorting out subjective, biased, or even false information has become a key issue in training people to become smart information consumers. Information assessment is made in almost every work we do in digital environments, such as in data queries or in navigational decisions we make in the Web. It is the awareness of the users of their decisions that will determine the actual quality of the conclusions, positions, opinions, or models that they construct from the information. The ability of information consumers to make educated, smart information assessment requires a special kind of literacy skill, termed "information literacy skill."

The information literacy skill acts as a filter: it identifies false, irrelevant, or biased information, and avoids its penetration into the learner's cognition. Information-literate consumers are critical thinkers—people who always question information and never take it for granted. It is true that information literacy is not unique to the digital era; it was always a crucial trait of successful scholars, even before the information revolution. However, in the digital era, with the unlimited exposure of humans to digital information, it has become a survival skill that enables learners to make an educated use of information.

2-6-5 Socio-emotional literacy skill :

The expansion of the Internet and other platforms of digital communication have opened new dimensions and opportunities for learning through knowledge- sharing groups, discussion groups, knowledge communities, chat rooms, and many other forms of collaborative learning. But these new opportunities face users with challenges that require them to employ sociological and emotional skills in order to "understand the rules of the game" and "survive" the hurdles that await them in the mass communication of the cyberspace. Such challenges include not only the ability to share formal knowledge, but also to share emotions in digital communication, to identify pretentious people in chat rooms and to avoid Internet traps as a hoax and malicious Internet viruses. These require users to own a relatively new kind of digital literacy skill, termed 'Socio-emotional skill,' because it involves primarily emotional and sociological aspects of working in cyberspace. Among all types of digital literacy skills described here, socio-emotional literacy is probably the highest and most complex. It requires users who are very critical and analytical, very mature, and have a good command of information, branching, and photo-visual literacy skills.

An early approach to clarify the concept of digital skills was made by Jan Steyaert (2000) who categorized these skills in three groups: instrumental skills, structural skills and strategic skills. He referred to basic skills as *instrumental skills*, knowing how to deal with the technology as such, in other words keyboard knowledge (there is a dimension of complexity to these skills). A second cluster of skills he called *structural skills* which refer to the (new) structure in which information is contained, for instance the skill to make use of hypertext (jumping via keywords to other information sources) or looking for dynamic information (via discussion sites, rather than via static information on websites). The use of search engines and especially the capacity to search, find and evaluate information also fall within this category. Thirdly, the term *strategic skills* includes the basic readiness to search proactively for information, the attitude of taking decisions based on available information and the continuous scanning of the environment for information that is relevant to work or personal life. This classification was further developed by Alexander van Deursen and Jan van Dijk (2011) who subdivided the structural skills into formal Internet skills (skills of navigation and orientation) and information Internet skills (skills to fulfill their information needs).

Conclusion:

To sum up,this chapter provides some definitions about student success and then we tried to give diffrents definitions of digital literacy add to this we tried to shed the light on the history of digital literacy followed by its evolution and then we moved to talk about the need of digital literacy and their benefits for the learners ,lastely ;we finished by mentioning some digital literacy‘s skills.

In the next chapter we will focus more on the practical side of the research,in which we discuss the methodology followed to conduct such study referring to our sample population and the tool used to obtain data accompanied with an objective analysis of the results found.

Chapter three: Data collection, Findings and Discussion

Case of study

1 Introduction:

This last chapter closes our brief with a case study conducted in our establishment. It will be based on a survey of Master II students from our faculty. This involves sending a questionnaire via email addresses to a sample of students. The confinement prevented us from exploring other techniques such as direct interview in class for example and on all students and so our results would be more relevant.

The objective sought was mentioned previously, namely the reasons for the lag or delay acquired by students in order to appropriate the various tools offered by this technology. In other words, find out if students need computer literacy to be equipped and take full advantage of this plethora of offers.

For example, our questionnaire is done on Google forms and exchanged via email.

Methodology:

the method used in this research is the questionnaire.it is the most common tool that used by many researchers since it has many benefits like, it covers large population and responses are gathered in a standardised way, so questionnaires are more objective, Generally it is relatively quick to collect information using a questionnaire.and it is an effective way to gather information by post the questions on your website or sending them via email ,you can easily get the responses you need .

The objective of the questionnaire:

We would like to know the opinion of students in Master: English language at the University of IbnouKhaldoun in Tiaret on the contribution of digital technology on their academic and professional success thereafter, and also and especially on their level of knowledge of this technology. Knowing that most of the young people currently in University will be considered digital natives and non-digital immigrants since they were born after 1984.

Our work is based on a field survey of students via social networks in view of the pandemic caused by the coronna virus.

Sample population:

Our population is made up of master two students in English language.

Knowing that there are two methods of constituting a sample, one probabilistic and the other non-probabilistic, we have opted for the second.

This is the quota method:

We decide in advance the composition of the sample which must reproduce in% (quotas) the structure of the base population (reduced model of this base population)

Example:

The company's clients are 10% workers, 50% employees, 40% managers. If we constitute a sample of 100 customers, we will interview 10 workers, 50 employees, 40 managers.

Construction of our sample:

Our population consists of 160 students in all, of whom 20 are Male and the rest are Female.

Based on this observation, Female are in the majority with 87.5% of the population and Male 12.5%.

Given the difficulties caused by confinement and vacations, the only possible way to do our survey are social networks and not having the contact details of all the people concerned by this survey, I was content to send a number of 40 questionnaires. While respecting the structure of the population (87.5% Female and 12.5% Male). This amounts to sending 35 questionnaires to Female and 5 to Male.

To facilitate the processing of responses and to have more respondents, we have favored more closed questions.

Our questionnaire respected the following rules:

- Ask contact questions to verify that the individual belongs to the study population

- Give preference to simple questions at the start of the questionnaire

- Alternate easy and difficult questions

- Choose identification questions at the end of the questionnaire

- Group questions by themes

- Write linking sentences between themes

- Give indications to guide the interviewee in the questionnaire.

Number of responses:

Unfortunately, we only received 13 responses (10 Female and 3 Male).

Here is the detail of the answers by question.

1- Responses to the Questionnaire:

1: What is your gender?

Female

Male

Number of Female: 10

Number of Male: 3

2: How old are you?

Average age 23

Average age of 23, corresponding to the generation of the Net, born after 1984.

3: What is your level?

Master two

Number of Female: 8

Number of Male: 2

4: Do you have a smartphone?

Yes

No

Female: 7

Male: 3

5: Do you have a Personnel computer?

Yes

Femal: 1

Male :6

No

Female : 5

Male :0

6: Have you heard of BYOD and MOOCS?

YES

NO

Female: 0

Male : 0

If it is YES, do you think they will be useful for your academic success?

YES

NO

7:According to you, the digital uses like smartphones in university are useful?

Yes

Female : 8

Male : 2

No

Femal :5

Male:1

8:Which one of these digital applications do you have?

Engine research (Google, Bing)

Female : 6

Male :3

Youtube

Female **: 8**

Male :**3**

Dailymotion

Female **: 7**

Male :**2**

Facebook

Female : 10

Male :3

Twitter

Female : 6

Male :2

Instagram

Female : 9

Male :3

ZOOM

Female: 1

Male :1

WhatsApp

Female : 8

Male :2

Tick the right box, please.

9: In your opinion, do you think that these applications will help learners to be more motivated?

Yes

Female : 6

Male : 1

No

Sometimes

Female : 2

Male :1

10: Do you think that digital technology helps students to be well educated?

Agree

Female : 5

Male :1

Disagree

Female : 3

Male :2

11: Does your teacher encourage you to use digital technologies in the class?

Yes

No

Female : 8

Male :2

12: Do you use the internet to do your research?

Yes

No

Female: 7

Male: 2

13: Do you have internet at home?

Yes

No

Female: 7

Male: 2

IF NO

14: Do you go to cyber cafes to use the Internet to supplement your education?

Yes

No

Female: 2

Male: 1

15: Do you think that network connection problems are a handicap to dissuade you from taking advantage of this opportunity offered by digital?

Yes

No

Female : 8

Male : 3

16: Do you know how to use the digital technologies in learning?

Yes

No

Female : 7

Male : 1

Do you subscribe to any English-language journals or magazines that you consult daily?

Yes

No

Female : 3

Male : 1

17: What is the average daily time spent using your smartphone to learn?

Less than an hour

Female : 4

Male : 1

Between one hour and three hours

Female : 1

Male : 0

More than three hours

Female : 1

Male : 0

Tick the right box, please.

18: Do you prefer face to face communication or online communication? Justify your answer

Female : 8

Male : 2

We can see the teacher's mimes and gestures that can convey non-verbal but important things

Purpose of the questionnaire:

If you have comments on the questions please mention them.

The investigation is anonymous.

To answer the questions asked, we recommend that you do not go search for answers on Google, but answer directly based on your experience and your knowledge.

We believe there is a gap between the existing offer of very sophisticated tools that are accessible to many students and their proper use.

The purpose of the survey is to find out what the gap is between the availability of these new technologies and their use wisely to serve our training and facilitate our professional integration with real language skills. We want to have sincere and complete answers in order to fully appreciate this situation and perhaps make decision-makers aware of doing more to integrate these tools into the university.

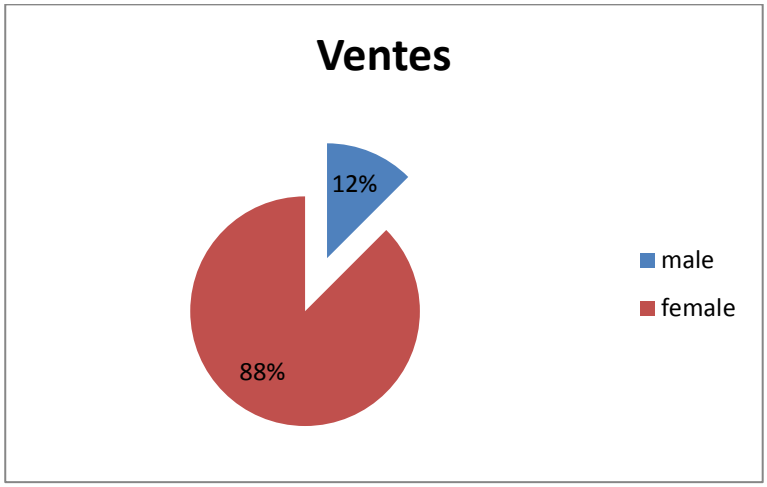
Results analysis:

After sending the questionnaires via emails, we received less feedback than expected. In our opinion, this is due to the problems of containment.

Number of questionnaires sent 40

Number of responses 13

Discussion and findings:



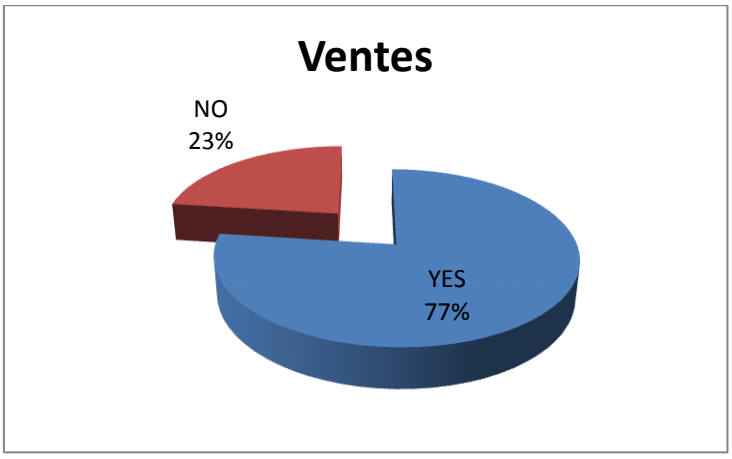
Graph 01:

represent participants'sex ,males represent 12% and femal represent 88 %(13 respondents) from the whole participants .

Q2: in this question ,the students were asked about their age and we found that The average age is 23, which confirms our initial hypothesis that all students are digital natives.

Q3: Then we asked them about their level and the respondents to the questionnaires are at Master II level.This is because I don't know their email addresses.

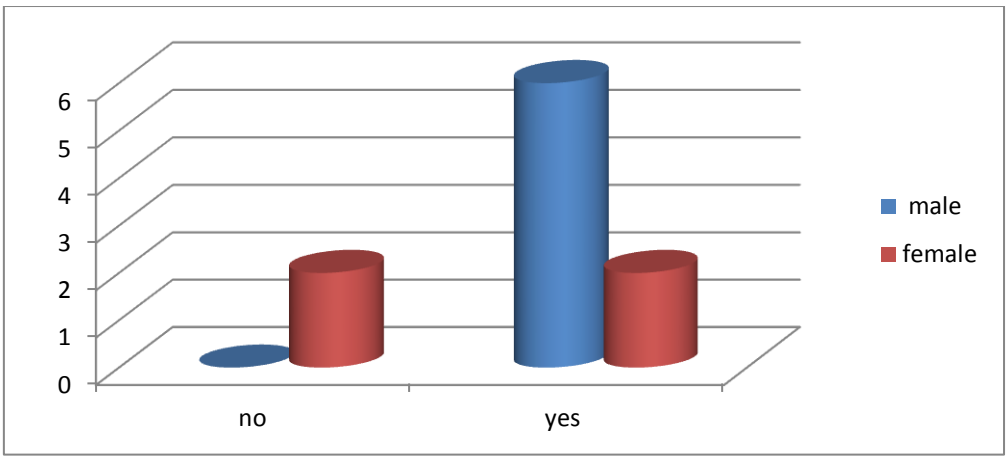
Q4: do you have smart phone?



Graph 2:

The graph shows that 77% of the students said yes which means that the most of the students have their own mobile phone , we can see that the use of smart phone among young adults has reached saturation levels and this indicates that the use of mobile phone is very important in student's life,while only 23 % are not interested to have smart phone.

Q5:do you have a personal computer?



Graph 3:

The graph shows that The males are more equipped with pc than girls,46% of males and 15% of females do have a personal computer and 38% of females and 0% of males are not fimilar with pc.

The question number 6 which was about the MOOCs Unfortunately, no student is aware of MOOCS. This means that there is a great ignorance of the possibilities offered by the net.

Prestigious universities like Havard, Cambridge… make free courses on their platforms available to people. Knowing that the school fees of these institutions are unaffordable for ordinary people. This is a very strong indication of the gap between what this digitization of information offers and the awareness of our colleagues !!!!

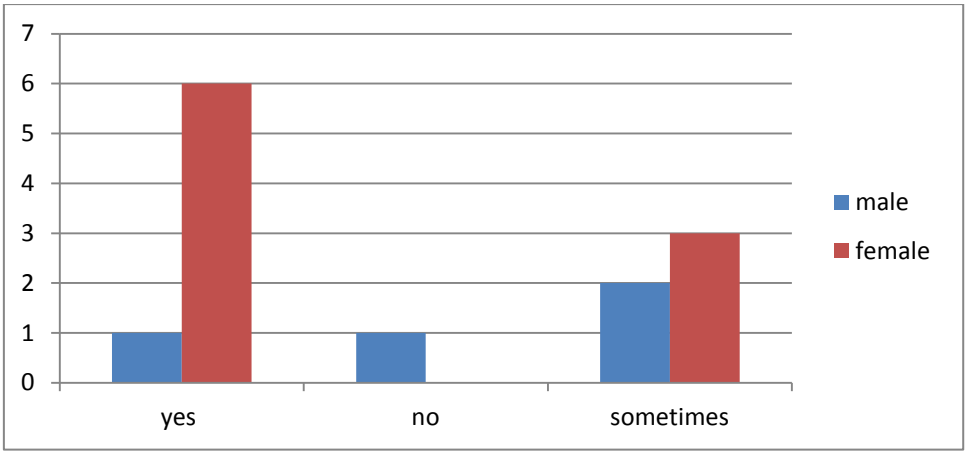
Q7: after receiving the answers we found that That with 10% of girls and 30% of boys repeating the question about the use of smartphones in university, denotes a social and playful use of the latter. Which can very well justify the very high investment cost for an

Algerian and also its operation.This also strengthens us in our hypothesis on computer literacy.

Q8 : Which one of these digital applications do you have?

When we asked this question to our students ,they were asked to choose only one from the ones they listed ,the result shows that the facebook is the leader by far 100% ,followed by instagram 92,2%, then the youtube 84% , Finally ;the whatsApp 76% . From this result we can notice that the most students are digital naitive.

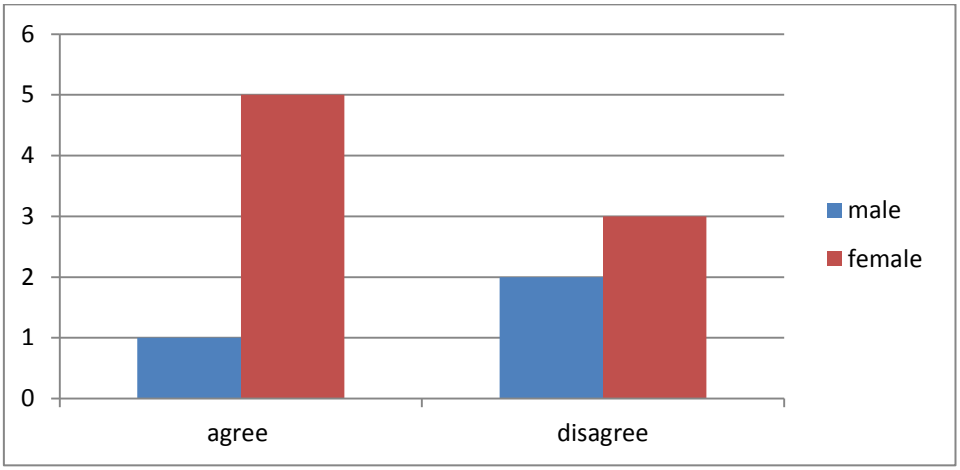
Q9:



Graph 4:

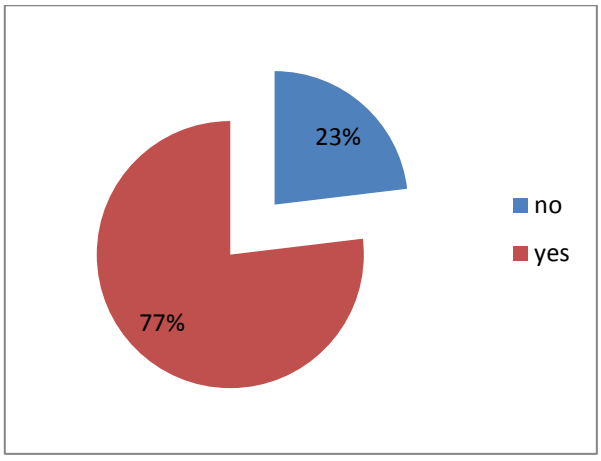
The graph shows that 46% of females and 7% of males they support the use of the applications which are mentioned before (facebook, intsgram…etc) and 7% of males don't agree about the beefits of that applications and 38 % they find the applications are useful to make the students very motivated.

Q:10



Graph 5:

The graph represents 38% (5 females) and 7% one male this shows that the students do agree on the use of digital technologies in learning and they add that technology give them the opportunity to create ,while 23 % of female and 15 % of males they disagree and they find that the use of digital technologies in learning will not help students to be well educated but it teaches them to became useless.



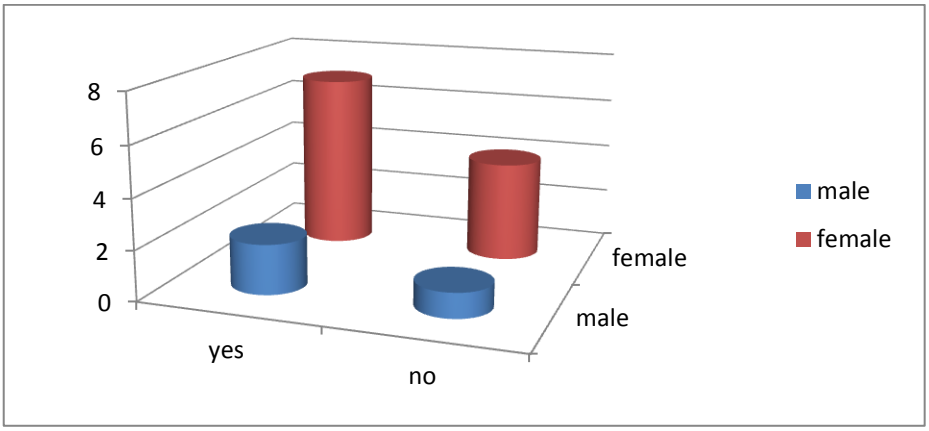
Q 11:

Graph 6:

This graph shows that 77 % (8 females and 2 males) answer that their teacher encourage them to use digital technologies and they add that their Teacher emphasizes that digital technologies permit students to create and share knowledge, in addition they said that the believes in encouraging students' analytic skill development and making them share their

knowledge and skills. 38% (4 females and 1 male) choose No ,which means that the teacher do not give important to the use of digital technologies.

Q:12



Graph 7:

The question asked about the use of the internet to do the research we found that 69 % of the students (7 females and 2 males) do support the internet to do their research quickly ,while only 38 % of the students do not use it to obtain the informations needed in a period of time.

Q:13

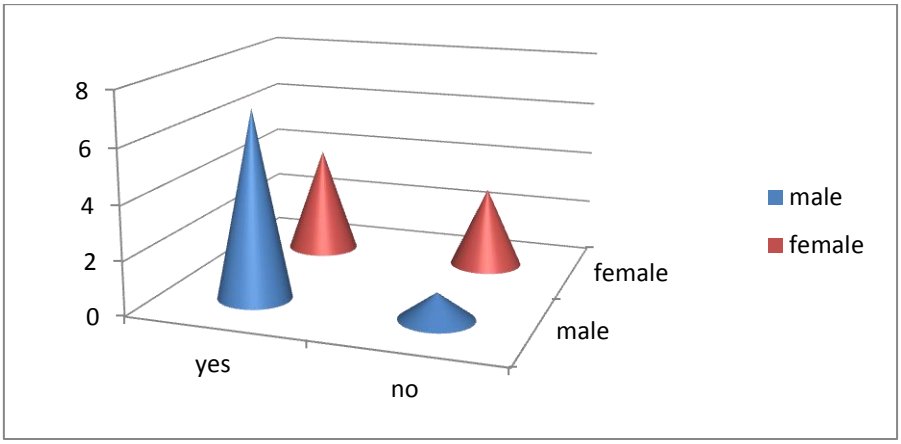
those who have Internet at home we have 53% of females and 15 % of males and the following question **Q14** which is about going to cyber cafes in order to supplement your educaton the result we obtain shows that 15% of females and 7 % of males do not go to cyber cafes .

Q 15:

That 80% of girls and 100% of boys believe that the slowness of the network is a real handicap to take advantage of all the richness of this information and communication technology.

Another argument in favor of computer literacy.

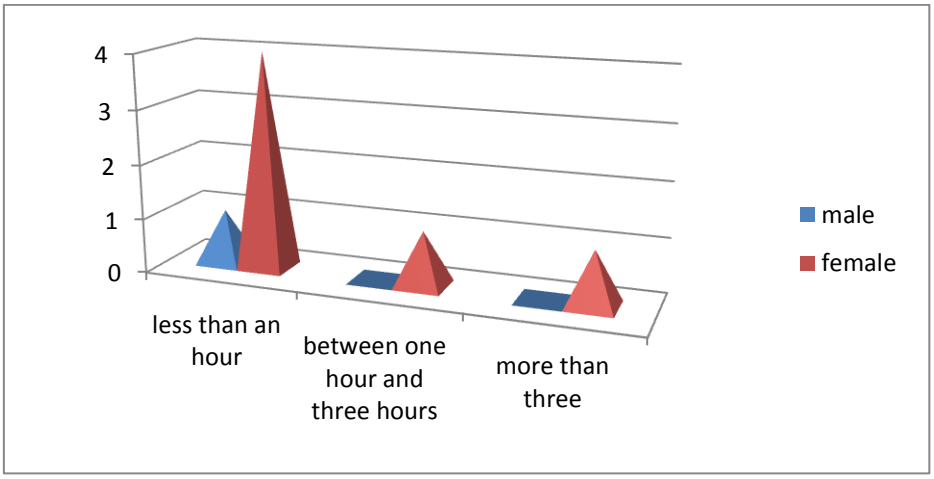
That 30% of girls 0% of boys say they subscribe to online newspapers or magazines in English that they consult daily.



graph 8:

the graph shows that 84% (4 females and 7 males) know how to use different digital technologies in an appropriate manner ,while 0 % of males and 15 % of females do not know how to them.

Q 16:



Graph 9:

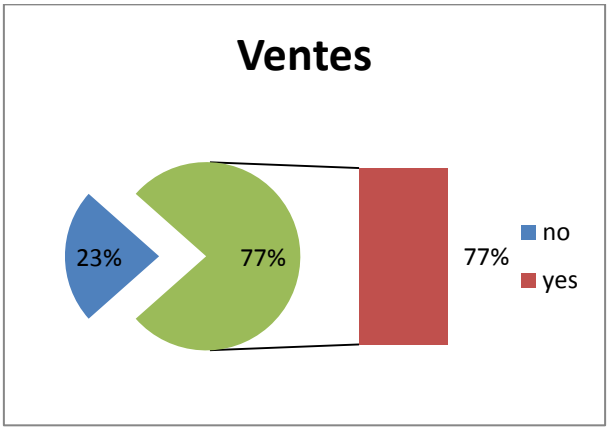
The time spent on the smartphone for learning is:

30% of girls and 8% of boys within an hour;

8% of girls and 0% of boys between one and three hours;

More than 3 hours. The result shows that only 8 % of females and 0 % for males

Q:17



Graph 10:

The graph shows that 77 % of students prefer face to face in teaching because they believe the presence of the teacher brings more comfort during the course.And only 23 % of the students who do like to support face to face communication because of the shame

Conclusion:

In conclusion, we can make the following comments:

The results of this survey strengthens us in our belief that students have an urgent need in some form of computer literacy;

That the university must put more resources into facilitating access to these new technologies.

That policies must manage no effort to improve more and more telecommunications networks in order to facilitate the digitization of all people's lives and not just education.

These results do not fully reflect the behavior of our comrades, but it is a first attempt to explore this digital universe which we hope will be more useful for the development of our country.

This failure is due in large part to the health situation following the confinement and the lack of communication between students and teachers. We didn’t have a chance to see our teachers to ask for their help. Not being used to using videoconferencing platforms, we were unable to take advantage of this tool which offers a lot of features. Example of the Zoom platform, it allows sharing a table, exchanging files ...

General Conclusion

General Conclusion :

Digital technology has the potential to transform education. Students and teachers can create content in new forms, teachers can communicate with colleagues around the world and students can access expert information immediately and from multiple sources. Digital technology engages students and makes their work more relevant by allowing them to place it in real-life contexts. Up-to-date technology is critical in today's educational environment. Students are expected to know , understand and be able to use technological equipment effectively.

Digital literacy is often understood as the ability to access, understand and participate or create content using digital media. Developments in digital technology have had significant effects on the way individuals interact with communications and media services. An increasingly wide range of sources of information, ways of doing business, and entertainment are now commonly made available and accessed online and/or through digital media.

The most important thing in this study was to understand the impact of digital technology on student success in university. we have a positive and optimistic view about digital uses value to improve student access and to enhance the quality of teaching and learning.This study also discovered that the majority of the students had a higher level of percepections towards digital literacy in three factors , understanding of digital literacy ,finding information through the use of digital tools, usage of digital literacy in critically evaluating information,online interactions and online tools had a moderate level of perceptions towards the factors of digital literacy in managing and communicating information ,collaboration and share of digital contents.

Technology in this 21st century has been absorbed in most fields of social work. This phenomenon brought significant changes in the teaching and learning process therefore students consider are digital natives, they are growing up surrounded by a world that runs on technology.A digitally literate person uses technology effectively in order to do research, reach information sources, read-write and comment efficiently, make reasonable choices, and make right decisions. Digital literacy encourages curiosity and creativity and also enables the individual to evaluate the information that has been gathered in a critical way.

General Conclusion

This study shows that digital learning helps a student to learn in a style that best suits him., he can use interactive programs to get a better understanding of the concept. And with the help of the internet and the modern technology, students can now access study material on their laptops at any time and from anywhere. As a result, now students are free to learn in the school and outside the school.

In this digital era technology is growing day by day. In digital environment, digital learning has positive as well as negative impacts. All it depends upon how to use the technology in the global educational society.In the growing and global educational society digital learning is a way of life. For a vast majority of digital natives.

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Nurdiyanti1∗ , Abd. Rajab1 , Sudarsono2 , Sirajuddin3 Department Bology, FKIP, UniversitasMuhammadiyah Makassar, Indonesia Unnes.J.Biol.Educ. 8 (3) (2019) Journal of Biology Education

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Appendices

Dear students:

You are kindly invited to answer the different questions,we will be thankful if you spend a moment to answer them.this questionnaire aims to investigate the impact of the digital uses on students success.your answers are anonymously treated to contribute in enriching our research with reliable data.

Your cooperation is very much appreciate.

1 What is your gender?

Female

Male

2 How old are you?

3 What is your level?

Master one

Master two

4 Do you have a smartphone?

Yes

No

5 Do you have a Personnel computer?

Yes

No

6 Have you heard of BYOD and MOOCS?

YES

NO

7 If it is YES, do you think they will be useful for your academic success?

YES

NO

8 According to you, the digital uses like smartphones in university are useful?

Yes

No

9 Which one of these digital applications do you have?

Engine research (Google, Bing)

Youtube

Dailymotion

Facebook

Twitter

Instagram

ZOOM

WhatsApp

Tick the right box, please.

10 In your opinion, do you think that theseapplications will help learners to be more motivated?

Yes

NO

Sometimes

11 Do you think that digital technology helps students to be well educated?

Agree

Disagree

12 Does your teacher encourage you to use digital technologies in the class?

Yes

No

13 Do you use the internet to do your research?

Yes

No

14 Do you have internet at home?

Yes

No

IF NO

15 Do you go to cyber cafes to use the Internet to supplement your education?

Yes

No

16 Do you think that network connection problems are a handicap to dissuade you from taking advantage of this opportunity offered by digital?

Yes

No

17 Do you know how to use the digital technologies in learning?

Yes

No

18 Do you subscribe to any English-language journals or magazines that you consult daily?

Yes

No

19 What is the average daily time spent using your smartphone to learn?

Less than an hour

Between one hour and three hours

More than three hours

Tick the right box, please.

20 Do you prefer face to face communication or online communication? Justify your answer

If you have comments on the questions please mention them.

Thank you very much for your cooperation.