A framework of pre-service teachers’ conceptions about digital literacy: Comparing the United States and Sweden

# Details

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Literacy and skills

## Sample

Pre-service teachers in the United States (n = 188) and Sweden (n = 121).

## Implications For Educators About

* Digital citizenship
* Professional development
* Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Media literacy; teacher training programme development

## Implications For Stakeholders About

Researchers

# Abstract

We examine the conceptions of digital literacy of pre-service teachers in the United States (n = 188) and Sweden (n = 121). Pre-service teachers were asked to define digital literacy in an open-ended fashion and to select those skills that they considered to be essential for digital literacy from a list of 24 skills provided. Based on pre-service teachers' open-ended responses, four profiles of digital literacy conceptions, progressing in sophistication, were identified (i.e., technology focused, digital reading focused, goal directed, reflecting critical use). Moreover, pre-service teachers' selections of skills or competencies essential for digital literacy were used in cluster analysis. Profiles of digital literacy conceptions were consistent across open-ended and selected-response forms of assessment. Important similarities and differences in conceptions of digital literacy across the United States and Sweden are discussed, as are implications for improving teacher education.

# Outcome

"[W]e were able to identify four clearly discernible categories (technology focused, digital reading, goal-directed, and critical use) reflecting distinct conceptions of digital literacy. These four categories were found to manifest across both the U.S. and Swedish samples. Moreover, these categories were found to be conceptually consistent with patterns in pre-service teachers’ selected responses asking them to identify the skills or competencies that they consider to be essential for digital literacy, as determined via cluster analysis." (Authors, in "Discussion")