UNIVERSITY OF GÄVLE

FACULTY OF EDUCATION AND BUSINESS STUDIES
Department of Humanities

Digital Literacy and IT Plans in English 5, Sweden

Are teachers aware if and how they teach digital literacy and do the schools have a plan for it.

Andréa Hammarström

2021

Student thesis, Professional degree (advanced), 30 HE
English
Upper Secondary Teacher Education Programme
Degree Thesis for Teachers: English with an Emphasis on Didactics

Supervisor: Kavita Thomas
Examiner: Henrik Kaatari

Abstract

With the digitalisation of the world, digital literacy is a vital skill. This study investigates how the Swedish upper secondary school incorporates digital literacy in the course English 5 and if the schools have an IT plan. Previous studies have shown that Sweden does not include the competence levels of the European Union for citizens in the steering documents of the upper secondary school or English 5 Syllabus. A survey and the question of participating in an interview were sent out to 1,300 upper secondary schools in Sweden. Information was obtained through an online survey aimed at English 5 teachers. The survey had 33 respondents which resulted in semi-structured interviews with five teachers. The results showed that teachers teach digital literacy in English 5 according to the Swedish steering documents but not according to the European areas of competence. The results also showed that not all Swedish schools have an IT plan on how to educate students in digital literacy.

Keywords: digital literacy, English 5, IT plan, ICT, upper secondary school, Sweden, DigComp

Table of Contents

1. Introduction

In an ever evolving world, exploring new ways to communicate and understand each other are becoming crucial skills. With digital tools all the information in the world is available to the people with access to digital tools. This creates a need to understand digital information and how to navigate through a digital landscape. Digital literacy is a competence related to the understanding of the digital world. The European Union has invested in research on what digital literacy is and how its citizens could benefit from it and develop digital skills. They have created a guideline for educators on how to teach with digital literacy in mind and how to improve their own digital competence (Redecker, 2017, p. 9) The demand for digital competency places additional pressure on the education system to prepare students for the digital world. In Swedish upper secondary schools, students are ever increasing their use of digital tools, spanning from email communication to research via search engines. The Swedish Department of Education has not utilized the explanations of digital literacy and competence areas that the European Union have in their many reports on the area in the curriculum or syllabus. This study is based on the digital literacy documents and reports from the European Union and the Swedish steering documents.

1.1 Aim and Research Questions

The aim of this study is to investigate if teachers in Swedish upper secondary school in the subject English 5 teach digital literacy as a part of their course plan and if so, how this is achieved. The aim is also to investigate if teachers are educated in digital literacy by their employer, the schools, and follow the EU directive in the subject.

Research questions:

- Do teachers teach digital literacy in their English 5 courses?
- How do teachers incorporate digital literacy in their English 5 class?
- How do the schools assist their teachers in educating in digital literacy and follow the EU directive?

2. Background

This chapter presents digital literacy and the meaning of the concept and previous research. First, a presentation of digital literacy is given and different definitions. Secondly, the European Union's directive for digital literacy in schools and the Eurydice report are presented. Thirdly, previous research of digital literacy in Swedish schools is presented. Last, steering documents from the Swedish government and school system are presented.

2.1 What is Digital Literacy?

There are many definitions of digital literacy that are used in different aspects, such as digital literacy, media and information literacy, eLiteracy, new literacy, media literacy, information literacy etc. Digital literacy and media and information literacy (MIL) are two concepts that are similar to each other and work intertwined in this area of discussion, teaching and schools. The term literacy is described in the Oxford dictionary as the ability to read and write.

The definition of digital literacy is an ongoing work and does not have a solid definition as yet. The United States Department of Education (1996, p. 7) defines digital literacy as “computer skills and the ability to use computers and other technology to improve learning, productivity, and performance.”, Son et al. (2001, p. 27) describe digital literacy as “the ability to use computers at an adequate level for creation, communication and

collaboration in a literate society". Eshet-Alkalai (2004) gives a detailed view of the definition of digital literacy;

> Digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. The tasks required in this context include, for example, "reading" instructions from graphical displays in user interfaces; using digital reproduction to create new, meaningful materials from existing ones; constructing knowledge from a nonlinear, hypertextual navigation; evaluating the quality and validity of information; and have a mature and realistic understanding of the "rules" that prevail in the cyberspace (Eshet-Alkalai, 2004, p. 93).

Grizzle & Wilson for UNESCO (2011, p. 16) describe how digital literacy embodies three different knowledge categories:

> (a) the functions of media, libraries, archives and other information providers in democratic societies, (b) the conditions under which news media and information providers can effectively perform those functions, and (c) how to evaluate the performances of these functions by assessing the content and services they offer.This knowledge should, in turn, allow users to engage with media and information channels in a meaningful manner.

The definition of literacy as the ability to read and write has changed with the digitalisation of the world and therefore the need to read digitally creates a need for literacy (Njenga, 2018, p. 2). This illustrates the importance for digital literacy in schools to help students to develop the necessary competences to evolve with the technology advancement in the world.

In our evolving world, the Internet is becoming an increasingly prominent element of daily living and education. Comprehensive use of technology is a necessity for both educational and work environments. Additionally, it is vital that those utilising this technology have digital literacy (Grizzle & Wilson, 2011, p. 16). The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that media and information literacy is a human rights act according to article 19 of the Universal Declaration of Human Rights, "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers" (Grizzle & Wilson, 2011, p. 16). By educating students in digital literacy and media and information literacy competence they are, according to Unesco, equipped with the basic need for a fundamental human right.

2.2 Digital Literacy in Europe

In 2006, the European Parliament and the European Council published a report of recommendations on key competencies for lifelong learning (2006/962/EC). In this report, number 4 on the list is digital competence and this is their definition of digital competence: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet (2006/962/EC). The definition explained that digital competence requires an understanding and knowledge of the role, nature and opportunities of ICT in personal, social and work life (2006/962/EC). ICT stands for Information and Communication Technology. This includes the knowledge of word processing programs, spreadsheets and information storage. Furthermore, understanding the opportunities and risks of the Internet and communication through emails and information sharing (2006/962/EC). The report also explains that individuals should understand that IST can promote creativity and innovation. In addition to understanding how to use IST, it is also required to be aware of the reliability and validity of information available and the legal and ethical part of the digital world (2006/962/EC).

With the 2006 report as a guideline, more than 20 major studies and over 100 different publications the Digital Competence Framework for Citizens was created by Anusca Ferrari for the European Commission and was published in 2013 (Carretero et al., 2017). This essay will focus on the latest update of DigComp, the DigComp 2.1. DigComp was created as a tool for citizens to improve their digital competence and as a reference for the development and planning of digital competence for the EU and their member states (Ferrari, 2013, p. 4). DigComp 2.1 has eight proficiency levels and have 5 main competence areas and each competence area has a second dimension to them:

- Competence area 1: information and data literacy
    - 1.1 Browsing, searching and filtering data, information and digital content
    - 1.2 Evaluating data, information and digital content
    - 1.3 Managing data, information and digital content
- Competence area 2: communication and collaboration
    - 2.1 Interacting through digital technologies
    - 2.2 Sharing through digital technologies

    - 2.3 Engaging in citizenship through digital technologies
    - 2.4 Collaborating through digital technologies
    - 2.5 Netiquette
    - 2.6 Managing digital identity
- Competence area 3: digital content creation
    - 3.1 Developing digital content
    - 3.2 Integrating and re-elaborating digital content
    - 3.3 Copyright and licences
    - 3.4 Programming
- Competence area 4: safety
    - 4.1 Protecting devices
    - 4.2 Protecting personal data and privacy
    - 4.3 Protecting health and wellbeing
    - 4.4 Protecting the environment
- Competence area 5: problem solving
    - 5.1 Solving technical problems
    - 5.2 Identifying needs and technological responses
    - 5.3 Creatively using digital technologies
    - 5.4 Identifying digital competence gaps

The proficiency levels range from simple tasks with guidance to resolving complex problems with many interacting factors and proposing new ideas and processes to the field (Carretero et al., 2017, p. 13). This essay will not go further with the proficiency levels since it is focusing on the competence that is taught.

Following the DigComp framework, a digital competence framework for educators was created and published in 2017, European framework for the digital competence of Educators (DigCompEdu) (Carretero et al., 2017). DigCompEdu has six steps that will help teachers to teach the five competence areas in the paragraph above. The sixth and final step is the mentioned five competence areas that students should learn (Redecker, 2017, p. 17). The six parts are:

- Professional Engagement
- Digital Resources
- Teaching and Learning
- Assessment
- Empowering Learners
- Facilitating Learners' Digital Competence (the five competence areas)

The DigCompEdu helps educators to educate their students in digital competence and gives them the tools to plan and execute their teaching. The aim of the DigCompEdu's frameworks is to help teachers to capture and describe these educator-specific digital competence areas (Redecker, 2017, p. 15). The first competence for educators is professional engagement, which includes organisational communication, professional collaboration, reflective practice and digital continuous professional development. The second competence is digital resources, which consists of selecting digital resources, creating and modifying digital resources and managing, protecting and sharing digital resources. The third competence is teaching and learning, including teaching, guidance, collaborative learning and self-regulated learning. The fourth competence is assessment, which covers assessment strategies, analysing evidence and feedback and planning. The fifth competence is empowering learners takes into account accessibility and inclusion, differentiation and personalisation and actively engaging learners. The sixth and final competence for educators is the one they shall install in the learners to facilitate learners' digital competence and it is made of the following five competencies for students:

- Competence area 1: information and data literacy
- Competence area 2: communication and collaboration
- Competence area 3: digital content creation
- Competence area 4: safety
- Competence area 5: problem solving (Redecker, 2017, pp. 19-23).

Now the areas of competence that students should learn and the areas of competence educators should use to reach that goal are described and facts and statistics of the use of these tools across Europe will be presented with the Eurydice report.

2.2.1 The Eurydice Report

The Eurydice report was published in 2019 and is based on the school year of 2018/2019 and includes 43 countries in Europe and 28 of them are member states of the European Union (EACEA/Eurydice, 2019, p. 9). The report investigated key areas which are:

> the development of digital competence through school curricula, teacher-specific digital competence, the assessment of students' digital competence and the use of technology in assessment and testing, and finally, the strategic approaches to digital education across Europe with specific reference to policies supporting schools (EACEA/Eurydice, 2019, p. 9).

Nearly half of the countries use the European Union definition of digital competence, however 11 countries exclusively use their own definition in schools and Sweden is one of them 11 countries (EACEA/Eurydice, 2019, p. 26). The definition used by the European Union is the one from DigComp 2.0, which is the latest version of DigComp published (EACEA/Eurydice, 2019, p. 25). When the Eurydice report uses the word "national definition" of digital competence, they speak of the documents from the top-level authorities, which in Sweden is the Department of Education of Sweden. Thus resulting in Sweden having a unique definition which falls outside of the European definition.

The Eurydice report (2019, p. 28) presents how different countries approach digital competence in their curriculum and present three different ways of presentation:

- As a **cross-curricular theme**: digital competences are understood to be transversal and are therefore taught across all subjects in the curriculum. All teachers share the responsibility for developing digital competences.
- As a **separate subject**: digital competences are taught as a discrete subject area similar to other traditional subject-based competences.
- **Integrated into other subjects**: digital competences are incorporated into the curriculum of other subjects or learning areas.

Sweden uses three approaches at upper secondary level according to Eurydice (2019, p. 29). Computers and ICT and digital communication technology are the only two subjects in the upper secondary level in Sweden that teach digital literacy/competence as a separate subject. Those two subjects can only be found in the electricity and energy program (Swedish National Agency for Education, *El- och Energiprogrammet*). Sweden then have all three approaches to teach digital competence, however it is only offered as a separate subject to

one program which is just under 4% of all students in upper secondary school in Sweden.[1] This implies that Sweden mainly uses two of the three approaches, cross curricular theme and integrated into other subjects.

2.3 IT-competence in Swedish Schools

Digital literacy is becoming an increasingly important part of the student's education, this section will look at the prerequisites of digital tools in upper secondary schools in Sweden. The Swedish Department of Education (Skolverket) published a report in 2016 on the IT-use and IT-competence in schools (IT-användning och IT-kompetens i skolan). This report provides statistics on the accessibility of computers for teachers and students, how teachers and students perceive their IT-competence and the support from the school to teachers in continuing education in IT-competence. This part of the essay will only provide the data connected to the upper secondary level. The response rate of this study was 56% of 2,900 teachers that received the survey from compulsory school and upper secondary school (Swedish National Agency for Education, 2016, p. 19).

The Swedish Department of Education report states that the upper secondary level of the Swedish school system is the level that uses digital tools the most of all levels (Swedish National Agency for Education, 2016, pp. 4-5). The study demonstrates that 99% of teachers have access to a personal computer provided by the school they work at and 93% of them have access to a computer during lesson time (Swedish National Agency for Education, 2016, pp. 43-44). These high numbers show that almost all teachers across the subjects have access to digital tools. In 90% of the schools, half of the computers are less than three years old, which can affect the performance of whether the equipment is outdated (Swedish National Agency for Education, 2016, p. 47). If a computer or other digital tool is functioning incorrectly, it can cause stress and affect the way teachers can educate the digital literacy competencies.

The study of the Swedish Department of Education also presented statistics about teachers' attitudes about their own IT-competence and if the school they work for provides them with education in the subject. IT-competence in the Swedish Department of Education's report is based on DigComp's competence areas, both for teachers and students (Swedish

[1] In the school year of 2019/2020 there were 4,469 students that started the electricity and energy program of a total of 110,132 students (Swedish National Agency for Education, 2019).

National Agency for Education, 2016, p. 15). When the teachers answered questions about their own IT-competence, 81% of them answered that they have good to really good IT-competence, a number that has only increased by 1% in four years since the last survey (Swedish National Agency for Education, 2016, p. 66). One factor that sets the teachers apart in this question is how long they have been teaching. Teachers that have worked for 10 years or less have a higher percentage of individuals that believe they have good to really good IT-competence. In contrast, teachers that have worked 26 years or more have a lower percentage of individuals that state that they have good to really good IT-competence. The difference is 84% for the teachers that worked for less than 10 years and 58% for the teachers that have worked for 26 years or more (Swedish National Agency for Education, 2016, p. 67).

Even though teachers' answers on their own IT-competence had increased, it was only by 1% and the next part in the study can explain why there was such a small improvement. One third of all teachers believe that they need more education in basic computer skills including working in different computer programs, opening and saving documents and how to manage files on the computer (Swedish National Agency for Education, 2016, p. 68). Some of the areas where teachers want more education are how to prevent violations and bullying online, programming/coding, IT as a pedagogy tool, creating or handling pictures/sounds/movies and how to promote a safe use of the Internet (Swedish National Agency for Education, 2016, p. 68). The study showed that even if the teachers have a need for more education in IT, they express that their current competence is not a problem for them. 1 in 10 teachers said that their IT-competence is a hindrance often, 4 in 10 teachers said that their IT-competence is a hindrance half of the time and 5 in 10 teachers said that their IT-competence is a hindrance almost never (Swedish National Agency for Education, 2016, p. 70). 7 in 10 principles states that the teachers are getting the education they need to improve their IT-competence (Swedish National Agency for Education, 2016, p. 68).

In the report from the Swedish Department of Education, they also disclose statistics of computers for students and students' views on IT-competence. In municipal schools there are 1.0 students per computer and in independent schools there are 1.1 students per computer (Swedish National Agency for Education, 2016, p. 44). The difference between a municipal and an independent school is who owns it, as they both follow the same curriculum. The public schools are ahead in digitalisation compared to the private schools in this area. More than half of the students state that they have good to really good IT-competence and 89% of them claim that they are good to really good at finding information online (Swedish National

Agency for Education, 2016, p. 63). The results also showed no difference in the results of IT-competence between genders or if they studied an occupational program or an academic program (Swedish National Agency for Education, 2016, p. 63). The students were asked how they estimate their teachers' IT-competence and 7/10 of them stated that most to all teachers use their computer in a good way in the classroom (Swedish National Agency for Education, 2016, p. 70).

In the report, IT-use and IT-competence in school from the Swedish Department of Education (2016), the question of IT plans in schools was investigated. It states that 67% of all upper secondary schools have an IT plan but it differs between municipal and independent schools. 8 out of 10 municipal schools have an IT plan compared to 5 out of 10 independent schools that have an IT plan (Swedish National Agency for Education, 2016, p. 54). Of all the schools that have an IT plan:

- 66% teach students ethics and how to prevent different types of violations online
- 66% teach students to critically search for information online
- 64% develop student's IT-competence
- 76% how IT should be incorporated in education and form a pedagogical tool
- 68% help teachers with their competence development in IT which aids them in their role as educators
- 68% technical issue questions such as computer standards, operations systems and maintenance

(Swedish National Agency for Education, 2016, p. 55).

In addition to computers to operate as they should and digital competence education, Internet connection and infrastructure at schools can affect digital literacy in education. Almost all schools today have wireless Internet connections installed in the school facilities to give access for staff and students. As well as wireless Internet connection, 8 out of 10 schools use a cloud service, such as Google apps, Office 365 or iCloud, which causes strain on the wireless Internet connection (Swedish National Agency for Education, 2016, p. 48). Because of this, the study also asked if the principals find their wireless Internet connection sufficient for their needs. The result showed that 7 out of 10 principals believe their wireless Internet connection is sufficient (Swedish National Agency for Education, 2016, p. 48). The Swedish Department of Education drew the conclusion that schools of all ages need to extend the infrastructure of wireless Internet connection to keep up with the development of digital tools and the ongoing digitalisation (Swedish National Agency for Education, 2016, p. 8).

2.4 Steering Documents

In Sweden, there are documents to support digital literacy competence in education both on the Government level and educational level. Sweden issued a strategy that was decided and approved by the government about digital literacy in 2017. That strategy is the framework for the Department of Education of Sweden on how digital literacy should be incorporated into the curriculum for Swedish schools.

2.4.1 The Swedish Government Guidelines

In 2017, the Ministry of Education in Sweden released a new digitalisation strategy for the Swedish educational system (Nationell digitaliseringsstrategi för skolväsendet) (Motion 2017/u2017/04119/s). It states that digital competence is a democratic matter and therefore an important issue for schools to incorporate. School is the place where students are taught how the world functions to be able to change it. That is why students need digital competence to utilise the digital world, how programming controls the flow of information humans receive and how the tools function so each person can use them (Motion, 2017/U2017/04119/S, p. 3). The goal for this strategy is to make Sweden the front runner in digitalisation in the world (Motion, 2017/U2017/04119/S, p. 3) The strategy has 3 focus areas:

1. Digital competence for everyone in the school system
2. Equivalent access and use
3. Research and follow-up on the possibilities of digitalisation

Each focus area has goals and subgoals to achieve and they should be reached by 2022 (Motion, 2017/U2017/04119/S, p. 5).

Focus area 1: the subgoals of digital competence for everyone in the school system are to make sure all students develop an adequate digital competence and that there is digital equivalency in the Swedish school system. In addition to that subgoal, the students need to have knowledge that will help them understand new digital tools that are a result of the progress in this digital society (Motion, 2017/U2017/04119/S, p. 5). The term adequate is used to describe the level of competence since it is not possible to precise an absolute level of competence. An absolute level of competence cannot be established because it constantly develops based on the requirements of society and the prerequisites of the students (Motion, 2017/U2017/04119/S, p. 7). Another subgoal is that heads of schools and principals should have the competence to strategically lead the development of digital progress in schools

(Motion, 2017/U2017/04119/S, p. 7). Along with these two subgoals the last one is aimed for the teachers, that they should have the competence to choose and use the appropriate digital tools in education(Motion, 2017/U2017/04119/S, p. 8). Focus area 2: equivalent access and use. This focus area specifies the importance for students and teachers to have access to digital tools based on their needs and conditions (Motion, 2017/U2017/04119/S, p. 10). This was mentioned earlier in this essay, that in the upper secondary level in Sweden almost all students and teachers have access to their own computer. By having their own computer they can work both in school and at home. The infrastructure is mentioned as a subgoal, that substandard Internet access and hardware malfunctions should not be an obstacle in education with digital tools (Motion, 2017/U2017/04119/S, p. 11). A last subgoal to the topic is that digitization should be used to help teachers with their education and administration (Motion, 2017/U2017/04119/S, p. 12). Focus area 3: Research and follow-up on the possibilities of digitalisation.This focus area is for principals and the ministry of education, to keep evolving the needs of schools in the forever evolving world of digitalisation (Motion, 2017/U2017/04119/S, p. 14).

2.4.2 The Curriculum of Upper Secondary School

The curriculum of upper secondary school in Sweden is divided into two parts: 1. Fundamental values and tasks of the school and 2. Overall goals and guidelines (Swedish National Agency for Education, 2013). In part 1. Fundamental values and tasks of the school are described in detail what the school values represent and how the school is responsible for educating the citizens of the future (Swedish National Agency for Education, 2013, pp. 4-7). In part one, digital competence is mentioned once in a sentence with other important tools for life: “Through studies students should strengthen their foundations for lifelong learning. Changes in working life, new technologies, internationalisation and the complexities of environmental issues impose new demands on people’s knowledge and ways of working.” (Swedish National Agency for Education, 2013, p. 5). In this sentence, digital competence is mentioned as lifelong learning.

Part 2, overall goals and guidelines, presents the knowledge, norms and values students should acquire during their time in upper secondary school (Swedish National Agency for Education, 2013, p. 8). In this part, the following sentence about the goals students should reach with digital competence can be found, “students can use books, library resources and modern technology as a tool in the search for knowledge, communication,

creativity and learning" (Swedish National Agency for Education, 2013, p. 9). It is not explicitly described, however it is the closest to digital literacy since the use of digital tools is in that goal. Digital literacy/competence is not mentioned further in the curriculum for upper secondary school in Sweden, however it can be linked to the Ministry of Education digitalisation strategy. It is written in the curriculum of the importance of democratic values and in the strategy from the government, digital competence is linked to democratic values/rights. However, it cannot be used in this study since reading between the lines can be interpreted in different ways.

In Swedish upper secondary school there are three English courses, English 5, English 6 and English 7. All three courses, according to the syllabus (Swedish National Agency for Education, 2010), have the same aim and the same opportunity to develop the same five following parts:

1. Understanding of spoken and written English, and also the ability to interpret content.
2. The ability to express oneself and communicate in English in speech and writing.
3. The ability to use different language strategies in different contexts.
4. The ability to adapt language to different purposes, recipients and situations.
5. The ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used.

Besides these five points, each subject has different focus areas which all build on the English course that precedes it. In English 5, the core content includes three parts, content of communication, reception and production and interaction (Swedish National Agency for Education, 2010). Digital literacy/competence is only mentioned once under the reception part, "Different ways of searching for, selecting and evaluating texts and spoken language" (Swedish National Agency for Education, 2010). This only covers the first of the five areas of competence from DigComp and only the first two subareas:

Competence area 1: information and data literacy

- 1.1 Browsing, searching and filtering data, information and digital content
- 1.2 Evaluating data, information and digital content

This is all that can be found in the syllabus of English 5 and digital literacy/competence in the subject.

The report from the Swedish Department of Education, IT-use and IT-competence in school, asked students how often they use IT during class. In the subject of English, 58% of

the students in upper secondary level said they use a computer in most/all of their classes. English is in third place on most IT used during class, after Swedish 70% and Social Studies 64% (Swedish National Agency for Education, 2016, pp. 75-76). The report showed that students that have their own computer that the school has given or lent to them, use IT in class almost twice as much as the students that have not got or lent a computer from their school (Swedish National Agency for Education, 2016, pp. 76-77). As presented before in this study, municipal and independent schools differ on how many students have access to their own computer, municipal schools have 1 student per computer and independent schools have 1.1 students per computer (Swedish National Agency for Education, 2016, p. 44).

3. Method

The aim of this study is to investigate if teachers teach digital literacy in their English 5 classes and if so, how they teach those skills. The skills are based on the five areas of competence from Digcomp and the Swedishs steering documents and syllabus of English 5 (Swedish National Agency for Education, 2010).

This study has used both quantitative and qualitative research methods in the form of a survey and interviews. The quantitative research in the form of a survey has collected data and analysed feedback to answer a question based on the research questions (Bryman, 2016, p. 149). The qualitative research is in the form of open-ended questions in a semi-structured interview to get the interviewees' perspective (Bryman, 2016, p. 466).

The method section will be presented in four parts. First, the survey with the subsections construction, participants, procedure and analysis. Second, the interviews with the subsections construction, participants and procedure. Third, reliability and validity. Last, ethical principles.

3.1 Survey

This survey was aimed at upper secondary teachers that teach English 5 and asked about digital literacy in their courses and if the school they work at has an IT plan. An online survey was used instead of a postal survey based on the advantages of online surveys, including low cost, time efficiency, and increased accuracy of data (Bryman, 2016, p. 235). Google Forms was utilised for data collection purposes as it provides a selection of data collection methods and is free to use. Quantitative data was collected via multiple choice questions, whereas qualitative data was collected via free text answers. To adhere to the GDPR (General Data Protection Regulation), no personal data was recorded.. Google Forms

collects all the data and creates a spreadsheet with all the results and calculates what percentage each option on the multiple choice questions received.

3.1.1 Survey Construction

The survey was written in English to minimise the risk of incorrect translation of the answers written in Swedish, since many questions had longer answers as options. A single word translated differently can change the meaning of a sentence. The survey consisted of 14 questions and two complementary questions (see Appendix Ⅰ). Questions 1-2 were constructed to obtain statistics of the teachers included in the survey, such as if they are certified to teach upper secondary English and how long they have worked as a teacher. Question 3-9 asks about the connection between the five areas of digital competence based on the DigComp 2.0 and English 5:

- Competence area 1: information and data literacy
    - 1.1 Browsing, searching and filtering data, information and digital content
    - 1.2 Evaluating data, information and digital content
    - 1.3 Managing data, information and digital content
- Competence area 2: communication and collaboration
    - 2.1 Interacting through digital technologies
    - 2.2 Sharing through digital technologies
    - 2.3 Engaging in citizenship through digital technologies
    - 2.4 Collaborating through digital technologies
    - 2.5 Netiquette
    - 2.6 Managing digital identity
- Competence area 3: digital content creation
    - 3.1 Developing digital content
    - 3.2 Integrating and re-elaborating digital content
    - 3.3 Copyright and licences
    - 3.4 Programming
- Competence area 4: safety
    - 4.1 Protecting devices
    - 4.2 Protecting personal data and privacy

    - 4.3 Protecting health and wellbeing
    - 4.4 Protecting the environment
- Competence area 5: problem solving
    - 5.1 Solving technical problems
    - 5.2 Identifying needs and technological responses
    - 5.3 Creatively using digital technologies
    - 5.4 Identifying digital competence gaps

Questions 3-5 asked how the teachers incorporated competence area 1 in their English 5 teaching. Competence area 1 is the only competence that could be connected to the curriculum for English 5 (Swedish National Agency for Education, 2010). Question 3 asked how they believe competence area 1. information and data literacy is connected to English 5 and is a free text open response question. Question 4 asked how they incorporate 1.1 in their English 5 classes and question 5 how they worked with 1.2 and 1.3 in their English 5 classes and both are free text open response questions. Questions 6-9 ask about competence areas 2-5 and how the teachers connect them to the curriculum and teaching English 5 and is a free text open response question. Although competence areas 2-5 are not specified in the curriculum for English 5, it is still of interest to see how teachers work with this in their English 5 course.

Questions 10-14 focus on the digital literacy/competence plan at the schools the teachers work at and if they educate their teachers in how to teach and incorporate digital literacy/competence. Question 10 asks if the teachers are aware of a digital literacy/competence plan in the school they work at and question 11, if “yes”, if they know what the plan says. These two questions are to see if the teachers are aware of a plan at their school, the options are “yes”, “no” and “I don't know”. If they answer “I don’t know”, it can mean that the school still has one but has failed in informing all their teachers. Question 12 asks if the teachers have been educated by their school in digital literacy/competence and how to incorporate it in their teaching and is a free text open response question. Question 13 asks how, if the answer is “yes” and question 14 asks what they would want to be educated in if the answer is “no” on question 12. These five questions are constructed to see if teachers are aware of digital literacy/competence planning on a school level and not just classroom level. The questions are also investigating if teachers get the digital help they need to help the students and themselves to evolve their digital competence. It is based on the report from the Department of Education in Sweden on digital competence in Swedish schools (the Swedish

National Agency for Education 2016). The last two questions ask if they are interested in being interviewed as a follow up to the survey and if they would like a copy of this study and its results. These two were optional since the result of the questions was not going to be analysed.

The survey did not include a question on the participant's gender since it would not add any relevance to the study (RFSl 2019). Therefore no distinction between genders was made. The aim of this study is towards teachers as a profession and how they estimate their own skills and how the school they work at helps them evolve and sets guidelines.

3.1.2 Participants

The participants selected for this survey are teachers that teach in English 5 in upper secondary schools in Sweden. Since online surveys have a lower response rate than postal surveys, all upper secondary schools in Sweden were contacted to increase the response rate of the survey (Bryman, 2016, p. 235). The Department of Education in Sweden was contacted and provided email addresses to all upper secondary schools in Sweden, which is 1,300 schools. Both peers and supervisors have expressed difficulties obtaining participants for data collection, therefore resulting in a large quantity of email distributed to safeguard reponses. The number of respondents that answered the survey was 33. Because of the low number of respondents, this is discussed further in the method discussion.

3.1.3 Procedure

Questions within the survey were designed to generate background data on the respondents and answer the research questions. An information letter was sent out with the survey explaining that all data acquired would adhere to the GDPR and how their data would be processed. The information letter also informs research candidates that there is no obligation to respond, and that they can withdraw from the study at any time (Bryman, 2016, p. 131). The information letter can be found in Appendix Ⅱ. To increase a high number of respondents, the last complementary question of the survey encouraged them to write down their email to receive a copy of the results of the study.

A pilot study was performed on the survey questions and information letter before sending them out to all upper secondary schools in Sweden. The pilot group consisted of five English teachers certified to teach English in upper secondary school. After the pilot study, there were some changes to the survey and information letter. The survey became more

focused on English 5 and the information letter included a brief explanation on the five areas of digital competence from DigComp. The response from the emailed schools can be categorised in 4 responses:

- Faulty email address
- They do not accept surveys from students to be sent to their teachers
- They have forwarded the survey to all English 5 teachers at their school
- No response

Of the 1,300 emails that were sent, out 12 email addresses were faulty and could not be sent and were not delivered, seven schools said they did not let their teachers answers surveys because of high work burden or received surveys from their own students, 30 schools emailed back and said they had forwarded my email to the teachers teaching in English 5, and 1,251 schools did not respond. Due to the fact that the emails did not have an anonymous code in them, there was no way to know who answered the survey. Unfortunately, a reminder email was never sent out. If an anonymous code had been sent out with all email there had been a way to see who needed a reminder email. This could have helped this study to receive more participants and is a mistake made in the process of this study.

3.1.4 Analysis

Google Forms analysed and collated data, presenting it in a circle diagram with percentages and specific answers. Questions 1, 2, 10 and 12 were multiple choice questions and were measured in percent and the rest of the questions were longer free text answer questions and were presented in a list format. Before the analysis of this study, the incomplete answers were deleted from the statistics which was only one blank answer on question 9. The survey had 33 respondents in total. Question 1 asks if they are certified to teach upper secondary level English and all but one answered yes on that question. The one person who answered no wrote that they have certification to teach youth all over the world but do not hold the Swedish certification. That respondent had a long working experience of more than 16 years as a teacher and their answers were not excluded from the study.

The data collected were divided into 3 different groups:

1. Questions 1 and 2
2. Questions 3 to 9

3. Questions 10 to 14.

Questions 15 and 16 were not analysed since those two questions asked if they wanted to be interviewed and if they would like to receive a copy of this study after it is completed.

The multiple choice questions are presented with a percentage circle diagram and the longer free text answers are shown in Appendix Ⅲ.

3.2 Interviews

Teachers that answered the survey were interviewed to gather qualitative data, to better understand digital literacy in English 5 and in the school they work at. A two part semi structured interview method was utilised to provide a flexible approach, via set questions and the opportunity to ask follow up questions (Bryman, 2016, p. 468).

3.2.1 Interview Questions Construction

The first four interview questions were designed to get descriptive information about the participants. Questions 5 and 6 to give an understanding of digital literacy in the planning process of the English 5 course and what tools are used. Questions 7 and 8 to give more information on the digital plan and how the schools provide it to their teachers. Question 9 is a follow up question if the school does not provide a digital plan and what improvements the teachers want. Question 10 asks how students are affected by digital lessons. The last question is in response to the survey where many answered that the current pandemic has forced them to conduct most teaching online. The questions can be found in Appendix Ⅳ.

3.2.2 Participants

The participants were chosen through purposive sampling, for a strategic and relevant research. Purposive sampling samples the participants in a strategic way and not by random, hence only English 5 teachers were chosen (Bryman, 2016, p. 408). Five teachers with a different number of years of teaching experience were chosen to be interviewed. In the survey, ten teachers answered that they would be interested to be interviewed and of the 10 teachers the different number of years of teaching experience was represented in these numbers:

- Group 1 worked 0-5 years: 6
- Group 2 worked 6-10 years: 1
- Group 3 worked 11-15 years: 1

- Group 4 worked 16 or more years: 2

Research participants were selected to ensure a variety of teaching experience was represented. Group 2 and 3 only had one teacher each in them and therefore they were chosen by default. The participants in group 1 and 4 were then chosen by structured random selection. In group 3 there was only one teacher who agreed to be interviewed and unfortunately that teacher could not carry through the interview because of scheduling differences. Therefore a new candidate was picked. The five teachers that participated in the interviews for this study are named Teacher A-E.

Teacher A is a certified teacher in English and has worked as a teacher for less than one year. This teacher works at a municipal school with about 1000 students. Their school does not have an IT plan.

Teacher B is a certified teacher in English and has worked as a teacher for two years. This teacher works at an independent school with about 200 students. Their school does not have an IT plan.

Teacher C is a certified teacher in English and has worked as a teacher for six years. This teacher works at an independent school with almost 300 students.Their school does not have an IT plan.

Teacher D is a certified teacher in English and has worked as a teacher for 27 years. This teacher works at a municipal school with almost 1,500 students. Their school does have an IT plan.

Teacher E is a certified teacher in English and has worked as a teacher for 1 year. This teacher works at a municipal school with about 300 students. Their school does not have an IT plan.

3.2.3 Procedure

The second to last question of the survey asked if the respondents would agree to be interviewed for this study. If they agreed to the interview, they answered the question with their email address to be contacted for an online interview. After their emails were registered in the survey, they received an email that asked for their participation in the interview and a date and time was scheduled. The interviews used the digital video program Zoom. The meetings were recorded and transcribed and the participants agreed to those terms in advance. The last question said to add their email address if they did not want to be interviewed but wanted a copy of the study once completed.

3.3 Reliability and Validity

Reliability is the consistency of a measure of a concept (Bryman, 2016, p. 157). It determines whether the results of a study are repeatable at another time to see if the results will be consistent. A measure taken in this study was to only invite teachers who teach the course English 5. This measure will narrow down the focus group of the survey with purposive sampling.

Validity is an indicator to see if a measure of a concept actually measures that concept (Bryman, 2016, p. 158). In the information letter and in the survey, digital literacy/competence was explained through the DigComp 2.0's five main competence areas, which increases the measurement validity (Bryman, 2016, p. 41). This study used a pilot study to ensure that the questions in the survey were understandable and produced the answers that were predicted. A pilot study is important to test that the research instrument functions in the desirable way. Since this study used a self-administered survey where an interviewer is not there to clear out any confusions with the questions, the pilot study was crucial (Bryman, 2016, p. 260).

The external validity of this study is low and can therefore not be generalized, since the response rate of respondents was too low (Bryman, 2016, p. 42). This study cannot claim that it represents all teachers that teach English 5 in upper secondary schools in Sweden since the number of participants is too low for that conclusion. A question that was asked to the teachers that was interviewed but is not included in the study was: where in Sweden is your school? This was just to make sure that not all teachers worked at the same school, and none of them did. This factor can also affect the external validity of this study. In the survey there is no way of knowing if the teachers are from the same school or not.

3.4 Ethical Principles

Ethical principles can be broken down into four main areas; whether there is harm to the participants, whether there is a lack of informed consent, whether there is an invasion of privacy and whether deception is involved (Bryman, 2016, p. 125). The measure taken by this study to create safe participation by the participants started with the information letter that was sent out with the survey (see Appendix Ⅱ). They were informed that they would stay anonymous throughout the study, that they could decide to stop their involvement at any time and that all information about them and their answers would be destroyed after the study was complete. By following these steps the study also applies to the GDPR legislation. In the

interviews all the participants were asked if they agreed to the interview being recorded and transcribed. They were also told that they would stay anonymous in the study.

4. Results

In this section the results from the survey and interviews are presented based on the research questions:

- Do teachers teach digital literacy in their English 5 courses?
- How do teachers incorporate digital literacy in their English 5 class?
- How do the schools assist their teachers in educating in digital literacy and follow the EU directive?

First the results of the survey and second the results of the semi-structured interviews based on the survey will be presented.

4.1 Survey

There were 33 respondents on the survey who all work as teachers in English 5 in upper secondary level in Swedish schools. Question 1 and 2 are presented in circle diagrams in percentage. Questions 3 to 9 present the teachers' thoughts and opinions on digital literacy/competence. Questions 10 to 14 present a circle diagram with the results of IT plans at schools and the teacher's opinion of the IT plans or lack of IT plans. Questions 10-14 also present if teachers require their schools to evolve their IT plans. Questions 15 and 16 present the number of respondents who agreed to participate in interviews and if they were interested in receiving the final results of this study. The survey was based on DigComp 2.0's five main competence areas:

- Competence area 1: information and data literacy
- Competence area 2: communication and collaboration
- Competence area 3: digital content creation
- Competence area 4: safety
- Competence area 5: problem solving

4.1.1 Certifications and Years of Experience

In question 1, the teachers were asked “if they are certified to teach upper secondary English”, 30 answered “yes” and three answered “no”. As presented in Figure 1. 90.9% of the respondents are certified to teach upper secondary English and 9.1%. One of the respondents that answered “no” explained that they have an international certificate to teach young learners and adults all over the world but do not have a Swedish certificate.

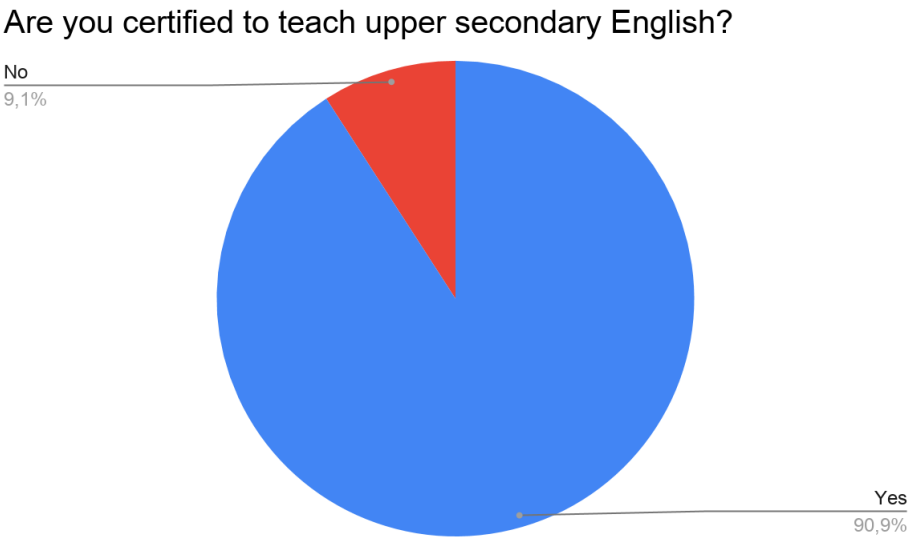

Figure 1. Certified teachers.

Question 2 asked how long the teachers have worked as teachers, 10 answered “0-5 years”, 3 answered “6-10 years”, 4 answered “11-15 years” and 16 answered “16 or more years”. In Figure 2 the percentage of each group is presented.

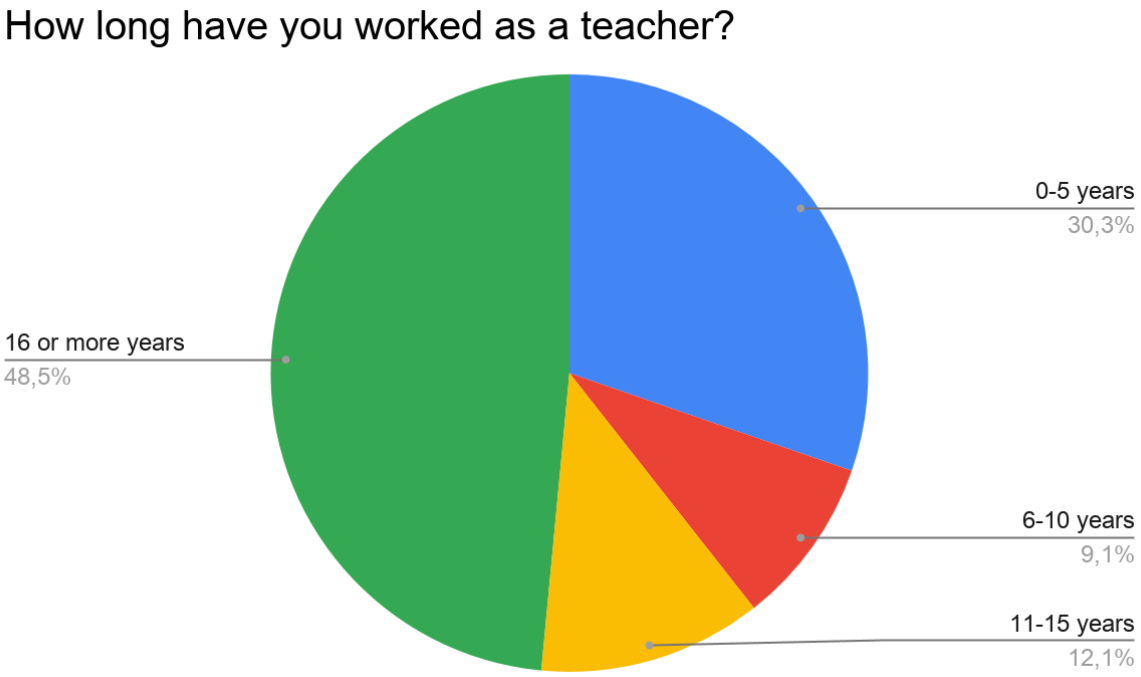

Figure 2. Amount of years as teachers.

4.1.2 The Five Areas of Competence

Question 3 asked the teachers what aspects of “1. information and data literacy” connects to English 5 in their opinion. This question was answered with a longer free text answer and the answers will be summarised. All 33 teachers answered that searching for information online is an aspect they connect with English 5. 21 of 33 teachers answered that source criticism, on the Internet, is a concept they connect to English 5. One teacher said that “Source criticism is vital”. 8 of the 33 teachers answered that the use of digital tools is an aspect they connect to English 5, such as:

- Websites to promote grammar progress
- Programs to create reports, presentations and seminars
- Distance learning with Google Meets
- Managing files and documents and how to find them
- Write tests in Digiexam

One teacher answered that social class is connected to the digital competence level with the students. An issue with segregated schools, according to this teacher, is that basic digital competence such as how to work in a Word document needs more focus and sometimes it can take the student a full school year to learn those skills. Compared to the non-segregated schools, students of English 5 do not have the need of learning basic skills in using the word processing program Words.

Question 4 asked how the teachers work with "1.1 Browsing, searching and filtering data, information and digital content" in their English 5 classes. 30 of 33 teachers said they let their students browse and search for information online to find information about their different assignments. 2 of 33 said that they provide the site they should use to control where the information is collected. 1 of 33 said that they do not use browsing, searching and filtering data in English 5 since they want to minimize the risk of the students copying and pasting the information since they are at a basic level English. 2 of 33 teachers said that they invite the librarian to class to present for the students how to use search engines and what is a reliable source. Some of the teachers described in what way they used "1.1 Browsing, searching and filtering data, information and digital content" in their English 5 classes:

- Scientific based research
- Showing documentaries
- Research information about the author of a book they are reading
- Develop google skills
- Research for oral presentations
- How to provide references to their assignments
- Collaboration with other subjects

One of the teachers that provides websites for their students use it as a scaffolding technique in their digital competence education. They give them the website and then let the student browse themselves on that website to find the information they need. That teacher also mentioned that by doing this it is easier for the teacher to know the level of English they will browse.

Question 5 asked how the teachers work with "1.2 Evaluating data, information and digital content" and "1.3 Managing data, information and digital content" in their English 5 classes. Many of the teachers did answer the same as the last question, source criticism. Seven of 33 did not give a new answer to this question but referred to their answers on

question 4. 18 of 33 teachers said they work together with the students to discuss what a reliable source is and who is behind it. The teachers explain different ways to approach this, comparing websites with the same content or search words, who wrote the text and what objectives they have and look at commercials and discuss what the sender is trying to achieve. One teacher explains how they use different digital programs to manage data pertaining to the students. They explain that they use secure servers for the students' grades and contact information in accordance with GDPR. The same teacher also mentions how the students use a digital platform to store and hand in their assignments.

Question 6 asked how the teachers work with "2. Communication and collaboration" in their English 5 classes. Fifthteen of 33 teachers mentioned that because of the COVID-19 pandemic[2] they have been forced to adapt to communication and collaboration online. A majority of the teachers claim that they use digital tools to share information and interact, however not as a part of English language education. Three of 33 teachers said they never use "2. Communication and collaboration" and one said they use it but not between their students. Many teachers pointed out that since the students hand in their assignments online they communicate through digital tools. Five of 33 teachers mention that they educate in Netiquette and managing one's digital identity.

Question 7 asked how the teachers work with "3. Digital content creation" in their English 5 classes. Twenty-one of 33 teachers said that they let their students create digital content in their English 5 classes. Some of the digital content the students create is:

- Word documents
- Powerpoint presentations
- Podcasts
- Voice recordings
- Movies
- Templates for apps, posters and magazines
- A quiz
- Prezi presentations

[2]March 11th 2020 The World Health Organisation stated that COVID-19 is a pandemic. The COVID-19 pandemic is still active during this study of the spring of 2021 (World Health Organisation, 2020)

Question 8 asked how the teachers work with “4. Safety” in their English 5 classes. Thirteen of 33 teachers state that they never work with “4. Safety” in their English 5 classes. The other 20 teachers have uses safety in different ways in their education:

- Handling personal data online
- What they should/should not share online
- Social media usage
- Discussing ethical issues
- How digital technologies can benefit health and wellbeing

Many teachers state that they have class discussions that involve the topic of safety in digital form.

Question 9 asked how the teachers work with “5. Problem solving” in their English 5 classes. Thirteen of 33 teachers said they never use problem solving in their English 5 classes. Fourteen of 33 teachers say that they help their students with problem solving when the problem appears. One teacher said that “all young people are IT-wizards” is a myth and when digital tools do not work they are completely oblivious. Two of 33 teachers said they work with this as a prevention strategy in their English 5 classes. Technical issues such as malfunction of digital tools (computers, programs, search engines etc.) is something that 11 of 33 teachers state happens in their English 5 classes.

4.1.3 Digital Literacy Plans

Question 10 asked the teachers if the school that they work at has a digital literacy/competence plan, 10 answered “yes” (30.0%), 10 answered “no” (30.3%) and 13 answered “I don’t know” 39.4%).

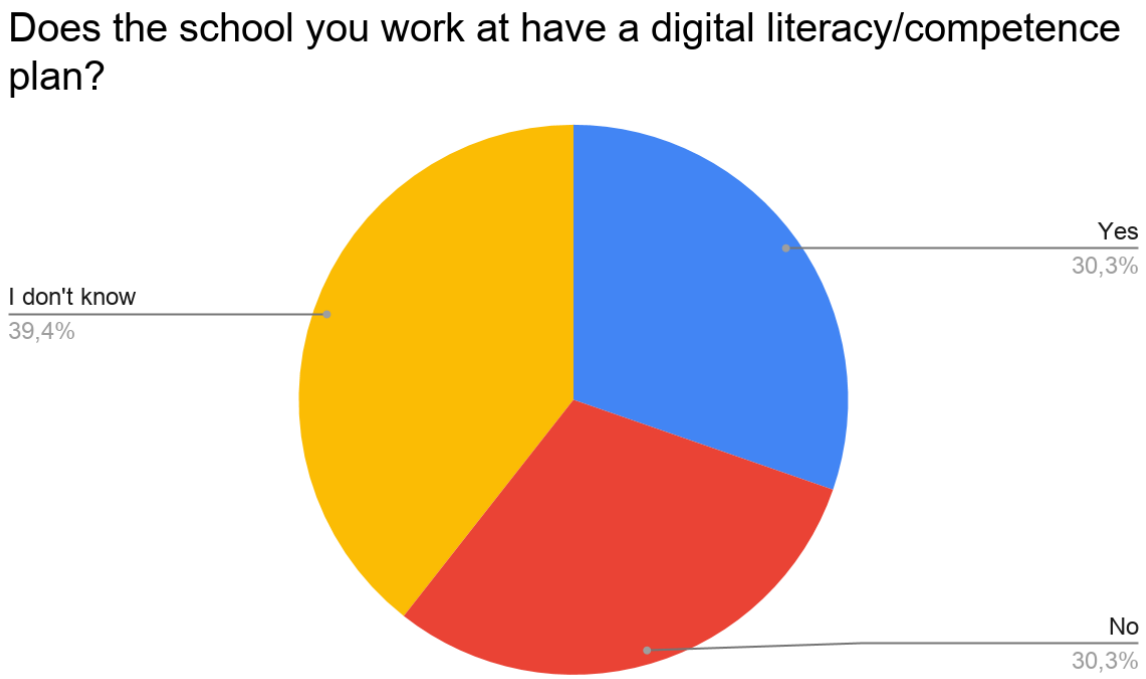

Figure 3. If teachers know their schools have a digital/IT plan.

Question 11 asked the teachers that answered “yes” on question 10 what their schools digital plan stated. The different school plans said that students need to learn how to store files in a cloud service, what is expected from them during distance learning, care for their computers, develop digital competence, use laptops, make students familiar with the different goals and how to use Word documents. One school's digital plan focused on developing teachers' digital competence and that the teachers had to sign up to use at least 2-5 digital tools. Three of the teachers answered that their schools have selected teachers that are ICT coaches that help their colleges to improve their digital competence and help them with digital tools and how to use them.

Question 12 asked if the school the teacher works at educates their teachers on how to incorporate digital literacy in their English teaching. Seventeen of them answered yes and 16 no. Figure 4 presents the percentage of the answers, “yes” 51.5% and “no” 48.5%.

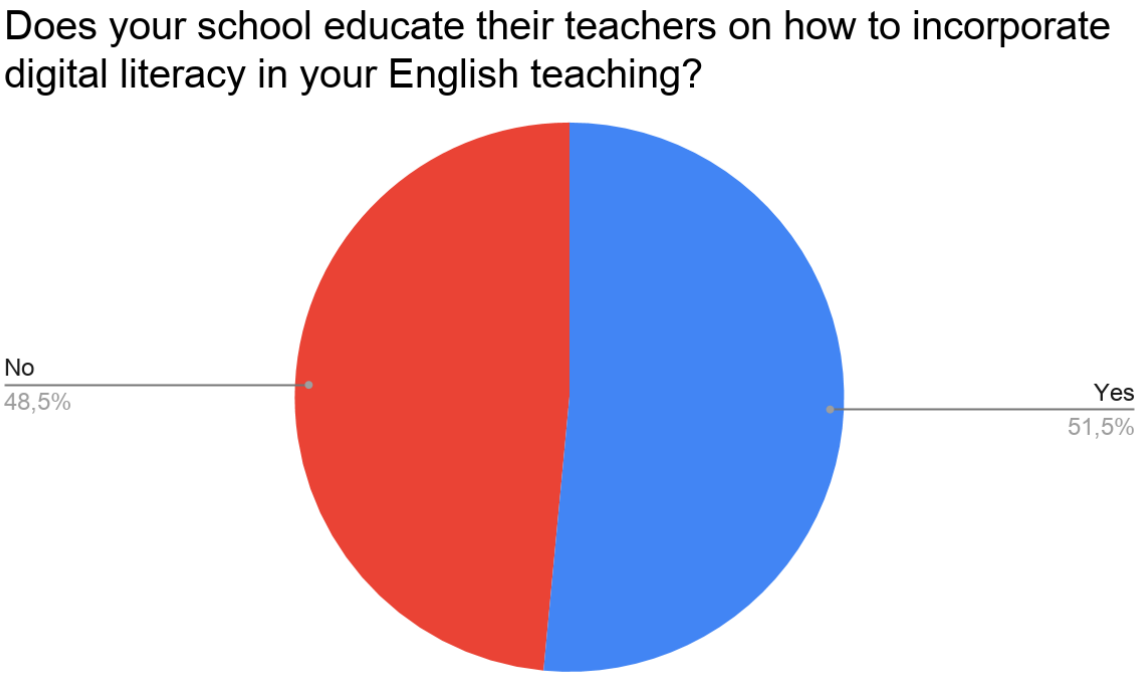

Figure 4. Schools that educate their teachers in how to incorporate digital literacy in their English teaching.

Question 13 asked the teachers that answered “yes” on question 12 how their school educated them on how to incorporate digital literacy in their English teaching. Twelve of the 17 teachers said that they get education on how to use the digital platform that their school uses. One answered that the focus is on making sure the students know how to use the basic software and manage their digital information. One did not get education and the rest through teachers helping teachers.

Question 14 asked the teachers that answered “no” on question 12 how the school they work at could improve and help the teachers incorporate digital literacy in their English 5 teaching. Nine of 12 listed these requirement would help them improve:

- Focus on the aspects of digital literacy
- Training
- More education on the digital platforms the school uses
- Larger access to English language news sources and academic journals
- Ready made lessons with digital literacy incorporated

- Online safety and understanding on youths online presence
- Lectures on digital literacy

One teacher mentions that the IT-unit at their school is not allowing new programs that can help the development of digital competence education. Another teacher said that the principal and the school management also need education since they do not have a clue about digital literacy.

4.1.4 Complementary Questions

Question 15 asked the teachers if they would agree to be interviewed for this study and question 16 if they wanted the completed study sent to them after completion. Since the answers to these questions were the teachers' email addresses and do not add any information to the study the answers will not be disclosed to protect the anonymity of the teachers.

4.2 Interviews

Here the results of the interviews with the five teachers will be presented. The first part presents digital literacy and second the part presents their schools IT plans or lack of. The first questions in the interview were created to get some background information on each participant and that information can be found in method section 3.2.2. The questions asked after the initial background questions will be presented in the two sections below.

4.2.1 Digital Literacy

The first question asked if the teachers have digital literacy in mind when planning their English 5 course. One teacher answered yes, one no and three that they do it however it happens by default. The three teachers that answered that it happens by default give different reasons to why this happens; the COVID-19 pandemic forced them to look into new digital tools, the students all work on computers and therefore use digital tools on a daily basis and use emails to communicate. Teacher A said “so you are always using different sorts of digital tools in education now”.

The second question asks what kind of digital tools the teachers use. The platforms mentioned were email, word processing programs, spreadsheet programs, presentation programs and more. The platforms mentioned were Office suits, Microsoft Teams and Google Teams. Other digital tools that were mentioned are YouTube, Google, Wikipedia, Kahoot, Quizlet, SVT Play, Thesaurus.com and Digiexam. Teacher B mentioned that when the COVID-19 pandemic forced the school to do only distance teaching their school bought a

service that provided them with digital material to use in their education. The school no longer has that service and the teacher said that they wished they still did because it would still benefit them even if they are not based online full time. The same teacher, Teacher B, said that SVT Play is a good source for documentaries from different English speaking countries such as South Africa and Australia.

A comment that came out of the semi-structured interview is that many teachers assume that students have a higher level of digital literacy than they have since they grew up in a digital world. The knowledge of working in a word processing application, using a search engine online and how to work with folders in a computer is less than adequate. A lot of class time is used for helping with the digital platform the school uses, how to use Google and saving documents. Another comment is how distance learning has affected the students. Some students thrive at home where they feel safe; however, the students that need the routine and discipline of going to school each day show worse results.

4.2.2 IT Plans

The first question asked if the school they are working at has an IT plan. Only one teacher said that the school they work at has an IT plan, Teacher D, who worked at the school with most students and was a municipal school. They said that their school has a lot of focus on digital literacy and during their 27 years as a teacher the school has continuously had education days in the subject. The other teachers said that they either had to find information by themselves or it was teachers helping each other. Some of the teachers said that they get education on how to use the platforms and some did not get that education. Teacher C said that it is more or less for each person to figure out how programs work and they tried to have meetings with other teachers at the beginning of distance teaching but only one colleague was interested to continue to exchange knowledge.

The second question asked what the school could do to help the teachers improve their digital skills and how to incorporate it in English 5 classes. Teacher E said that a plan would help, something on paper that would guide the teachers on how to use the digital platforms to connect with the students. They add that today all teachers use the platform the way that suits them best and that is confusing for the students. Teacher D said that things could always be better but not sure of how the school could improve at the moment. Other comments include better education than they have now, that one hour lesson on a platform

once is not enough and that older colleagues have a harder time adapting to the swift change to digital tools.

5. Discussion

In this section the results will be discussed in relation to the previous studies. First the survey results will be discussed, second the interview results will be discussed and lastly some aspects of the method will be discussed.

5.1 Survey Discussion

The first aim of this study is to investigate if teachers teach digital literacy and if so how, in their English 5 classes. The background studies and documents showed that the Swedish Department of Education does not include all five areas of competence from DigComp in the curriculum for the upper secondary secondary school nor the syllabus of English 5. The Swedish government has a goal to be the best country in the world when it comes to digital literacy yet it has not made its way to the Swedish school systems with all areas of competence. As the Eurydice report stated, Sweden does not follow the EU directives in digital literacy for schools, with the use of their own definition.

The survey answers showed that teachers do follow the curriculum for upper secondary school and the syllabus for English 5, which includes the first 2 subcategories of the first competence area:

Competence area 1: information and data literacy

- 1.1 Browsing, searching and filtering data, information and digital content
- 1.2 Evaluating data, information and digital content

Searching for information online and evaluating if that information is relevant is a big part of English 5 according to the teachers. This means that all other digital tools or competence that is used in schools is beyond the steering documents. Research questions one and two, 1. Do teachers teach digital literacy in their English 5 courses? 2. In what format do teachers use digital literacy in English 5 class? are therefore answered. Teachers teach digital literacy in English 5 by following the guidelines of the Swedish steering documents, however not as per European criteria.

The survey shows that teachers apply more digital literacy teaching than the curriculum and syllabus demands. They work with competence areas 2-5 in combination with competence area 1 and therefore working towards the goals of the Swedish government. Their goals stated digital competence for everyone in the school system and equivalent access

and use. The second goal, equivalent access and use, is almost there with the high number of computers for all students (Municipal schools have 1 student per computer and independent schools have 1.1 students per computer). However, as one teacher said, the non-segregated schools have a higher level of digital competence amongst the students. In schools where students from different social classes are segregated, the digital competence level is lower, which could be a problem for the Swedish Department of Education and the goals of the Swedish government of equivalent access to digital competence.

When the teachers were asked about DigComp's 5 competence areas that are not included in the Swedish curriculum and syllabus, the results showed that some teachers still apply them. Those areas are Competence area "2. communication and collaboration", Competence area "3. digital content creation", Competence area "4. safety" and Competence area "5. problem solving". Some teachers said they communicate with their students through digital tools and that students communicate with each other in the same way. Some teachers also said that their students create digital contents such as power points and they discuss with their students how to manage private data online. These aspects of digital literacy are not included in the Swedish steering documents but can be found in DigComp's documents.

The second aim of this study is to investigate how the schools assist their teachers in educating in digital literacy and follow the EU directive. Only 30.3% of the teachers said that their school had an IT plan. The 39.4% that said they do not know if their school has an IT plan could be categorised with the no group on the premise that they do not have a plan to work with since they have not seen an IT plan. Those two groups that do not have access to an IT plan can only base their digital literacy education on the steering documents. The results of 30.3% of the teachers that worked in a school with an IT plan showed that they had a better understanding on how to plan courses with digital literacy and digital competence development for themselves. The "no" group and "I don't know" group said they need more support from the schools. Those schools could benefit from using the DigCompEdu guide for teachers to create a working place where teachers could develop their own skills on how to educate their students through an IT plan.

Since the Covid-19 pandemic forced teachers to teach online with digital tools, the proficiency level of both students and teachers were exposed. Teachers use digital tools to communicate with their students but it is not a part of the digital literacy plan but more as a tool for education. Some teachers said that students' digital competence level became a problem when they had to teach the students how to use basic digital tools on the Internet. This shows that the digital competence areas from DigComp (The Digital Competence

Framework for Citizens), DigCompEdu, the Swedish government and the steering documents are not achieved.

5.2 Interviews Discussion

When the teachers were asked if they had digital literacy in mind when planning the English 5 course only one said “yes”, three said “by default” and one said “no”. The teacher who answered yes is the same teacher whose school had an IT plan. This clearly shows that an IT plan helps teachers to plan with digital literacy in mind and work towards the digital literacy goals of the Swedish government. The other teachers more or less just happen to add digital literacy in their English 5 planning which can increase the results of the students’ digital literacy level but is not connected to DigComp, DigCompEdu or the Swedich steering documents.

Some teachers said that students' level of digital literacy is taken for granted by teachers and that creates a problem when planning for digital literacy and English 5. Students are expected to know the basics in word processing programs and how to use a search engine, however only one program in upper secondary school is offered courses in Computers and ICT and Digital communication technology. The students are expected to know these skills without studying them. In the interviews the teachers also claim that digital learning had effects on the students. Since the COVID-19 pandemic forced schools to operate online no matter the digital competence level the students had no choice but to learn through digital tools. One teacher said that some students had no problem working from home since they function better from home where they are in a safe environment, while the students that need the discipline of a routine suffer from distance learning. The students that are affected because of lack of digital competence could be a consequence of the lack of IT plans at schools and the lack of DigCompEdu in the curriculum in Sweden.

To the question of what should the schools improve when it comes to digital competence one answer was clear, get a plan. The four teachers that work at a school without an IT plan want clear guidelines on how to teach digital literacy. They also want better rules on how to use the platforms that the school uses to communicate with their students. One teacher said that teachers do not have clear guidelines on how to use digital tools. It creates confusion for the students that need to adapt on how to use the tools differently for different teachers and that can create difficulties with a lower level digital competence.

The Swedish Department of Education has little information in their curriculum about digital literacy and how it should be taught, just that it should be taught. If the goals of

European Union, DigCompEdu and steering documents will be reached, one thing is crucial to improve, the equal right to equal education. Since these reports claim that digital literacy is a democratic right and should be taught for all there needs to be an IT plan at all schools. If the Swedish steering documents add an IT plan that has the same content, how they should be followed, revisions and goals, it would possibly create an equal education for all students.

5.3 Method Discussion

There are some aspects of the method of this study that need to be addressed. The area that needs to be discussed is the low number of respondents on the online survey when 1,300 emails were sent out. There can be many reasons why there were only 33 respondents, one is that online surveys have a lower answering rate than postal surveys. Another reason for the low response can be because the email was sent to the administration or principal at each school and not directly to the teachers. Since the teacher did not receive the email directly many of them might not receive the email at all. This is proven in some cases where the schools replied that they will not forward the email to the teachers. The reasons why schools would not forward the email could be because too many surveys can cause time inefficiency and Covid-19 has already put too much strain on the teachers. If the email was sent directly to the teachers it might have resulted in a higher number of respondents, however, the email information to teachers still requires an email of permission of that information to the schools. Better time management during this study could have improved the answer rate.

The report IT-use and IT-competence in schools (IT-användning och IT-kompetens i skolan), published by the Swedish Department of Education in 2016 had a response rate of 56%. The study had a selection group of 2,900 and therefore had 1,624 respondents. That number would not be achievable in this study since the selection group was based on both compulsory and upper secondary school teachers. Nevertheless, more respondents would give this study a better accuracy on the data that was collected. With only 33 respondents no generalisation can be drawn from the results.

6. Conclusion

The first two research questions in this study, do teachers teach digital literacy in their English 5 courses? and how do teachers incorporate digital literacy in their English 5 class? can be answered depending on perspective. The Swedish and European perspective. This study showed that teachers do teach digital literacy in their English 5 classes according to the Swedish steering documents for English 5, which include searching for, selecting and evaluating texts. The Swedish steering documents do not have any other competence areas that match DigComp's five areas of competence, however, some teachers use more DigComp competence areas than required by the Swedish steering documents. DigComp created five competence areas of digital competence as a reference for the development and planning of digital competence for the EU, more on these areas on page 5. Through the Swedish perspective, teachers do teach digital literacy in English 5 classes; however, through the European perspective, not all competence areas of digital literacy are taught in English 5.

The results of this study show that teachers that plan their English 5 course with digital literacy in mind are the teachers that work at schools that have an IT plan. According to the background of the Swedish Department of Education's report, IT-use and IT-competence in schools and the results of this study showed that teachers want more support and education from their employers to develop a better knowledge on how to add digital literacy in their education. The COVID-19 pandemic is a factor that highlighted the need for IT plans in Swedish schools as the results showed that some students' digital competence is not adequate for digital learning. One solution could be to add the courses Computers and ICT and Digital communication technology to all programs and not only to 4% of the students. Another solution could be that the Swedish Department of Education could add digital competence levels to the curriculum and syllabus to be able to reach a democratic and equal education for Swedish students. Sweden has a goal to become a front runner but there seems to be missing milestones, activities and measurements to reach the objective. DigCompEdu could be one possible tool for educators and could be a possible help for the Swedish government's goal.

References

Bryman, A. 2016. *Social Research Methods*. 5th edition. Oxford: Oxford University Press.

Carretero, S. Vuorikari, R. and Punie, Y. 2017. *DigComp 2.1: The Digital Competence Framework for Citizens with Eight Proficiency Levels and Examples of Use*, EUR 28558 EN, doi:10.2760/38842

Department of Education. 1996. *Getting America's Student Literacy Challenge.* A Report to the Nation on Technology and Education. Available at: http://files.eric.ed.gov/fulltext/ED398899.pdf

Eshet-Alkalai, Y., 2004, Digital literacy: A Conceptual Framework for Survival Skills in the Digital Era, *Journal of Educational Multimedia and Hypermedia,* 13(1), 93–106.

European Commission/EACEA/Eurydice, 2019. *Digital Education at School in Europe. Eurydice Report*. Luxembourg: Publications Office of the European Union.

Grizzle, A., & Wilson, C. 2011. *Media and Information Literacy Curriculum for Teachers*. Paris, France: United Nations Educational, Scientific and Cultural Organization.

Motion 2017/U2017/04119/S. *Nationell Digitaliseringsstrategi för Skolväsendet.* Available at: http://www.regeringen.se/informationsmaterial/2017/10/regeringen-beslutar-om-nationell-digitaliseringsstrategi-for-skolvasendet/

Njenga, J. K. 2018. Digital Literacy: The Quest of an Inclusive Definition. *Reading & Writing: Journal of the Reading Association of South Africa*, 9(1) 1-7.

Oxford English Dictionary Online. <www.dictionary.oed.com>. [Accessed on 3 April 2021.]

Punie, Y. and Brecko, B., editor(s), Ferrari, A. 2013. *DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe*, EUR 26035, Publications Office of the European Union, Luxembourg. ISBN 978-92-79-31465-0, doi:10.2788/52966, JRC83167.

Recommendation of the European Parliament and of the Council 2006/962/EC of 18 December 2006 on key competences for lifelong learning. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32006H0962

Redecker, C. 2017. *European Framework for the Digital Competence of Educators: DigCompEdu.* Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg. ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466

RFSL. 2019. *To Ask About Gender and Trans in Surveys*. Available at: https://www.rfsl.se/en/lgbtq-facts/to-ask-about-gender-and-trans-in-surveys/

Son, J.-B., Robb, T., & Charismiadji, I. 2011. Computer Literacy and Competency: A Survey of Indonesian Teachers of English as a Foreign Language. *Computer-Assisted Language Learning Electronic Journal.* CALL-EJ, 12(1), 26-42.

Swedish National Agency for Education. n.d.. *El- och Energiprogrammet.* [Course plan] Available at: https://www.skolverket.se/undervisning/gymnasieskolan/laroplan-program-och-amnen-i-gymnasieskolan/gymnasieprogrammen/program?url=1530314731%*2f Syllabus Cw%2f Jsp%2f Program*.htm%3FprogramCode%3DEE001%26tos%3Dgy&sv.url=12.5dfee44715d35a5cdfa9295

Swedish National Agency for Education. 2010. *English* [Syllabus] Available at: https://www.the Swedish National Agency for Education.se/undervisning/gymnasieskolan/laroplan-program-och-amnen-i-gymnasieskolan/amnesplaner-i-gymnasieskolan-pa-engelska

Swedish National Agency for Education. 2013. C*urriculum for the Upper Secondary School*. Available at: https://www.the Swedish National Agency for Education.se/publikationer?id=2975

Swedish National Agency for Education. 2016. *IT-användning och IT-kompetens i Skolan.* Available at: https://www.the Swedish National Agency for Education.se/publikationsserier/rapporter/2013/it-anvandning-och-it-kompetens-i-skolan?id=3005

Swedish National Agency for Education. 2019. *Tabell 3 A: Elever Antagna på sitt Förstahandsval (Nybörjare i Gymnasieskolans Skolår 1 den 15 Oktober 2019) Läsåret 2019/20, Redovisade Efter Kön.* Available at: https://www.skolverket.se/skolutveckling/statistik/sok-statistik-om-forskola-skola-och-vuxenutbildning?sok=SokC&verkform=Gymnasieskolan&omrade=Skolor%20och%20elever&lasar=2019%2F20&run=1

World Health Organisation. 2020, March 11. *WHO Director-General's Opening Remarks at the Media Briefing On Covid-19 - 11 MARCH 2020*. Available at: https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020

Appendix Ⅰ, Survey questions

1.Are you certified to teach upper secondary English?

Yes
No

2.How long have you worked as a teacher?

0-5 years
6-10 years
11-15 years
16 or more years

3.What aspects of 1. information and data literacy connect to English 5 in your opinion?

4.How do you work with 1.1 Browsing, searching and filtering data, information and digital content in your English 5 classes?

5.How do you work with 1.2 Evaluating data, information and digital content and 1.3 Managing data, information and digital content in your English 5 classes?

6.How do you work with 2. Communication and collaboration, in your English 5 classes? Please see the list at the top.

7.How do you work with 3. Digital content creation, in your English 5 classes? Please see the list at the top.

8.How do you work with 4. Safety, in your English 5 classes? Please see the list at the top.

9.How do you work with 5. Problem solving, in your English 5 classes? Please see the list at the top.

10.Does the school you work at have a digital literacy/competence plan?

Yes

No

I don't know

11.If yes, what does this digital literacy/competence plan say?

Appendix Ⅰ, Survey questions

12.Does your school educate their teachers on how to incorporate digital literacy in your English teaching?

Yes

No

13.If yes, what skills are you taught?

Ditt svar

14.If no, how could they improve and help you incorporate digital literacy in your English 5 teaching?

15.As a complement to these questions, I will conduct a few shorter interviews to add more in-depth material to my investigation and I would appreciate it if you would do an anonymous interview with me. Are you interested? If you are please add your name and email address.

16.If you are not interested to be interviewed but would like a copy of the final essay then please leave your email here.

Appendix II, Information Letter

HÖGSKOLAN I GÄVLE

Akademin för humaniora

Vill Du delta i en studie om digital kompetens i ämnet Engelska på gymnasiet?

Europeiska kommissionen har ett mål hur medborgare i EU ska utveckla sin digitala kompetens och har en plan för hur de olika medlemsstaterna ska använda denna plan i utbildningen. Europeiska kommissionens egna definition på digital kompetens är: Digital competence can be broadly defined as the confident, critical and creative use of ICT (Information and communication technology) to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society.

Syftet med studien är att se om och hur lärare använder sin planering och utförande av lektioner inom ämnet engelska på gymnasieskolan för att hjälpa sina elever utveckla kunskapen för digital kompetens. Studien kommer även att se hur lärare uppfattar om skolan de jobbar på har en plan för digital kompetens och hur de stöttar/utbildar lärarna i detta.

Denna studie genomförs online och i Gävle. Studien vänder sig till Ämneslärare på gymnasiet i ämnet Engelska 5. Studien är ett examensarbete på avancerad nivå och är en del av utbildningen till ämneslärarprogrammet vid Högskolan i Gävle. Studien kommer att genomföras med enkäter under 16/4-23/4 2021. Enkäten kommer att ta ca 15 minuter att fylla i och berör din erfarenhet/uppfattning om Digital literacy, hur det används i det engelska ämnet och skolors digitala literacy plan. Du sänder ditt svar genom att svara på enkäten på denna länk.

Redovisningen av resultatet kommer att ske på gruppnivå och ingen individ kommer att kunna identifieras. Resultatet kommer att presenteras i form av en muntlig presentation till andra studerande samt i form av ett examensarbete. När examensarbetet är färdigt och godkänt kommer det att finnas i en databas vid Högskolan i Gävle. Den information Du lämnat i enkäterna kommer att förstöras då examensarbete är godkänt. Du kommer ha möjlighet att ta del av examensarbetet genom att få en kopia av arbetet.

Deltagandet är helt frivilligt och Du kan när som helst avbryta din medverkan utan närmare motivering. Din vård och behandling//dina studier kommer inte att påverkas om väljer att inte delta i studien.

Jag frågar härmed om Du vill delta i denna studie och genom att svara på enkäten så ger du mig godkännande att använda dina svar i denna undersökning. Länk till enkäten: https://forms.gle/XqnrUtVdaEP7RK76A

Ansvariga för studien är Andréa Hammarström och handledarens namn. Har Du frågor om studien är Du välkommen att höra av dig till någon av oss.

Om du är missnöjd med hur dina personuppgifter behandlas vänder du dig i första hand till högskolans dataskyddsombud som nås på registrator@hig.se. Om du fortfarande inte är nöjd har du rätt att ge in klagomål till Datainspektionen, som är tillsyningsmyndighet.

Appendix Ⅲ, survey questions

3. What aspects of 1. information and data literacy connect to English 5 in your opinion?
Browsing for information concearning social studies, searching, managing content is connent ed to strategies (as well)
Correct answer to question 1: I' a certified teacher both young learners and adults all over the worlds with a Cambridge diploma but in Sweden I don't have the Swedish certification. Regarding information and data literacy in regards with English 5 should include teaching students how to search for and filter objective and quality of information online. Depending social class students may need extra help for improving their knowledge using digital media. There are students who don't know how to use a Word document or asking for permission to edit a document. These are simple and basic qualities but still students may not learn till the end of the academic year. So the challenge isn't only searching for information and indicates that there is a class difference issue which segregated schools need to tailor teaching of Eng 5. At least half of the term I have to teach students how to use a computer. Those none-segregated schools and overseas schools students of Eng 5 level haven't shown that need.
Basically when the students are working on tasks which involves finding information (about literature, authors, cultural aspects, ways of living etc.)
read websites online
1.1 and 1.2. I'm not sure I fully understand what "Managing digital content" mean, but in English 5 they definitely need to both look up and find information as well as evaluate the trustworthiness or accuracy of the information, even if at a basic level.
"Olika sätt att söka, välja och kritiskt granska texter och talat språk." (from core content"
Researching, criticism of sources and using sources in student work
All of them
all of them
Hör/läsförståelse i olika genrer. Muntlig/skriftlig produktion i olika genrer.
Students sometimes search for texts online.
All of the above.
Well, all of it.
1.1 Browsing, searching and filtering data, information and digital content. 1.2 Evaluating data, information and digital conten
The students use their digital skills when searching for information. They also use interactive websites to make progress grammatically.
In my opinion all three aspects are included in the overall purpose of the subject, namely paragraph two and three. As a consequence, they are all included in English 5 since the purpose of the subject is the higher tier.
LEarning how to search for, find and format unbiased, criticlly chosen sources to use in class work, such as reports, presentations and seminars
All of them
All of them, really... But not a lot, since there is only one part of the knowledge criteria that actually focuses on that in my opinion: "Eleven väljer texter och talat språk från olika medier och kan på ett relevant sätt använda det valda materialet i sin egen produktion och interaktion." There is more focus on this in English 6.

Distance learning classes are conducted via Google Meets. All assignments are in Google Classroom. Students use Google Docs to share documents with each other and with me. Students need to search for information on the web.
To be able to read and/or listen to information in English connects to being able to take in information and data from digital forms such as the internet. Basically, the entire course English 5 may be done through this.
We work a lot with browsing and filtering within the confines of critical use of sources, and this has been especially important this year when libraries have been closed forcing us to gather a lot of information online.
Students do the majority of writing activities in Word. They present using PPt, Prezi or other visual tools. They Write tests in Digiexam. They Use Teams for hand-ins. They are familiar with OneNote.
data search, use of media and sources, use of digital aid
searching for info in school work
Commonly used both by teacher and students. Source critical awareness is vital.
Finding data, filtering data and evalutating it in order to use it in your own assignments. In addition, managing files and documents in order to find them easily during lessons.
Finding and using newspaper articles and clips about a specific topic.
The Core content and the grading criteria include: searching the Internet, selecting relevant and trustworthy information and then using it in students´own production.
From the list above definitely 1 and 2. 3-5 can become relevant as well.
All of them!
Particularly in connection with practising comprehension skills, selecting news items to read aloud, to imitate and to extend into one's own newsreel: browsing, searching and filtering data, information and digital content. Evaluating data, information and digital content. Managing data, information and digital content.
1.1 Browsing, searching and filtering data, information and digital content. and 1.2 Evaluating data, information and digital content are connected to core contents

4. How do you work with 1.1 Browsing, searching and filtering data, information and digital content in your English 5 classes?
Recommending good sites, finding useful sources, defining credible sources f ex
The planning includes, at all times, scientific research based, learning the basics of browsing, filtering data and teaching how students may avoid filter bubbles in general, showing documentaries from not only English speaking countries but other countries as well especially China, Russia or similar countries on what information and digital content may look like, or may be manipulated (fake news), etc. Students work on small project writing and broadcasting their own digital content.
When the students are to search for information I show them how they might go about doing so, by suggesting possible sources and also by explaining the steps of the process that might be tricky to them, including ways of reflecting on the relevance and reliability of the sources found.
One assignment if which they must find some sources when they write/talk about a topic
We have used a digital textbook all year, where they log in and progress through lessons on their computers, and I can see their progress and give feedback on their work. The students have a couple larger projects where they prepare information to present to the class, for instance about an important scientific discovery of their choosing, or to look up information about the author of a book they are reading. They need to find sources themselves, and...
To be honest, not that much in my English 5 groups. Mostly because they are at a basic level in English and there is a risk at all that it will end up in a copy+paste situation.
When online sources are used we talk about how to handle said sources and how to understand validity and credibility.
The students search for information when they need sources for their writing assignments and oral presentations. Sometimes they also watch and listen to Youtube films, films and TV-series and to find what they need they search and browse.
helping students develop their google-skills
I all form av reasearch / produktion av text / muntlig presentation
Once or twice during the course.
Eleverna får jobba med detta kopplat till minst två olika projekt, där de får träna på att söka information och kritiskt utvärdera den. De måste inte använda digitala källor i uppgiften egentligen då de även skulle kunna leta efter material i skolans bibliotek till exempel, men hittills har alla mina elever själva valt att använda internet till detta. Vi pratar om källkritik och är de osäkra får de naturligtvis gärna fråga mig. Elever har emellanåt svårt att komma på fungerande sökord, särskilt om de ska söka efter väldigt specifik information inom ett större område, eller om de inte får upp det de egentligen är intresserade av på de sökord de först använder, vilket vi nog skulle kunna jobba mer med än vad vi gör (upplever dock att detta är ett större problem i engelska 6 där de arbetar med områden som litteraturhistoria och språkhistoria).
Often to accomplish a task. The students may need to gather information about a subject for instance.
fact finding
I start the English speaking world Unit by showing the Commonwealth.org website and moving from there to search for more information about the country they select.
In part, I teach students more efficient ways to search for information, such as using " " around phrases and other codes that are available in google seaches. I also usually do a series about news articles where I first show them the picture show in the article, then the headline, after that introduction and so on. (ie practise filtering data, information and digital content)

We start the semester with having the librarian come to the class what is considered a reliable or unreliable, biased source and also explain how to use different search engines to find academic sources. We then add the criteria of using and presenting sources in most tasks, asking for a bibliography or list of Works Cited with completed tasks as well as provided verbal sources in presentations in addition to a bibliography.
Students ise the internet to research various global english topics.
We use a digital learning platform and I urge and show my students how to use it efficiently... We have also made use of of various sites (e.g., commonlit.org and ReadTheory) to practice reading comprehension. At the moment, one of my groups are doing a project where they make use of these texts and potentially other sources in order to write an informative text about the Social Rights Movement in the US. I urge them to check their sources and also how Wikipedia actually works (and how Wikipedia uses sources).
We have had sessions about evaluating sources and finding proper sources. We have studied how to use Wiki footnotes to find actual credible sources. We have had a session about Google Scholar and how to find peer reviewed sources.
Whenever I give my students written assignments it is expected of my students to find the majority of the information themselves through browsing, Googling etc.
We work together with our librarian to determine what makes sources reliable and the students then use that criteria while browsing, searching and filtering. English 5 students write a report in collaboration with History 1 where these skills are very important and this gives them a good base for remaining English 5 tasks, mostly concerning their knowledge of the English speaking world.
Students are required to find additional info on every subject we discuss. We discuss reliable sources, fake news, source criticism etc.
in tasks in which students need to rely on retrieved informatio
using key words,
I teach how to be source critical, how to make efficient google searches (using ac/edu) material. I disuss the language used by the sender etc. What primary sources are etc.
By explaining for the students how to search for information, how to evaluate it and what type of text it is. Then students do this work and get feedback on their sources in some cases.
I both give them links to pages I consider useful and let them find their own sites.
I usually divide the course in different themes, that usually focus on all-round language development. It is usually necessary to broaden the subject matter and use authentic material of different types. The students of this level can even work with one and the same website, assigned by me and then browse the website to get information necessary for their assignment. In that way "scaffolding" is easier from my perspective and I also know the level of the difficulty is the right. If they search the Internet in a more independent way and according to their own interests, we bring up the issues of relevance, reliability, narrowing and expanding their search.
That depends on the group and what they need, of course. Usually I let them try on their own first to see how well they do this. I also try to show them new sources, ideally more established sources and I show what makes them trustworthy.
Usually we provide sources and the students get to filter throught the content and choose what's important. Then use that when writing texts or other things they do.
Particularly in connection with practising comprehension skills, selecting news items to read aloud, to imitate and to extend into one's own newsreel:
Students search for relevant information online

5. How do you work with 1.2 Evaluating data, information and digital content and 1.3 Managing data, information and digital content in your English 5 classes?
Talking of crit of evaluating sources, more deeply in Eng6
1.2: It's selected to tailor according to the needs analysis results of students. 1.3: This is tailored according to the result of needs analysis results. This is done continuously every quarter during an academic year. Follow what currently is discussed by various societies in the world and show associations with the Swedish context. Nevertheless, work on displaying the larger picture of the world.
When the students are to search for information I show them how they might go about doing so, by suggesting possible sources and also by explaining the steps of the process that might be tricky to them, including ways of reflecting on the relevance and reliability of the sources found.
In the same assignment as mentioned above.
...tell us which sources they have used, and tell us a little about why they think these sources are acceptable and accurate.
We discuss source criticism and what's true and false. (Trump's tweets was a gold mine)
Same as previous answer.
We talk about the importance of evaluating sources with a critical eye and also how to plan your work with the help of different strategies to sort out the most important parts of your stuff.
we discuss what sources can be trusted and why, teach them to be critical
Som ovan. Källhantering och kritik
I touch upon it, but it is not an important of the course.
Vi jobbar som i alla andra ämnen med källkritik och hur man ska använda källor på ett riktigt sätt.
Not a lot. We mostly talk about it together or in groups.
Evaluating sources, identifying reliable sources
We compare websites with each other, on the same content or search word.
We often discuss who's behind a message. Is there a purpose of a text that might not be clear at first?
We work cross subject with History 1b and have the students write a report based on a historical period in English. The report included a section on source criticism, which their history teachers have taught them to evaluate and write. Following that major task, in three following tasks, we ask students to explain why they have chosen to use the sources that they do in their work
We talk a little bit about source criticism.
I think I answered this in the above question.
The answer to the above question is relevant here. I give students feedback about their use of sources.
Occasionally we bring up examples of sources from the web so that we may evaluate whether or not the source fit the need it is supposed to fit.
1.2 Mostly the same as in the previous question, and to some extent we use current events in the form of digital content for discussions in a recurring segment called Topic of the Day. As to 1.3 we have different programs/sites to manage data pertaining to students, with secure servers for their grades and contact information in accordance with GDPR. For information and digital content in the course we use GAFE to write and store files, but Canvas is our educational platform - I hope that distinction makes sense! Students hand in assignments etc using Canvas, that's where digital content from lessons is available to them as

well.
See above answers.
Through awakening awareness of trustworthy data
evaluating source reliability
Evaluating data is incorporated in source awareness. I teach referencing in order to avoid plagarism/copy-paste without acknowledging the source.
By looking closely at, who wrote this text? Who is the author and what are their possible objectives of writing this text? Managing data, just guiding them in how to store and find their files.
Sometimes when we work with commercials we look at what the sender tries to achieve as an example. We also discuss what a trustworthty page is and who is responsible for different pages and how to find that information.
We devote time to acquiring strategies for producing good summaries and paraphrases. The students are supposed to get more confident when preparing their own presentations. How to avoid plagiarism is one of the targets.
We talk a lot about using your own kowledge to figure out what makes sense, what is plausible. We discuss what methods you can use to see who the sender of inforation is and what sources to trust.
Same as with 1:1
Discussing fake news, evaluating sources, formatting content to match a matrix and more
Students must be be able to choose relevant information from different websites and use it for their own tasks

6. How do you work with 2. Communication and collaboration, in your English 5 classes? Please see the list at the top.
Singel work, pair work, group work, depending on task. Using diff plattform and media. How to interact and particapate online som examples
Students work on projects to search information in groups and present both individually and as a group on English speaking countries as well as on other countries. They produce podcasts, films, interviews, fake news, etc.
I try to cover all the points listed under the headline "Communication and collaboration" in the time given for a course of English with each group. Due to lack of time we do not always have time to cover all of the points mentioned. I try to let the students collaborate digitaly with eachother, and whenever possible with people outside of our school also. We interact with eachother alot, both orally and in writing, and feedback on written work is often given digitally (feedback from the teacher or peer response). We sometimes have discussions regarding both netiquette and how to manage one's digital identity.
Never.
2. Communication and collaboration: 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies. 2.4 Collaborating through digital technologies. 2.5 Netiquette. 2.6 Managing digital identity. This year and last year, the students have done plenty of intereacting through digital technologies of course. Aside from our normal use of Google Classroom to communicate as a class, much of our teaching has been virtual, so we have been interacting by teleconference both as a class and in small groups. So both written and spoken communication has been digital, as well as sharing of media and creating documents or presentations together in shared workspaces. After this experience with virtual classrooms I suspect we will continue to use these ways of working to a greater degree than before the pandemic. Areas 2.5 and 2.6 are not something we have addressed in my English 5 class though.
During the pandemic, most of our teaching has been online. Since I used our digital forums form day one, all my students are comfortable with them and everything har worked out fine
All of the points in 2. less 2.5 and 2.6.
The students often communicate with me as their teacher and their fellow students through their learning platform and they also use different kinds of digital resources when doing presentations such as Powerpoints, movies and voice recordings.
well...we have been forced to, havent we? it is unavoidable durign a pandemic.
Praktiskt men inte särskilt i undervisningen - vi använder digital kommunikation/kollaboration som verktyg men inte i undervisningen i någon vidare utsträckning
Too much because of the pandemic...

När jag började jobba som lärare för två år sedan använde jag i stort sätt bara vår plattform SchoolSoft för planeringar, inlämningar, bedömningar och för att skicka meddelanden. Utöver det använde jag då och då EF Class. Efter att covid bröt ut ser det annorlunda ut. Jag använder idag: SchoolSoft för bedömningar och för att skicka meddelanden Google Classroom för planeringar och inlämningar, men också för att kunna följa elevernas arbete under lektionens gång och ge kommentarer. Gleerups - vi har övergått till digital lärobok. Kahoot - för att kort checka av att eleverna förstått Quizlet.com för att hjälpa eleverna träna glosor (Har inte använt EF Class sedan vi gick över till digital lärobok)
Not a lot. More this past year due to the pandemic. By shared documents for instance, and Google Meet.
very much so due to distance teaching
we don't do so many different sharing, netiquetting excercises per se. I believe these issues are too abstract for the course content, sadly. During onlnie school we have however had Google meet as our forum if that counts as "communication"
for 2.1, 2.2 and 2.4 I'm just going to say: Covid, covid, covid. For 2.3: We mainly discuss the difference between the digital identity, both on social media and in games, and compare them to real life. For example, we talk about this guy: https://www.bbc.com/news/disability-47064773
We work less concretely with this area in English other than using computers in the classroom daily. We also approach some of these as general or group discussion topics. Mentors work more actively with nettiquette and against online bullying and school policy is very clear about what is acceptable behaviour, etc.
We use google docs and slides which enable students to share and collaborate.
2.1 Interacting through digital technologies: After each lesson I write a summary of it at our digital learning platform where I also "forewarn" the students of what we will be doing next time, and a reminder if there is anything they need to prepare for that. I have told them explicitly that the information is there. Still, I am not sure if they actually look at it... 2.2 Sharing through digital technologies: I am not sure what this means? I have had them use the "Share" function in e.g. Word for me to give them feedback in the form of comments, and also made them give each other peer feedback through the same function. 2.3 Engaging in citizenship through digital technologies: Again, not sure what this is referring to. So, my guess is that we haven't done this. Keep in mind: I've only been working with these groups since February. 2.4 Collaborating through digital technologies: See point 2.1 and 2.2. The students also send me messages through Microsoft Teams and our digital learning platform Itslearning. 2.5 Netiquette: We have not talked about this. 2.6 Managing digital identity: We have not talked about this.
In distance learning, I have set up extra meetings where students can work in pairs without disturbing others in the class. I communicate with students directly, via voice, and via Google Docs. Since we use Classroom, all documents are shared with me by default.
Through Google Meet, which we have had the opportunity to communicate through for half a year now, we conduct classes, go through assignments, discuss etiquette online, etc.

As previously stated we have different platforms we work with, and some have become more important than before now due to the pandemic and running lessons remotely. We've used Google Meet to run lessons where we can present our screen easily, and the students can do the same to give presentations etc. We've also run smaller Meets for group discussions. There's a Google app called 'Jamboard' which works like a digital whiteboard which we use to collaborate during lessons, but also Canvas' discussion forum so that students can contribute in real time.
We communicate through Teams, Schoolsoft, email, etc. Nettiquette is not part of our English lessons; we discuss it
Mainly, I share all classwork via Google Classroom, and the students use the platform to hand in their work
Information search, Classroom.
During the pandemic most of the teaching/interacting has been online. Sharing screen/documents etc. Online feedback etc. Discussions online in break-out rooms etc. We speak about our digital footprints and what data Google/Facebook stores. I have a topic called "living online 24/7" mixing digital awareness/knowledge while using our English abilities.
Interact and share all the time during lessons. Does not work with the other parts.
I often use CNN10 with news for young adults. The students watch and summarize and we also discuss the content and work with vocabulary.
"Behaviour on the Internet" is a reoccuring topic. It is organised around a non-ficitive text on this topic and a documentary about a real life case. All this can spark discussion and students can relate it to their own experiences. In that way we cover what seems to be relevant in that particular group of students. (I have not taught English 5 during the distance teaching, so no comments on that)
They interact digitally with me and within the student group. I show them, if needed, how to collaborate in documents and give each other comments. We used online resources to post ideas and comments to promote participation.
Now during Covid we have all lessons through Teams. As some teachers aren't as well aquainted with the platform the students sometimes get to teach the teacher how it works. Not always a bad thing as students explaining things to the teacher can be a good way to learn for the student as well. You have to adapt and try to see the situation as a learning experience.
We don't.
during onsite education, the mentioned points are included in the topic 'Internet and modern technologies'. Now when we have distance education , students are forced to use digital tools for communication

7. How do you work with 3. Digital content creation, in your English 5 classes? Please see the list at the top.
Net is magical if used right way, say finding template, or apps to create posters or magazines, Pod casts, programmes of diff sorts can be made by students, even own film clips posted online. Then talking about how to manage sources as well, even picts need source, huge difference between using source and stealing.
Create my own. This can be films, essays written by students, podcasts etc. Students involve in commenting and finding perhaps mistakes or developing the work I show them. So I have a growing bank of interactive digital content that students have been creating.
I don't work with programming or creating digital content in that way at all. I do however let my students film themselves interacting with digital tools such as Prezi Video or similar tools.
Never
3. Digital content creation: 3.1 Developing digital content. 3.2 Integrating and re-elaborating digital content. 3.3 Copyright and licences. 3.4 Programming. The students create digital content in the sense that they do any written work on the computer, in a word processor. They create presentations as well that they show to the class. But aside from this, I wouldn't say they create digital content. I haven't had them create any network-available content, like websites or the like, and programming seems like a rather difficult area to find use for in the English 5 classroom -- and I say this as a programming/math teacher myself and with students who are studying programming in the technical program.
Programming and such do not apply to my course. We do a lot of intergrating of materials, mostly because I consider textbooks as static learning.
3.1 and 3.2.
The students often communicate with me as their teacher and their fellow students through their learning platform and they also use different kinds of digital resources when doing presentations such as Powerpoints, movies and voice recordings.
we make movies and podcasts. I try to avoid discussions about copyright ;) no programming
Det mesta eleverna skapar är digitalt och digitala hjälpmedel och stöd är centralt genom hela undervisningen.
Not much at all, I think.
Antar att detta inkluderar att göra power points/google presentationer? Detta gör eleverna. Vi har inte jobbat något särskilt på att utveckla deras förmåga inom detta. Vi har inte jobbat någonting alls med programmering.
Not a lot, if at all. Mostly Google Presentation, if that counts here?
Learning by doing due to distance teaching
not enough i am sure
Mainly creating content through google workspace. Presentations, videos, quizzes etc.
All of our course materials are provided online to the students, as well as all scheduling. Students use a learning platform to hand-in work, participate in group tasks, etc and students are coached in all of these platforms. In English they have a Canvas course where all materials can be found and I teach them how to use this platform and access their materials
We don't really apart from google slides.

We haven't yet worked with this. I was considering starting a (fictional) "travel blog project" with them, but changed my mind. That might be the next thing we do, however. That should count as digital creation...? They also have the option to make a PowerPoint presentation for their oral presentation; I have been thinking of showing them some tips and tricks as soon as they've gotten their script/key words in order.
We do no programming. All sources are properly cited in student documents.
Writing text, recording and sharing videos.
See answer for 2.
Students create content in Word, PPt, Prezi, Moviemaker, tec.
I usually do this in projects with other subjects, for example Media Communication
Using Classroom and the school platform
Students produce i.e. powerpoints and we speak about about copyright/license. What i.e. pictures/photos they can use and how to find it etc.
Making sure that it is safely saved in secure places and how to use the programs and tools to make different sorts of digital content, mainly written text.
The students have made pods, power-points and are usually quite familiar with different kinds of programs.
Just as a part of usual schoolwork and languge classes.. Students use digital techologies, as at most of the schools, for submitting their work in Google classrum, getting the feedback and making improvements of their own production. Creating a recording in a pair or group and sharing it with me gives the students opportunity to produce their oral presentation in a more composed way. It can be also evaluating the course, digitally answering the surveys, creating their own surveys and presentations. Chromex is used for digital tests.
They often create videos. Sometimes they've done stories using pictures. I don't teach programming or more advanced uses of digital technology although I can see that it might be useful for English, in particular for some students.
I don't teach english 5, but I work a lot with digital content creation. The students get to make videos, record podcasts and stuff.
Requiring students to make recordings of webinars and debates.
We don't
Powerpoint and essays and such in Word.

8. How do you work with 4. Safety, in your English 5 classes? Please see the list at the top.
No crudeness or behaving badly. What cannot be said to someone's face should not be written. Always log out. Do not be too open with personal info. Do not give out personal data. Do not trust all you find online. Tell an adult if something seems weird, say a message, or something is odd, f ex a request.
Usually show a short documentary following a short youtube video of people talking about their experiences. Then students go ahead and do their own research and usually prepare a short film with roles plays making a news programme interviewing various people in society with various roles. It's both fun and effective learning process because they learn both what happens citizens in the streets and what responsible authorities and criminals do. They see that it can be from individual level insecurities to organised political ones.
The points listed under "Safety" are things we tend to discuss and reflect on. I also tend to remind the students of how they might change the way they work in order for their own work environment to be more sustainable.
Never
4. Safety: 4.1 Protecting devices 4.2. Protecting personal data and privacy. 4.3 Protecting health and well-being. 4.4 Protecting the environment. Not at all. Aside from once when this was the topic of a series of texts that we read.
Well, a lot. It can be everything from don't let anyone use your account to what to share/show online.
All of the points.
We talk about the risks with being too open online about who you are to strangers. We give the students Chromebooks to use throughout their three years here and a manual with regulations on how to use them correctly. We also discuss how to be more environmental friendly in your every day life in different classroom situations.
we discuss it quite a lot, especially in relation to social media
Inte mycket, källkritik är en form av säkerhet men det övriga som nämns under punkt 4 har vi inte berört.
It could be the topic of texts, podcasts, writing or speaking assignments.
Vi har inte pratat om datasäkerhet i engelska 5. Miljön kommer ofta upp som ämne, men inte kopplat till dataanvändning.
Through different texts or videos. Discussing ethical issues etc.
Not at all
zero
I usually have 3 lesson about digital safety. How to get a good password (and how fast a computer cracks a bad one) and how to spot phishing.
I don't - this is done on a school level, not a subject level
We dont
I might have mentioned that Bitcoin is hurtful for the environment...? Again, I am not sure that we have talked explicitly about this at all. But, also, again: I have only worked with them since February.
We have an IT consultant company that is responsible for seeing to it that we do not run afoul of rules and regulations about data. I do not grade in Google Docs although I give feedback there. All grading is done in SchoolSoft which our consultant assures us is safe.

I'm terribly sorry, I don't think I work with safety in relation to that list.
As previously stated, we do not share information where students are identifiable on anything other than closed platforms designed for this purpose. We use current events to discuss how the internet manifests as a safe/unsafe place.
We discuss these subjects since they are valid topics, but we discuss them as part as content of the English course.
I haven't done this in my classes
avoid cookies, keep strictly to studies and research info
We read multiple articles/listen to researchers and afterwards list the benefits/dangers of using technolgy/digital devices (health/wellbeing)
Bringing up subjects related to the environment, device security and personal data when learning English. Therefore also talking about these issues.
This is about how they take care of their computers, where they sign an agreement about what they can do with their computers. It is also about not printing unnecessary pages, and talking about the components in computers, child labor and dangerous metals in undeveloped countries. This is more about information from the school and the teachers.
I recognize "Protecting health and well-being" and "Protecting privacy" as some of the aspects that appear when working with the topic Social media. The methods of our work are: discuss social media in speaking and writing, students relate it to their own experiences and further to some articles and documentaries on that topic.
This is mostly discussed if the topic comes up. With digital school we have had reason to discuss stress, health and being available online quite a lot.
Not at all, but it should be more.
Students translate from Swedish to English the contract between school and student regarding the school laptop loan scheme
We go through the rules of using social media and internet, students write discussion papers on risks in online communication
We don't work with this in english 5 directly, and its not past the "protect your password" and "what is a strong password".

9. How do you work with 5. Problem solving, in your English 5 classes? Please see the list at the top.
Net based studies have developed students own motor, solving skills, strategies and grit I'd say. Students are quick to teach each other new tips n tricks. In class both teachers and students show f ex time saving commandos, exploring prezi or ppt as tool, or perhaps plattform for recording. Finding something useful online, I always share, and students often share "cool stuff" with me as well
Depends on the urgency. We have an It department. I am the ICT responsible teacher in the school. So it gets sorted almost right away. Though during the pandemic it's been more complicated than a hands on approach. Problems are sorted case by case.
This is covered both in a structural way according to the school's plan, but also on a day-to-day basis. I am one of our school's 5 ICT coaches and have in my job description to assist colleagues and also to instruct students on different aspects of the shool's plan.
Never
5. Problem solving: 5.1 Solving technical problems. 5.2 Identifying needs and technological responses. 5.3 Creatively using digital technologies. 5.4 Identifying digital competence gaps. Technical problems have been small and related to students not finding the resources they're supposed to use or having troubles connecting in the ways they are supposed to. These problems usually stem from them lacking the skills to understand instructions the first time, perhaps coupled with a less intuitive knowledge of how to solve problems on a computer. This is, like area 4, is an area that I haven't actively worked on with them in English.
I help the students a lot with solving technical problems. They definitly have a gap in the ability to solve a technical problem. I think that the thought that "all young people are IT-wizards" are a myth. If a program malfunctions, they are completely oblivious
All of the points.
Can't elaborate.
hehe...a lot of problem solving going on, all the time. we have good tech support, but one learns the basics and try to pass it on
Inte alls. Eventuella problem med skolutrustningen löser vi ibland tillsammans och/eller söker information tillsammans men detta är sällan.
Only when a problem arises.
Jag har svårt att svara på denna fråga. Handlar den om problemlösning i relation till mina elever, eller till mig i min lärarroll? Om det handlar om mig som lärare kan jag väl säga att det helt klart finns utvecklingsområden. Däremot inte särskilt mycket tid, utan man får lära sig nya saker lite pö om pö.
All the time. My students are not digital natives. They know how to use a phone and how to browse Instagram - but that is it. Often, digital problems are dealt with as they appear. Also, the personel in the school library are often invited to speak about these things. Workshops etc.
Not much :(
zero
Not much at all actually, I probably should do way more.
Students learn how to create films, participate in online meetings and create slide presentations in English - all as a secondary element linked to specific tasks
We dont

I show and model. I use the smartsceen in the classroom (or share function in Teams) to model how and where to click at things, etc. in order to get a result. Different ways to do things, and how to manage e.g. folders and other things to keep their computers relatively neat.
We have done a survey to assess whether students have the tools and the proper setting to do distance learning. Those who have problems, we invite to school to have their classes in person.
Whenever I give my students written assignments it is expected of my students to find the majority of the information themselves through browsing, Googling etc. There is a lot of problem solving going on here.
I can usually guide the students through most basic IT problems, if not we have an IT consultant who helps. This has obviously been more difficult during remote lessons and has required a lot of thinking outside the box. As for competency gaps, at the start of English 5 we introduce most tools we aim to use to ensure everyone is on the same page and spoon-feed the students to some extent until everyone has the same knowledge and competency.
I try to boost students' creativity, by challenging them with assignments that combine literature, visual arts, music etc
I haven't done this in my classes
-
Mostly me (the teacher) that try to help students when they are facing technological difficulties. But they help me as well.
Solving all digital problems that arise and also working preventive to get around technical problems. Larger problems are left to the IT crowd.
This is something we deal with as it occurs. Nothing really we do as prevention.
Nothing I can recall.
Ha! There is a lot more problem solving than I would like. I try to model by showing alterantive solutions when needed. I also focus on finding the digital tchnology that can help them but not focus on what is only flashy or not helpful enough.
Not at all, but it should be more.
We don't.
we try do diversify education, we use such tools as kahoot, menti, padlet, teams ...

11. If yes, what does this digital literacy/competence plan say?
Split up in different classes, hard to say
Our plan is the same as Skolverkets. Fair and democratic opportunity for everyone. Also, we are planning to introduce short workshops for students in the beginning of Autumn 2021 in order to increase student competency. For teachers it is a continous programme and as an ICT educator I have Fridays free of teaching in order to work with teachers competency or other needs.
We have a plan for how the students need to structure their file cabinet in the cloud we use. Also, what is expected from them when participating in distance teaching and how to take care of their digital device that they borrow from the school during their years with us. For the teachers there is a competence list graded at a basic and expected level, and then a more advanced level. We, the ICT coaches, also try to serve as inspiration for our colleagues and have created a list of different digital tools and a description of how these work and in what situations they might come in handy.
We don´t have a plan
N/A
.
It's a long document but it focuses on developing students's (as well as teachers's) competence when using digital technologies and information.
I don't have access to it right now.
.
Det finns ingen
That students are supposed to use laptops in their daily school work, if the teachers choose to do so.
obligatorisk fråga, men jag har svarat "jag vet ej".
I don't know.
There is no plan that I am aware of
we are obliged to sign up to 3 - 5 (or even 2 is okay) platforms (tools) that we use toghether with our teaching.
I didn't say yes.
.
--
There is none
I don't know
See above.
It says that we should make students familiar with different digital tools
I don't know exactly but one of the teachers is responsible for teaching the staff the use of digital platforms
-
What we want the students to know (digital comptence) before they graduate. We are trying to complete it by adding who that is responsible for the various parts and how it can be done. Work in progress.
0

We don't have one as far as I know, but we are generally good at digital literacy at our school even without it I would say.
-
I don't know of a specific plan. We do practice and discuss what digital competence we and our students need.
-
There were plans around 2005-2015 maybe. At that time there were wordings concerning threshold levels for Word, the ability to remove a card from one's phone and transfer photos and films etc
NA

13. If yes, what skills are you taught?
Plattforms, diff programmes such as Inspera, yin n yang
We have various workshops on various platforms we use. Because the competency level varies from teacher to teacher. Some teachers need very basic computer skills and some are so advanced that they need support when there's a software issue and have to call IT or the company providing a certain platform for exams or similar.
We mostly focus on making sure the students know how to use the basic software (word processing, the different platforms we use for our teaching etc) and how to manage their digital information in a structured way. All students know where they can go to get help whenever they come across some digital difficulty.
Most have to do with the learning platform that we use.
.
How we can use various software.
We are given lectures on the different tools and also told to not stress, which i find seriously counter productive.
Absolute basics for "digital illiterates"
How to use our platforms, with regular inspiration courses in new technology both for us to use and to introduce to our students.
I wish there was an "I don't know" answer to the above question: I think that other teachers have gotten some kind of education but I learn as I go...
How to work with the software/platforms we need to.
We are taught how to use tools such as Teams, OneNote, but also more specifically how to work with functionalities in certain of these programmes.
The previous question is a bit unclear. My school educate all teachers on digital literacy, not only in English teaching. The contents are mainly about useful apps, digital aids, platforms, or tools.
-
We share useful online tools and how they could be used. We have small workshops where you can sign up to learn specific programs (based upon collegues' wishes) Teachers who are familiar with the program teach the others who are less experienced.
How to use different apps for meetings, feedback, assessment, follow-up and more.

Mostly the basics which for us are our digital platform and google products.
We are not taught.
Very limited. mostly for the system we use - Teams. But I personally have good knowledge about other tools
-

14. If no, how could they improve and help you incorporate digital literacy in your English 5 teaching?
How is this a mandatory question if you answered yes above?
See previous answer.
I suppose our school could work more focused on the many aspects listed as digital literacy, because there are a few of them that are left in the backburner.
Make the lessons more fun and activate the students
The biggest hurdle is the municipal IT-unit that acts as bouncer/doorman to anything we want to install or use and seems to have an incredible narrow view of what we may need or have use of. Teachers, in my experience, are rather conservative when it comes to adopting new ways of working, but those of us who want to try new digital techniques are hindered at every turn by not having the proper digital resources (hardware or software) in order to use them in class. I have had a lot of success this year, especially in my math classes, by using new digital tools in order to present information to the students when we're working virtually, but after literally months of both me and my principal trying to get the IT-department to allow me to install these on my work computer, I gave up and started schlepping my private equipment to work every day. In other words, it is very difficult to teach students digital literacy when we are barely allowed to use digital tools ourselves, are surrounded by people who have little digital literacy and would rather stick to pen and paper, including the people who "police" our digital tools.
There's no need. We know what to do. There are more important things to work with
Training.
well, a good start would be if principals had any digital literacy themselves...they do not have the first clue :/
Jag skulle ha nytta av djupare kunskaper om de verktyg som finns tillgängliga och även om skolans administrativa plattform. I undervisningen handlar det kanske mest om mina val - jag förstår vikten av dessa kunskaper men jag har inte funderat över detta i någon vidare utsträckning
Offer Courses in digital literacy
We could have more access to english language news sources and academic journals.
I don't know
Ask teachers beforehand which platforms etc seem user friendly for both teachers and students.
-

I think most teachers today are good at incorporating this items in basically every course.
With a few inspiring ready-made lessons that teachers can use when suitable and thus incorporate the five points of the digital literacy in their own teaching.
We could definitely all get better at online safety and understanding the digital world of young people today.
-
I doubt they could.
Invite lecturers who can show and explain how to use other new ICTs

Appendix Ⅳ, Interview questions

1. **Are you certified to teach English 5?**
2. **How long have you worked as a teacher?**
3. **How big are your school/how many students?**
4. **Municipal or independant?**
5. **Do you have digital literacy in mind when planning English 5 course/classes?**
6. **What digital tools do you use?**
7. **Does the school you work at have an IT plan?**
8. **How do they provide it for you?**
9. **If not, what improvements would you like?**
10. **How has digital learning affected the students?**