

Chapter 1


Digital Literacy and Digital Citizenship: A Comprehensive Overview

Seyfullah Gökoğlu

 <https://orcid.org/0000-0003-0074-7692>

Bartın University, Turkey

Şeyma Çağlar Özhan

 <https://orcid.org/0000-0002-0106-6285>

Bartın University, Turkey

ABSTRACT

This chapter examines digital literacy and digital citizenship, critical issues for individuals in today's digital world, from a comprehensive perspective. These two concepts are different but related to each other. After defining the concepts of digital literacy and digital citizenship in detail, the chapter discusses the similarities and differences between these two concepts. The chapter also explains how an ordinary citizen can become a digital citizen. Existing digital citizenship education approaches are introduced. Considering their strengths and weaknesses, the authors proposed a digital citizenship education model. The chapter concludes by exemplifying nine dimensions of digital citizenship and by introducing examples of digital citizenship practices that are widely used worldwide.

DIGITAL LITERACY

In today's digital age, it has become crucial for individuals to have a basic understanding of technology and the ability to navigate the online world. This understanding and skill are commonly referred to as digital literacy. Digital literacy refers

DOI: 10.4018/979-8-3693-7914-1.ch001

to the knowledge, skills, and behaviors required to use digital technologies, tools, and resources effectively. It includes the ability to find, evaluate, and interpret information in online environments, as well as navigate digital platforms, communicate effectively, solve problems using technology, and protect personal information and digital assets. Digital literacy encompasses the technical skills needed to navigate digital platforms, as well as critical thinking, information literacy, and ethical behavior in the digital domain. Digital literacy is essential for individuals to participate fully in today's society and economy.

In the broadest sense, digital literacy encompasses a set of skills and competencies required to navigate digital environments. It includes various literacy areas such as information technology (IT), media, and visuals (Shopova, 2014). Digital literacy is critical in using technology as a communication tool to access, organize, coordinate, predict, and provide information in society (Purnama et al., 2021). Digital literacy is an essential skill that students should also possess. Through digital literacy, students can access, evaluate, decide, and make appropriate choices about information in a digital environment (Kaeophanuek et al., 2019). Nipo et al. (2020) emphasize the role of digital literacy in increasing effective internet use and contributing to greater socioeconomic well-being. Budiman and Syafrony (2023) predict that the increasing transformation of education into e-learning due to technological advances and global pandemics such as COVID-19 will make digital literacy a vital skill and competency for all students. Moreover, Azzahro et al. (2023) state that digital literacy is urgently needed in education to equip students with the necessary abilities and skills for 21st-century learning.

Digital literacy is a skill needed in almost every aspect of human life. According to Nipo et al. (2020), digital literacy is a skill that enables individuals to use the Internet effectively, thus contributing to greater socioeconomic well-being. In addition to individuals, digital literacy can also provide various benefits to organizations. Umboh and Aryanto (2023) found that in the business sector, digital literacy can effectively mediate digital marketing developments to improve the performance of small and medium-sized enterprises. Digital literacy plays an essential role in pedagogy, enabling students to transition from passive consumers to engaged producers and participants of digital media, thus encouraging their critical thinking and active participation (Talib, 2018). Solahudin et al. (2022) emphasized the importance of digital literacy in shaping students' psychological and academic well-being, finding that self-efficacy supported by digital literacy positively affects student academic development. In entrepreneurship, digital literacy positively impacts traditional market traders' entrepreneurial behavior and marketing performance, especially those using online platforms (Saputri et al., 2022). Considering its contributions, digital literacy is a fundamental skill for navigating the digital environment and a catalyst for progress and success in various fields.

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/digital-literacy-and-digital-citizenship/360282

Related Content

Saviours and Barbarians at the Gate: Dilemmas of Regulatory Policies for New Media

Arun Mahizhnan (2012). *Understanding the Interactive Digital Media Marketplace: Frameworks, Platforms, Communities and Issues* (pp. 339-348).

www.irma-international.org/chapter/saviours-barbarians-gate/60481

Haptic Rendering of HTML Components and 2D Maps Included in Web Pages

Nikolaos Kaklanis, Konstantinos Moustakas and Dimitrios Tsovaras (2012). *Multiple Sensorial Media Advances and Applications: New Developments in MulSeMedia* (pp. 116-139).

www.irma-international.org/chapter/haptic-rendering-html-components-maps/55942

Application-Enabled Collaborative Networking

Tirumaleswar Reddy, Prashanth Patil and Anca Zamfir (2015). *Handbook of Research on Redesigning the Future of Internet Architectures* (pp. 119-136).

www.irma-international.org/chapter/application-enabled-collaborative-networking/131362

To See and to Be Seen: Chinese White-Collar Workers' Interpretation of Microblogging and Social Capital

Xiaoqing Fan and Huan Chen (2014). *International Journal of Interactive Communication Systems and Technologies* (pp. 1-14).

www.irma-international.org/article/to-see-and-to-be-seen/115157

Network Functions Virtualization: Going beyond the Carrier Cloud

Diego R. López and Pedro A. Aranda (2015). *Handbook of Research on Redesigning the Future of Internet Architectures* (pp. 383-408).

www.irma-international.org/chapter/network-functions-virtualization/131375