



Digital Citizenship Education: perceptions on the concept and self-reported competences of Georgian school society

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Abstract

This paper presents the results of an exploratory project on Digital Citizenship Education (DCE) conducted within the Georgian Education system. Data was collected following an exploratory sequential design (qualitative + quantitative), and data analysis exposed that school society members are aware of the DCE concept but lack proper competences to apply DCE in their everyday practice. This exploratory study is part of a broader research project aimed to infuse DCE in educational policy and school culture through pre-service and in-service activities.

Keywords: Digital Citizenship Education, Educational policy, Digital culture, exploratory sequential design.