

University Faculty Digital Literacy and Technology Integration: The Case of University of Primorska, Slovenia

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This chapter presents an overview of digital literacy among university teachers at the University of Primorska, Slovenia. It examines the theoretical foundations of digital literacy, highlighting its significance and multifaceted nature. Furthermore, it examines the needs expressed by university teachers at the University of Primorska regarding the enhancement of their digital literacy, and highlights exemplary practices employed by individual teachers in the past, showcasing the effective integration of digital technologies into their teaching methodologies. Finally, this chapter presents the findings of a research study exploring the digitalisation of the educational process from the perspective of students enrolled in a teacher training program. It provides valuable insights into students' perceptions of the digitalization of their learning experiences.

Keywords: pedagogical digital competences, digital technologies, teacher education, Moodle



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Introduction: Digital Literacy and Digital Competencies

The digital revolution has fundamentally reshaped our world, and education is no exception. To effectively guide students in this dynamic landscape, higher education teachers themselves need a strong foundation in digital literacy and competencies.

Digital literacy can be understood as a combination of knowledge, skills, and attitudes that empower individuals to navigate the digital world. It forms the foundation of a teacher's digital competence, allowing them to function effectively within a digital learning environment (Vaskov et al., 2021). UNESCO emphasizes this ability to access, manage, understand, and create information safely using technology (Law et al., 2018).

However, digital competence extends beyond these core skills. Starkey (2019, pp. 41–44) identifies three key components:

1. **Generic Digital Competence:** This focuses on fundamental computer skills like using the internet, creating presentations, or managing files. While these might seem basic in the digital age, research suggests some teacher education programs may need to address them if students lack these foundational abilities.
2. **Digital Teaching Competence:** This involves the strategic integration of technology into lessons. This can include incorporating digital tools like blogs, podcasts, or assessments to enhance or replace traditional practices. Crucially, teachers must also critically select the right technology for specific learning objectives and guide students in effectively using it.
3. **Professional Digital Competence:** This broader perspective explores how technology can be used to optimize all aspects of a teacher's job beyond just teaching. It encompasses technical skills, the ability to integrate technology with teaching methods, and the social awareness to navigate the ever-evolving educational landscape.

The distinction between digital literacy and competence can be blurry. Some researchers consider them synonymous, using definitions that highlight the ability to perform tasks, solve problems, and create knowledge effectively using technology (Joint Research Centre et al., 2012, as cited in Saltos-Rivas et al., 2023). This aligns with the European Union's DigCompEdu framework, which outlines six key areas of competence specifically for educators (Redecker & Punie, 2017). These encompass professional engagement, utilization of digital resources, assessment practices, teaching and learning strategies, empowering learners, and fostering their digital competence development.

By fostering both digital literacy and competence, we equip higher education teachers with the necessary tools to create engaging and effective learning environments. This empowers them to prepare students for academic success and thrive in a world increasingly driven by technology.

Studies About Faculty Digital Literacy

There are numerous articles in scientific literature about faculty digital literacy and digital competencies. The results of a comprehensive literature analysis on the digital competencies of higher education teachers (Saltos-Rivas et al., 2023) showed that many of the quantitative studies did not offer reliable and proven findings on the situation in this area. Thus, they highlight the finding that basic digital competences are a good indicator of competence in using digital technology for the needs of pedagogical work. They also warn of the danger

of dividing teachers into those who are digitally competent and those who are less digitally competent and suggest that basic training in the use of digital technology should be provided in teacher training. Some teachers may have a negative attitude towards this, while for others it is inevitable in their work.

According to a recent study (Čotar Konrad & Štemberger, 2023), Slovenian teachers who teach future teachers are in favour of using digital technologies in their pedagogical work. They are particularly supportive of learner-centred teaching, which is supported using digital technology. They also have no concerns about the use of digital technology for individual and group work, but they are opposed to the use of digital technology for testing knowledge. In addition, the surveyed teachers gave a relatively low average rating to their skills in using digital tools and resources. Teachers are familiar with several digital tools and are not against using them. What might be holding them back from incorporating them into their teaching remains to be explored.

In parts of the world where technological equipment of educational institutions is low, attitudes towards the use of technology in the pedagogical process are, of course, also different. The kinds of attitude university teachers have towards the use of digital technology or ICT in teaching was also wondered about in Ethiopia a decade ago (Gebremedhin & Fenta, 2015). In conditions quite different from the University of Primorska, the attitudes were similar. However, it should be noted that at Adwa College of Education, where the research was conducted at that time, all departments were not yet connected to the Internet, and the technical equipment was very modest. Almost a fifth of the 72 teachers surveyed did not have the opportunity/ability to use the Google Chrome browser. However, or perhaps precisely because of this, the attitude towards the use of ICT in the pedagogical process was positive. On a five-point Likert scale, the values of the attitude towards individual factors of ICT use in teaching and learning ranged from 4.28 to 4.79.

A recent Russian study (Vaskov et al., 2021, pp. 4–5) reveals that according to the digital literacy index (based on information, computer, communication, and media literacy, as well as attitudes towards innovation), digital literacy of university teachers is relatively high (index 88 out of 100), but attitudes towards innovation are different from that of young people, who are more open to embracing new ideas than university teachers. The authors also cite data from a survey in which one-third of the surveyed university teachers believed that 40% of their colleagues do not use digital technology or use it very rarely. However, 85% of the respondents actively used the Internet, two-thirds were interested in new applications, and around 60% actively used social networks. The authors conclude that university teachers need to

be trained for a more effective use of digital technology in the pedagogical process. To address this need, a special professional development program has already been developed by one university. This program can be implemented to provide the necessary training.

Systematic improvement of digital literacy of university teachers is undoubtedly a necessity, especially considering the arguments presented in the literature (Saltos-Rivas et al., 2023, p. 16772), ranging from the notion that digitally literate teachers can better support the development of digital competencies in their students, to the assertion that effective ICT-based learning is impossible without adequately digitally-literate teachers.

After a systematic mapping study of the literature published until 2021 in journals indexed by Scopus and Web of Science (WOS) (53 primary studies), Saltos-Rivas et al. (2023, pp. 16797–16799) concluded:

- There is a growing number of contributions aimed at understanding the acquisition of digital skills, especially from external factors.
- European, and more specifically Spanish, university professors from multiple disciplines are the most studied population.
- Most studies adopted quantitative approaches to explain, but not prove causality.
- There is a great heterogeneity of relationships and results that explain the digital competencies of university professors.

The authors emphasize that digital competence is an imperative for university teachers today, and therefore it is important to understand the factors that contribute to the acquisition of these competencies. The reviewed literature consisted predominantly of quantitative studies, which have not provided definitive answers to the question of which factors are decisive for the acquisition of digital competence by university teachers. The authors also point out that the issue should be approached in the future with in-depth studies focusing on several factors. They highlight that the digital competence of university teachers can be explained based on their general digital competence and their personality characteristics.

The Needs of University of Primorska's Teachers in the Field of Development of (Pedagogical) Digital Competences

The University of Primorska is one out of three public universities in Slovenia, with about 500 researchers and university teachers at 6 different faculties, as well as one research institute.

Within one of the university's projects – Green, Digital & Inclusive – qualitative research (Klančar et al., 2023) about university faculty's needs in the field of development of (pedagogical) digital competencies was conducted. Data was collected through departmental discussions and individual annual performance interviews (with the dean or the head of the department).

The departmental discussions showed that faculty and associates have a positive attitude towards the use of digital technologies (DT) in education. They recognize the importance of training for the appropriate use of DT in the pedagogical process and research and they also emphasize the importance of a critical approach to the use of digital technology in education. The use of digital technology in the pedagogical process varies depending on the member institution and department, the field of study, the available infrastructure, and the competence of the instructors.

Participants also identified the risks associated with the use of digital technology as the weakest of the four areas (teaching and learning using digital technologies; use and creation of digital content; communication and collaboration using digital technologies; risks associated with the use of digital technologies), followed by the area of use and creation of digital content.

In addition to identifying weak areas, participants also provided suggestions for training, which have been divided into four categories:

1. Online safety and intellectual property protection
2. Digital technologies for didactic support of learning and teaching
3. Digital technologies for supporting organizational processes and communication
4. Digital technologies for supporting research work

We received reports from 5 faculties where 131 annual performance interviews were held altogether.

The analysis of the reports confirms the departmental discussions' findings regarding weak areas. Regarding the use and creation of digital content, the weakest sub-area is 'programming,' where most users (83.7%) showed a low level (up to 40%) of competence development. In the field of risks associated with the use of digital technologies, three weak sub-areas were detected. Device protection, digital identity management, and online behaviour (where 50%, 38%, and 31% of users achieve a low level of digital competence). Communication and collaboration using digital technologies further exhibited two weak sub-areas. Almost half (49%) of the participants expressed a low level of digital competence development in online collaboration, and 39%

achieved a low level in communication using ICT and digital communication channels. Over half of the users (52.9%) achieved a low level of digital competence development. The weakest sub-area in the domain of teaching and learning using digital technologies is ICT-Supported Knowledge Assessment (52.9% respondents achieved a low level of digital competence development).

The findings highlight the need for targeted training and support in these specific sub-areas to enhance the digital competencies of faculty and associates. By addressing these weaknesses, institutions can empower their educators to effectively utilize digital technologies for teaching, learning, research, and communication.

Examples of the Use of Digital Technology in Pedagogical Process at the University of Primorska

Since 2018, the University of the Primorska hosts an annual conference dedicated to the exchange of ideas between its faculty and the presentation of good practices in the use of digital technology in the pedagogical process. The conference, called 'Lastovke',¹ continues even after the completion of the project 'Innovative with Technology to Knowledge' (InoTeZ), under which it was designed. The mentioned project also played a very important role during the pandemic, as the project team members were equipped with the necessary knowledge and experience to quickly apply to the needs of transition to online lecturing with the support of appropriate digital technologies.

From the mid-2000s onwards, the University of Primorska has been using the Moodle learning management system. However, prior to the pandemic, its utilization was significantly below its potential, with only a handful of university teachers using it at a higher level of complexity. One of the primary goals of the aforementioned project was to change this, and unsurprisingly, the first conference focused heavily on Moodle, particularly on knowledge assessment using quizzes. In addition, some other tools that teachers can find useful in the pedagogical process were presented (e.g., Kahoot, Basecamp, Flipboard, Turnitin, WhatsApp, Web Quest, Notion, Obsidian, Jamovi, JASP, Mentimeter).

In pre-Covid years, university faculty from various departments presented numerous examples of the use of digital technology in teaching, such as how it can be used to support the thesis preparation process, facilitate

¹ Swallows: the birds bringing the spring (bringing something new, fresh; announcing the change).

cloud-based collaboration, and create media-supported textbooks, among others. One of the more frequently discussed topics was content creation using various tools, such as H5P for interactive content, audio and video editing tools for media content, and, more recently, the use of AI as a support for content creation. During the Covid years, a lot of attention was dedicated to online knowledge assessment (oral, quizzes) and addressing how to organize the learning of topics that require a student's physical presence (music, sport).

Presentations at the annual conferences on the use of digital technology in education have highlighted a wide range of innovative approaches being adopted by faculty members. These examples demonstrate the potential of digital tools to enhance teaching, learning, and research across various disciplines. Teachers are incorporating simulations and gamification techniques to engage students and make learning more interactive. The Faculty of Tourism has established a dedicated classroom, sTOUdio Turistica, equipped with advanced technology to facilitate collaboration between students and the tourism industry. At the Faculty of Education, students have experimented with creating stop-motion videos as a teaching aid. 3D modelling is being explored as a tool for creating engaging and interactive learning materials. Generative artificial intelligence is being used to develop innovative teaching materials. Interactive whiteboards are gaining popularity as a versatile tool for enhancing classroom instruction.

Overall, the presentations at the annual conferences demonstrate the creativity and enthusiasm of faculty members in embracing digital technology to transform teaching and learning. However, we must acknowledge that the presenters at these conferences are the most advanced digital technology users and do not represent the average.

Student's Opinion: The Case of a Teacher Training Study Program

Several myths have emerged regarding digital technology in education, and one of them is the notion that young people who have grown up with modern technologies are inherently digital natives and therefore more digitally skilled than older generations who grew up without the internet, smartphones, and social media. However, as the authors of a study aimed at debunking myths associated with the role of digital technology in education point out, this is not the case (Suárez-Guerrero et al., 2023, p. 611): 'Simple exposure to technology does not generate skill'. Therefore, we must be aware that 'the student body, apart from being born in the digital age, does not have this competence baggage automatically since it is necessary to develop it'.

Recognizing that only digitally competent university teachers can effectively equip students with digital skills, we sought to understand the perceptions of 'digitalisation' in their studies among students enrolled in the teacher training program.

At the beginning of the spring semester 2023/24, 46 out of 58 students enrolled in the study program Primary School Teaching were answering eight closed questions, and the key findings that we can make based on their answers are as follows:

- Perceived Digitalisation: Two-thirds of the respondents believe their studies are more digitally supported than their high school education.
- Varying Digitalisation: Students perceive significant differences in digital technology use among instructors.
- Digital Competence of Teaching Assistants: Students are divided on whether younger teaching assistants use digital tools more frequently than older professors.
- Moodle Use: Most study materials are distributed through the Moodle learning management system.
- Digital Assessments: Quiz-based assessments are less common.
- MS PowerPoint Use: MS PowerPoint is widely used for presentations across most subjects.
- Social media and Study: YouTube is the most popular social media platform for study purposes. Facebook Messenger and Instagram are also used for communication and information sharing among students.

The presented short study provides insights into student perceptions of digitalisation in teacher training and indicates that the university should continue to support faculty and staff in effectively integrating digital technologies into teaching and learning.

A follow-up study was conducted on February 19–20, 2024, to gather the opinions of third-year students in the same program. This study used five open-ended questions posted in a Moodle forum. Out of the 58 actively participating students in the relevant course, slightly less than half (23) only provided their responses, all the others also commented on the responses of two of their classmates. The average student response length was 203 words (295 words for the initial response and 126 words for each comment).

The first question addressed the use of modern digital technologies in teaching: Only two student responses did not mention the leading role of MS PowerPoint. However, some students interpreted its use as modern digital

technology, while others questioned its categorization due to its widespread adoption. Consequently, student responses regarding the extent of digital technology use varied. Some students took a broader approach, considering any use of MS PowerPoint as sufficient for modern digital technologies. Others, with a more critical perspective, believed their instructors primarily relied on MS PowerPoint with little to no use of other modern digital tools. This sentiment was expressed in many ways by 32 students. Only four students felt that using MS PowerPoint and uploading PPTs and other documents to the e-learning platform was a completely satisfactory approach to modern digital technology use.

Students in the study heavily favoured Microsoft Office for studying. They used Word for notetaking (mentioned 34 times) and PowerPoint for presentations (45 times), both in class and for creating seminar assignments. PowerPoint was also valued for taking lecture notes. For group projects, some students mentioned using Office 365 for collaborative work.

Less frequently mentioned were the digital tools such as Kahoot (5 mentions), Padlet (2 mentions), Wordwall (2 mentions), and Quizizz (1 mention), which were introduced in a first year 'Educational Technology' course.

Canva emerged as a popular alternative to PowerPoint (10 mentions), offering superior design capabilities for creating engaging learning materials. Prezi was mentioned for its ability to create dynamic presentations (1 mention). Some students also used Pinterest and Google Scholar to find ideas (both mentioned twice), while others mentioned Google Drive, Goodnotes, online calendars, and quizzes (all mentioned two times each). A variety of other programs, websites, and similar tools received one mention each.

In addition to Microsoft Office programs, students frequently mentioned using videos, primarily from YouTube channels, to aid their understanding of course material (12 mentions). Artificial intelligence, often in the form of ChatGPT, was equally popular for idea generation and explanations (12 mentions).

The study underscores some notable absences: LibreOffice, including LibreOffice Impress as a PowerPoint alternative, was not mentioned by any students. Similarly, Apple's Pages was absent from the discussion, even among students who likely use Apple devices. Google Slides, a free alternative to PowerPoint, was only mentioned once.

The dominance of PowerPoint is driven by a few factors. First, it is widely used in education at all levels, from kindergarten to university. Second, some students perceived it to be superior to free alternatives. There was also a surprising underutilisation of Google tools, despite students having Google accounts.

Tools like Nearpod, Padlet, Kahoot, Wordwall, and Quizizz can be replaced by Moodle plugins. Moodle's built-in H5P interactive content features and comprehensive quiz question options make this possible. Additional plugins like 'Sticky Notes' and 'Board' facilitate collaborative learning through commenting and idea sharing, while 'E-voting' enables quick knowledge and opinion checks.

Providing students with the opportunity to use Moodle as instructors, through student-led e-learning platforms, could encourage them to explore its features and integrate technology into their learning more effectively. However, in this study, only 7 students mentioned using e-learning platforms and only 6 mentioned using tools for creating interactive content. Students' responses focused on the tools they use most frequently. This may explain why they didn't mention using Moodle's built-in features and plugins to a greater extent. In other words, students might have simply reported on their usual study habits, overlooking the potential of Moodle in their responses.

The third question that students responded to concern the possible progress in the use of digital technologies by course teachers: Some wrote that it was difficult to judge this, as many teachers only teach their subject for one academic year. However, the majority of the students expressed their opinions on this in many ways, with the prevailing view being that there are also significant differences between teachers in this regard and that there is still much room for improvement. Twelve responses indicated that no progress had been observed, while fourteen responses indicated that progress had been observed only for specific teachers or even for one teacher alone. Since smart boards were newly purchased in the current academic year, nine responses expressed that some teachers are now using them, albeit to a modest extent.

The fourth question was about students' satisfaction with the digitalisation of their study process. Overall, they expressed that they are satisfied with the level of digital support for the study process, but that there is room for improvement. They want teachers to use more advanced Moodle features and not just for distributing study materials and collecting assignments. Many students mentioned smart boards and the underutilisation of them for anything more than projection by most teachers. Certain students even want more use of artificial intelligence in the classroom, while another one would like to see Zoom used more often so that some parts of the study (on Fridays) could be done remotely. Some students would like to see more interactive tasks and quizzes added to the Moodle online classroom. They also think that teachers should be role models for students who are training to be teachers

in how to use modern technology in teaching. Some students on the other hand are not enthusiastic about the use of technology in teaching and believe that work could sometimes be more effective without the use of technological aids.

The last question was about students' experiences with artificial intelligence. Almost all students have some experience with artificial intelligence (AI) programs. They mentioned that ChatGPT (some spelled incorrectly as ChatGBT) can be a useful tool for getting ideas for assignments or presentations, but it cannot do the work for them. They also use AI programs to clarify concepts they do not understand.

Most students are aware of the limitations of AI programs. Students are aware that AI programs can provide inaccurate information and require some subject knowledge to be used effectively. Despite this, they still experiment with these programs to see what outputs they can generate. Some students enjoy exploring the possibilities of AI programs; they see it as a challenge to learn how to use these programs to get the best results.

A study of Vietnamese students (Ngo, 2023) found equivalent results. The students found that ChatGPT can save time, provide ideas, and generate personalized answers to questions. However, they also found that the program can provide incorrect information and does not properly cite sources. Despite these limitations, the students were mostly positive about ChatGPT and said they would continue to use it.

Overall, students are aware of both the benefits and limitations of AI programs. They use these programs cautiously but are also open to exploring their potential.

The Use of LMS Moodle: Faculty of Education

The use of the LMS Moodle is one of the indicators of the digital literacy of teachers and assistants who lead and guide the study process at the faculty. At the Faculty of Education, its use skyrocketed during the Covid19 pandemic: In Figure 1 we can see a sudden increase of both teacher and total posts at the beginning of the spring semester of 2020, when classrooms were empty from March onwards, and the study process was conducted using online tools.

The number of teacher posts increased slightly in the 2020/21 academic year, but in the following year there was a slight decrease, which continued in the following years. The number of student posts did not show such a decrease, but their posts increased significantly in the last two academic years. Obviously, many teachers have already taken advantage of the initial investment of work in designing e-learning platforms, which they can use in subse-

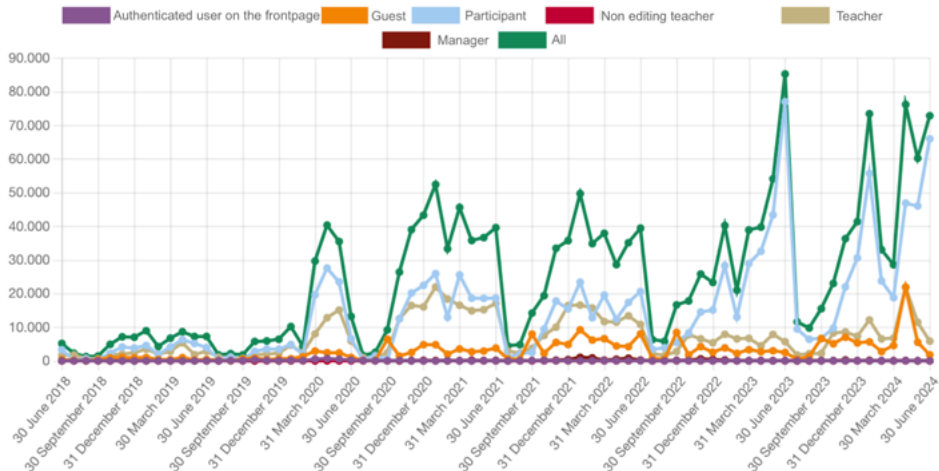


Figure 1 The use of LMS Moodle (Number of Posts by Roles) at the Faculty of Education from June 2018 to June 2024

quent academic years with only minor additions and improvements. However, students apparently have to do (submit) an increasing proportion of their assignments on e-learning platforms, which has resulted in an increase in the number of their posts.

We analysed the courses in Moodle of third-year students who participated in our research and assessed the courses based on the following criteria:

- Whether instructors only post teaching materials or also create them using Moodle
- Whether the courses include quizzes to test knowledge
- The extent to which forums are used for communication and discussion with students
- Whether submitted work is also graded (use of the gradebook)

Based on these criteria, the courses in Moodle were awarded points. Additional points were also awarded for the number of instructor posts.

Courses in Moodle with less than five points served primarily or exclusively for posting materials and sending messages to students: Lowest level of use.

Courses in Moodle with 5 to 8 points in which students also submitted their assignments fall into the category: Low level of use.

All courses in Moodle with more than 10 points were classified as Medium and higher level of use. However, there were significant differences among

Table 1 Number of Courses in Moodle, Classified by level of Use, for the Subjects in which Students Were Enrolled in the First Two and a Half Years of their Studies

Level of Use	1st Year	2nd Year	5th Semester
Lowest level of use	2	4	0
Lower level of use	5	5	4
Medium and higher level of use	6	1	1

these courses, as only two included quizzes to test knowledge. Additionally, not all of them had content created in Moodle. We did not divide these courses into two categories, as courses in Moodle with a higher level of use are more the exception than the norm.

As can be seen from the table, most courses in Moodle that offered a higher level of use in the first year, also because they had a subject in the field of educational technology in the first year, and one of the more advanced Moodle users was a lecturer in two subjects in this year. In the second year and in the 5th semester, the courses in which Moodle is intended primarily for the transmission of materials and the collection of student assessments predominate.

We also investigated whether it is possible to observe greater progress in the editing and use of the Moodle course by the same instructor in a higher year. As a rule, we did not observe any major differences (progress) and can claim that within the observed time interval, instructors use the LMS Moodle in approximately the same way in all analysed courses, although individual instructors also use some tools that they did not use in the course in the (pre-) previous year, but the same applies vice versa. Therefore, the students correctly assessed in their responses that there is no significant progress in the digital literacy of their teachers during their studies.

Conclusion

The findings of the case study presented in this chapter indicate that while the University of Primorska's 'Lastovke' conferences have highlighted the innovative use of digital technologies by several faculty members, such as the use of different tools for the support of teaching and learning as well as the creation of learning content using AI, 3D modeling, and interactive tools. However, these teachers represent a small portion of the faculty. Many university teachers are still cautious about fully integrating modern technologies into their teaching practices. What departmental discussions at the University of Primorska revealed is that the faculty acknowledges a relatively low level of digital empowerment. They identified several areas for improvement, including online safety, intellectual property protection, and of course the use of digital tools to support teaching, communication, and research processes.

Studying students' opinions provided valuable insights into the perceptions and usage of digital technologies among teacher-training students at the University of Primorska. However, given the relatively small and specific sample size (46 first-year and 58 third-year students from a single study program), the results may not fully represent the experiences of all students across different disciplines or institutions even within the University of Primorska. Nonetheless, the trends observed offer useful insights that could apply to similar educational contexts, particularly in teacher training programs, and can serve as a foundation for further research in this area.

Based on the above findings, several key conclusions can be drawn. First, the study reveals that most students perceive their university education to be more digitally supported than their high school experience, though they notice significant variation in how different instructors incorporate technology into their teaching. While MS PowerPoint is widely used, students expressed a desire for more advanced digital tools and interactive learning experiences. They also acknowledged both the potential and limitations of digital tools, such as AI programs like ChatGPT, using them cautiously but exploring their benefits.

Additionally, while some progress has been made in the digitalization of education, the study indicates that there is still substantial room for improvement. Many digital resources, such as Moodle's built-in features and smart boards, are underutilized by instructors. Students have expressed a need for greater integration of interactive tasks, quizzes, and AI into the learning process. These findings highlight the importance of continued support for faculty development in digital competence to better prepare students for the digital demands of modern education.

The analysis of the use of the Learning Management System (LMS) Moodle at the Faculty of Education, focusing specifically on its use in the courses that the third-year students were enrolled in during their first five semesters, revealed that Moodle use spiked during the COVID-19 pandemic, but it has since decreased, with teachers largely maintaining their initial setups with minimal updates. In contrast, student activity continues to rise, driven by the increasing submission of assignments through the platform. This suggests that students engage more with digital tools, but teacher adoption has not kept pace.

Most courses, especially in the second year and fifth semester, primarily use Moodle for posting materials and collecting assignments, with little content creation or interactivity. Even in courses with higher levels of use, features like quizzes remain underutilized. This lack of progress reflects the broader trend

observed in the previous research, where students noted that instructors' digital literacy has not significantly improved over time.

In conclusion, while some advancements have been made, there is still a need for ongoing support and professional development for faculty to ensure more consistent and progressive use of digital tools in teaching. These findings highlight the gradual pace of digitalization in education and the need for more effective integration of technology across courses.

We may conclude that the level of digital literacy among teachers at the University of Primorska is lower than desired. Given the nearly two decades of experience with the Moodle learning management system and the recent forced transition to remote learning during the pandemic, one would expect teachers to have integrated Moodle into their teaching practices at a more effective level. However, as stated above, this is not the case.

To address this issue and enhance digital literacy among university teachers, it is imperative to establish an effective training system that goes beyond simply encouraging participation in relevant training programs and acquiring necessary competencies. As the current situation demonstrates, this approach has proven ineffective.

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Digitalna pismenost univerzitetnih profesorjev in integracija tehnologije: primer Univerze na Primorskem v Sloveniji

To poglavje podaja okvirni pregled digitalne pismenosti med univerzitetnimi učitelji na Univerzi na Primorskem. Obravnava teoretične temelje digitalne pismenosti ter poudarja njena pomen in večplastnost. Poleg tega predstavlja izražene potrebe visokošolskih učiteljev Univerze na Primorskem po izboljšanju njihove digitalne pismenosti in izpostavlja zgledne prakse posameznih učiteljev v preteklosti, ki prikazujejo učinkovito integracijo digitalnih tehnologij v njihove metodologije poučevanja. Na koncu so predstavljeni izsledki raziskave, ki je obravnavala digitalizacijo izobraževalnega procesa z vidika študentov, vpisanih v program za usposabljanje učiteljev. Poglavje zagotavlja dragocene vpogled v to, kako študenti dojemajo digitalizacijo svojih učnih izkušenj.

Ključne besede: pedagoške digitalne kompetence, digitalne tehnologije, izobraževanje učiteljev, Moodle