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Exploring the Digital Competences of EFL Teachers According to the European Digital Competence Framework

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ABSTRACT: The present research examines the digital competence levels of English language instructors working at the Schools of Foreign Languages in Turkish universities, based on the European Digital Competence Framework for Educators (DigCompEdu). The study investigates the digital abilities of language instructors and how they integrate digital technologies into their teaching practices. Employing a mixed-methods research design, quantitative data were collected using the DigCompEdu scale and analysed through statistical methods, while qualitative data were obtained through semi-structured interviews and analysed using content analysis. The findings reveal that participants are generally at the B1 (Integrator) level, indicating that while instructors can integrate digital tools at a basic level, they face limitations in advanced and creative uses. The results highlight the importance of professional development programs aimed at enhancing instructors' digital pedagogical competencies.

Keywords: DigCompEdu, digital competence, English language instructors, higher education
JEL Kodu: :120 /123

Avrupa Dijital Yeterlilik Çerçevesi'ne Göre EFL Öğretmenlerinin Dijital Yeterliliklerinin Araştırılması

ÖZ: Bu tez, Türkiye'deki üniversitelerin Yabancı Diller Yüksekokullarında görev yapan ve İngilizce dersi veren öğretim elemanlarının dijital yeterlilik düzeylerini Avrupa Dijital Yetkinlik Çerçevesi (DigCompEdu) doğrultusunda incelemeyi amaçlamaktadır. Çalışmada, öğretim elemanlarının dijital yeterliliklerini ve dijital teknolojileri öğretim süreçlerine nasıl entegre ettikleri araştırılmıştır. Karma araştırma deseninin benimsendiği çalışmada, nicel veriler DigCompEdu Ölçeği ile toplanmış ve istatistiksel analizlerle değerlendirilmiş, nitel veriler ise yarı yapılandırılmış görüşmeler yoluyla elde edilerek içerik analizi ile yorumlanmıştır. Bulgular, katılımcıların genel olarak B1 (Bütünleştirici) düzeyinde yer aldığını; ve bu düzeyin öğretim elemanlarının dijital araçları temel düzeyde kullanabildiklerini, ancak ileri ve yaratıcı kullanımlarda sınırlılıklar yaşadıklarını ortaya koymaktadır. Sonuçlar, İngilizce dersi veren öğretim elemanlarının dijital pedagojik yetkinliklerinin geliştirilmesi amacıyla profesyonel gelişim programlarının önemine vurgu yapmaktadır.

Anahtar Sözcükler: DigCompEdu, dijital yeterlilik, İngilizce dersi veren öğretim elemanları, yükseköğretim.
JEL Kodu: :120 /123

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Introduction

As a result of technological advancements, people, organizations, and society experience a process of transformation known as "digitalization," which involves the use of digital tools and methods. Business, education, healthcare, and culture have all been transformed by the Internet of Things (IoT), artificial intelligence, big data, and other contemporary technologies (Schwab, 2016). Economic arrangements have changed due to e-commerce and remote employment platforms. Additionally, online learning environments have made information easier to access (OECD, 2021). Moreover, digitalization has brought up a number of important concerns, including the rise in digital inequality, cybersecurity risks, and moral dilemmas (van Laar et al., 2017). Structured policies that intentionally include entire populations are required to address these issues in order to foster individual competency and the acquisition of digital skills (European Commission, 2018).

As traditional four-walled classrooms are rapidly being phased out, significant developments in digitalization in education have started to occur in the twenty-first century. Since the COVID-19 epidemic, which hastened the transition to online learning, people have become much more dependent on electronic gadgets (Erdin & Uzun, 2022). According to Arkorful and Abaidoo (2015) and Saraç and Özarslan (2017), one of the most important aspects of 21st-century skills is the ability to gather and share information, with the Internet being the main means of obtaining educational resources. This process necessitates the digitalization of educational breakthroughs.

Most Turkish universities have switched to online instruction as a result of the COVID-19 epidemic by establishing Distance Education and Application Centers. Teachers and students were able to continue their study without being restricted by time or location thanks to these centers (Elçiçek & Erdemci, 2021). The COVID-19 epidemic provided the groundwork for online education, and Turkey was forced to embrace and expand it following the Kahramanmaraş earthquake in 2023. After the Kahramanmaraş earthquake in 2023, the need for adaptable and durable educational infrastructure became even more evident, solidifying this shift. These incidents have brought attention to the need for educators, particularly English teachers, to acquire strong digital competencies in order to adjust to the changing nature of education.

Since educators wish to provide English instruction in accordance with today's digitalized society, the field of English language teaching experiences an increase in everyday research efforts (Öztok, 2019). The results of this field study indicate that educators need to be digitally competent, especially for professional growth. Since digital tools are now acknowledged as essential components of teaching-learning processes both inside and outside of educational settings, English language education exemplifies this trend (Jalkanen, Taalas, & Nikula, 2018).

Passey (2019) asserts that educators with the skills required for digital literacy can incorporate digital teaching resources in a way that improves students' chances for engaging and customized learning. Additionally, because these teachers encourage student autonomy, students can look for language resources on their own, bringing their methods into compliance with contemporary pedagogical standards (Fisser & Phillips, 2020). For these reasons, educators need to become more proficient with technology and adjust to the way that education is changing due to digitalization.

The European Commission's DigCompEdu is a theoretically underpinned framework of digitalization in education; the framework can also be used to assess and develop educators' digital competencies (Redecker, 2017). According to this model, it provides an elaborate review of how educators could use digital resources for educational objectives and facilitates educators in gradually enhancing their digital competencies. UNESCO ICT Competency Framework for Teachers is another framework that guides educators in using information and communication technology in classrooms and in developing creative, student-centered learning environments (UNESCO, 2019). These frameworks, based on pedagogical features of educational digitalization,

describe systems guiding the development of teachers' digital skills.

Additionally, teachers can use digitalization to change their teaching methods and course designs in order to build adaptable, student-centered learning environments. Teachers should analyze student performance, provide digital content that enhances the learning process, and offer customized learning paths during this process (Koehler & Mishra, 2009). Teachers can rapidly track their students' progress, give comments, and modify their teaching strategies based on the requirements of their pupils because of the digital platforms employed in education. As a result, educators are able to closely monitor their pupils' learning processes and provide tailored support. Additionally, digitalization improves teachers' teamwork and communication abilities. Teachers can connect more effectively with their students and share knowledge and expertise with their peers through online platforms (Ferrari, 2013. Hence, teachers adopt a more impactful role in facilitating their students' acquisition of 21st-century competencies, including digital literacy, critical thinking, and problem-solving.

Teachers must continuously adjust to new technologies and pursue professional development as a result of this shift. Effective use of digital technologies improves teaching methods and raises students' awareness of digital citizenship (Ertmer & Ottenbreit-Leftwich, 2010). For pupils to interact with the digital world in an ethical, responsible, and safe manner, they must learn digital citizenship. Teachers play a crucial role in this context by incorporating digital technology into teaching strategies and preparing students for the digital world.

Language training is now more accessible, individualized, and interactive thanks to these technological developments. However, teachers must have sufficient levels of digital competency in order to take full advantage of these tools (Redecker, 2017). Teachers may guarantee that their students receive more effective language instruction if they continuously work to improve their digital competencies. English teachers should adjust to the needs of the digital age, use technology for teaching purposes, and provide their students with innovative learning opportunities in light of the always changing environment of digitalization.

The DigiCompEdu framework aims to systematically improve educators' digital skills while promoting the acquisition of digital abilities. It is based on cognitive learning theories, such as Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). A six-stage progression paradigm describes how educators acquire digital abilities, moving from beginning to expert and leadership levels.

A1 (Newcomer) (0-19 points): Educators exhibit minimal proficiency with digital technology. These educators can enhance their competencies in digital technologies. They can initiate self-development by choosing one or two competencies to enhance their teaching strategies effectively.

A2 (Explorer) (20-33 points): Educators who possess an awareness of digital technologies but utilise them in a restricted manner. Members of this group comprehend the potential of digital technologies and are investigating them to enhance instructional and professional practices. It is evident that they have commenced the utilisation of digital technologies in several domains. They can enhance their digital competencies and practices in collaboration with their colleagues.

B1 (Integrator) (34-49 points): Educators who implement digital tools to teach their students do it methodically. Different teaching purposes and scenarios benefit from digital technology usage. Such educators exhibit interest in creating new approaches and methods.

B2 (Expert) (50-65 points): Members of this group of teachers show a consistent approach marked by the safe, creative, analytical use of digital tools to improve their professional activities. They have the capability to choose appropriate technology for different circumstances and understand the merits and drawbacks of alternative strategies. They are eager to explore novel endeavours and use their experience to expand their repertoire.

C1 (Leader) (66-80 points): The teachers integrate educational digital innovations to provide teaching support to their education peers. A well-organised, systematic approach helps them lead pedagogical and professional activities forward with the help of digital technologies. The teachers prove their dedicated commitment to staying updated with new ideas and helping other students discover the potential of digital technology. They possess both the willingness to

improve and develop new ideas.

C2 (Pioneer) (81-100 points): Educators demonstrate academic abilities to evaluate digital education approaches while developing fresh teaching approaches and compromising outdated educational practices. Their expertise in digital competencies for education exceeds what regular teachers possess. Educational professionals demonstrate expert technical skills while mastering information systems and maintain outstanding communication and collaboration with creative competencies that involve responsible digital practices. The emphasis of digital instructors extends to continuous learning in the digital environment throughout their professional careers.

With the help of this framework, educators can track the growth of their digital competency and regularly evaluate themselves to determine what more they need to learn. After the test, they can create a unique feedback report based on their input and create a professional learning plan for their digital abilities (Dias-Trindade & Ferreira, 2020).

Teachers of English in Turkey are also taking part in this digital revolution. However, recent studies show that educators find it difficult to develop their digital skills. Three major obstacles confront the educational system: restricted access to professional development, poor infrastructure, and unfavorable attitudes toward technology held by certain educators (Fidan & Cura Yeleğen, 2022; Köksal & Canlı, 2024).

Because of its vital importance, teachers need comprehensive assessment and educational support regarding their digital proficiency levels. This research aims to evaluate the digital competencies of English language teachers in the Schools of Foreign Languages at Turkish universities following the DigCompEdu. To achieve this purpose, the present study addresses the following questions:

1.What are the digital competence levels of English language teachers working at Schools of Foreign Languages in Turkish universities according to the DigCompEdu framework?

2.What are English language teachers' perceptions and practices regarding the integration of digital technologies into their classes?

Methodology

The research was conducted as part of a master's thesis and employed a mixed-methods approach to assess the digital skills of English language lecturers in Foreign Language Departments. Quantitative data were gathered with the Turkish adaptation of the 'Digital Competence Scale for Educators' (Toker, Korkmaz, & Altun, 2021), covering areas such as professional commitment, digital resource management, technology use in teaching, digital assessment, and student competency development. Semi-structured interviews then provided deeper insight into lecturers' experiences in integrating digital technologies, challenges encountered and needed support. Descriptive analysis was employed to analyze the quantitative data and thematic analysis was used to interpret the qualitative findings.

The participants involved lecturers working at foreign language schools within Turkish state universities and foundation universities during the academic year of 2024-2025. The study involved 160 English lecturers from state and foundation universities across Turkey, all volunteers who met specific criteria. Each participant was a qualified instructor with at least one year of experience teaching English preparation classes, and confidentiality was maintained throughout the research.

The sample of the study was formed using maximum variation sampling, which is one of the purposive sampling methods (Patton, 2014).

Table 1: *Demographic characteristics of participants*

Variables	Groups	F	%
Gender	Female	99	61.9
	Male	61	38.1
Age	22-29	36	22.5
	30-39	54	33.8
	40-49	52	32.5
	50-59	14	8.8
	60 and over	4	2.5
Professional Experience	1-5	50	31.3
	6-10	27	16.9
	11-15	36	22.5
	16-20	16	10.0
	21 and over	31	19.4
Educational Background	Bachelor's	53	33.1
	Master's	69	43.1
	Doctorate	38	23.8
Affiliated University Type	Public	140	87.5
	Foundation	20	12.5

F = Frequency, % = Percentage

Table 1 shows the distribution of the demographic variables of the individuals participating in the study. According to the results of the analyses, 61.9% (n=99) of the participants were female and 38.1% (n=61) were male. Considering the age demographics of the participants, 22.5% (n=36) are aged 22-29, 33.8% (n=54) are aged 30-39, 32.5% (n=52) are aged 40-49, 8.8% (n=14) are aged 50-59, and 2.5% (n=4) are aged 60 and above. In terms of professional experience, 31.3% (n=50) of the participants had 1-5 years of experience, 16.9% (n=27) had 6-10 years of experience, 22.5% (n=36) had 11-15 years of experience, 10% (n=16) had 16-20 years of experience and 19.4% (n=31) had 21 years or more of experience. The analysis of the participants' distribution based on their educational backgrounds revealed that 33.1% (n=53) had a bachelor's degree, 43.1% (n=69) had a master's degree, and 23.8% (n=38) had a doctorate degree. It is observed that 87.5% (n=140) of English lecturers are working in public institutions, whereas 12.5% (n=20) are employed in foundation universities.

The quantitative data of the study were obtained by applying the Digital Competence Scale for Educators form in a digital environment. The research gathered quantitative data using the 'Digital Competence Scale for Educators', which Toker, Akgün, Cömert, and Edip (2021) adapted to Turkish from the European Commission's DigCompEdu framework. This scale helps evaluate teacher digital competence through six fundamental areas that include "Professional involvement, Digital resources, Teaching and Learning, Assessment, Empowering Students and Supporting Students' Digital Competences" (Redecker, 2017). The answers given to the scale items take values between 0 and 4 points. Furthermore, calculations can be conducted separately for each sub-dimension of the scale as well as for the overall score of the scale. The competence levels and corresponding score ranges of educators, both overall and across different sub-dimensions of the Digital Competencies Scale for Educators, are presented in Table 2.

Table 2: *Competence Levels According to Total Scores and Subcategories*

Competence Level	Total Score Range	Professional Engagement & Teaching and Learning	Digital Resources & Assessment	Facilitating Students' Digital Competences
Beginner (A1)	0–19 points	4 points	3 points	5–6 points
Explorer (A2)	20–33 points	5–7 points	4–5 points	7–8 points
Integrator (B1)	34–49 points	8–10 points	6–7 points	9–12 points
Expert (B2)	50–65 points	11–13 points	8–9 points	13–16 points
Leader (C1)	66–80 points	14–15 points	10–11 points	17–19 points
Pioneer (C2)	Over 80 points	16 points	12 points	20 points

According to the analysis results of this scale, the Cronbach's Alpha coefficient was calculated as 0.94. Moreover, it was stated that the internal consistency of the scale items was high; the item-total score correlations (r(j(x)) obtained by item analysis ranged between 0.49 and 0.71, which was sufficient to reveal the distribution of the items.

The scale was transformed into an online format via Google Forms and sent to the participants. The utilisation of Google Forms facilitated the engagement of lecturers across diverse geographical locations by removing temporal and spatial constraints in the data collection process. Additionally, ten participants were selected randomly for the semi-structured interviews. The interview data was selected to mirror the complete study sample through a diversified qualitative sample based on digital literacy level and professional experience. The purpose of the research, confidentiality principles and voluntariness principles were explained to the participants, and their consent was obtained.

Findings

The digital competency scale is used to assess teachers' proficiency in digital technologies, connect digital materials with the educational environment and support teaching, design, plan and use digital technologies in learning and teaching stages, evaluate strategies for assessing existing data richness, determine the role of teachers in promoting active student participation in learning processes, and evaluate the role of teachers in developing students' digital competency. The scale consists of various sub-dimensions. These include:

Sub-dimension for professional use refers to educators applying digital literacy beyond the classroom, including communicating with colleagues, students, parents, and stakeholders, as well as adopting effective teaching practices. For example: "I can systematically use various digital channels to improve communication." The average score for this sub-dimension is 9.21 (Integrative/B1 level). Among English lecturers, 6 are at Beginner (A1), 37 at Explorer (A2), 60 at Integrator (B1), 50 at Expert (B2), 3 at Leader (C1), and 4 at Pioneer (C2) levels (see Table 3).

The digital resources sub-dimension evaluates lecturers' skills in finding, selecting, connecting, and safely using digital tools. Among English lecturers, 20 scored at Beginner (A1), 25 at Explorer (A2), 54 at Integrator (B1), 39 at Expert (B2), 18 at Leader (C1), and 4 at Pioneer (C2) levels. The average score was 6.71, aligning with the Integrator (B1) level (see Table 3).

Learning and teaching sub-dimension assesses teachers' ability to effectively use digital

technologies in each stage of the instructional process (e.g., considering how, when, and why to use these tools). Among English lecturers, 28 are at Beginner (A1), 41 at Explorer (A2), 43 at Integrator (B1), 32 at Expert (B2), 8 at Leader (C1), and 8 at Pioneer (C2) level. Their average score is 8.33, aligning with the Integrator (B1) level (see Table 3).

The assessment sub-dimension measures teachers' ability to analyse students' digital technology skills for effective feedback. Of the English teachers surveyed, 41 are at Beginner (A1), 47 at Explorer (A2), 31 at Integrator (B1), 23 at Expert (B2), 10 at Leader (C1), and 8 at Pioneer (C2) levels. The average score is 5.55, corresponding to Intermediate (B1) (see Table 3).

The empowering learners sub-dimension promotes active student involvement and equal opportunity through digital technologies. English language lecturers' digital competency levels were: 31 at Beginner (A1), 40 at Explorer (A2), 25 at Integrator (B1), 38 at Expert (B2), 16 at Leader (C1), and 10 at Pioneer (C2). The average score for this sub-dimension was 6.39, corresponding to the Integrator (B1) level (see Table 3).

The facilitating sub-dimension focuses on enhancing students' digital competency, such as teaching them to assess information reliability, spot misinformation, and recognize bias. When reviewing English lecturers' scores on this part of the digital competency scale: 46 were at Beginner (A1), 29 at Explorer (A2), 41 at Integrator (B1), 27 at Expert (B2), 13 at Leader (C1), and 4 at Pioneer (C2). The average score for English lecturers was 9.41, which corresponds to the Intermediate (B1) level (see Table 3).

Table 3: The results of the participants' competence level scores from the scales

Scales	**Measures**	**N**	**X̄**
Professional Engagement	Beginner (A1): 4 points	6	9,21
	Explorer (A2): 5-7 points	37	
	Integrator (B1): 8-10 points	60	
	Expert (B2): 11-13 points	50	
	Leader (C1): 14-15 points	3	
	Pioneer (C2): 16 points	4	
Digital Resources	Beginner (A1): 3 points	20	6,71
	Explorer (A2): 4-5 points	25	
	Integrator (B1): 6-7 points	54	
	Expert (B2): 8-9 points	39	
	Leader (C1): 10-11 points	18	
	Pioneer (C2): 12 points	4	
Teaching and Learning	Beginner (A1): 4 points	28	8,33
	Explorer (A2): 5-7 points	41	
	Integrator (B1): 8-10 points	43	
	Expert (B2): 11-13 points	32	
	Leader (C1): 14-15 points	8	
	Pioneer (C2): 16 points	8	
Assessment	Beginner (A1): 3 points	41	5,55
	Explorer (A2): 4-5 points	47	
	Integrator (B1): 6-7 points	31	
	Expert (B2): 8-9 points	23	
	Leader (C1): 10-11 points	10	
	Pioneer (C2): 12 points	8	
Empowering Learners	Beginner (A1): 3 points	31	6,39
	Explorer (A2): 4-5 points	40	
	Integrator (B1): 6-7 points	25	
	Expert (B2): 8-9 points	38	
	Leader (C1): 10-11 points	16	
	Pioneer (C2): 12 points	10	
Facilitating Learners' Digital Competence	Beginner (A1): 5-6 points	46	9,41
	Explorer (A2): 7-8 points	29	
	Integrator (B1): 9-12 points	41	
	Expert (B2): 13-16 points	27	
	Leader (C1): 17-19 points	13	
	Pioneer (C2): 20 points	4	
Total	Beginner (A1): 0-19 points	8	45,61

Explorer (A2): 20-33 points	34
Integrator (B1): 34-49 points	62
Expert (B2): 50-65 points	35
Leader (C1): 66-80 points	16
Pioneer (C2): over 80	5

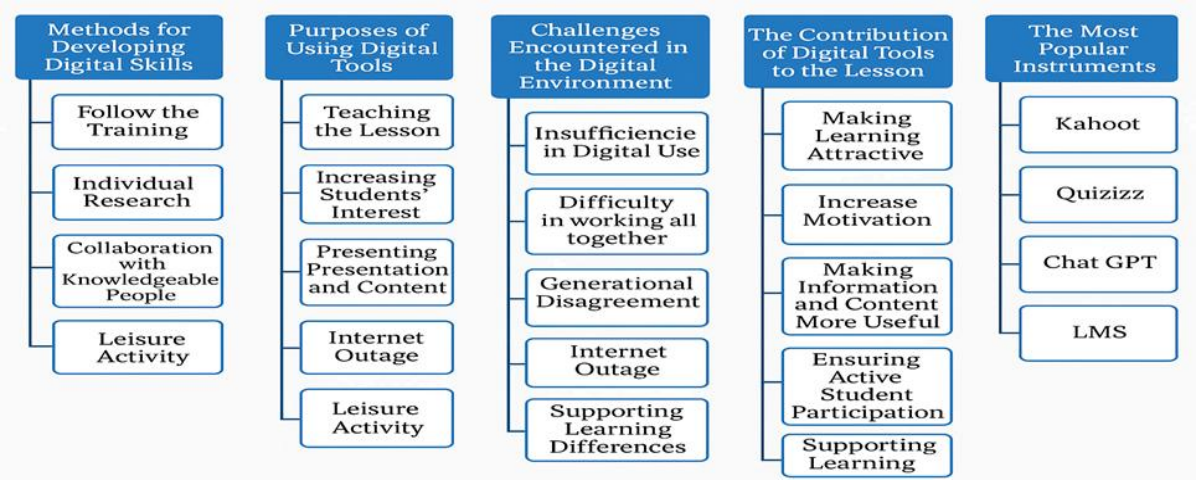
n=number of participants, $\bar{X}$ = Arithmetic average

The analysis of English lecturers' digital competency scores showed that 8 lecturers were at the Beginner (A1) level, 34 at the Explorer (A2) level, 62 at the Intermediate (B1) level, 35 at the Proficient (B2) level, 16 at the Leader (C1) level, and 5 at the Pioneer (C2) level. The average score obtained from the digital literacy scale is 45.61, classified as the Integrator (B1) level.

Qualitative research data analysis began with the transcription of data obtained through interviews. At this stage, two independent researchers read the transcripts word by word and sentence by sentence, coded them, and converted these codes into categories using a continuous comparison technique. In this phase, after coding the entire transcript, the researchers created a list of quotations to determine whether the coding was appropriate, and a series of key phrases were repeatedly coded and moved to other codes (Dey, 1993).

Figure 1 shows the results present multiple dimensions of digital skill acquisition and the integration of digital tools within the educational process. The figure synthesizes how participants cultivate digital competencies, their objectives for utilizing digital resources, the challenges encountered in digital contexts, and the perceived benefits these tools bring to instructional activities. It further clarifies the most frequently employed digital platforms among participants, including Kahoot, Quizizz, ChatGPT, and Learning Management Systems (LMS). In short, the figure offers a comprehensive analysis of the role digital tools play in enhancing learning, motivation, and engagement, while also detailing the primary obstacles learners experience in online education environments.

Figure 1: Teachers' perceptions of digitalization



The participants shared their views on the use of digital instruments in everyday teaching (Theme 1: Attitudes towards Digital Technology), the level of institutional support, the impact of student engagement, and awareness of aspects of digital literacy, such as privacy, copyright, and ethics (Code: Privacy Awareness, Copyright Compliance). Most participants maintained a positive attitude toward digital technology and teaching tools, such as projectors, online quizzes, smartboards, and applications like Kahoot, Padlet, and Google Classroom, among others (Codes: Positive Attitude, Motivating Tools, Interactive Applications). The research showed a crucial difference in instructors' digital competency development due to their level of experience, age, and resources available within their institutions or entities (Theme 4: Challenges Faced).Some teachers showed initiative for their professional growth using MOOCS and peer learning, but several others

lacked institutional backing for their development (Theme 2: Digital Skill Development Methods).

The participants displayed different levels of ethical understanding about student data privacy because many teachers demonstrated awareness of personal data protection regulations (Code: Data Privacy Awareness). Educators noted that digital resources boost student motivation, together with their ability to adapt learning approaches, but lack both training programs and adequate resources stand in the way of making digital resources truly effective and inclusive (Theme 4: Challenges Faced). The study reveals how educational personnel merge their internal drive with institutional backing to form digital teaching methods (Theme 1: Attitudes, Theme 2: Skill Development).

When Figure 1 is examined, it can be seen that the methods followed by English lecturers to develop their digital skills are to follow training, conduct individual research, and collaborate with knowledgeable individuals (Codes: Formal Training, Individual Research, Peer Collaboration). In response to the relevant question, participant 9 stated,

"I participate in online seminars to improve my digital skills. I also conduct ongoing research to discover new digital tools. My institution provides us with various training programmes in this area."

Similarly, participant 3 emphasized informal learning and peer support by saying,

"When someone in a group of friends mentions a digital platform they use in class, I don't hesitate to try it; I use it right away and try to prepare activities on that platform."

When examining the purposes for which English lecturers use digital tools (Theme 3: Purposes of Using Digital Tools), the responses given were to teach lessons, increase student interest in lessons, prepare presentations and content, make lessons more interesting, and make use of free time (Codes: Teaching Delivery, Motivation, Content Creation). In response to the relevant question, participant 4 stated,

"*I use digital technologies quite frequently in my daily teaching practice. I use them especially for quizzes, applications that motivate students, and student interactions and assessments."*

Additionally, participant 10 remarked,

"I use digital technologies almost every day in my lessons. They are particularly useful for preparing presentations, sharing online content, increasing student interaction, and tracking assignments."

Furthermore, English lecturers identified challenges they face in the digital environment (Theme 4: Challenges Faced), including insufficient digital skills, difficulties in collaboration, generational differences, and internet disconnections (Codes: Digital Literacy Gap, Collaboration Difficulties, Generational Gap, Technical Issues). Participant 3 responded to the relevant question as follows:

"Unfortunately, not everyone has the same level of digital literacy. Sometimes I have difficulties with digital literacy, and sometimes others do. When this happens, it leads to a loss of motivation."

Similarly, participant 2 pointed out generational barriers by stating,

"I am experiencing difficulties related to generational differences in the context of technological literacy."

When examining the criteria for selecting digital materials used by English lecturers (Theme 5: Criteria for Selecting Digital Materials), it can be seen that the criteria of suitability for the lesson, ease of access, suitability for the level of students, comprehensibility, and protection of personal data are included (Codes: Content Relevance, Level Appropriateness, Accessibility, Data Security). Participant 1 responded to the relevant question as follows:

"*I get support from online sites. I pay attention to the suitability of the content for the level of students and use in the classroom."*

In a similar vein, participant 5 noted,

"I refer to reliable sources such as the British Council, Cambridge, and Oxford. My selection criteria include the appropriateness of the material for the level, whether it offers interactivity, and the copyright status."

Upon analysing the responses to the questions 'How do digital agents contribute to students' learning? What changes do you observe?' directed to English lecturers (Theme 6:

Contribution of Digital Agents to Learning), it was determined that the responses included making learning attractive, increasing motivation, making information permanent, ensuring active student participation, and supporting learning differences (Codes: Visual & Auditory Stimulation, Learning Reinforcement, Active Participation, Support for Learning Diversity). Participant 8 answered the relevant question by stating,

"Thanks to digital tools, students are exposed to more visual and auditory stimuli, which reinforces learning. In addition, the ability to receive instant feedback increases students' motivation."

Similarly, participant 3 emphasised the multisensory learning experience provided by digital tools:

"For learning to take place, different connections need to be formed in the brain. When a student sees something, a connection is formed; when they hear something, another connection is formed... Digital tools facilitate this very well."

Moreover, it was noted that the most favoured tools employed by English lecturers for their lessons included Kahoot, Quizizz, ChatGPT, and LMS (Codes: Gamified Tools, AI Tools, Learning Management Systems). These tools were mainly used to increase student engagement, conduct formative assessments, and support personalised learning. For example, Participant 1 emphasised the use of gamified tools by stating,

"By preparing questions related to the topic I am teaching in applications such as Quizziz and Kahoot, I can observe the areas where students make the most mistakes."

Similarly, Participant 7 highlighted the effectiveness of these platforms by noting,

"I use tools such as Quizlet, Kahoot, Wordwall, and Google Forms for assessment. I find these methods effective because they enable students to learn while having fun."

In addition to gamified tools, AI-based platforms like ChatGPT were also used, especially for writing-related tasks. Participant 8 mentioned,

"I have occasionally tried using artificial intelligence tools such as ChatGPT to evaluate writing. When I guided it by adding specific criteria, I observed that it provided fairly consistent feedback overall."

The qualitative research data validated quantitative results through a detailed examination of participant' views about their educational practices. Lecturers showed enthusiasm about digital tools because they utilised Kahoot, Quizizz, Chatgpt and LMS platforms to boost student involvement as well as to generate diverse educational methods and classroom administration systems. The participants identified institutional barriers through inadequate digital equipment and insufficient training programs, which restricted the complete adoption of digital systems. Teachers' development of digital skills depended on their independent learning activities and working with their peers. The participants demonstrated knowledge of privacy concerns alongside copyright issues, yet their grasp on such ethical matters differed.

Discussion

The study classified English language instructors as integrators, B1, with a digital competence score of 9.21. They can use digital tools for simple instructional tasks but are not able to develop sophisticated integration competence, probably because of their lack of training, institutional support, and understanding. The findings of this study reveal the need for targeted efforts toward the innovative use of digital tools in teaching.

Such results placed them in the integrated group (B1) with the average score of 6.71 received from the digital resources sub-dimension. The results showed that teachers have basic knowledge of how to use and access digital materials, but they need further support on how to build on them more creatively and strategically in a pedagogically sound way.

It was found that they belonged to the integrative (b1) category in teaching-learning sub-dimension with an average score of 8.33. This indicated that teachers have a certain level of awareness of the use of digital technologies in classrooms and are able to use them; however, they

still need support to make this use more creative, effective, and student oriented.

Teachers use digital technologies for student assessments only at a basic level, according to the evaluation sub-dimension score of 5.55, which puts them in the integrator (B1) category. This indicates a need for professional development focused on creative, data-driven, and feedback-oriented tools. Additionally in the integrator (B1) category, the strengthening sub-dimension average was 6.39, suggesting that teachers employ simple digital tools to increase motivation and engagement as well as to customize instruction. Targeted instruction and real-world examples are required to enhance student empowerment and student-centered digital tool use.

Finally, teachers were categorized as integrative (b1) after scoring 9.41 on the facilitation sub-dimension. This study leads to the conclusion that instructors support students' learning responsibility and assist learning processes by using digital technology at a basic and limited level. This finding indicates that in order to properly use digital technologies with student-centered approaches, educators require improved professional development.

With an average score of 45.61 on the digital competency scale, the English instructors were classified as integrative (B1). Teachers at B1 are able to employ digital technology in the classroom, but they are not creative or strategic enough (Redecker, 2017). Although this demonstrates rudimentary digital literacy and technological advancement, B1 is still an intermediate DigCompEdu stage, suggesting potential for improvement. Teachers at this level must continue to hone their abilities in content creation, creative and critical use of digital tools, innovation, and team support (Redecker, 2017; Tondeur et al., 2017).

One of the main reasons teachers continue to operate at the B1 level is a lack of cooperation and coordination. According to Tondeur et al. (2017), a successful digital transformation in education must rely heavily on peer collaboration, the sharing of best practices, and collaborative contributions to instructional materials rather than just individual motivation. However, there are few opportunities for collaboration on the preparation and co-delivery of digital pedagogical innovations because many lecturers in Turkey's Schools of Foreign Languages have heavy teaching loads and busy schedules. Similarly, there is a lack of cooperation between educators and school officials. Although administrators play an essential role in digital pedagogical transformation by creating an effective vision and allocating required resources, this support is often offered in a weak and imbalanced way (Redecker, 2017). Consequently, in the absence of a high degree of horizontal interaction among teachers and vertical interaction with school management, the effectiveness of any individual effort stays low.

Furthermore, one of the key elements that contributed to reaching the B1 level of digital competency on a national scale may be the mass factor of inadequate infrastructure and technological deficiencies. There is unequal access to contemporary digital technologies in many Turkish colleges; some instructors do not even have interactive whiteboards in their classrooms, or the technology is antiquated and rarely maintained (Yıldız et al., 2023). Additionally, most institutions' internet access is not consistent enough to support effective teaching methods. Teachers' capacity to use digital resources into their lesson plans is severely hampered by these technological limitations because a large portion of this is not dependent on their willingness. Therefore, digital transformation can be viewed simultaneously as both a personal challenge and a systemic problem that needs regular national support on a technological basis (Ertmer & Ottenbreit-Leftwich, 2010).

Additionally, the lack of consistent in-service training and tangible institutional reinforcement exacerbates this. While digital pedagogy courses are only partially given, professional development sessions in the majority of institutions focus on general pedagogical topics (Atabek, 2019). Significant obstacles to the effective use of technology in Turkish schools also included inadequate infrastructure, a lack of structured pre-service and in-service digital instruction, poor content support, and inadequate incentive schemes. A culture of cooperation, continuous institutional investment, and infrastructure development are essential ways to raise the level of digital competency beyond the basic integrator, even though the foundation laid by a single teacher is always vital (B1). The combination of these factors indicates that a culture of

collaboration, ongoing investment made at institutional levels, and the improvement of infrastructure constitute crucial means of raising the skills level of digital competence past the basic integrator (B1) threshold.

Similarities and variances can be seen in other research on digital literacy. Due to improved digital experience and post-COVID-19 digitalization, Demirel (2023) employed the DigCompEdu scale with English teachers in Turkey and discovered that the majority were at the B1-B2 level; these teachers were able to not only integrate digital resources but also use them creatively. Based on the appropriate scale, Tavlaş Aydemir (2024) conducted research with EFL teachers at different educational levels, finding a positive correlation between professional growth and digital literacy. Most of the teachers had medium or medium-high digital literacy, probably because the participants came from different educational settings, which averaged out the results. The study carried out by Ardıç and Çiftçi (2019) explored educators' levels of information and communication technology knowledge. Among the seven major areas, the majority of study participants assessed their ICT proficiency at a basic level. The study's data corresponds to the A1-A2 (Newcomer-Explorer) level as specified in DigCompEdu. According to Ardıç and Çiftçi (2019), some of the factors contributing to the teachers' poor technology self-evaluation include the teachers' generally low level of technology experience, age patterns, and aspirations for digital integration into the university.

Similar to the present study, Yardımcı's study (2024) also applied the TPSA C-21scale for assessing educators' technological competence in foundation and state universities and the data revealed only average level abilities. These results, which are quite close to the B1 level, reveal that university instructors face comparable difficulties and achievements when integrating technology into teaching methodologies. This study differs from the previous studies available in literature in many significant ways. First, the sample consists of English language teachers employed by the Foreign Languages High Schools of Turkish universities alone. The homogeneity of the sample is improved, and the digital literacy levels of this particular academic group are obvious. On the other hand, Tavlaş Aydemir (2024) included all educational levels, which yielded more varied results. Secondly, the DigCompEdu scale, which assesses in detail the teachers' digital skills, is a tool for which validity and prevalence have been acknowledged at the European level. While DigCompEdu is consistent with the scales used in certain other research (e.g., Tavlaş Aydemir, 2024; Yardımcı, 2024), the exact same measurement method was not employed. This makes the results of this study more comparable to those found in other publications. Thirdly, a thorough evaluation of participants' general digital literacy skills and DigCompEdu sub-parameters (such as digital resource consumption, teaching, learning, assessment, and facilitation) provides a detailed overview. Prior studies, like Ardıç and Çiftçi (2019), examined participants just at the general proficiency level or used a limited selection of factors. Lastly, the B1 level found in this study contributes to national and international discourses by offering a current and unique image of the degree of digitization among university instructors in the post-COVID-19 era. A considerable rise in digital competency levels may be expected, even if the COVID-19 era pushed digital tools to the forefront of education and we have now reached a new phase where AI-driven systems increasingly impact the form and content of teaching. However, the studies show that lecturers' technological skill is only at the B1 (Integrator) level despite changes in educational technologies and instructional strategies, underscoring the need for more thorough integration of digital resources into instruction.

It was clear from looking at the responses collected for the study that English teachers had a favorable opinion of the use of digital technology in the classroom. Digital technology has been shown to improve course efficiency, boost student motivation, and enable interactive teaching. Teachers stated that using digital technology in the classroom increased motivation and made studying more interesting. This situation is consistent with the literature's view that students should be taught in technology-integrated classrooms (Kocaman-Karoğlu, 2016) and shows that using

digital tools increases student motivation, makes lessons more interesting, and fosters lifelong learning (Kul, Yiğit, & Köklü-Gülseven, 2024). English language instructors' responses have also clarified how they incorporate digital materials into the classroom. The use of digital tools to conduct tests, assess student learning, and boost student enthusiasm in the classroom was mentioned by English instructors. Additionally, it has been found that using platforms like Quiziz, Kahoot, LMS, and Chat GPT in the classroom helps English instructors. Additionally, it has been demonstrated that English instructors use digital technologies in the classroom by creating presentations or offering a variety of content. In this situation, using digital tools in the classroom increases student interest, positively affects participation, and has a long-lasting effect on learning. It is clear from the aforementioned facts that English instructors support the use of digital technology in the classroom and make effective use of it.

According to the interview data, most participants use digital tools in a variety of methods and for a variety of objectives, including giving homework, taking attendance, and offering evaluation and feedback. For educational purposes, it might be more appropriate to employ technology thoughtfully and in a balanced manner. To use technology for this purpose, institutional support is needed. In fact, one important finding from the participants' remarks was that institutions did not provide enough assistance to encourage lecturers' digital literacy. Another thing to note is that each participant is making an effort to improve their level of digital competency. Furthermore, according to the instructors who took part in the survey, curiosity and a desire to learn are more important than experience or age. The participants emphasized that using digital tools boosted pupils' motivation. For example, they stated that when students play a game through digital tools during the lesson, sometimes even the most disinterested student participates in the lesson. Through these interviews, the teachers expressed concerns about several institutional and individual flaws. Additionally, even though technology boosts students' motivation, it should be used thoughtfully and in a balanced manner for pedagogical goals.

The study's findings indicate that English instructors employed by Turkish universities' foreign language departments are at the B1 (integrator) level of digital competency according to the DigCompEdu framework. At this level, teachers might highlight some limitations on more complex and innovative pedagogical uses while using digital resources for straightforward, beneficial teaching strategies. While B1 competency is a positive start toward digital integration, it falls short of preparing students for the complex learning environment brought about by the accelerating pace of digital transformation and the expanding impact of artificial intelligence (AI). The results demonstrate the urgent need to advance from fundamental digital literacy to more advanced levels of digital pedagogical competency. Teachers must be adept at using digital tools and have specialized knowledge of instructional techniques that foster critical thinking, group collaboration, and student problem solving. For example, teachers incorporate digital tools into their practices such as Kahoot, Quizlet, or the interactive whiteboard into the course design process to encourage student involvement and guarantee useful formative assessment. However, in order to use these tools effectively, educators must know how to incorporate them into their learning objectives and adapt them to meet the requirements of a varied student body.

Additionally, the developments in AI in education present teachers with both new opportunities and problems, necessitating the development of flexibility and ongoing learning abilities. AI-supported tools that are changing the teaching and learning process include adaptive learning platforms, automated feedback systems, and generative AI (like Chatgpt). At this point, it is the responsibility of institutions to make sure that they make ongoing, flexible investments and train their teachers in ways that enable them to fully utilize the resources available to them. It entails educating people about digital resilience, encouraging openness to change, and giving them access to the best practice models and pertinent subject resources. While the digital competence of teachers at B1 level is promising, it is not enough when considering the demands of digitalization and AI in education. In the future, there is a need to extend the scope of teachers' competencies to higher levels and continue with constant institutional support, together with digital innovation in the broader education ecosystem.

Conclusion

This study aimed to find out the digital competency among EFL instructors employed at university foreign language departments in Turkey. There are, however, some limitations to the study. The sample size of the study comprises only English language instructors at certain universities. Because it does not cover all universities in Turkey, the generalizability of the findings may be somewhat limited. According to their institutional infrastructure, educational policies, and individual experiences, teachers working at different universities may develop differences in the level of digital competency.

The Digital Competence Scale for Educators was used in the study's quantitative online survey utilizing Google Forms, which was supplemented by semi-structured interviews. Self-assessment responses are not necessarily connected with the level of proficiency, even if the survey approach is an efficient way to reach the respondents and collect general data. As a result, the results could be influenced by subjective opinions and the social desirability effect. Additionally, even though the interview method provides more information, the teaching group's ethnicity is not fully represented due to its narrow sampling.

Different universities maintain unique policies about digital infrastructure and technology utilisation rules. The level of digital training access for educators differs between universities since some institutions provide advanced digital training opportunities, but others restrict such opportunities. Digital competencies and technology integration processes of the participants may experience direct modification through these findings.

Using the DigCompEdu paradigm, future studies on the digital competency of English language instructors at Turkish universities should expand their scope through a variety of study directions. Although English language instructors were the focus of this study, future research could examine digital competency in other higher education sectors by examining various teaching specialties. Deeper understanding of how educational sectors impact digital literacy practices can be obtained by incorporating a variety of disciplines. In addition to demographic variables like gender, age, work experience, educational background, and kind of university, future research could build on this study by examining additional variables including technical self-efficacy, motivation, attitudes toward digitalization, and institutional support systems. A thorough examination of these elements would offer a more comprehensive knowledge of the factors influencing lecturers' development of digital competence.

Although helpful, the self-reported data included in this study may not always correctly reflect true digital competencies. Therefore, in order to provide a more complete picture of lecturers' digital habits within actual teaching situations, future research should use a combination of approaches, including self-reporting, performance-based assessments, and classroom observations. Future research should employ longitudinal designs to monitor changes and growth in digital abilities and attitudes as lecturers interact with emerging technologies (such as AI, VR, and AR) over time. The current study used a cross-sectional strategy, collecting competence at a single point in time. Researchers should also create and assess structured training programs to improve the digital skills of university instructors. Systematically implementing and assessing such targeted programs would both deepen theoretical knowledge about digital competence and promote practical improvements in higher education teaching. More research in this field could address previous limitations, broaden the investigation of teachers' digital competence, and help develop effective instructional strategies for university educators.

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Araştırmacıların Katkı Oranı Beyanı

Makalenin yazarları makale sürecine eşit şekilde katkı sağlamışlardır.

Çıkar Çatışması Beyanı

Bu çalışmada herhangi bir potansiyel çıkar çatışması bulunmamaktadır.

GENİŞ ÖZET

Literatür Taraması: Teknolojik gelişmelere tepki olarak, insanlar, kuruluşlar ve toplum, dijital araç ve yöntemlerin kullanımıyla "dijitalleşme" olarak bilinen bir dönüşüm sürecinden geçmektedir. İş dünyası, eğitim, sağlık ve kültür, Nesnelerin İnterneti (IoT), yapay zeka, büyük veri ve diğer çağdaş teknolojilerle dönüşmüştür (Schwab, 2016). E-ticaret ve uzaktan çalışma platformları sonucunda ekonomik düzenlemeler değişmiştir. Aynı zamanda, çevrim içi öğrenme ortamları bilgiye erişimi kolaylaştırmıştır (OECD, 2021). Ancak dijitalleşme, dijital eşitsizliğin artması, siber güvenlik riskleri ve ahlaki ikilemler gibi bir dizi önemli sorunu da beraberinde getirmiştir (van Laar ve ark., 2017). Bireysel yetkinliği ve dijital becerilerin edinilmesini teşvik etmek için bu sorunları ele almak üzere, tüm nüfusu kasıtlı olarak kapsayan yapılandırılmış politikalar gereklidir (Avrupa Komisyonu, 2018).

DigiCompEdu çerçevesi, eğitimcilerin dijital becerilerini sistematik olarak geliştirmeyi ve dijital yetkinliklerin kazanılmasını teşvik etmeyi amaçlamaktadır. Bu çerçeve, Bloom'un Gözden Geçirilmiş Taksonomisi (Anderson & Krathwohl, 2001) gibi bilişsel öğrenme teorilerine dayanmaktadır. Altı aşamalı bir ilerleme paradigması, eğitimcilerin dijital yetkinlikleri nasıl kazandıklarını, başlangıç seviyesinden uzmanlık ve liderlik seviyelerine nasıl ilerlediklerini açıklamaktadır. Eğitimciler günümüzün dijitalleşmiş toplumuna uygun İngilizce eğitimi vermek istedikleri için, İngilizce öğretimi alanında günlük araştırma çabaları artmaktadır (Öztok, 2019). Bu saha çalışmasının sonuçları, eğitimcilerin özellikle mesleki gelişimleri için dijital yetkinliğe sahip olmaları gerektiğini göstermektedir. Dijital araçlar artık eğitim ortamlarının içinde ve dışında öğretim-öğrenim süreçlerinin vazgeçilmez bileşenleri olarak kabul edildiğinden, İngilizce eğitimi bu eğilimi örneklemektedir (Jalkanen, Taalas ve Nikula, 2018).

Bulgular ve Tartışma: Anket sonuçlarına göre, İngilizce öğretmenleri 9,21 dijital yeterlilik puanı ile bütünleştirici (B1) düzeyinde sınıflandırılmıştır. Bu düzeydeki öğretmenler, basit öğretim görevleri için dijital araçları kullanabilmekte; ancak yeterli eğitim ve kurumsal destek eksikliği nedeniyle gelişmiş ve yaratıcı entegrasyon becerileri sergilemekte zorlanmaktadır. Elde edilen bulgular, öğretimde dijital araçların yenilikçi ve pedagojik açıdan etkili kullanımını geliştirmeye yönelik hedefli girişimlerin gerekliliğini ortaya koymaktadır. Dijital kaynaklar alt boyutunda öğretmenler, ortalama 6,71 puan ile bütünleştirici (B1) grupta yer almıştır. Bu bulgu, öğretmenlerin dijital materyallere erişme ve bu materyalleri kullanma konusunda temel bir yeterliliğe sahip olduklarını; ancak pedagojik sağlamlığı koruyarak dijital kaynakları yaratıcı ve stratejik biçimde kullanabilmek için ek desteğe ihtiyaç duyduklarını göstermektedir. Öğretme ve öğrenme alt boyutunda ise öğretmenlerin ortalama 8,33 puan ile bütünleştirici (B1) düzeyinde yer aldıkları belirlenmiştir. Bu durum, öğretmenlerin sınıf ortamında dijital teknolojilerin kullanımına ilişkin belirli bir farkındalık ve yeterlilik geliştirdiklerini; ancak bu entegrasyonu daha yaratıcı, etkili ve öğrenci merkezli hâle getirebilmek için profesyonel desteğe ihtiyaç duyduklarını ortaya koymaktadır. Dijital yetkinlik ölçeği genelinde ortalama 45,61 puan alan İngilizce öğretmenleri, bütünleştirici (B1) düzeyinde sınıflandırılmıştır. B1 düzeyindeki öğretmenler, dijital teknolojileri sınıf ortamında kullanabilmekte; ancak bu kullanımı yeterince yaratıcı ve stratejik biçimde gerçekleştirememektedir (Redecker, 2017). Bu durum, temel düzeyde dijital okuryazarlık ve teknolojik farkındalığın geliştiğini gösterse de, B1 düzeyinin DigCompEdu çerçevesinde orta bir aşamayı temsil ettiği ve daha ileri düzeylere geçiş için önemli bir gelişim potansiyeli barındırdığı anlaşılmaktadır. Bu bağlamda öğretmenlerin içerik oluşturma, dijital araçların eleştirel ve yaratıcı kullanımı, yenilikçilik ve meslektaşlarla işbirliği alanlarında yetkinliklerini geliştirmeleri gerekmektedir (Redecker, 2017; Tondeur ve ark., 2017). Öğretmenlerin B1 düzeyinde kalmalarının temel nedenlerinden biri, işbirliği ve koordinasyon eksikliğidir. Tondeur ve ark. (2017)'ye göre, eğitimde başarılı bir dijital dönüşüm yalnızca bireysel motivasyona değil; akran işbirliğine, iyi uygulamaların paylaşılmasına ve öğretim materyallerine kolektif katkılara dayanmaktadır. Ancak Türkiye'deki Yabancı Diller Yüksekokullarında görev yapan birçok öğretim görevlisinin yüksek öğretim yükü ve sıkışık çalışma programları nedeniyle dijital pedagojik yeniliklerin ortaklaşa geliştirilmesi ve uygulanması için yeterli işbirliği ortamı oluşmamaktadır. Buna ek olarak, eğitimciler ile okul yöneticileri arasında da etkili bir işbirliği bulunmamaktadır. Her ne kadar yöneticiler dijital pedagojik dönüşümde vizyon oluşturma ve kaynak tahsisi açısından önemli bir role sahip olsa da, bu desteğin çoğu zaman sistematik ve sürdürülebilir bir biçimde sunulamadığı görülmektedir.

Öneriler : Çalışmanın bulguları, Türk üniversitelerinin yabancı dil bölümlerinde görev yapan ve İngilizce dersi veren öğretim elemanlarının DigCompEdu çerçevesine göre B1 (bütünleştirici) düzeyinde dijital yeterliliğe sahip olduğunu göstermektedir. Bu düzeyde öğretmenler, basit ve işlevsel öğretim stratejileri için dijital kaynakları kullanabilmekte; ancak daha karmaşık ve yenilikçi pedagojik uygulamalarda sınırlılıklar yaşamaktadır. B1 yeterliliği dijital entegrasyon açısından olumlu bir başlangıç niteliği taşısa da, dijital dönüşümün hızlanması ve yapay zekânın giderek artan etkisiyle şekillenen karmaşık öğrenme ortamlarına öğrencileri hazırlamak için yetersiz kalmaktadır.

Elde edilen sonuçlar, temel dijital okuryazarlıktan daha ileri düzey dijital pedagojik yeterliliklere geçişin acil bir gereklilik olduğunu ortaya koymaktadır. Öğretmenlerin dijital araçları kullanma becerisine sahip olmalarının yanı sıra, eleştirel düşünme, grup işbirliği ve problem çözme becerilerini destekleyen öğretim yaklaşımları konusunda da yetkin olmaları gerekmektedir. Örneğin, öğrencilerin katılımını artırmak ve etkili biçimlendirici değerlendirme süreçlerini desteklemek amacıyla Kahoot, Quizlet veya etkileşimli beyaz tahta gibi dijital araçların ders tasarım sürecine bilinçli biçimde entegre edilmesi önem taşımaktadır. Ancak bu araçların etkili biçimde kullanılabilmesi için eğitimcilerin, söz konusu araçları öğrenme hedefleriyle ilişkilendirebilmeleri ve farklı öğrenci gruplarının gereksinimlerine göre uyarlayabilmeleri gerekmektedir.

Bu bağlamda, eğitimcilerin yalnızca dijital içeriğe yönelik temel becerileri hedefleyen eğitimlerle sınırlı kalmayan; dijital materyallerin pedagojik açıdan etkili biçimde derslere nasıl entegre edileceğini ele alan kapsamlı hizmet içi eğitim programlarına ihtiyaç duydukları görülmektedir. Bu programların, öğretmenlere yenilikçi öğretim yaklaşımlarını deneme olanağı sunması ve meslektaş geri bildirimleri yoluyla dijital öğretim stratejilerini geliştirebilecekleri yeterli zamanı sağlaması önemlidir.

Buna ek olarak, eğitimde yapay zekâ alanındaki hızlı gelişmeler, öğretmenlere hem yeni fırsatlar hem de yeni güçlükler sunmakta; bu durum esneklik ve sürekli öğrenme becerilerinin geliştirilmesini zorunlu kılmaktadır. Uyarlanabilir öğrenme platformları, otomatik geri bildirim sistemleri ve üretken yapay zekâ uygulamaları gibi araçlar öğretim ve öğrenim süreçlerini dönüştürmektedir. Bu noktada, kurumların sürekli ve esnek yatırımlar yaparak öğretmenlerini sunulan dijital olanakları etkili biçimde kullanabilecek şekilde desteklemeleri temel bir sorumluluk olarak ortaya çıkmaktadır. Bu destek, dijital dayanıklılığın geliştirilmesini, değişime açıklığın teşvik edilmesini ve öğretmenlerin iyi uygulama örneklerine ve ilgili kaynaklara erişiminin sağlanmasını da kapsamaktadır.