

College of Education for Humanities

English Department



Ph. D. Studies/ Methodology

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Method of Research

“Digital Culture”

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1. Introduction

Nowadays, information technologies are penetrating all areas of human life, including industry, agriculture, medicine, administration, art, science, and education. It is difficult today to imagine human life and his activities without technologies. Individuals acquire this knowledge through their teachers during their studies. It is essential for students to have a culture of interaction with information technologies. In this field, scientists from various countries have conducted many studies on the impact of information technology on students, as some scientists believe that information technology has a positive effect on students' intellectual development in terms of memory, attention, and spatial imagination (Anisimova, 2020).

Technology has also become a part of students' daily experiences, and they are likely to have countless encounters with different forms of digital communication. For students today, modern applications must enter every detail of their lives, especially academically, to develop their skills and knowledge (Maureen & de Jong 2018).

Digital culture is considered an important part of the educational system. The correct use of digital technology should be the foundation upon which the educational process is built. It helps teachers and educators teach students how to access information, respect laws, responsibilities, and freedoms, and use technology in an organized manner (Yustika & Iswati, 2020: 68).

There are many developed countries such as United Kingdom, United States of America, and Canada that teach students in schools subjects related to digital culture within the framework of digital education. In the same context, Australia launched a project under the slogan 'Connecting with Confidence: Developing Australia's Digital Future,' which stipulates the widespread teaching of digital education to students along with training parents and teachers on it according to a comprehensive plan. France also plans to make digital culture a major national issue (Heitplatz, 2022: 426).

New technologies have changed the way we communicate, allowing us to overcome time and ideological barriers of distance, and providing a new way to connect. So, it is essential to have knowledge for using and managing new digital resources, as well as understanding their scope and multiple benefits.

Khanlou & Zangeneh (2021) indicate that learning technological concepts and using digital technology has positive effects on students' social and economic integration, supporting their independence, and facilitating the learning process.

2 . Digital culture

The current era is characterized by development and innovation, and this requires us as teachers to develop our skills and abilities related to the tools and applications of digital culture, integrating them in educational contexts, enhancing the teacher's ability to choose appropriate strategies, designing engaging activities, digital stories for students, employing electronic simulations, e-learning strategies, modeling, digital demonstrations, and other modern applications (Anisimova, 2020: 236).

It is unreasonable and illogical for a teacher to use traditional and classical methods such as the wooden blackboard, chalk, and lecture method, sitting behind the table and talking in a way that fails to pay students' attention who have most modern technology. Therefore, teachers must use what is modern, what attracts the students' attention and interest, and what is desirable and enjoyable for them (DeCarlo & Neuman, 2018, 266).

So if we want to define digital culture simply, we can consider it as: The skills and behaviors that enable teachers and students to interact effectively with digital technologies and modern social media to make use of them in the field of teaching and learning to achieve the target objectives (,Záhore & Munk , 2019: 380).

Radovanovi, & Hlst ,(2020) define digital culture as a new way of life based on interacting with information and technology daily and understanding how to use them safely and effectively.

So, if the students has the ability to create images, graphics, slides, videos, and applications, this forms an important and significant part of his learning competencies for using them in achieving the target objectives with less time and effort and more effectiveness.

3 . The role of Digital culture in Education

Howraa, & Majeed (2024: 33), mention that digital culture has great importance in the field of education because it :

- Increases students' motivation towards learning and participation.
- Encourages students to engage in activities because its applications are attractive and enjoyable.
- Develops students' creativity in verbal, and written expressions..
- Enhances student's comprehension and deep understanding through the use of digital tools in explaining and presenting abstract concepts.
- Develops students' skills such as observation, classification, organization, comparison, similarity, and difference.

- Encourages students to engage in interactive cooperative work.
- Adds fun and a positive atmosphere inside the classroom.
- Helps the teacher manage time, manage the classroom, and reduce problems that occur among students.
- Helps the teacher design flexible and engaging learning environments that cope with individual differences among students.
- Provides teachers with various resources that can be utilized.
- Helps the teacher present concepts and vocabulary in the form of pictures and models.
- Improves basic language skills (listening, speaking, reading, and writing).

4 . Skills of Digital Culture

Vujii & Stankov (2020: 129) state that digital culture includes the following skills:

1.Information and Communication Technology

These skills include the effective use of technology; in terms of using technological tools for research, organization, and evaluation, and using digital technologies (computers, phones, media players, etc.). They also involve communication tools and social networks appropriately to access, manage, integrate, evaluate, and produce information for the purpose of working and successfully participating in the knowledge economy, as well as applying ethical and legal standards related to accessing and extracting information. Digital literacy skills cover four sub-skills: the ability to use digital communication tools, the ability to use digital applications, the ability to access information, and the skill of building virtual relationships (Abdelatief & Abdelhafez , 2021: 289).

In light of what is mentioned, it is observed that students' familiarity with some skills related to digital culture through the development of certain technological concepts is very important, as the use of digital technologies (computers, phones, media players, etc.) and communication tools and social networks appropriately to access information is one of the essential things a student needs in their field of study.

5. Skills of Information Culture

This type of skill aims to develop individuals' ability to access information effectively and efficiently, evaluate information critically, and use information accurately and creatively. It includes many sub-skills, such as accessing and evaluating information efficiently and quickly, and effectively by selecting appropriate sources.

In addition, it deals with evaluating information critically and competently, as well as using and managing information accurately and creatively in solving scientific, life, and technical problems they encounter. It includes managing the flow of information from wide and diverse sources, in addition to applying and following the laws and ethical standards associated with accessing and using information.

6 . Skills of Media Culture

This type of skill aims to develop individuals' ability to understand how to optimally apply available learning resources, and how to use media tools to create effective communication products such as videos, audio files, and websites, as well as to build an understanding of the role of media in society.

It also involves understanding the effects of the media message on the targeted audience, choosing the appropriate medium for a specific topic, designing and producing web pages, animations, and selecting communication methods. It includes many sub-skills such as media analysis, examining how others interpret messages differently, how to incorporate values and perspectives into messages, understanding how media influences beliefs and behaviors, as well as applying and adhering to ethical and legal standards related to accessing and using media messages.