



**EXPLORING STUDENTS'
PERCEPTIONS OF DIGITAL
CITIZENSHIP:
A CASE STUDY
OF SOUTH EAST
EUROPEAN UNIVERSITY**

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ABSTRACT

This paper discusses the state of digital citizenship in higher education, with a focus on literature review and educational approaches, pedagogical strategies, and challenges for improvement. It includes a survey of 60 respondents, which explores students' perceptions and experiences related to digital citizenship at the undergraduate level of studies. This research examines the key aspects of digital citizenship education, pedagogical methods, various strategies and their effectiveness, demographic factors, limitations of current research, the role of technology and the challenges that educators face, curriculum changes, and development. By promoting digital citizenship education activities, institutions, and educators are expected to contribute through collaboration with the private sector, and student engagement and activism. The study found that rapid technological advancements were perceived as limitations in digital citizenship education. The findings show that respondents strongly favor comprehensive ways to teach digital citizenship, often endorsing multifaceted tactics covering a range of subject areas. Hence, there is broad recognition of the impact of demographic factors such as gender, age, and socioeconomic status on students' perception of digital citizenship education. The results highlight the potential of digital skills enhancement and learning and the evolving of digital platforms in higher education study programs, the need for diverse teaching methods, integrated curriculum, and improvement of collaboration between educational institutions and the private sector. This research adds to the general knowledge of digital citizenship education, by providing insights for higher education institutions, students, educators, and policymakers, for developing inclusive digital citizenship programs in higher education.

Keywords: Digital citizenship, higher education, methodology approaches, curriculum, technology in education.

1. INTRODUCTION

The study centers on university students and aims to interpret their comprehension and encounters with digital citizenship by means of an extensive survey including 60 participants at South East European University.

It also looks at demographics, the influence of technology, and the state of digital citizenship education. By examining these topics, the main purpose of the study is to offer insightful information that will help educators, legislators, and higher education institutions create more inclusive and successful digital citizenship initiatives.

The significance of digital citizenship in higher education has drawn a lot of attention due to the rapid technological impact. Incorporating digital citizenship into university courses, especially in the undergraduate cycle of studies, is crucial for promoting responsible online conduct and equipping students with the skills necessary to successfully navigate the intricacies of the digital world. According to Sandoval (2019), giving college students the tools, they need to interact responsibly and successfully online is essential to their success both academically and professionally. Institutions may cultivate a more knowledgeable and accountable digital community by incorporating digital citizenship ideas into their instructional procedures.

This research examines the key aspects of digital citizenship education, pedagogical methods, various strategies and their effectiveness, demographic factors, limitations of current research, the role of technology and the challenges that educators face, curriculum changes, and development.

Given the importance of technology in education and the speed at which it is developing, this research is especially applicable. The study's conclusions emphasize the necessity of an integrated curriculum, a variety of teaching strategies, and enhanced cooperation between academic institutions and the business sector, and the link that education programs benefit from improving digital skills and utilizing developing digital platforms. The analyses on the current knowledge of digital citizenship education by investigating the perspectives and experiences of students are being employed. In particular, it looks into students' preferences for comprehensive and multidimensional teaching methodologies as well as how perspectives on digital citizenship education are influenced by aspects including gender, age, and socioeconomic level.

It is crucial to cultivate active, moral, and responsible digital citizens as society gets more and more digitalized. It greatly advances the knowledge of the most efficient ways to accomplish this objective in the context of higher education, opening the door for more successful methods of teaching digital citizenship, digital communication, and future skills at the university level, in a constantly evolving digital environment.

2. LITERATURE REVIEW

In the digital era, and the technological transformation the concept of "digital citizenship" has become very significant, necessitating a thorough comprehension and incorporation of it in educational institutions, schools, and Universities. The field of teaching digital citizenship and its importance is examined in this study, with a particular emphasis on the educational and pedagogical approaches employed.

This study's primary goal is to determine whether these strategies work well in higher

education settings, specifically for university students, and to emphasize the potential benefits and deficiencies. This paper reviews earlier studies on instructional strategies for digital citizenship using a methodological framework and quantitative analysis.

In the context of primary and secondary school, when pupils are starting to build their digital identities and habits, this empowerment is especially important. Jones and Mitchell (2016) in their study claim that including digital citizenship in the curriculum can result in better online conduct, such as a decrease in cyberbullying and an increase in digital literacy. As an outcome of this, educational establishments must implement thorough programs for digital citizenship that can be adjusted to the always-changing digital environment.

Examining how students see digital citizenship is a topic that is becoming more and more relevant in the context of modern educational institutions, especially as technology digital and future skills are being incorporated into the curriculum. The current literature analysis provides a comparative framework for the study at South East European University (SEEU) by synthesizing data from many studies that investigate attitudes toward digital citizenship among different educational generations.

One of the studies that also shifts the focus toward digital citizenship's earlier concept is the author West, (2019), in the book "The Future of Work: Robots, AI, and Automation," where he focuses on the transformational power of technology on work and organizations. West, looks at how changes in digital technology are affecting corporate procedures, personnel responsibilities, organizational structures, and other areas of the workplace, this includes educational institutions as well. According to him, the major shifts in how businesses function and how work is done are being driven by technology advancements like automation, artificial intelligence, and tools for remote collaboration, which are being employed in higher education institutions as well, especially after the COVID 19 pandemic, online teaching, and e-learning initiatives. West (2019) hypothesizes that these shifts bring about a range of possibilities and difficulties, requiring a reassessment of conventional work methodologies and the implementation of narrative approaches to maintain competitiveness in a rapidly changing technological impact.

With the advancement of digital technology and its effects on people's social, cultural, and political lives, the idea of "digital citizenship" has changed. It covers a broad variety of abilities, duties, and conduct that people must possess in a digital setting to use technology sensibly and ethically. In essence, digital citizenship pertains to our utilization of digital technology, our interactions with one another in virtual spaces, and our involvement in the advancement of digital societies. Digital citizens are people who can produce, consume, communicate, and interact with others constructively and responsibly utilizing digital means. Digital citizenship education is a complete strategy that aims to promote the values and attitudes you want while developing the knowledge and skills necessary in today's connected society, making sure they are applied appropriately and intelligently.

In today's globally interconnected society, media literacy plays an increasingly important role in promoting digital citizenship. Students are exposed to a wide range of material on the internet, thus being able to critically assess digital content is crucial for their ethical engagement in the digital world.

According to Rogow and Medlock (2017), teaching students media literacy gives them the ability to not just recognize reliable sources of information but also to constructively participate in online conversation. Teachers and educators may assist students in developing the critical thinking abilities required for navigating the complexities of digital citizenship by including both digital citizenship and media literacy courses in the curriculum.

Digital citizenship comprises several abilities such as ethics, online conduct, digital identity, and involvement in the digital environment. According to the following authors and their study, "It is characterized as the responsible and acceptable use of technology" (Martin et al., 2019).

This complex concept is essential for preparing students for success in an increasingly digital environment. In a study survey of Chinese undergraduate students, Liu et al. (2022) found that opinions of digital citizenship were deemed to be just relatively good. The study revealed notable deficiencies in students' self-perception and conduct on the internet concerning their comprehension of ethics and proficiency in digital settings. Gender disparities were evident as well; female students showed a greater awareness of ethical issues in digital settings than did their male peers. The necessity for customized educational treatments that address these differences in perception is highlighted by this study.

Another approach toward this field is from Jason Ohler who emphasizes that "Digital citizenship focuses primarily on the moral and individual aspects of internet interactions". Ohler (2010) asserts that in addition to knowing how to use and comprehend technology, true digital citizenship should involve forming moral principles and a feeling of responsibility. Because digital storytelling encourages students to engage creatively with digital content and engage critically in thinking about moral quandaries, it highlights its utility as an excellent teaching tool for digital citizenship. Ohler's paradigm underscores the significance of integrating character education into digital citizenship activities by advocating for a balance between technical capabilities and ethical considerations. By using this method, teachers and educators must assist students in developing an ethical compass that directs their interactions with others online (Ohler, 2010).

Regarding the traditional theories, the connectivism theory of George Siemens provides a fresh perspective on education in the digital era. Siemens (2005) asserts that "Information networks facilitate learning using digital technology". The capacity to build and traverse these networks, with information transferred between them, is what connectivism defines as learning. Siemens' hypothesis emphasizes the significance of digital literacy firstly and mainly for the usage and monitoring of information networks.

By integrating the concepts and viewpoints of Siemens (2005), Hobbs (2010), Ohler (2010), and other authors of this multifaceted field of study, this autonomous model of digital citizenship offers a thorough framework for promoting ethical online conduct and digital literacy.

The authors Kansu and Kisz (2019) conducted a relevant study that looked at pre-service teachers' perspectives in Turkey about digital citizenship. The study discovered that participants showed a basic comprehension of digital citizenship concepts even if they had not received any official education in the area. Given that aspiring teachers are tasked with fostering digital citizenship in their classrooms, this circumstance emphasizes the need to include digital citizenship training in teacher education programs. Concerns regarding the general effectiveness of existing teaching tactics are raised by the absence of formal training among pre-service teachers, which is consistent with findings from Martin et al. (2019), where educators found a comparable weakness in students' comprehension and practice of digital citizenship.

The competencies of digital citizenship are divided into four categories, which collectively encompass ten distinct domains of action grouped under three main headings: online presence, online welfare, and online rights. According to another concept from the author Tan, "Students must be able to interact and participate in online spaces securely and ethically since they utilize technology extensively on a daily basis" (Tan, 2011).

Based on the author Ribble "The idea of digital citizenship is now more prominent because of safe and responsive online communication and cooperation" (Ribble, 2008). Digital citizenship refers to guidelines for the usage of technology and my responsibility for it. It helps students traverse the Internet in both their personal and academic life, rather than only being citizens of the nation (et. Tan, 2011). Digital citizenship, according to Ribble and Bailey (2007), is the online demonstration of conduct that upholds the law, ethics, and safety as well as the responsible use of ICTs. (Barley, G. and Ribble, M., 2007)

A wider viewpoint was also offered by Themelis and Sime (2020), who mapped the area of digital wellness education and its intersection with digital citizenship. In addition to outlining the difficulties in defining digital wellness, their paper stressed how important it is for educational institutions to make digital citizenship a primary objective. The necessity of creating responsible digital citizens who understand their duties and obligations in a digital society is reinforced by the call for ethical frameworks and norms in digital citizenship education, which is in accordance with the results of Liu et al. (2022).

The 2007 research “Digital citizenship in schools”. International Society for Technology in Education” by writers Ribble M. and Bailey is a vital source of information about digital citizenship in schools. Both authors examined the best ways to incorporate all aspects of digital citizenship into lectures, courses and instruction levels. They offered educational institutions a template for organizing and implementing digital citizenship programs. (Bailey, G. D., and Ribble, M., 2007).

In the other hand, Prensky (2001) proposes the concepts of “digital citizenship encircled” and “digital immigrants” in his book “Digital Natives, Digital Immigrants,” contending that curricula in higher education should take into account the unique digital abilities that today’s students possess.

A case study of digital citizenship education by several authors in South Korea, is provided in the paper “Digital Citizenship Education in South Korea”. The authors assess the impact of the curriculum on students’ skills and look at how it was created and executed in this particular setting. Oh, E., Kim J., & Pyo, S. (2016).

According to Voinea (2019) who added to this discussion by examining interactive teaching methods that enhance social competencies associated with digital citizenship. His results support the hypothesis that constructivist teaching strategies, such project-based learning, may significantly improve students’ attitudes and actions toward digital citizenship. This approach is particularly relevant to SEEU as it highlights the significance of igniting students’ interest in learning via practical applications and experiences.

In order to help students, acquire digital citizenship abilities and skills, the project “Old Communication, New Literacies: Social Network Sites as Resources of Social Learning” tries to investigate how social networks and other digital technologies may be used in the classroom. (Robelia, B., and C. Greenhow, 2009.) Teachers, educators, and promoters can find useful recommendations on incorporating digital citizenship courses into their curriculum from the paper “Teaching digital citizenship. Technology Trends” The authors offer techniques and materials to help students acquire digital citizenship abilities. (M. Ribble, & G. D. Bailey, 2007).

Globally, the shift to E-learning and remote learning has drastically changed educational institutions. This change has revealed important prospects as well as major problems for North Macedonia. A thorough examination of the present situation of E-learning in the nation can be found in Natalija Shikova’s 2020 article, “Remote Learning (E-Learning) in the Republic of North Macedonia: Challenges and Future Steps”. It identifies important obstructions and offers helpful alternatives to improve digital education in general that assist Higher Education. The topic of digital citizenship is key to this narrative since it is essential to successfully and ethically navigating the broad horizon of online learning settings.

One of Shikova’s suggestions for enhancing E-Learning and Distance Education in North Macedonia is to encourage cooperation between governmental agencies, academic institutions, and IT companies. This cooperation needs to include creating thorough E-learning rules that take digital citizenship into account. A well-coordinated strategy may improve distant learning, close the digital gap, and promote responsible digital involvement. North Macedonia can improve its E-learning system significantly by resolving its infrastructure problems, funding teacher training, and incorporating digital citizenship into university curriculum. The effectiveness of these suggestions being put into practice and the ongoing emphasis on creating knowledgeable and responsible

digital citizens will determine the direction of digital education in the future.

In conclusion, a consistent narrative on students' and teachers' perspectives of digital citizenship is shown by the literature. Improved teaching approaches that bridge the knowledge and practice gaps in digital citizenship are clearly needed, especially for pre-service teachers and students. The outcomes of the examined research offer significant background information for the proposed case study at South East European University. These studies offer a general summary of the ways in which curriculum at schools and universities address digital citizenship and how instruction has evolved to suit the demands of the information age.

3. RESEARCH METHODOLOGY

Quantitative methods are also utilized to gather numerical data that could be statistically analysed to reveal patterns, relationships, or connectivity within a population. Systematic methods are applied to identify applicable literature related to digital citizenship education and its educational approaches.

Systematic procedures were employed, including a review of well-known databases like JSTOR and Google Scholar, to find relevant material on digital citizenship education and pedagogical approaches. Specific search phrases including "Digital citizenship, higher education, methodology approaches, curriculum, technology in education" are used to perform the searches. Peer-reviewed publications from 2008 to 2023, as well as monographs, book chapters, and reports, met the requirements for inclusion in the literature.

Participants were chosen from among students from all three academic cycles at the University of Southeast Europe, representing a variety of faculties. Through the use of an online survey by Google Forms, were collected quantifiable data on their knowledge, attitudes, and choices regarding education and digital citizenship techniques and strategies.

A number of crucial questions on teaching and learning digital citizenship are included in the questionnaire. These include:

1. What are the limitations of current strategies for digital citizenship education?
2. What are the common challenges for educators in implementing digital citizenship in their learning programs?
3. What curriculum changes are needed to address the needs of digital citizenship more effectively?
4. What are the most effective strategies to improve student participation and engagement in digital citizenship activities?

4. FINDINGS/RESULTS

A questionnaire is used in the study to find out what knowledge and opinions the students had about the teaching of digital citizenship. The study’s conclusions demonstrated that while a significant portion of the students possessed knowledge in the area of digital citizenship, there were variations in their awareness of and involvement in digital citizenship-related activities, online safety, respect for digital behaviour norms, and the necessity of incorporating digital citizenship into curricula across a range of subject areas.

Participant characteristics and demographic data:

Students of both genders were included in the sample, with female gender representation predominating among male students (33.3%) and female students (66.7%).

1. PARTICIPANT CHARACTERISTICS AND DEMOGRAPHIC DATA:

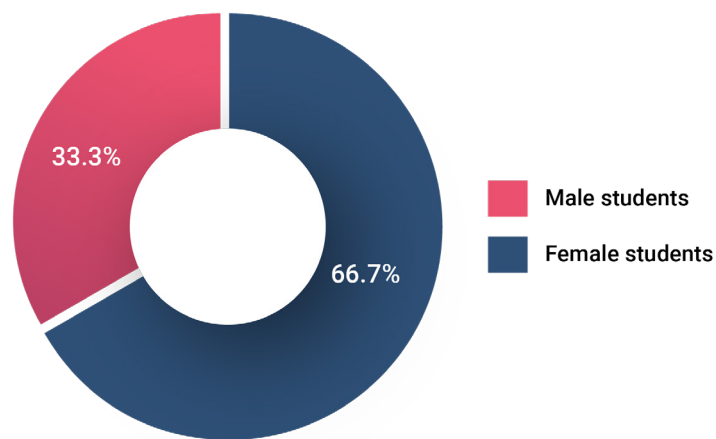


Chart 1. Source from questionnaire results

A total of sixty university students, ranging in age from eighteen to thirty-five (M = 21.3, SD = 2.2), are involved in the study. They represent a variety of academic cycles and disciplines.

The participants are mainly students enrolled in the three study cycles.

1. First cycle 80%
2. Second cycle 11.7%
3. Third cycle 8.3%

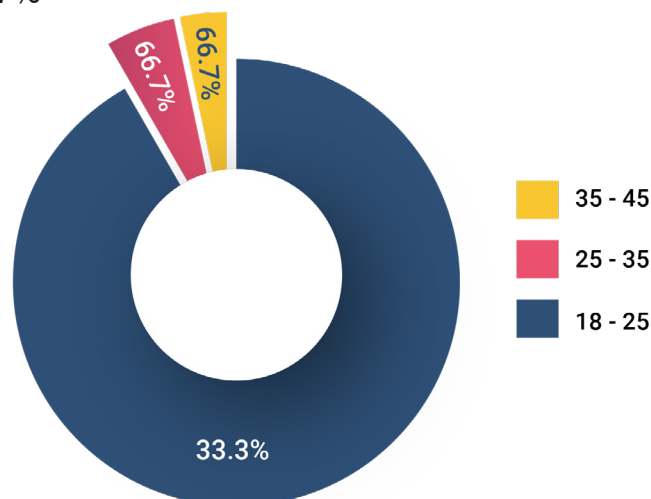


Chart 2. Source from questionnaire results

Q1. ANALYSIS ON THE LIMITATIONS OF CURRENT STRATEGIES FOR DIGITAL CITIZENSHIP EDUCATION

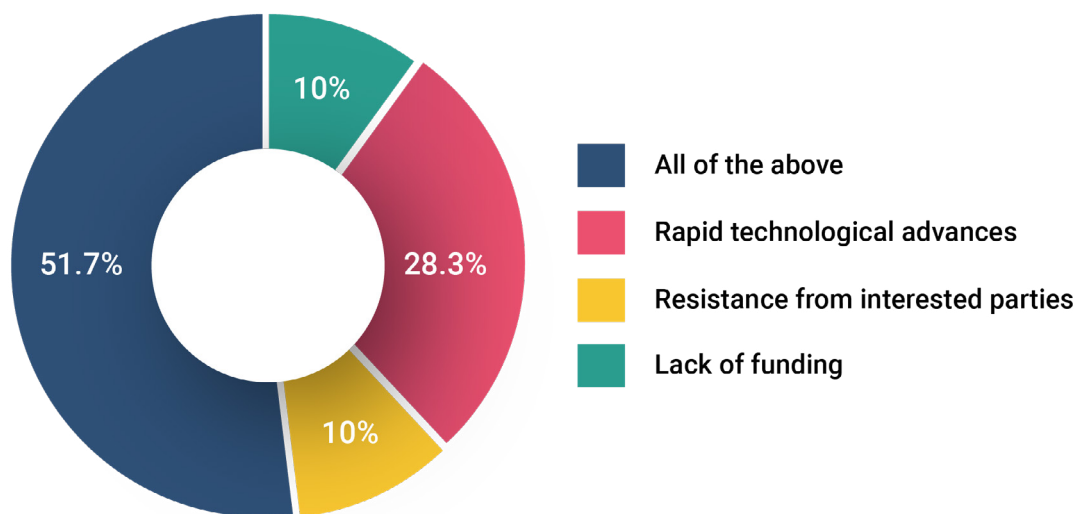


Chart 3. Source from questionnaire results

Answers and percentages:

1. Lack of funding: 10%
2. Rapid technological advances: 28.3%
3. Resistance from interested parties: 10%
4. All of the above: 51.7%

INTERPRETATIONS AND FINDINGS

Approximately 51.7% of participants think that the three identified constraints—funding scarcity, quick technology advancements, and stakeholder resistance—are significant impediments to the effectiveness of existing digital citizenship education initiatives.

The primary obstacle, according to 28.3% of participants, is the quick pace of technology progress, which makes it difficult to achieve the goals of digital education. 10% of participants see financing as a major barrier, suggesting that a shortage of funds prevents plans from being implemented successfully.

10% of participants cite stakeholder opposition as a constraint, implying that stakeholder groups are not cooperating or providing sufficient assistance.

CONCLUSION

Most participants conclude that present approaches in digital citizenship education are primarily constrained by a number of variables, including stakeholder resistance, rapid technical advancements, and a lack of money. As a result of the continuous difficulties in adjusting schooling to the quick pace of technological development, technical advancements are particularly significant in the transitional times.

Q2: ANALYSIS OF THE COMMON CHALLENGES FOR EDUCATORS IN IMPLEMENTING DIGITAL CITIZENSHIP IN THEIR LEARNING PROGRAMS

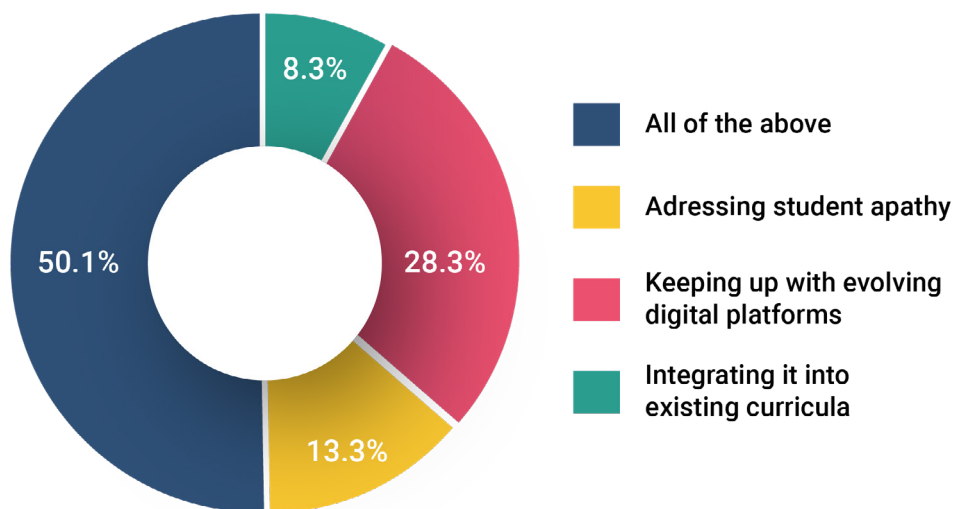


Chart 4. Source from questionnaire results

Answers and percentages:

1. Integrating it into existing curricula: 8,3%
2. Keeping up with evolving digital platforms: 28.3%
3. Adressing student apathy: 13,3%
4. All of the above: 50. %

INTERPRETATION AND FINDINGS:

The typical difficulties faced by educators when incorporating digital citizenship into their lesson plans are depicted in this chart. From the whole list, half (50%) respondents said they deal with every issue on the list. This implies that putting digital citizenship into practice is a difficult undertaking fraught with trouble. Keeping up with the changing landscape of digital platforms (28.3%) is the second biggest issue for a person. It draws attention to how quickly technology is advancing and how challenging it is for educators to keep up. In order to combat student indifference (13.3%): This highlights the difficulty in involving students and helping them comprehend the significance of digital citizenship. Including it in the current curriculum (8.3%): Even though it's the least frequent individual difficulty, some instructors are nonetheless concerned about it.

CONCLUSION:

These findings imply that in order to assist educators in putting digital citizenship initiatives into place, a thorough strategy is required. This might entail routine instruction on fresh digital platforms, approaches to student engagement, and direction on curricular integration. Furthermore, considering how complex the problems are, the best kind of help would be one that tackles each of these facets at the same time.

Q3: ANALYSIS OF CURRICULUM CHANGES ARE NEEDED TO ADDRESS THE NEEDS OF DIGITAL CITIZENSHIP MORE EFFECTIVELY.

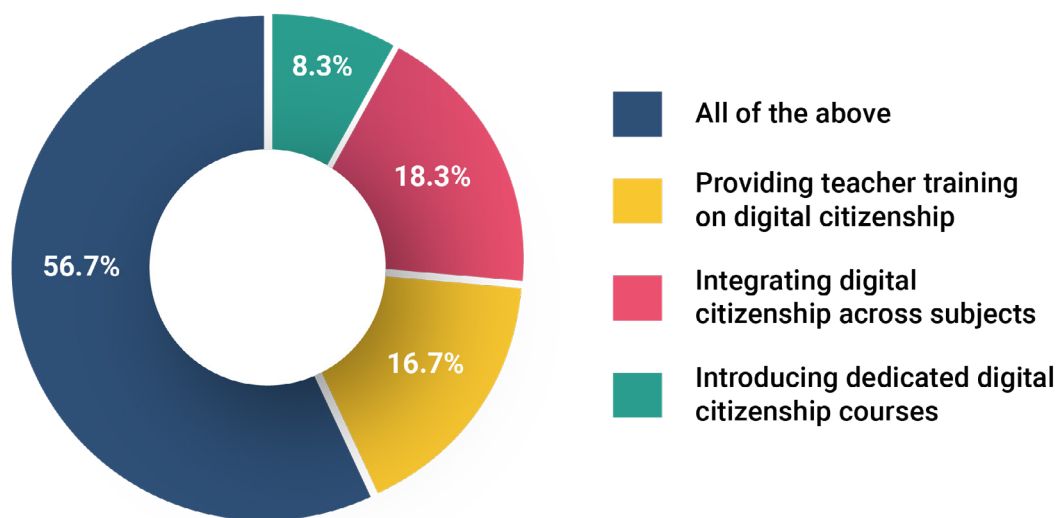


Chart 5. Source from questionnaire results

Answers and percentages:

1. Introducing dedicated digital citizenship courses: 8.3%
2. Integrating digital citizenship across subjects: 18.3%
3. Providing teacher training on digital citizenship: 16.7%
4. All of the above: 56.7%

INTERPRETATION AND FINDINGS:

Approximately 8.3% of participants are in favor of the establishment of courses specifically focused on digital citizenship, while 18.3% are in favor of digital citizenship being integrated into other disciplines. Of the 16.7%, they would rather see teachers trained in digital citizenship. In the meanwhile, 56.7% of participants select every option listed above, indicating a desire for a comprehensive strategy.

CONCLUSION:

Based on the data provided, it is evident that most participants think a comprehensive approach involving the introduction of courses specifically focused on digital citizenship, the integration of digital citizenship into existing subjects, and teacher training is necessary to better address the needs of digital citizenship. This demonstrates that the issue of digital citizenship is complicated and a need for more than a straightforward curriculum modification. It would be more efficient to adopt many policies concurrently to address these demands.

Q4: ANALYSIS OF THE MOST EFFECTIVE STRATEGIES TO IMPROVE STUDENT PARTICIPATION AND ENGAGEMENT IN DIGITAL CITIZENSHIP ACTIVITIES.

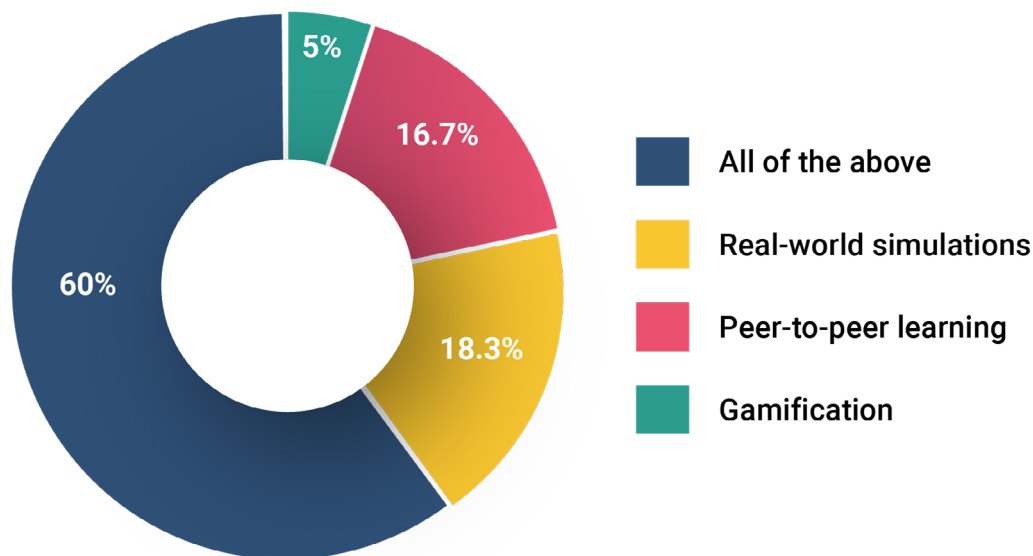


Chart 6. Source from questionnaire results

Answers and percentages:

1. Gamification 5%
2. Peer-to-peer learning 16.7%
3. Real-world simulations 18.3%
4. All of the above: 60%

INTERPRETATION AND FINDINGS:

A multifaceted strategy is strongly preferred in order to increase student participation in digital citizenship activities. Teachers and program designers should think about combining a few of these tactics instead of depending only on one. Although gamification is widely used in educational settings, it seems that other approaches or a mix of techniques work better for digital citizenship activities when gamification is used alone.

CONCLUSION:

As a result of these facts, a thorough strategy that incorporates gamification, peer-to-peer learning, and real-world simulations is seen to be the most successful way to increase student involvement and participation in digital citizenship activities.

5. DISCUSSIONS AND CONCLUSIONS

It is crucial to prepare the next generation for success in the digital age by empowering them as digital citizens through educational techniques.

Therefore, ongoing research and cooperation are crucial to filling in the gaps and addressing the issues in the field of teaching digital citizenship. This will support the promotion of digital citizenship and well-being, particularly from the point of inclusion—from elementary school through higher education.

The important significance that successful teaching techniques play in encouraging digital citizenship among university students is shown by this thorough analysis of digital citizenship education and its pedagogical approaches.

The study found that while most students understand digital citizenship fairly well, there are still large gaps in their knowledge and participation, particularly when it comes to engaging in digital citizenship activities, upholding digital norms, and using online safety strategies. In order to provide students the tools they need to be responsible online citizens and learn the requisite digital skills, the results emphasize the necessity of incorporating digital citizenship into university curriculum and utilizing dynamic and engaging teaching methodologies.

First and foremost, it is imperative that university curricula include education on digital citizenship. This can be accomplished by adding relevant subjects in a variety of academic areas or by introducing targeted courses. By including digital citizenship into the curriculum, educational institutions may guarantee that students obtain a comprehensive education on the ethical, legal, and practical aspects of living online. This kind of integration would help students acquire the required knowledge as well as foster the development of their critical thinking abilities and acceptable online conduct.

Second, educators should employ interactive pedagogical and educational strategies and techniques to boost students' interest in and application of digital citizenship education. It's probable that conventional lecture-based methods won't be enough to keep students interested or provide them practical experience. On the other hand, methods like cooperative learning, project-based learning, and role-playing could be more effective. These techniques enable students to actively participate in their education, apply their theoretical understanding to real-world scenarios, and develop the transferable future skills necessary for success in the digital age.

Support from policymakers is also crucial for advancing instruction on digital citizenship. Programs that promote media literacy, internet safety, and the development of digital skills should be developed and put into action by legislators. This might entail offering financial support for educational projects, resources, and research that enhance students' understanding of digital citizenship. When institutions have the required policy, they are better equipped to prioritize and implement complete programs related to digital citizenship.

Universities must hold lectures and awareness campaigns to improve students' understanding of the importance of digital citizenship. Information on the advantages of internet security, the moral applications of digital technology, and the benefits of being an ethical online citizen may be shared with the help of these projects. Universities may encourage students to engage in digital citizenship activities and follow digital standards by aggressively promoting digital citizenship. Higher education institutions may help to create an educated and responsible digital society by putting these ideas into practice and better preparing students to navigate the digital environment safely, ethically, and productively.

6. LIMITATIONS AND DIRECTION FOR FUTURE RESEARCH

LIMITATIONS:

Even if the recommendations are extensive, obstacles including financial restrictions, a shortage of qualified staff, or institutional opposition to change may make it difficult to put them into practice. The use of interactive teaching techniques and the inclusion of digital citizenship in the curriculum are emphasized, however, it is still a lot of work to do on the adjustments and assessment. To evaluate the effectiveness of these educational activities, precise metrics, and assessment techniques need to be implemented. Early intervention in elementary and secondary school is crucial, yet it may be overlooked in favor of higher education. Even while a college degree is essential, developing digital citizenship at a young age may result in more deeply embedded behaviors.

FUTURE DIRECTIONS:

Subsequent studies ought to investigate the use of digital citizenship instruction in other cultural contexts and at varying educational levels. Comparative research may shed light on the best tactics for various geographic areas and age ranges. Researching the long-term impacts of digital citizenship instruction on students' attitudes and behaviors through longitudinal research may yield important information on the efficacy of various teaching strategies. It is crucial to develop strong frameworks and instruments for evaluating digital citizenship skills at all educational levels.

These resources might aid in assessing the efficacy of the tactics put into practice and provide direction for further advancements. To guarantee that teaching students about digital citizenship is given top priority at all educational levels, agitation for legislative support must continue. Encouraging legislators to work together to get financing and draft rules that will support the suggested strategies might help ensure that they are widely adopted. The methods for teaching digital citizenship should advance along with technology. Future research may examine ways to improve digital citizenship education by utilizing cutting-edge technology like artificial intelligence, virtual reality, and gamification.

Digital citizenship education may advance and better prepare students for the complexity of the digital world by tackling these issues and going in these new directions.

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