



# Digital Literacy Training for Secondary School Teachers in Northern Ghana: A Six-Month Implementation Effectiveness Evaluation

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### Abstract

Digital literacy skills are essential for secondary school teachers in Northern Ghana to effectively integrate technology into their teaching practices and prepare students for the digital age. A mixed-methods approach was employed, including pre- and post-training assessments, teacher interviews, lesson plan reviews, and student engagement surveys to measure changes in teaching practices and student outcomes. Teachers reported an increase of 40% in their confidence levels with digital tools after the training, particularly in using multimedia resources. There was a notable improvement in students' technological skills by 35% as measured through pre- and post-training assessments. The digital literacy training programme significantly enhanced teachers' pedagogical approaches and student engagement with technology, indicating positive outcomes on both teacher efficacy and student learning outcomes. Ongoing support should be provided to sustain the benefits of the training, including access to resources and professional development opportunities for teachers.

### Keywords:

- 1.
- 2.

Geographic

Northern

Terms:

Sub-Saharan  
Ghana

Methodological

- 3.
- 4.

Quantitative

Terms:

Mixed-methods  
Analysis

Theoretical

- 5.
- 6.

Critical  
Technological

Concepts:

Pedagogy  
Mediation

Academic

- 1.
- 2.
3. *Technological Mediation*

*Sub-Saharan  
Mixed-methods*

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