Digital Literacy Training for Primary School Teachers in Lagos: Impacts on Student Learning

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Abstract

Digital literacy is increasingly recognised as a crucial skill for primary school teachers in Nigeria, aligning with the country's educational reforms aimed at integrating technology into classrooms. The research employed a mixed-methods approach, combining pre- and post-training assessments with qualitative interviews to measure changes in teacher practices and student performance in selected arts and humanities disciplines. Digital literacy training significantly enhanced students' engagement with digital resources, particularly in art history and literature classes, leading to an average improvement of 20% in test scores compared to pre-training levels. The study concludes that targeted digital literacy programmes can positively influence student learning outcomes in arts and humanities subjects, offering insights for educational policymakers aiming to integrate technology effectively into the curriculum. Educational institutions should prioritise ongoing professional development opportunities focusing on digital literacy across all subject areas, with a particular emphasis on integrating technology into arts and humanities teaching practices. Digital Literacy, Teacher Training, Student Learning, Arts and Humanities, Nigeria

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