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**Preparing Learners at the Age of Technology with New Competencies and Skills
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

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قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرفَق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكْتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكْتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُخْتَم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهّد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

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افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرصينة التي تستأهل النشر بين دفتي مثل هذا المؤلف الدوري، ابتغاء إشاعة الفائدة العلمية بين المشتغلين والمهتمين بتعليمية اللغات الأجنبية من جهة، وحتى لا تنصرم رؤاهم المعرفية وخلصات أبحاثهم العلمية بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيد فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدمة في الملتقيات العلمية بشكل حضوري أو عن بعد، في أعداد خاصة، في صيغة ورقية، وأخرى إلكترونية على مستوى المنصة الجزائرية للمجلات العلمية التي تتيح لرؤساء التحرير، بالتنسيق مع المحررين المساعدين، إمكانية إنشاء مثل هذه الأعداد الخاصة المفردة لأعمال المؤتمرات والندوات والأيام الدراسية العلمية أو الاستكتابات الجماعية في موضوع بعينه. كما يتقدم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقة مراجعة المقالات من الناحية الشكلية مُراعاةً لقالب المجلة وقواعد النشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصة الجزائرية للمجلات العلمية إلى غاية نشره، ويتمنى لها التوفيق والسداد في مهامها البيداغوجية والعلمية.

والله نسأل الإخلاص في النية، والإخلاص في العمل. والله من وراء القصد.

رئيس التحرير

ديباجة الملتقى

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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- **Dr. Morad NAOUM**, *Director of Maghnia University Centre.*
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Enhancing Learners' Digital Literacy and Collaboration via Project-Based Approach / Khawla BELHOUCHE* & Salim OUNIS

Enhancing Learners' Digital Literacy and Collaboration via Project-Based Approach

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Abstract

The learning and teaching processes had marked a remarkable paradigm shift from the past to the present era. Interestingly, the recent globalized movement towards a digital shift in education necessitates a completely rethinking pedagogy; that aims to face up complex educational challenges. (Kearne, 2020) One of the challenges is how to foster learners' digital literacy. Remarkably, the project-based approach to teaching has been designed to ensure that learners take responsibility for their learning as a child-centered method. Importantly, it emphasizes a variety of methods including active learning, cooperative learning, and inductive learning thus outstanding

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Enhancing Learners' Digital Literacy and Collaboration via Project-Based Approach / Khawla BELHOUCHE & Salim OUNIS

forerunners of project-based approach are unforgettable theorists such as John Dewey, William Kilpatrick, KolmosAnette, and others. Project-based learning gained significant popularity and widespread credence as an effective approach. Doubtlessly, the present work is conducted to analyse the role of a project-based approach in enhancing learners' digital literacy and collaboration.

Keywords: Digital literacy, collaboration, soft skills, project-based approach.

Introduction

In the information age, evolving modern technologies have revolutionized education (Matsumoto, Shibata & Hattori, 2020). Recently, technology and education ought to work together to shape the profile of learners and to secure society. Recent technologies are an integral aspect of school and society. It is therefore extremely vital to declare that the teaching/ learning processes around the world are reshaped daily with new updated technologies (An & Mindrila, 2020). The role of educators in the present era is to enhance learners' 21st-century skills and competencies to face up the challenges of a globally competitive and interactive digital profession (Bocanet & Fleseriu, 2020) thus incorporating technology in modern education is of utmost importance for educators and decision-makers. Advocates of educational changes regarded technology as the main tool for improving learners' pedagogical outcomes and achievements. (Bibi & Nawaz, 2020). According to Vidal (2020) educators, policymakers and educational leaders must recognize the significant importance of incorporating technology in modern education. It must work together with education in all phases (Loyless & Shaw, 2020). This creates a remarkable increasing tendency in incorporating technology in learning/teaching processes. Therefore recent educational approaches have to regard developing learners' digital literacy and collaboration consideration. This study aims to investigate the role of project-based learning; as a learner-centered approach, in enhancing learners' digital literacy and collaboration.

The Role of the Teacher in Current Education

Today education marks a completely massive transformation as a result of the digital revolution (Collins, A. & Halverson, R. 2009), the process of teaching goes digital, it witnesses a radically shift from ordinary face to face instruction as a teacher-centered pedagogy to online instruction via digital technologies that are student-centered pedagogy. Therefore, teachers must use

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modern technologies in recent instructions since the vital aim of education is to prepare learners to be active agents in society because it shapes the personal profile of 21st-century learners as cooperative effective individuals in society. Educators ought to make a remarkable paradigm shift in their workplaces therefore this can be challenging (Thomas, 2020). Teachers must not be outdated with current and futuristic technologies thus teachers are in urgent need of efficient proficiency development regular training and opportunities to keep up being digital. That's why educators are fighting an endless struggle and a never-ending war against technology obsolescence (Sadaf, 2019). As a result, there is a need for changing traditional approaches to proactive programs that infuses technology. (Pamela. A Robert. E, Christopher. J, Garretson & Michael D, Richardson, 2020).

Top Challenge to Incorporate Technology in Modern Education

As with any revolution, there will be both gains and losses. The main central challenge is whether the current schools will be capable of adapting and incorporating the new power of technology-driven learning for the next generation of public schooling. (Collins, A & Halverson, R. 2005).

Rethinking Pedagogy

There are new digital literacies that are becoming important to be acquired by 21st-century learners (i.e. creating videos, animations, websites...etc) thus learners need to learn how to search for information, download them, and evaluate findings. As a result school leaders and teachers need to understand how learning technologies work and how they change the basic interaction of teachers and learners. Technology leaders too ought to coordinate with educators to create new opportunities to engage 21st-century learners in the 21st-century world efficiently. (Kearney, 2020). Learners ought to master how they use efficiently the different resources for digital learning, such as digital notebooks, online platforms, digital journals, digital dictionaries ...etc as teachers too have to use different favorite applications mainly: Kahoot, Edpuzzle, Educreations, Socratic, Classroom, Schoology, Seesaw, Google Classroom, and others.

Project-Based Learning (PjBL)

Importantly, Project-based learning is a learner-centered approach to teaching and learning. It is an educational pedagogy that fosters learners' 21st-century skills and competencies mainly: teamwork, responsibility, career motivation, problem-solving, technical skills, collaboration...etc. It

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provides learners with all the necessary abilities and capacities to overcome all the challenges of the current world. Project-based learning emphasizes a variety of methods including active learning, cooperative learning, and inductive learning. It energizes learners whereby they solve complex problems, answers questions, formulate questions; it assures positive interdependence, scaffolding, and individual accountability whereby learners work in a zone of proximal development and groups.

An extremely vital role of education is to provide innovative education for learners who explore the labor market in the future as it raises their competitiveness and promotes the development of the whole society (Crosling, Nair, & Vaithilingam, 2015). Research has suggested fostering learners' innovation by supporting their autonomy during learning tasks (Martín, Potočnik, & Frás, 2017). Project-based learning proves to meet effectively such needs. In the spotlight of the theoretical philosophical underpinnings of project-based learning, the teacher and learner play vital roles, the teacher moves away from mere chalk and talks and spray and pray lecture format to create interactive adaptive experiences, learners, therefore, must be engaged in meaningful active learning that traditional approaches marginalize. The teacher's role is not just to impart content-based conceptual knowledge through the spoon-feeding process however he should act as a monitor, guide, initiator, and facilitator. (Brundiers & Wiek, 2013; Krajcik & Shin, 2014). Doubtlessly, interesting empirical studies on project-based learning have been proved an improvement on learners' outcomes (Pengyue, G. Nadira, S. Lysanne, S. Wilfried, A. 2020) mainly on the affective outcomes (i.e. perceptions of the benefits of project-based learning and perceptions of the experience) were most applied, which were measured by tools like questionnaires, interviews, observation, and self-reflection journals besides cognitive outcomes (i.e. basically knowledge and cognitive strategies) as well as behavioral outcomes (i.e. soft skills and engagement) were also measured by questionnaires, rubrics, tests, interviews, observation, self-reflection journals, artifacts, and log data.

Aim of the Study and Research Questions

Doubtlessly, the present research was conducted to investigate the role of the Pedagogy of Project-Based Learning (PjBL) in enhancing learners' digital literacy and collaboration in secondary education. Therefore, the data takes the specific case study of students in Arab Messoud secondary school, Chechar- kenchela. To achieve the aforementioned aim, a questionnaire involving eighty learners was administered to collect information on the learners' familiarity with PjBL and with

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presentations with this instructional modern approach to modern teaching and its link with developing their digital literacy and collaboration. This work aims to verify and argue the nature of the relationship between PjBL and learners 'digital literacy and collaboration as an elemental goal to activate the role of education through training a successful and qualified generation to face the difficulties of real-life innovatively. The target objectives of this work are:

- To highlight the role that Project Based Learning plays in enhancing EFL student digital literacy and collaboration.
- To shed light on the framework image of PjBL in classrooms, and explore the PjBL environment and pedagogy.
- To check whether the expectations attached to the PjBL are realistic or not.

The present research attempts to address a host of educational pedagogical issues relevant to the reliability and validity of Project-Based Learning and Pedagogy. Consequently, this study aims at addressing the following research questions:

- To what extent are Algerian learners and teachers of the English language in Secondary Schools aware of the role of Project-Based Learning in enhancing learners' digital literacy and collaboration?
- Does PjBL enhance learners' digital literacy and collaboration?

Research Methodology

To accomplish the research aims and obtain the information for the subjects, a questionnaire for EFL learners is administered in the form of scientific text to be analyzed. It attempts to verify the role of Project-Based Learning in enhancing learners' digital literacy and collaboration. The population of this study consists of EFL learners in the Secondary Schools, (Arab Messoud Secondary School – Chechar/ kenchela) wherein we will randomly choose a sample of 80 secondary school learners, collect data about their attitudes, opinion, and process and presentation of Projects during the academic year 2021/2022 first term.

The questionnaire begins with a small introduction that explains the aim of the study. It consists of 15 questions. Some questions are of the multiple-choice type where learners are asked to put a tick (✓) in the corresponding choice. The other questions are open-ended questions requiring learners to give their answers and justify them where necessary. This questionnaire is made in the form of four sections, each one is attempted to provide a specific set of information purposefully.

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Section one is about Learners' Background Information. Section two is dealing with incorporating technology in education, section three is entitled project-based learning and section four is about enhancing learners' digital literacy and collaboration via project-based learning. The learners' questionnaire was distributed to 80 learners of second-year secondary education, literary stream of Arab Messoud Secondary school during class sessions under their teachers' control. The Data obtained from the questionnaire will be treated in tables and graphs. Information will be presented and analyzed according to the order of the items in the questionnaire. (Below is the analysis of the most important questions).

Analysis and Interpretation of the Questionnaire

The Data obtained from the questionnaire will be treated in tables and graphs. Information will be presented and analyzed according to the order of the items in both questionnaires.

Section Two: Incorporating Technology in Learning

Q4: Do you get satisfied when using ICT's?

Table 4:

Learners' Attitudes about Using ICT's in their Learning

Options	Number	Percentage
Extremely satisfied	45	56.25%
Very satisfied	25	31.25%
Somewhat satisfied	10	12.50%
Somewhat dissatisfied	00	00%
Neither satisfied nor dissatisfied	00	00%
Very dissatisfied	00	00%
Extremely dissatisfied	00	00%
Total	80	100%

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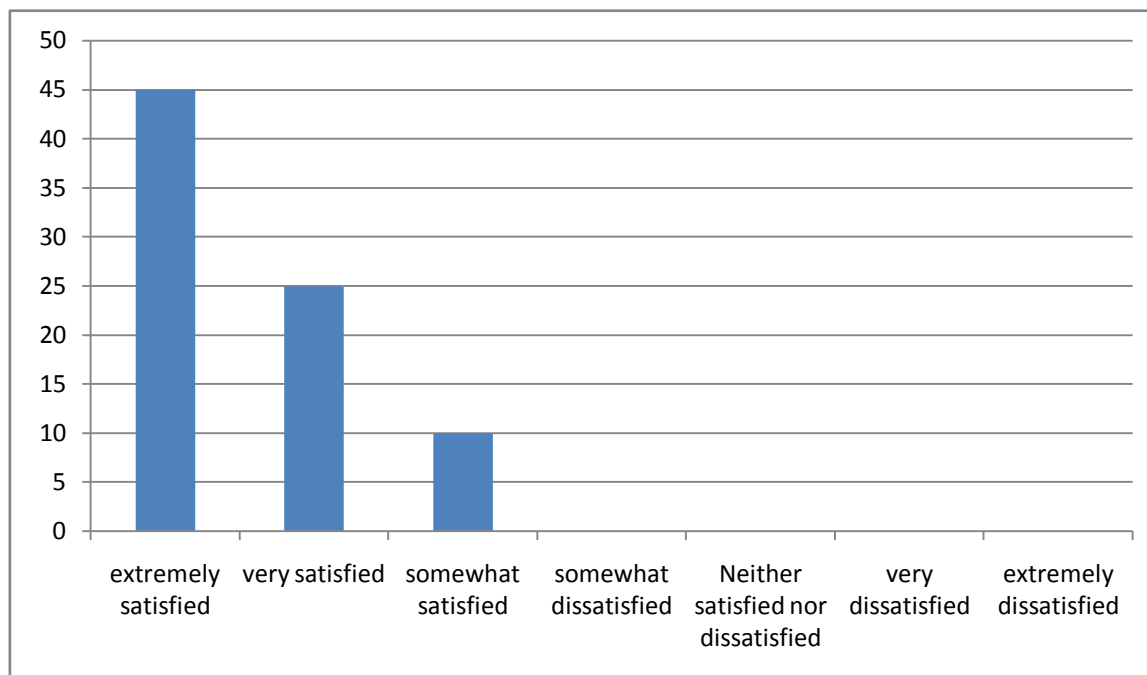


Figure4: Learners' Attitudes about Using ICT's in their Learning

The table reveals clearly that the majority of learners (56.25%) are extremely satisfied with using ICT's in their learning while (31.25%) opted for very satisfied. However, the rest (12.50%) chose somewhat satisfied. What is noticeable is that no one opted for dissatisfaction degrees.

Q6 / Do you think that ICT's is important?

Table 06: Learners Attitudes towards the Importance of ICT's

Options	Number	Percentage
yes	77	96.25%
no	03	3.75%

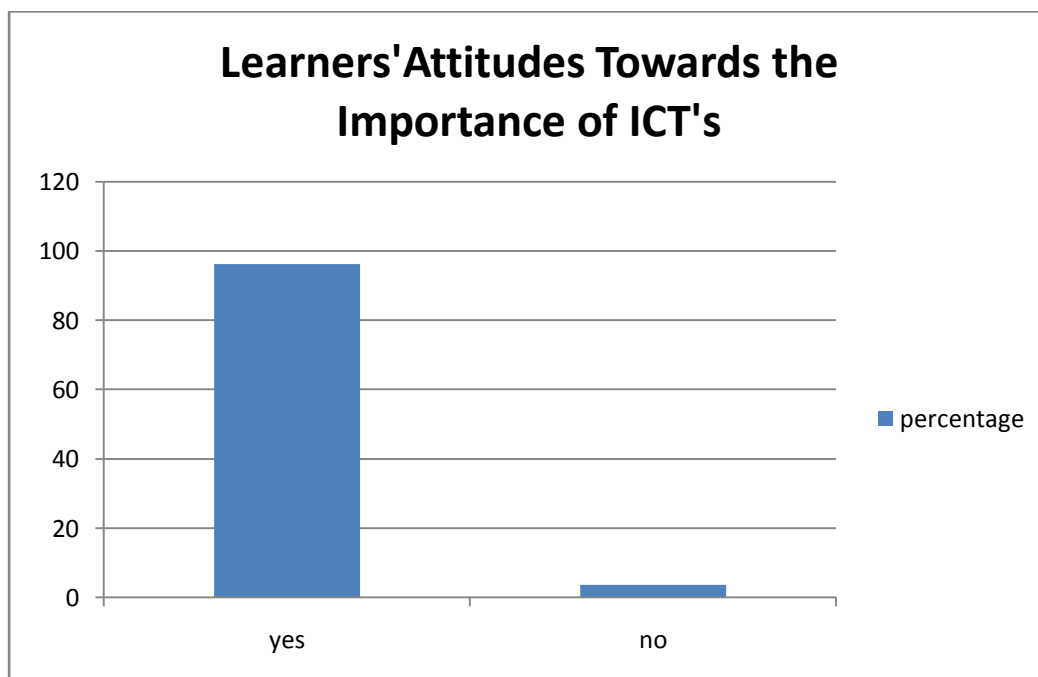


Figure 06: Learners Attitudes towards the Importance of ICT's

It seems from the result obtained in the above table that most learners (96.25%) agree about the importance of ICT's in their learning, considerably, only a minority of 3.25% believe that ICT's is just a helping tool for learning.

Q11/ What did you like about working on this project? Select all that apply?

Learners' Preferences about Projects

Options	Number	Percentage
Working in Groups	34	42.5%
Creating the product	05	6.25%
Presenting Creative Ideas and ICT's	23	28.75%
Researching ideas	08	10%
Exhibition	10	12.50%
Total	80	100%

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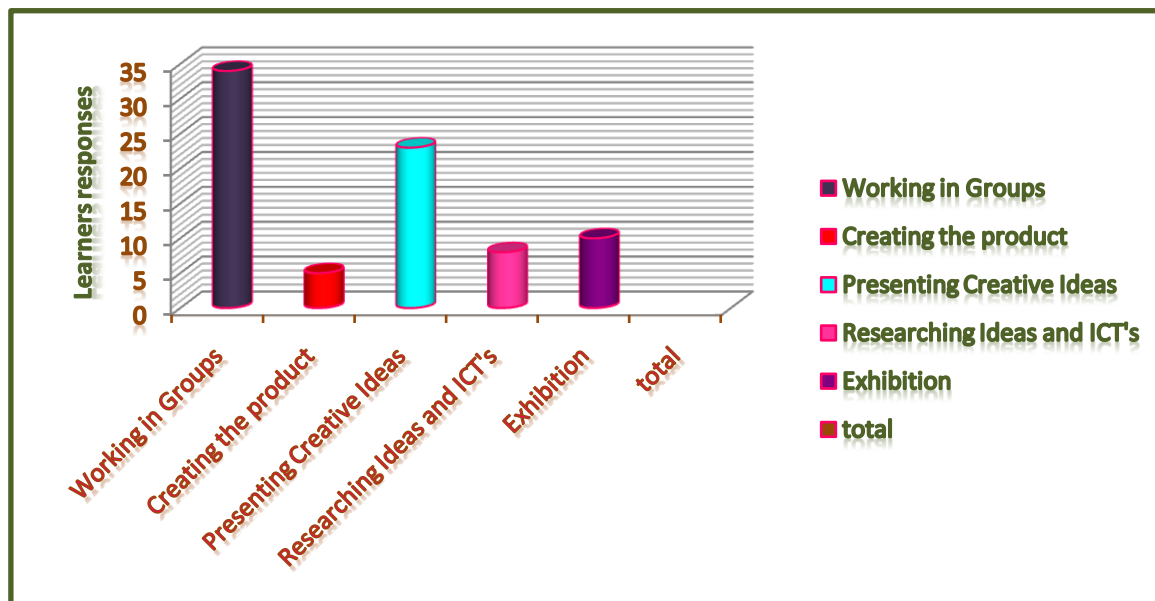


Figure 11. Aspects that Learners like in projects

When learners were asked about what they liked about working on this project, 34 of them representing 42.50% answered that they enjoyed working in groups as teamwork, and 05 of the participants representing 6.25% declared that creating products is what they liked most. 23 participants (28.75%) chose to present creative ideas and ICT's while six (8) participants (10%) answered by researching ideas. The last 10 participants' stated the factor of the exhibition. Unfortunately, they did not add other options.

1) Q13/ In your opinion, do you think that presenting projects foster your digital literacy and collaboration?

Table 13: Learners Attitudes about the Role of PjBL in Enhancing Digital Literacy and Collaboration

Options	Number	Percentage
Yes	75	93.75
No	5	6.25

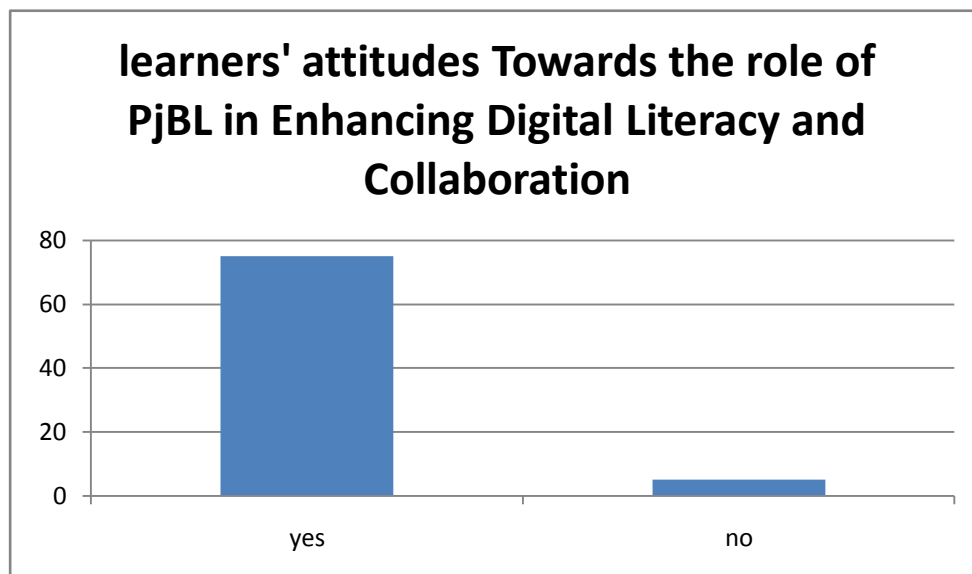


Figure 13: Learners Attitudes about the Role of PjBL in Enhancing Digital Literacy and Collaboration

It is obvious from the table above that 93.75% of learners do agree strongly about the role of PjBL in enhancing learners' digital literacy and collaboration. They said that giving them the chance to present a given topic via ICT's in all stages, is reason enough to improve digital literacy and soft skills since they are using them before, during, and after their presentation. Only 6.25% think that PjBL does not enhance digital literacy and collaboration since projects can be presented in various forms.

Q15/ What do you recommend enhancing digital literacy and collaboration

Via PjBL ?

Most learners recommended that EFL teachers ought to monitor learners to use digital means in their project presentations and to reward the skillful learners with interesting rewards. Some recommended presenting their projects in foreign language laboratories that are well equipped.

General Findings and Discussions

Notably, the findings of the questionnaire prove that PjBL plays an important role in fostering the soft and digital competencies of learners mainly collaboration. PjBL engages learners in real learning "Learning by Doing" effectively wherein all learners were working in collaborative teamwork using digital means, interacting and taking roles in their presentation of the project. EFL learners are aware of the importance of PjBL as well as digital literacy /collaboration as two extremely competencies of 21st-century education. It was found that most EFL teachers do

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implement PjBL during their teaching since all participants were familiar with delivering projects. In addition to that PjBL provides learners with top hallmark advantages such as: working in groups, creating the product, using ICT's to present creative ideas, researching critical ideas, exhibition and others. Furthermore, learners were highly motivated by presenting projects in their way.

Conclusion

This research attempted to investigate the role that PjBL plays in enhancing learners' digital literacy and collaboration in the 21st century. It was mentioned that many researchers, educators, and trends have conducted interesting recent studies about PjBL and digital literacy/ collaboration. They strongly prove that PjBL is a beneficial educational approach. Consequently, this study mainly investigates the extent to which PjBL enhances learners' digital literacy and the extent to which Algerian teachers and learners of the English language are aware of this unparalleled role. Interestingly, it is worthy to note that the analysis of the academic tool proved that the more or the fewer teachers implement PjBL, the more or the fewer learners develop their digital literacy and collaboration and gain more insights thus, the expectations linked to PjBL are so realistic. Learners of today are the seeds of tomorrow, it's high time educators rethink more engaging up-to-date pedagogy.

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Appendix

Appendix 01

Learners' Questionnaire

Dear Splendid Learners,

You are kindly requested to fill in this questionnaire, which is mainly designed to investigate the role of Project-Based Learning (PjBL) in enhancing learners' digital literacy and collaboration.

Your contribution will be of great importance to the validity of this research. We would be grateful if you could answer this questionnaire by ticking off (✓) the appropriate box or by providing full answers when necessary.

Thank you in advance

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Section One: Learners' Background Information

1) How old are you?

- ♥ Between 15 and 18 years old.
- ♥ 18 years old.
- ♥ Beyond 18 years old.

2) What is your gender?

- ♥ Male
- ♥ Female

Section Two: Incorporating Technology in Learning

3) Do you get bored with doing things in the same old ways?

- ♥ Yes
- ♥ No

4) Do you get satisfied when using ICT's?

- ♥ Extremely satisfied
- ♥ Very satisfied
- ♥ Somewhat satisfied
- ♥ Somewhat dissatisfied
- ♥ Neither satisfied nor dissatisfied
- ♥ Very dissatisfied
- ♥ Extremely dissatisfied

5) Do you want to learn how to use ICT's effectively?

- ♥ Yes
- ♥ No

6) Do you think that ICT's is important?

- ♥ Yes
Examples:
- ♥ No

7) Do you like to work in teamwork? If yes, why?

- ♥ Yes

.....

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♥ No



Section Three: Project-Based Learning

8) As a learner, are you interested in presenting projects?

♥ Yes



♥ No



9) Are you familiar with presenting projects? If yes give examples of some projects you have presented.

♥ Yes



Examples/.....

.....No

10) How do you evaluate your experience with Project-based learning?

♥ Extremely satisfied



♥ Very satisfied



♥ Somewhat satisfied



♥ Somewhat dissatisfied



♥ Neither satisfied nor dissatisfied



♥ Very dissatisfied



♥ Extremely dissatisfied



11) What did you like about working on this project? Select all that apply.

♥ Working in Groups



♥ Creating the product



♥ Presenting Creative Ideas and ICT's



♥ Researching ideas



♥ Exhibition



♥ Others (please specify):

.....

.....

12) What suggestions do you have for improving the next project experience?

.....

.....

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Section Four: Enhancing Learners' Digital Literacy and Collaboration via PBL

13) In your opinion, do you think that presenting projects foster your digital literacy and collaboration?

♥ Yes



♥ No



14) If yes, explain how.

.....
.....
.....

15) What do you recommend to enhance digital literacy and collaboration via PBL?

.....
.....
.....

Thank you very much for your valuable contribution

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