Dedicated to

My Mother

****

Declaration

I solemnly declare that the thesis titled "**Digital Literacy as Social Capital for Identification and Evaluation of Digital Competencies of the Undergraduate Students of the University of North Bengal**" presented by me to the University of North Bengal, West Bengal, India, in fulfilment of the requirements for the degree of Doctor of Philosophy in Library and Information Science, is the result of genuine and original research work conducted under the guidance of Prof. (Dr.) Saptarshi Ghosh is of the Department of Library and Information Science, University of North Bengal, West Bengal, India. This thesis, in its entirety or any part thereof, has not been previously submitted by me for the award of any other degree, diploma, or academic recognition to any university or institution.

Manash Esh.

(Manash Esh)

Date: 21/05/2024

CERTIFICATE OF SUPERVISOR

Certificate

It is to certify that the thesis titled **"Digital Literacy as Social Capital for Identification and Evaluation of Digital Competencies of the Under-graduate Students of the University of North Bengal"** submitted by the Research Scholar **Manash Esh** for the fulfilment of the requirements for the Doctor of Philosophy in Library and Information Science at the University of North Bengal, is the result of his original research work carried out under my supervision.

To the best of my knowledge, neither this thesis nor any part of it has been submitted for the award of any other degree or diploma anywhere else.

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It is certified that the work contained in the thesis titled "**Digital Literacy as Social Capital for Identification and Evaluation of Digital Competencies of the Under-graduate students of the University of North Bengal,"** by "**Manash Esh,"** has been carried out following University guidelines and has been approved by the Departmental Research Committee for processing by the Board of Research Studies.

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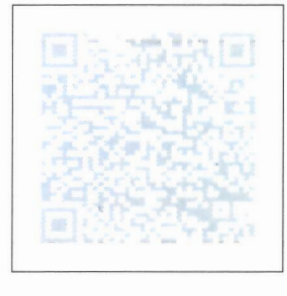

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Executive Summary

The thesis titled "**Digital Literacy as Social Capital for Identification and Evaluation of Digital Competencies of the Undergraduate Students of the University of North Bengal"** aims to investigate the role of digital literacy as social capital in the identification and evaluation of digital competencies among undergraduate students at the University of North Bengal. The study begins with an introduction to the research problem and a literature review that discusses the concepts of digital literacy, social capital, and digital competencies. The literature review provides a theoretical framework for the study and highlights the importance of digital literacy and digital competencies in the digital age. The research problem identifies and evaluates the digital competencies of undergraduate students in the University of North Bengal affiliated colleges, focusing on digital literacy as a form of social capital. The study aims to investigate the level of digital literacy among undergraduate students at the University of North Bengal and to identify the social capital that digital literacy provides in terms of their digital competency. The research also seeks to evaluate the students' digital competencies in various areas, such as digital communication, creativity, security, and problem-solving. The study is significant because it will provide insights into the current state of digital literacy among undergraduate students and help identify areas where improvements can be made. The findings of the study can be used to develop strategies to enhance digital literacy among students, which can, in turn, improve their overall academic performance and future career prospects. The study will explore the concept of digital literacy as a form of social capital, which refers to the social connections, networks, and resources that individuals can access through their digital skills and competencies. It provides an overview of the hypotheses

and research questions addressed in the study focused on digital literacy, digital competency, and their impact on social capital among undergraduate students. The study explores the relationships between these variables and aims to understand the current state of digital literacy and competency among the target group. The study examines how socio-demographic variables correlate with digital literacy and digital competencies among undergraduate students, determines the existing level of digital literacy, and establishes criteria for identifying digitally competent undergraduate students, specifically focusing on those from NBU. This research focuses on the interplay between digital literacy, digital competency, and social capital among undergraduate students. It addresses hypotheses and research questions that collectively contribute to a comprehensive understanding of the current digital landscape within the target demographic. The research addresses questions by examining the relationship between socio-demographic variables and digital literacy, assessing the current level of digital literacy among undergraduate students, and determining indicators of digital competency, especially among students from NBU. The research methodology chapter describes the research design, sampling techniques, data collection methods, and data analysis procedures used in the study. The research approach chosen for this study was quantitative, focusing on exploring relationships between variables through statistical analysis. This approach harmonised with the study's objectives, enabling objective data collection and assessing connections between variables.

The survey method was applied to delve into the digital literacy levels of undergraduate students attending colleges affiliated with the University of North Bengal. It highlights critical aspects of the study's population and sample selection

methodology, detailing the inclusion of all undergraduate college students affiliated with the University of North Bengal, West Bengal, India. The study encompasses six districts and 52 colleges under the University's jurisdiction. The research meticulously defines the population as the entire set of cases from which a sample is drawn, and the target population refers to all registered undergraduate students across different semesters (1, 3, and 5) from the 52 affiliated colleges. The total target population comprises 128,608 undergraduate students. The research employs a stratified random sampling method to ensure a representative study. The structured questionnaire is then distributed to selected undergraduate students using random sampling techniques, maintaining an unbiased representation. The population of undergraduate students from the University of North Bengal is showcased divided into three academic sessions (Session1*, Session2*, and Session3*) for different semesters. The total population counts 128,608 undergraduate students, with a consistent increase in enrolment observed across academic sessions. The distribution of colleges across the North Bengal region is presented, and the number of colleges included in the study is outlined for each district. The table highlights Darjeeling as the district with the most colleges (22), followed by Jalpaiguri (13), Alipurduar (10), Kalimpong (4), Uttar Dinajpur (2), and Cooch Behar (1). The questionnaire design was carefully crafted, considering the research topic, objectives, and background literature. The questionnaire encompassed three sections: capturing socio-educational backgrounds, assessing digital literacy, and evaluating digital competencies. The Likert Scale was employed to measure respondents' agreement levels with statements. The purpose of executing a pilot study involving 145 students from the Library and Information Science Department at the University of North Bengal was to improve the questionnaire quality based on

feedback. The data collected during the pilot study was subjected to analysis and the rectification of errors, resulting in the creation of the final version of the questionnaire for distribution. The Likert Scale, a well-established response scale, was utilised to measure the digital literacy levels of undergraduate students. Respondents rated their agreement levels on a scale ranging from "Strongly Agree" to "Strongly Disagree." It underscores the meticulous planning and precise execution that underpin the success of a rigorous research study. This research delves into the intricate relationship between digital literacy and social capital among undergraduate students. The study demonstrates a positive correlation between digital literacy and social capital, revealing that students possessing higher levels of digital literacy also exhibit superior digital competencies. The undergraduate student demographic in the region is characterised by diversity in gender, college status, accommodation, discipline, year of study, medium of instruction, locale, and educational goals. The research underscores educational institutions' need to offer comprehensive access to diverse digital resources, effectively supporting student learning. Moreover, the research focuses on raising awareness and enhancing digital literacy among females in various districts. The study highlights areas for growth, such as bolstering device security and fostering a culture of seeking assistance when grappling with technical challenges or adapting to new software. Notably, the favoured means of instant communication and information retrieval differ across locales and genders. Significantly, social networking platforms predominantly serve personal purposes, ranking communication as the second most prevalent use. These platforms offer untapped potential for amplifying knowledge-sharing and information dissemination among undergraduate students. The research offers invaluable insights into the contemporary digital literacy

and social capital landscape among undergraduate students. It advocates for targeted strategies and interventions tailored to the distinct needs of diverse college student subgroups. By cultivating digital literacy skills among undergraduates, this research indicates the potential to positively impact their forthcoming academic and professional trajectories. To bridge existing disparities, additional research is warranted to explore specific facets of digital literacy where disparities persist and devise strategies to rectify the digital literacy gap. The study suggests that crafting tailored policies and interventions will contribute to elevating education quality and the overall well-being of college students. The research reaffirms that enhancing digital literacy skills within the undergraduate cohort promises to foster enhanced academic and professional achievements. Ultimately, this study underscores the critical importance of digital literacy education. It accentuates the pressing need for educational institutions to offer a broad spectrum of digital resources. The study recognises the prominence of specific app platforms and social networking sites within the undergraduate realm, underscoring specific digital literacy disparities. Consequently, the amplification of digital literacy among undergraduate students emerges as a pivotal factor in shaping their future academic and professional success. The study contributes valuable knowledge to inform strategies for fostering digital competence among undergraduate students at the University of North Bengal, emphasising the importance of tailored interventions and considering diverse socio-demographic factors.

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List of Abbreviations

AD	Academic Development
AE	Academic Engagement
AI	Academic Integrity
AMAA	Academic Motivation And Achievement
AW	Academic Writing
AC	Access Control
ACM	Association For Computing Machinery
ANT	Actor-network Theory
AAOA	African-American Older Adults
ASS	Arts And Science Students
AK	Assumed Knowledge
AT	Attribution Theory
BN	Bayesian Network
BL	Bit Literacy
BS	Branching Skills
BIA	Broadband Internet Adoption
CDLS	Capitalizing - Digital Literacy Skills
CD	Career Development
CBII	Child-by-Instruction Interactions
CA	Children, Assessment
CL	Children's Literature
CP	Choice, Preference
CE	Classical Education
CSC	Cognitive And Social Constructivist
CC	Collaboration Communication
CQ	Collaborative Qualification
CPM	College Personnel Management
CRIP	College Reading Improvement Programs
CS	College Student
CSA	College Students, Analysis
CT	Communication Technology
CBP	Community-based Programs

CBE	Competency-based Education
CEA	Competitive Exam Aspirants
CK	Computer Knowledge
CPSES	Computer Programming Self-efficacy Scale
CU	Computer Users
CUE	Computer Uses In Education
CAD	Computer-aided Design
CM	Concept Mapping
CFA	Confirmatory Factor Analysis
CCSU	Creativity Cultural -social Understanding
CDL	Critical Digital Literacy
CTE	Critical Thinking And Evaluation
CT-EL	Critical Thinking -evaluation Literacy
CCP	Cross-cultural Projects
CSU	Cultural And Social Understanding
CR	Cultural Relativism
CEI	Curriculum De Educación Infantil
CI	Cyber Intelligence
DE	Data Editing
DSM	Data Stream Mining
DM	Decision Making
DDL	Defining Digital Literacy
DB	Deichmanske Bibliotek
DL	Design Literacies
DA	Digital Age
DAL	Digital Age Literacy
DCE	Digital Competences. Education
DCE-DT	Digital Competences. Education. Digital Technology
DC	Digital Competency
DD	Digital Divide
DDAF	Digital Divide-a Framework
DF	Digital Fluency
DG	Digital Game
DH	Digital Humanities
DI	Digital Identity
DIAP	Digital Inclusion And Participation
DID	Digital Information Discovery
DIE	Digital Information Economy

DIL	Digital Information Literacy
DLL	Digital Library Literacy
DL-DL	Digital Literacies For Disciplinary Learning
DL-MP	Digital Literacies -Multiple Perspectives
DL-CPP	Digital Literacies-concepts, Policies And Practices
DL	Digital Literacy
DLC	Digital Literacy Competencies
DLD	Digital Literacy Development
DLESC	Digital literacy -ensure Social Cohesion
DLEI	Digital Literacy Evaluation Indicators
DLF	Digital Literacy Framework
DL-HE	Digital Literacy -Higher Education
DL-WP	Digital Literacy In The Workplace
DLI	Digital literacy -interventions
DLP	Digital Literacy Pathways
DLPPG	Digital Literacy Perception-performance Gap
DL-P	Digital Literacy -policies
DLPS	Digital Literacy Portfolio Series
DL-PD	Digital Literacy- Professional Development
DL-SBLM	Digital Literacy Skill-blended Learning Model
DL-W	Digital Literacy- Workplace
DL-M	Digital Literacy, Methodology
DL-A	Digital Literacy-awareness
DL-C	Digital Literacy-computing
DL-CF	Digital Literacy-conceptual Framework
DL-D	Digital Literacy-digitalization
DL-E	Digital Literacy-education
DL-F	Digital Literacy-framework
DL-O	Digital Literacy-orthodoxies
DL-SE	Digital Literacy-search Engine
DL-SL	Digital Literacy-social Life
DL-SM	Digital Literacy-social Media
DL-T	Digital Literacy-teacher
DL-YC	Digital Literacy-young Children
DN	Digital Natives

DN-DI	Digital Natives And Digital Immigrants
DO	Digital Opportunity
DP	Digital Patterns
DPL	Digital Policy Literacy
DPM	Digital Project Management
DR	Digital Repositories
DS	Digital Skills
DT-SC	Digital Technologies-social Context
DCL	Digital/computer-literacy
DML	Digital/media Literacies
DMI	Digitally Mediated Information
DLIS	Digital Literacy As Information Savvy
EC	Education Curriculum
EMM	Education In Mass Media
ET	Education Technologies
EDR	Educational Design Research
EE	Educational Evaluation
ETI	Educational Technology Integration
ETL	Educational Technology Literacy
ETA	Educational Technology, Access Control
EL	Ethical Literacy
FL	Family Literacy
FD	Field Dependence
FS	Functional Skills
GD	Game Design
GG	Google Generation
GL	Graded Lists
GP	Graduate Programs
HE	Higher Education
HR	Humanities Research
HL	Hyper-literacy
ICTI	ICT Infrastructure
ICTL	ICT Literacy
ICTSE	ICT Self-efficacy
ICTS	ICT Skills
ICTT	ICT Tools
IDL	Indigenous Digital Libraries
IK	Indigenous Knowledge
IA	Information Architecture

IB	Information Behavior
ICT	Information Communication Technology
IC	Information Creation
ID	Information Discovery
IE	Information Entitlement
IG	Information Gathering
IL	Information Literacy
ILA	Information Literacy Assessment
IP	Information Policy
IRM	Information Resources Management
ISIR	Information Seeking And Information Resources
ISRS	Information Storage And Retrieval Systems
IT	Information Technology
ITL	Information Technology Literacy
IUB	Information Use Behavior
ITE	Initial Teacher Education
KP	Knowledge Performance
KS	Knowledge Societies
LDDL	Language Development Literacy
LIDC	Learning In Digital Communities
LRS	Library Research Services
LTR	Library Theory And Research
LILK	Literacy Informational Keywords
LD	Literacy Development
LDA-READ	Literacy In The Digital Age: Reading
LE	Literary Ethics
LBI	Literature-based Instruction
LHD	Lowland And Hill Dipterocarp Forests
MEAS-DLC	Measurement Of Actual Digital Literacy Competency
ML	Media Literacy
MDL	Media, Digital Literacy
MDC	Mobile Data Collection
MOT-EDU	Motivation In Education
MI	Mounds Influence
NS	Navigation Style
NL	Network Literacy

NL-DML	New Literacies<digital/media Literacies
NL-PLG	New Literacy Practices- Plagiarism
NQT	Newly Qualified Teachers
ND-TXT	Non-Digital Texts
OCC-STMP	Occupation Stamps
OT	Occupational Therapy
OB	Online Behavior
OISSS	Online Information Searching Strategies
OAP	Open Access Publishing
ODL	Open And Distance Learning
OACDL	Origins And Concepts Of Digital Literacy
PI	Pedagogical Issues
PCSS	Personal Communication Service Systems
PIUW	Personal Internet Use In The Workplace
PG	Persuasive Games
PM	Phenological Metrics
PA	Phonological Awareness
PV	Photo-visual
PVS	Photo-visual Skills
PDC	Ping Digital Competence
PST	Preschool Teachers
PT	Presentation Techniques
PSTE	Pre-service Teacher Education
RC	Research Competence
RNUC	Researcher For The Nucleus
RTI	Response To Intervention
SWS	Scholarly Web Sites
SJ	Scholastic Journalism
SM	Science Mapping
SC	Screen Capture
SE	Secondary Education
SE-SK	Self-efficacy-skill
SP-DLC	Self-perceptions Of Digital Literacy Competencies
SHS	Senior High School
SG	Serious Gaming
SL	Service Learning
SA	Social Activism

SC	Social Capital
SP	Social Practice
SOC-ECO	Socio-economic Emancipation
SOC-EMO	Socio-emotional Skills
SCOM	Student Community
SEP	Student Engagement Policy
SLR	Systematic Literature Review
TEC	Teacher Education Curriculum
TC-R	Teacher-counselor Relationships
TCL	Teachers College Libraries
TLS	Teaching Learning Strategies
TS	Teaching Strategies
TL	Technical Literacy
TAE	Technology Applied To Education
TEL	Technology Enhanced Learning
TILE	Technology In Language Education
TC	Technology-community
TM	Text Mining
TQM	Total Quality Management
UGS	Undergraduate Students
UGS-HE	Undergraduate Students -Higher Education
UG	Undergraduate
UP	Underserved Population
NBU	University Of North Bengal
UL	University Library
US	University Students
VA	Video Analysis
VL	Visual Literacy
WT	Web Technology
WCM	Web Content Management
WE	Web Education
WI	Web-Based Instruction
WIL	Workplace Information Literacy

Glossary of Digital Literacy, Social Capital Terms

Digital Competencies

The proficiency and adeptness with which individuals navigate digital technologies encompass a range of skills such as data retrieval, evaluation, creation, presentation, and exchange. These competencies include more than technical skills; they involve engaging in collaborative networks and interactions through the Internet.

Digital Literacy:

Digital literacy is the comprehensive ability to effectively use digital tools, technologies, and information. It entails skills for interacting with technology, critically evaluating digital content, and utilizing digital resources for various purposes, including communication, problem-solving, and knowledge creation.

Digital Law:

Digital law pertains to online behaviour and actions' ethical and legal responsibilities. It encompasses adherence to societal norms and regulations while using the Internet, covering intellectual property rights, plagiarism, piracy, identity theft, and responsible online conduct.

Digital Literacy Framework:

A structured approach to cultivating digital literacy that encompasses various components: access to technology, education, and culture. This framework aims to bridge the digital divide by providing widespread technology access, integrating digital skills into education curricula, and fostering a positive mindset towards digital technologies.

Social Cohesion:

Social cohesion denotes how individuals within a society connect, collaborate, and engage in communal and civic activities. It encompasses trust, cooperation, and online and offline participation and influences economic growth, well-being, and effective governance.

Digital Literacy in Higher Education:

The integration of digital literacy within the context of higher education institutions. This entails utilizing digital technologies to enhance teaching, learning, and communication and adapting to evolving educational landscapes, such as online and distance learning. Digital literacy empowers educators and students to effectively engage with technology for problem-solving, critical thinking, and lifelong learning.

Access to Technology:

Providing technological resources and tools to individuals ensures equitable access across different socioeconomic levels and demographics. Bridging the digital divide

involves addressing disparities in technology access to promote digital literacy and inclusion.

Education:

The integration of digital skills and tools into educational curricula to empower educators and students. This involves creating a conducive environment for teachers to feel confident and competent in using digital technologies for teaching and establishing effective technology integration strategies.

ICT Integration:

Incorporating information and communication technology (ICT) into educational practices encompasses using digital tools, platforms, and resources to enhanxxivce teaching, learning, and engagement. ICT integration facilitates the development of digital literacy skills among educators and students.

Digital Literacy in the Workplace:

Integrating digital literacy skills within work environments, particularly among office workers. The digital revolution has changed how workers interact with technology and engage in individual and collective tasks. Digital literacy in the workplace encompasses competencies that enhance efficiency, inclusivity, and overall well-being. The blurring of boundaries between work and personal life necessitates effective management of diverse digital competencies in the context of evolving work modes and technological advancements.

Digital Literacy Skill-Blended Learning Model:

Incorporating digital literacy skills into educational settings, specifically in the context of blended learning. Blended learning involves integrating digital technologies into teaching and knowledge to provide students with flexibility and varied learning experiences. However, effective implementation of blended learning requires a certain level of digital literacy among students. This model emphasizes the importance of cultivating digital literacy skills to enhance the effectiveness of integrated learning approaches, considering different types and levels of blended learning.

Digital Literacy in Higher Education:

The integration of digital literacy principles and practices within the higher education context. Digital literacy transforms teaching and learning in higher education, necessitating the adoption of digital tools and strategies to accommodate evolving educational landscapes, such as online and blended learning. This integration empowers educators and students to harness technology for problem-solving, critical thinking, and lifelong learning.

Digital Literacy-Search Engine:

The process of utilizing web browsers such as Bing, Google, and Yahoo to locate and retrieve relevant and needed information from the vast and real-time resources available on the Internet. Search engine use is a pivotal aspect of information-seeking

behaviour, and it requires specific skills to navigate the overwhelming amount of available data effectively. Explicit search instructions are often lacking, leading to detrimental search behaviours. Effective search engine use has been linked to various educational advantages, including improved reading and math scores and enhanced cognitive scaffolding.

Digital Literacy-Social Media:

Social media refers to online platforms and channels that enable the creation, sharing, and exchange of various types of content, such as text, images, videos, and more. It has become an integral part of people's daily lives, allowing for communication, information sharing, and engagement on a global scale. Social media encompasses platforms like Instagram, Facebook, Twitter, and YouTube, providing users with opportunities to connect, collaborate, and interact. High digital literacy skills are essential for effectively using social media platforms, evaluating information, and understanding the impact of online behaviours.

Digital Literacy-Young Children:

Young children are exposed to various digital media and technologies, including television, computers, video games, and mobile devices. These digital opportunities for learning and engagement are crucial during the developmental stages when their brains are highly flexible and adaptable. The effects of digital media on young children's cognitive and digital literacy development are ongoing research topics. As young children are increasingly exposed to digital media, understanding their engagement and its potential impacts becomes essential for educators and caregivers.

Digital Literacy Practices:

Digital literacy practices encompass how individuals engage with digital technology and media daily. These practices involve using digital tools, accessing online information, communicating through digital platforms, creating digital content, and critically evaluating digital resources. Social and cultural contexts shape digital literacy practices, and they play a significant role in how individuals navigate the digital world, interact with information, and contribute to online communities.

Digital Literacy - Teachers:

Digital literacy for teachers involves their ability to use digital tools and technologies in educational settings effectively. Teachers with digital literacy skills can integrate technology into their teaching practices, enhance student engagement, and promote digital literacy among their students. Digital literacy for educators extends beyond technical proficiency and includes an understanding of the pedagogical benefits of technology integration and the ethical use of digital resources.

Digital Literacy - Portfolio Series:

A digital literacy portfolio is a purposeful collection of work presented in electronic format, showcasing an individual's progress, accomplishments, and growth across various domains. These portfolios include a range of artefacts, such as text, images, audio, and video, to demonstrate the creator's skills and achievements. Digital literacy

portfolios provide opportunities for individuals to actively curate and present their work, enhancing their digital literacy and self-presentation skills.

Social Activism:

Social activism refers to efforts by individuals or groups to bring about social and political change through various forms of advocacy, protest, and engagement. In digital literacy, social activism involves using digital tools and platforms to raise awareness, share information, and mobilize support for social issues. Incorporating social activism into education can empower students to critically analyze societal challenges, develop empathy, and take meaningful action towards positive change.

Social Cognitive Theory:

Social Cognitive Theory, developed by Albert Bandura, emphasizes the role of observational learning, self-efficacy, and self-regulation in shaping human behavior. It suggests that individuals learn through observing others and the social context, leading to cognitive and behavioural interactions. SCT has implications for educational practices by considering how learners' observations and self-efficacy impact their engagement and learning outcomes.

Observational Learning/Modeling:

Observational learning is how individuals acquire new behaviours, skills, or knowledge through observing and imitating others. In the context of Social Cognitive Theory, providing learners with access to diverse models and various types of modelling can enhance their learning experiences.

Social Comparison:

Social comparison is evaluating oneself by comparing one's attributes, abilities, or circumstances with those of others. This comparison can lead to either positive inspiration for improvement or negative feelings such as envy. Social comparison can impact behaviour and emotions, affecting how individuals perceive themselves and their progress.

Social Competence:

Social competence refers to an individual's ability to effectively interact and communicate with others in various social contexts. It encompasses skills related to building relationships, managing emotions, resolving conflicts, and adapting to different social situations. Social competence is essential for successful interactions and well-being.

Social Resilience:

Social resilience refers to a community's ability to adapt, recover, and thrive in the face of challenges, crises, or changes. Social Capital and strong community relationships contribute to social resilience by fostering mutual support, cooperation, and the capacity to address adversity collectively.

Social Constructivism:

Social constructivism is a learning theory that highlights the role of culture and context in shaping individuals' understanding of the world. It asserts that reality, knowledge, and learning are socially and culturally constructed through interactions. According to social constructivists, individuals generate meaning by engaging with others and their environment.

Social Equity:

Social equity refers to fairness, justice, and equal rights. It involves ensuring all individuals have access to resources, opportunities, and benefits regardless of their background or identity. Social equity addresses disparities and creates a more inclusive and just society.

Social Groups:

Social groups are collections of individuals who interact, share common goals and rules, and perceive themselves as a distinct social unit. They play a significant role in shaping individuals' behaviour and leisure activities. Social groups can impact participation in recreational activities and influence individual lifestyles.

Social Learning:

Social learning is a process where individuals acquire behaviours and knowledge by observing and imitating others in their social environment. Experts' behaviours influence it and involve interaction with peers, which can lead to the development of new skills and behaviours.

Social Media:

Social media refers to online platforms and technologies that enable individuals to create, share, and interact with content. It has evolved from a tool for personal communication to a significant aspect of personal, business, and societal culture. Social media has transformed how people communicate, engage with organizations, and participate in dialogues.

Social Practice:

Social practices are learned patterns of behaviour that enable individuals to collaborate within a group to create, distribute, manage, and maintain resources. They involve a combination of materials, competencies, and meanings, contributing to the execution of various activities. Social Practice Theory focuses on understanding how practices are formed, reproduced, and transformed within social contexts.

Socio-Emotional Skills:

Socio-emotional skills refer to abilities that enable individuals to manage their emotions, understand and empathize with others, build positive relationships, and effectively communicate. These skills are significant in personal development, particularly during transitions and challenges, such as entering adulthood or facing adversity.

Digital Divide:

The digital divide refers to the gap between individuals or groups with access to digital technologies and those without access. This divide can be influenced by socioeconomic status, geographical location, age, and educational background.

Social Capital (SC):

Social Capital refers to the networks, relationships, norms, and trust within a community or society. It facilitates cooperation, collaboration, and resource-sharing among individuals and groups. Social Capital can be categorized as structural (networks), cognitive (trust and norms), bridging (connecting diverse groups), and bonding (joining similar groups).

Trust and Norms (Cognitive SC):

Cognitive social Capital involves trust, shared norms, and values that promote cooperation and collaboration within a community. Trust enables individuals to rely on each other, while norms establish acceptable behaviours and interactions.

Bridging SC:

Bridging social Capital refers to the connections and relationships between individuals from diverse backgrounds. It helps create a sense of inclusivity and facilitates interactions among different social groups.

Bonding SC:

Bonding social Capital pertains to connections and relationships among individuals with similar characteristics or backgrounds. It strengthens ties within specific groups and promotes cooperation among like-minded individuals.

This glossary defines key terms related to digital literacy, digital competence, and their intersections with education and society. Social Capital, etc. Understanding these terms is essential for comprehending the multifaceted aspects of digital literacy and its implications in various contexts.