

# DIGITAL LITERACY AS A FUNCTION OF SAFETY AND PROTECTION OF CHILDREN IN EDUCATION

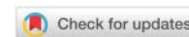
Nebojša Denić<sup>1\*</sup>, Mirjana Tomić<sup>2</sup>, Ivana Bulut Bogdanović<sup>3</sup>, Saša Mihajlović<sup>4</sup>, Stefan Milić<sup>2</sup>

<sup>1</sup>University of Priština, Faculty of Sciences and Mathematics Kosovska Mitrovica, e-mail: [nebojsa.denic@pr.ac.rs](mailto:nebojsa.denic@pr.ac.rs)

<sup>2</sup>Faculty of Information Technologies, Alfa BK University, Belgrade, Serbia,  
e-mail: [tomicmirjana3@gmail.com](mailto:tomicmirjana3@gmail.com), [stefan.milic@alfa.edu.rs](mailto:stefan.milic@alfa.edu.rs)

<sup>3</sup>Faculty of Social Sciences, Belgrade, Serbia, e-mail: [ivana.bulut@fdn.edu.rs](mailto:ivana.bulut@fdn.edu.rs)

<sup>4</sup>Faculty of Mathematics and Computer Sciences, Alfa BK University, Belgrade, Serbia,  
e-mail: [sasamihajlovic56@gmail.com](mailto:sasamihajlovic56@gmail.com)



**Abstract:** In this paper, based on the review of the latest literature and research conducted in practice, the possibilities of applying information and communication technologies (ICT) in primary education from the aspect of safety and child protection will be investigated. In the 21st century, access to the Internet is increasing, and children of elementary school age are entering online communication earlier and earlier. Children are becoming active users of social networks and digital platforms, which have been expanding for years. However, the results indicate that the use of ICT, although an important educational resource, may pose risks to children's safety and privacy, including exposure to unverified content, cyber threats, and inappropriate use of digital devices. A large number of cases of violence on the Internet with tragic outcomes have led to the fact that today the European Union is considering banning children from accessing social networks. In this paper, we highlight the important roles of parents and educational institutions in protecting the safety of elementary school-age children online. The empirical part of the work consists of empirical research of a quantitative nature, which I conducted using an online questionnaire based on the experience gained from long-term work on the prevention of violence on the Internet within the program of the Institute for the Advancement of Education of the Republic of Serbia, "Safety of Children on the Internet". In this context, the qualitative research collected and evolved the attitudes and experiences of students, teachers, and parents about the challenges and potential risks that digital technologies bring to children in the educational environment from the aspect of child safety. Research indicates that continuous education and information of parents, teachers, and children in primary education is a safe way to prevent and protect the digital safety of children in a virtual environment. Children in primary education have certain skills in using smart devices; however, research shows that children mostly ignore basic safety rules, and thus make it easier for online predators and bullies.

**Keywords:** *ICT, digital literacy, education, teachers, parents, child safety.*

**Field:** Education

## 1. INTRODUCTION

With the rapid advancement of digital technology, the role of ICT in education has become increasingly important, and this importance is likely to continue to grow and develop in the 21st century. Today, children enter the digital world at a younger age than ever before, with every half-second, a child accesses the Internet worldwide, so experts warn that such habits expose them to serious risks (Denić, N. 2016). Modern education relies more and more on information and communication technologies (ICT), which enable children to acquire new knowledge and skills, but at the same time bring certain challenges related to the safety and protection of children. A recent study by the Young & Resilient Research Center at the University of Western Sydney, Australia, and the NGO Save the Children found that children, especially those from low-income families, were 35 percent less likely to block inappropriate or unwanted requests from strangers. According to Hoffman, M. and Blake, J., it is therefore important that the concept of computer literacy evolves and complements in parallel with the development of new technology (Hoffman in Blake, 2023, pp. 221–231). Computers and smartphones have become available to almost everyone and have a huge impact, especially on the younger generation. Especially in the primary education system, where children are still developing critical thinking and digital literacy, planned and controlled use of digital technologies becomes necessary to reduce risks and ensure a safe learning environment. New digital technologies can lead to new forms of inequality and marginalization in society. Especially in the province of Kosovo and Metohija, where the research was conducted, teachers and especially parents do not pay enough attention when children access content on the Internet, believing that they are safer than they are, because they are not in the real world, which presents many dangers. In this regard,

\*Corresponding author: [nebojsa.denic@pr.ac.rs](mailto:nebojsa.denic@pr.ac.rs)



special attention should be paid to the professional development of teachers, who play a key role in educating children and parents about the safe use of digital devices, as well as in the prevention of risks associated with the uncontrolled use of technology. Many studies have shown that lower socioeconomic status negatively affects the use of ICT technologies and their use among adolescents, affecting not only digital literacy but also the overall quality of life (Ali et al., 2020, p. 2). Young people learn about digital technologies naturally and intuitively and accept them as part of everyday life. However, a paradox arises because children today often have greater digital literacy than their parents and teachers, who still focus on traditional content and values. In this research, we point out the importance of cooperation with parents, who often do not recognize all the risks or use digital tools to facilitate daily tasks, which can increase children's vulnerability.

## **2. PARADIGMS OF APPLICATION OF DIGITAL TECHNOLOGIES AND TOOLS IN EDUCATION**

The use of digital tools is crucial for bringing institutions closer to their educational goal, especially to facilitate the improvement of teaching quality and educational results (N. Denić 2016). Today, access to resources and tools in the field of education has become widely available and simplified, allowing students to learn and access learning materials anywhere and anytime, which promotes flexibility and adaptability in the educational process. The integration of mobile technology into educational institutions thus improves learning opportunities (Efiloğlu Kurt, 2023, pp. 871–873). Some authors emphasize that the portability of smartphones means that learning is no longer limited to classrooms, but that students can learn and access information without spatial and temporal limitations (Marciano et al., 2022; Hartley et al., 2023, pp. 750–751). In addition, the education process itself, i.e., the approach to e-learning, is continuously changing and improving (N. Denić 2016). This opinion is supported by authors who state that platforms for mobile learning (m-learning) and educational applications offer interactive and personalized learning experiences that support different approaches and learning needs (Efiloğlu Kurt, 2023, pp. 871 and 873). For this purpose, users can access news, watch videos, listen to music, search the Internet, and communicate through different social networks on one device (Cashmore et al., 2018). Research shows that in Serbia today, more than 92.6% of the population uses a mobile phone. In this light, digital platforms are emerging, which include YouTube, TikTok, Instagram, Facebook, X (Twitter), LinkedIn, etc., which are used for sharing pictures, watching short and long videos, live streaming, video calling, shopping, etc. In Serbia, 94% of young people have a profile on social networks. Data shows that Facebook is still the most popular social media platform, with just over three billion people accessing it every month, according to data published by Statista in April 2024. In this regard, well-known authors state that social networking applications such as Facebook, Instagram, Snapchat, TikTok, X (formerly Twitter), etc., have become an integral part of social interaction and influence the way individuals express themselves and connect with others (Livingstone and Sefton-Green, 2016, pp. 75–82). According to research, YouTube is the most commonly used social media platform among people aged 18-29, with 93.00% of users actively using the platform (Pew Research Center, 2024). Due to the increasing misuse of artificial intelligence on the internet, Denmark is planning to amend its copyright law to counter the misuse of artificial intelligence to create deepfake content. According to the aforementioned research, Instagram, TikTok, and Snapchat are also platforms that attract a younger audience, as all three platforms primarily focus on visual content such as images or short videos. Statistics show that 78.00% of 18-29 year olds actively use Instagram, 65.00% use Snapchat, and approximately 62.00% use TikTok (Pew Research Center, 2024). Also, according to the Pew Research Center (2024), WhatsApp is the most popular, with 32.00% of people aged 18 to 29 using it to send messages. The most common forms of abuse of children on the Internet: Trafficking, Theft, Online predators, Suggestion, Peer violence, etc. Experts emphasize the lack of research that focuses on individual behavior, interests, and motivations of individuals in their decisions about using the Internet (Slijepčević, 2023).

## **3. DEVELOPMENT OF DIGITAL COMPETENCES IN THE FUNCTION OF CHILD SAFETY**

Digital competences include the skillful and purposeful use of computers at work and in everyday life. Well-known authors Bitham and Sharp (2011) suggest that students who function at the level of the pyramid (Figure 1) have a strongly developed understanding of the value and possibility of using technology to support their learning.

**Fig. 1. Digital literacy model**



Source: Beetham i Sharpe, 2011, p. 90

Therefore, among scholars who also deal with defining the concept of digital literacy, it is more seen as an “umbrella concept that encompasses the components of ICT literacy, computer literacy, and also information literacy” (Yashalova et al., 2019, p. 214). In this regard, the National Digital Competence Framework of the Republic of Serbia seeks to encompass digital competencies specific to the teaching profession by proposing 24 competencies organized into 6 categories.

**Table 1. Digital Competence Framework**

**Area 1** - digital Environment, encompasses those digital competencies that are a prerequisite for using the potential of digital technologies to the greatest extent possible to build a successful civil society.

**Area 2** – refers to the competencies needed to responsibly and effectively use digital resources for teaching and learning purposes.

**Area 3** – Teaching and Learning, encompasses those knowledge and skills that are key to planning and creating an authentic and stimulating digital learning environment that respects the diversity of students and contributes to their direct interaction.

**Area 4** – refers to modern approaches to assessing and monitoring student progress that contribute to increasing responsibility for independent learning, developing self-regulation, and monitoring personal development in the context of lifelong learning.

**Area 5** – Student Support, relates to the principle of equity in education and highlights the potential of digital technologies for working with students who need additional educational support.

**Area 6** – encompasses a range of competencies in the context of a teacher's professional engagement.

Source: <https://prosveta.gov.rs/>

## 4. RESEARCH METHODOLOGY

Initially, a descriptive approach will allow us to conduct a comprehensive review of the literature, including scientific articles, research, books, reports and online resources dealing with the concepts of: the use of ICT in teaching, the digital literacy of parents and teachers in the function of children's internet safety. Using combined methods and the method of analysis, we will review and connect theoretical positions and facts from practice into a whole. The results, that is, the various findings of the authors and their views, will be summarized using the compilation method. Qualitative research is aimed at understanding and explaining behaviour, beliefs, customs, and norms. By analysing the collected data, we were able to interpret, evaluate, and place them in the context of the academic environment. We came to the answer through semi-structured interviews, which represent one of the key qualitative methods of data collection in the social sciences. Given the research topic and issues, and the particularly pronounced multidisciplinary character of the research, a combination of qualitative and quantitative research methods was used for the purposes of the research (Radovanovic, B. 2020).

## 5. RESEARCH RESULTS

Statistics show that today, more than 4.76 billion people, which represents 59.4% of the world's population, use social networks, and that 72.9% of households in Serbia have an Internet connection. In this regard, research shows that 49% of children before the age of two have experience with smart devices, while at the age of 3-4 years, it is already 62%. Practical experience shows that children and young people start using digital technologies earlier and earlier, so every fourth child already owns a tablet in preschool age. Well-known authors Livingston and Sefton-Green (2016) emphasize that digital technologies, especially smartphones, have given adolescents access to new forms of socialization, and social media platforms such as Instagram, Snapchat, and TikTok have become everyday tools for maintaining and strengthening friendships. The latest data also show that users spend more and more time on these platforms, with the typical user spending two hours and 31 minutes a day, and people under 35 even

more. Research shows that over 74% of children have profiles on social networks and game platforms, and 45% of Serbian children access them every day. From the aspect of Internet security, some authors state that users with a higher level of education and IQ are more likely to be able to detect misleading information (Shu, Wang & Liu, 2020). In this context, Antonsamy and Sivakumar (2022) concluded that technical and cognitive aspects of digital literacy are more important in detecting misleading information. Practice shows that the abuse of the Internet does not only refer to the most common association that occurs in connection with this term - pornography, but also refers to websites with harmful topics, such as suicides, anorexia, kidnappings, abortions, Nazism, drugs, etc. In the EU Kids Online 2020 international survey, the number of children aged 9-16 using the internet increased by 30%. In this context, the main reasons for using social networks are cited by 47.1% of individuals as communicating with family and friends, 36.2% as spending free time, 32.2% as reading news, and 30.3% as searching for content (e.g., articles, videos) (We Are Social, 2023). However, in this sense, according to research, videos are by far the most popular type of content for 54% of children aged 9-11, 72% of 12-14, and 76% of children aged 15-16. Also, the results of the research show that in Serbia, a third of children and young people over the age of 11 accessed pornographic content, 43% of boys, and 6% of girls reported that they visit such sites daily. For the purposes of work in the territory of central Kosovo (Kralj Milutin Elementary School, Knez Lazar Elementary School, and Miladin Mitić Elementary School), an online survey of students, parents, and teachers was conducted to assess the state of security in schools with an emphasis on internet safety. A total of 112 students, 38 parents, and 51 teachers participated in the survey. The survey was conducted in the period from April 3, 2025. until 10.10.2025. in order to improve the safety of students at school and on the Internet.

**Table 2. Estimation of the most common forms of violence in percentages**

<b>Estimation of the most common forms of violence in percentages</b>			
<b>Forms of violence</b>	<b>Students</b>	<b>Parents</b>	<b>Teachers</b>
Verbal	46%	52 %	56 %
Digital	32 %	18 %	22 %
Physical	12 %	23 %	14 %
Without violence	10 %	7%	8 %

Source: Authors' research

Almost half of the surveyed students, i.e., 46%, believe that verbal violence is the most common form of violence at school, followed by digital violence at 32%, while 12% of students mentioned physical violence, and 8% of the surveyed students declared that there is no violence at school. Students spend more than 3 hours a day online, and older people even up to 4.5 hours. In Serbia, 41% of children aged 9-10 years and 72% of 10-11 year olds have accounts on social networks, although the age limit for most platforms is 13 years.

**Fig. 2. Teachers' answers to the question of which form of violence is most often found in schools**

What do you think is the most common form of it in school?



Source: Authors' research

Parents believe that verbal violence is most often present at school (52%), and the second most common form of violence at school, according to parents, is digital violence. According to teachers (56%), the most common form of violence at school is verbal violence, followed by digital violence.

## 6. DISCUSSION

We live in a time when almost all activities like politics, entertainment, transactions, education, etc., are fully and partially digitized (Pérez-Escoda, 2024). Research results show that 60 percent of children and young people in Serbia never use the Internet for creative purposes, such as sharing content (videos or music) that they have created themselves. In Serbia, they most often (88%) saw content of a sexual nature in pop-up windows, as well as the fact that 6% of children experience peer bullying on the Internet at least once a month. Building on these results, a study conducted by the Pew Research Center (Anderson et al., 2023) showed that adolescents in the US most often use smartphones for quick communication and social networks, with the YouTube and TikTok applications, which are primarily platforms for sharing and watching video content, standing out in terms of use. At the same time, there is little research on the topic of teaching and the application of ICT in education from the aspect of safety and child protection, which represents a challenge for teachers who, at their own discretion, adhere to certain guidelines and recommendations. The research titled "Addressing the digital skills gap for future education" (Jackman et al., 2021), which was conducted during the pandemic, and which included 145,000 adolescents worldwide, also goes in this direction and highlighted the urgent need to overcome the digital gap in the education system, pointing to the importance of continuous professional development of educators as well as parents from the aspect of informal lifelong learning. Today on the Internet, there are several thousand organizations that deal with some of the many ways of exploiting children. More recently, the massive Blackout Challenge was the most dangerous challenge in 2021, with over 80 fatalities, as it encourages children to hold their breath until they pass out. In this regard, Serbia leads the way in terms of the number of children under 13 who use social networks, according to the Children of Europe on the Internet survey conducted in 19 European countries. A quarter of children who experienced some form of digital bullying did not talk to anyone about it. They ignored the problem, blocked the bully, or stopped using the app. Of those who talked about that experience, 45% confided in peers, 31% in parents, and only 3% in school staff. Some authors emphasize that people with a low level of digital literacy can more easily accept and spread unreliable information (Sirlin, 2022). In the world today, positive legal acts are passed and prescribe procedures for the protection and safety of children on the Internet. In this sense, according to the new legal act called the Internet Safety Act in Great Britain, technology companies will be obliged to take more concrete measures to ensure the safety of children in the digital world. In some countries, such as Germany and Slovakia, less than 10 percent of children aged 9-16 have been bothered by something online, while in the Czech Republic, Malta, Romania, Serbia, Spain, and Switzerland, more than 30 percent of children report being bothered by something online in the past year. A study by Antonsamy and Sivakumar (2022) investigated the role of digital literacy in mitigating misleading information on social media among university students in Malaysia. Using a quantitative approach, the authors conducted a survey among 134 students, in which they discovered, among other things, that technical and cognitive knowledge had a positive effect on the reduction of misleading information, while socio-emotional factors had the opposite effect. According to research in Serbia, there is a significant number of children aged 9 to 16 who have seen images of sexual content during the past year, as much as 50 percent, compared to France, where that number is the lowest (21 percent). Some authors point out that the use of digital technology is one of the ways to improve the quality of education, because its use has expanded to learning in a virtual and digital environment, as well as for project-based and problem-based teaching (Zsankov and Damjanov, 2019). In Serbia, six percent of children experienced peer violence on the Internet at least once a month, and 13 percent several times during the previous year. The smallest number of children experienced peer violence on the Internet at least once a month in Croatia, France, and Italy (two percent), and the largest in Poland and Malta (13 and 11 percent). Well-known authors Samani et al. (2019) emphasize that "mathematics" students are more familiar with digital literacy from the aspect of safe use of the Internet than humanities students. In addition to the above statistics, the data show that in Serbia, a quarter, 24 percent of children saw hate messages once a month or more often, compared to Poland, where that number is the highest (48 percent), and Germany, where that number is the smallest (only four percent).

## 7. CONCLUSIONS

This contributes to a better understanding of the challenges that the digitization process brings to primary education and provides insight into strategies for the protection and safe use of ICT in educational institutions. Research in practice shows that no child is completely protected from the risks of being in the online world, but the most vulnerable are children who have access to the Internet without parental or teacher supervision. In this context, teachers and parents have a key role in the education and protection of children, through planning preventive activities, providing guidance to parents, and designing the safe use of ICT in teaching. Statistics show that 10-20% of students exhibit some form of digital violence at a certain moment, so a large number of teachers and parents will face this challenge as well. Based on the research, it can be concluded that the effective integration of digital technology into teaching requires teachers to have adequately developed digital competencies that allow them to introduce students to the safe and meaningful use of technology and to deal with potential problems that may arise during its use. The results of the conducted research show that the main problem lies in the fact that parents and teachers today do not have a clear idea about the Internet and the possibilities of its abuse. Most teachers and especially parents pay more attention to the prevention of physical violence, while devoting negligible time to controlling children when they surf the Internet. Relevant literature states that in addition to influencing communication and shaping their digital identities, smartphones enable adolescents to actively participate in various social and cultural debates (Boyd, 2014). For our environment, in addition to the mentioned negative connotations, it is noticeable that Serbia is the first country in Europe in terms of the percentage of children who help their parents when they encounter difficulties, that is, they do not know how to do something on the Internet, 69 percent of children, compared to 12 percent of children in Germany. Research shows that parents and teachers in educational institutions recognize the need for planned and controlled use of digital tools, with continuous monitoring and education of children about the safe use of the Internet and digital devices. In this context, it is evident that the lack of digital skills among adolescents, especially those from socio-economically weaker environments, can be an obstacle to success in the modern digitalized learning environment. In addition, the cooperation of educational institutions with parents is essential, because parents often do not understand all the risks or use digital devices to facilitate daily tasks, which contributes to the reduction of negative impacts and promotes safe learning. Based on the above, it can be concluded that the use of digital tools in teaching must be carefully planned, which includes testing the tools, checking their functionality, and understanding the digital skills of teachers and students who will use them.

## REFERENCES

- Ali, M. A., Alam, K., Taylor, B. & Rafiq, S. (2020). Does digital inclusion affect quality of life? Evidence from Australian household panel data. *Telematics and Informatics*. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0736585320300642>
- Anderson, M., Faverio, M. & Gottfried, J. (2023). *Teens, social media and technology 2023*. Pew Research Center. <https://pewrsr.ch/41IIEG>
- Anthony, L., & Sivakumar, P. (2022). A new digital literacy framework to mitigate misinformation in social media infodemic. *Global Knowledge, Memory and Communication*. <https://doi.org/10.1108/gkmc-06-2022-0142>
- Beetham, H. & Sharpe, R. (2011) 'Digital literacies workshop', Paper presented at the JISC Learning Literacies Workshop, Birmingham [online], Available at: [http://jiscdesignstudio.pbworks.com/w/page/40474566/JISC\\_Digital\\_Literacy\\_Workshop\\_materials](http://jiscdesignstudio.pbworks.com/w/page/40474566/JISC_Digital_Literacy_Workshop_materials)
- Cashmore, E., Cleland, J. & Dixon, K. (2018). *Screen society*. Palgrave Macmillan
- Efiloglu Kurt, Ö (2023). Learning with smartphones: the acceptance of m-learning in higher education. *Online Information Review*, 47(5), str. 862–879. <http://dx.doi.org/10.1108/OIR-10-2021-0516>.
- Denić, N., Nešić, Z., Radojičić, M., Petković, D., & Števanović, M., (2016), "Contribution to the research of children protection in use of internet, *Tehnički vjesnik*, ISSN 1330-3651,2203-09, DOI: 10.17559/TV-20150618131930 ,<https://doi.org/10.17559/TV-20150618131930>
- Hartley, K., Hoffman, B. & Andújar, A. (2023). Smartphones and learning: evaluating the focus of recent research. *European Journal of Investigation in Health, Psychology and Education*, 13(4), str. 748–758. <https://doi.org/10.3390/ejihpe13040056>
- Hoffman, M. & Blake, J. (2003). Computer literacy: Today and Tomorrow. *Journal of Computing Science in Colleges*, 18(5), str. 221–233
- Jackman, J. A., Gentile, D. A., Cho, N. J. & Park, Y. (2021). Addressing the digital skills gap for future education. *Nature Human Behaviour*, 5, str. 542–545. <https://doi.org/10.1038/s41562-021-01074-z>
- Leonard, H., Quinlan, O. & Sentance, S. (2021). Female pupils' attitudes to computing in early adolescence. *Proceedings of the 2021 Conference on United Kingdom & Ireland Computing Education Research*, 5, 1–6. <https://doi.org/10.1145/3481282.3481289>
- Livingstone, S. in Sefton-Green, J. (2016). *The class: living and learning in the digital age*. NYU Press
- Marciano, L., Driver, C. C., Schulz, P. J., & Camerini, A.-L. (2022). Dynamics of adolescents' smartphone use and well-being

- are positive but ephemeral. *Scientific Report* 12 (1316), str. 1–15. <https://www.nature.com/articles/s41598-022-05291-y>
- Pérez-Escoda, A., Pedrero-Esteban, L. M., Rubio-Romero, J., & Jiménez-Narros, C. (2021). Fake news reaching young people on social networks: Distrust challenging media literacy. *Publications*, 9(2), 24. <https://doi.org/10.3390/publications9020024>
- Radovanović, B. (2020) Prilozi metodologiji i filozofiji nauke, Izdavački centar Filozofski fakultet Univerzitet u Nišu, pp. 1- 173, Niš 2020. ISBN 978-86-7379-538-6
- Samani, E., Noordin, N., & Karimzadeh, A. (2019). Socio-Demographic Related Difference in Digital Literacy among Undergraduate Students of State universities in Iran. *Iranian Journal of English for Academic Purposes*, 8(2), 34–50. [http://journalscmu.sinaweb.net/article\\_91580\\_2b66934c258c079615bdfd215afe5c68.pdf](http://journalscmu.sinaweb.net/article_91580_2b66934c258c079615bdfd215afe5c68.pdf)
- Sharma, L., Kavitha .S, Gupta, A., Gupta, U., Jayaswal, M. P and Tyagi T. "Digital Media Literacy Education And Social Development: A Study On The Need Of Digital Media Literacy Education Among The School Students Of Tonk District Of Rajasthan State In India". *Educational Administration: Theory and Practice* 30, no. 2 (April 30, 2024): 908–920. Accessed November 25, 2025. <https://kuey.net/index.php/kuey/article/view/2720>
- Sirlin, N. & Rand, D. (2022, July 15). Digital Literacy Doesn't Stop the Spread of Misinformation. *Scientific American*. <https://www.scientificamerican.com/article/digital-literacy-doesnt-stop-the-spread-of-misinformation>
- Slijepčević, S. (2023). Digital Divide and the Use of Digital Public Services During the COVID- 19 Pandemic.
- Scott, D., Zou, A., Jacob, S., Richardson, D. in Warschauer, M. (2023). Comparing Boys' and Girls' Attitudes Toward Computer Science. *Journal of Computer Science Integration*, 6(1), 1–17. <https://doi.org/10.26716/jcsi.2023.2.22.37>.
- Shu, K., Wang, S., Lee, D., & Liu, H. (2020). Disinformation, misinformation, and fake news in social media: Emerging Research Challenges and Opportunities. Springer Nature
- Unesco. (2024, 31. januar). What you need to know about literacy. <https://www.unesco.org/en/literacy/need-know>
- Yashalova, N. N., Shreider, N. V. & Yakovleva, E. N. (2019). Digital literacy in society: The situation, problems, and prospects at the current stage of scientific and technical progress. *Scientific and Technical Information Processing*, 46(4), str. 213–218.
- We Are Social. (2023). Digital 2023: Global Overview Report. [wearesocial.com. https://wearesocial.com/wp-content/uploads/2023/03/Digital-2023-Global-Overview-Report.pdf](https://wearesocial.com/wp-content/uploads/2023/03/Digital-2023-Global-Overview-Report.pdf)
- Zsankov, N. & Damyanov, I. (2019). Expertise in the Selection of Electronic Educational Resources Conceptual Vision. *International Journal of Emerging Technologies in Learning (Online)*, 14(7), 216–225. <https://www.proquest.com/openview/b2bf9625509b83cf56a89c0fa61b302c/1?pqorigsite=gscholar&cbl=5452619>  
[https://prosveta.gov.rs/wp-content/uploads/2021/10/2019\\_ODK\\_Nastavnik-za-digitalno-doba.pdf](https://prosveta.gov.rs/wp-content/uploads/2021/10/2019_ODK_Nastavnik-za-digitalno-doba.pdf)