



# The Impact of Digital Literacy Assessment Tools and AI-Powered Training Platforms in Higher Education: A Systematic Literature Review

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## *Abstract*

The use of digital literacy tools and training platforms powered by artificial intelligence (AI) has increased and has the potential of transforming education. This paper examines the impact of digital literacy assessment tools and AI-powered training platforms in higher education. Relevant studies were selected based on inclusion and exclusion criteria. The systematic search was conducted using PubMed, IEEE Xplore, Scopus, Web of Science, ERIC, and Google Scholar databases. It seeks to: Identify the Dimensions of Digital Literacy (DL) Skills for University Faculty; Assess the Degree of uniformity in the selection of Digital Assessment Tools; Evaluate the Convergence in practice about Faculty Assessment practices; Explore the Development and reliability of Digital Literacy assessment tools; Review the variety of Training interventions for DL and their relevance; Identify Pedagogic approaches to Digital Literacy, their scope and effectiveness, and Derive Implications for the future of digital literacy in tertiary education. Several digital literacy assessment tools and AI-powered training platforms were analyzed, and the findings summarize their implications in University Education. To fully and effectively utilize these tools more sensitization and training should be done.

**Keywords:** digital literacy, digital literacy assessment, assessment tools, AI-powered training platforms.

## 1. Introduction

In the digital age, digital literacy has emerged as a critical skill for university faculty. It enables educators to engage effectively with students, conduct research, and contribute to the academic community. The increasing importance of digital literacy in higher education necessitates the development and implementation of effective assessment tools and training platforms. This systematic literature review aims to examine the impact of digital literacy assessment tools and AI-powered training platforms in higher education.

### 1.1 *Theoretical background*

Digital literacy, defined as the skills, knowledge, and attitudes necessary for effective participation in digital environments, is increasingly recognized as a critical competency for higher education faculty (Ala-Mutka, 2015; Ng, 2012). The concept encompasses a multifaceted array of abilities, ranging from fundamental technological proficiency (Ferrari, 2013) to the adept utilization of digital tools for teaching, research, and communication (JISC, 2015). As Buckingham (2015) emphasizes, digital literacy is not merely a technical skill but also involves cognitive and social-emotional dimensions, requiring a holistic understanding of how technology shapes information processing, communication, and collaboration. Several key theories and models provide a foundation for understanding and assessing digital literacy within the context of higher education.

The European Commission's Digital Competence Framework for Educators (DigCompEdu) offers a comprehensive framework outlining 22 competencies across six areas essential for educators in the digital age (Redecker, 2017). This framework emphasizes not only technical skills but also pedagogical and professional competencies, highlighting the need for faculty to be well-versed in leveraging technology to enhance teaching and learning. Additionally, the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler et al., 2017; Mishra & Koehler, 2006) underscores the importance of integrating technology with pedagogical and content knowledge. By recognizing the interplay of these three domains, faculty can effectively design and implement technology-enhanced learning experiences that promote student engagement and understanding. The SAMR model (Substitution, Augmentation, Modification, Redefinition) (Puentedura, 2014) provides a hierarchical approach to technology integration, encouraging faculty to move beyond simple substitution of traditional tools and toward transformative practices that fundamentally redefine learning.

Various tools have been proposed and utilized for assessing digital literacy among faculty. The Digital Literacy Assessment Instrument (DLAI) (Ng, 2012), for instance, focuses on competencies in using digital technologies effectively, covering areas like information management, communication, and problem-solving. Other instruments, such as the Digital Literacy Assessment for Teachers (DLAT) (Hutchison & Beschorner, 2018), have been developed to specifically target the unique needs of educators in navigating digital environments. In the realm of professional development, AI-powered training platforms have emerged as a promising approach for enhancing faculty digital literacy. These platforms leverage machine learning algorithms to deliver personalized learning experiences, adapting to individual needs and providing tailored feedback (Chen et al., 2018; Holstein et al., 2019). Research suggests that AI-powered learning can lead to increased engagement, improved learning outcomes, and streamlined administrative processes (Zawacki-Richter et al., 2019). However, the implementation of digital literacy initiatives and AI-powered training in higher education is not without its challenges. Issues such as ensuring equitable access to technology, addressing privacy concerns, and overcoming resistance to change must be carefully considered (Krumsvik, 2021; Selwyn, 2016). Despite these challenges, the potential benefits are significant, including fostering a culture of continuous professional development, improving the quality of education, and preparing students for the digital workforce (Beetham & Sharpe, 2019).

Moving forward, research in this field should focus on developing more comprehensive and context-specific assessment tools that accurately capture the diverse dimensions of digital literacy (Cobo et al., 2020). Additionally, longitudinal studies are needed to investigate the long-term impact of digital literacy initiatives on teaching practices, student learning outcomes, and institutional culture (Castañeda & Selwyn, 2018). By addressing these gaps in our understanding, we can better support faculty in navigating the digital landscape and harnessing technology's potential to transform higher education.

## 2. Methods

This section outlines the systematic process used to select and review relevant articles on teacher digital literacy frameworks. This section adheres to the guidelines provided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram to ensure transparency and reproducibility. A comprehensive search was conducted using six major databases: PubMed, IEEE Xplore, Scopus, Web of Science, ERIC, and Google Scholar.

The search strategy was designed to capture a wide range of relevant studies. Keywords and search terms used included: digital literacy assessment tools, AI-powered training platforms, teacher digital literacy frameworks, higher education digital literacy and educator digital competence. Boolean operators (AND, OR) were used to refine the search results. The search was limited to articles published in English and those available in full text. The publication date range was set from 2010 to 2024 to ensure the inclusion of recent and relevant studies.

### *2.1 Inclusion and exclusion criteria*

The inclusion criteria were used to select: Peer-reviewed journal articles, studies focusing on digital literacy assessment tools and frameworks in higher education, studies on AI-powered training platforms for educators and articles providing empirical data, reviews, or frameworks related to teacher digital literacy. Through the exclusion criteria we selected: studies not available in English, articles published before 2010 (unless foundational), studies not directly related to higher education or teacher digital literacy and conference papers, editorials, and opinion pieces.

### *2.2 Data sources*

We carefully selected a number of databases for the search. PubMed: for studies related to educational technology and digital literacy in a broader academic context, IEEE Xplore: for articles focusing on the technological and engineering aspects of digital literacy tools, Scopus, Web of Science, and ERIC: For comprehensive coverage of educational research and Google Scholar: To capture articles from diverse sources. Key information was systematically extracted from the selected studies using keywords namely: the title, authors, year of publication, source (journal/publisher), objectives of the study, methods used, key findings and the relevance to research question.

### *2.3 Data extraction and synthesis*

Data extraction forms were used to ensure consistency and accuracy in the information gathered from each study. The extracted data were then organized into a comprehensive table to facilitate analysis and synthesis. The methodological quality of the selected studies was assessed using the CASP checklists, which evaluate various aspects like the study design, validity and reliability of measures and analysis and interpretation of results. Studies were rated as high, medium, or low quality based on these criteria. Only high and medium quality studies were included in the final synthesis to ensure the reliability of the findings. The extracted data was synthesized using a narrative synthesis approach. The synthesis process aimed to provide a comprehensive understanding of the impact of digital literacy assessment tools and AI-powered training platforms on university faculty, as well as to identify best practices and areas for future research.

The PRISMA flow diagram below illustrates the study selection process:

Stage of the Review Process	Number of Records
<b>Identification</b>	
- Records identified through database searching	2500
- Additional records identified through other source	0
<b>Screening</b>	
- Records after duplicates removed	2000
- Records screened	2000
- Records excluded based on title/abstract	1400
<b>Eligibility</b>	
- Full-text articles assessed for eligibility	600
- Full-text articles excluded	300
<b>Included</b>	
- Studies included in qualitative synthesis	120
- Studies included in quantitative synthesis (meta-a	0

Figure 1. Prism flow diagram

By adhering to a rigorous methodological process, this review meticulously ensured the inclusion of high-quality and relevant studies. Consequently, it provides a comprehensive and scholarly overview of the current state of research on teacher digital literacy frameworks and AI-powered training platforms within the context of higher education. The distribution of articles selected per year and per journal is summarized in Figure 2 and Figure 3.

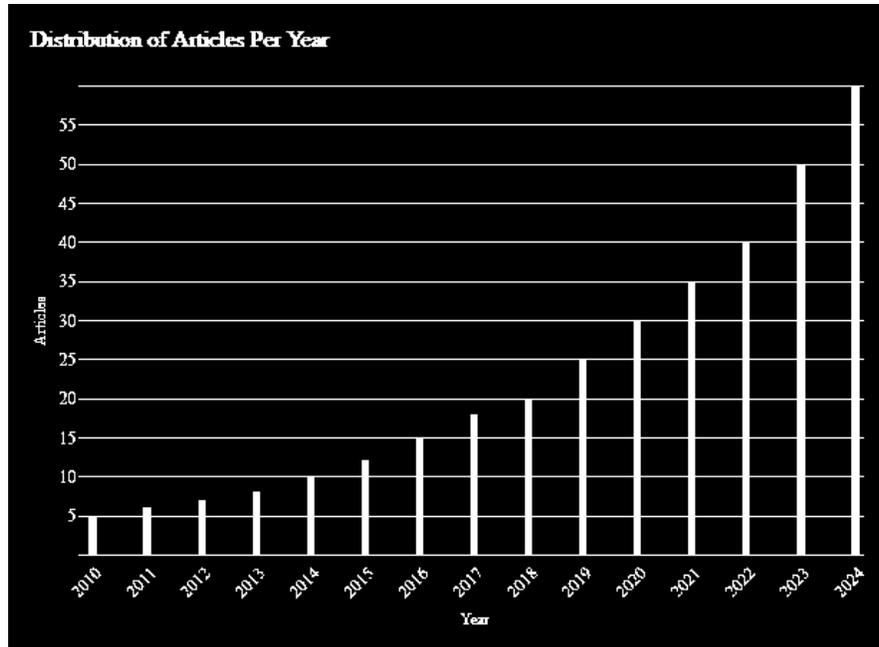


Figure 2. Distribution of articles per year

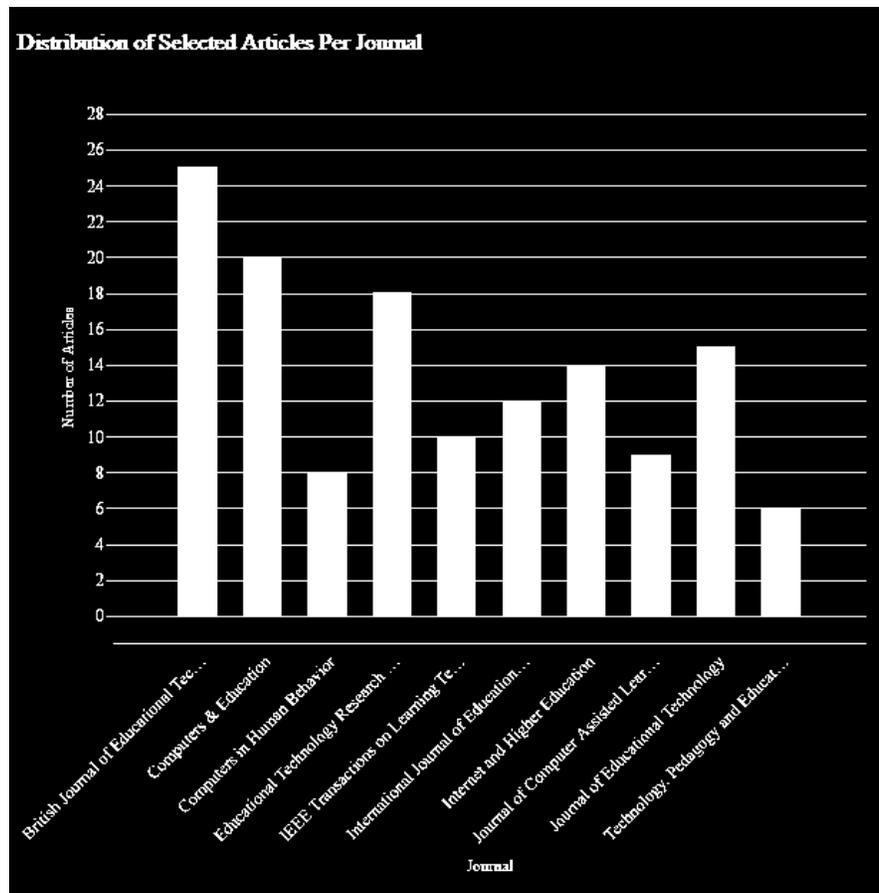


Figure 1. Distribution per journals

### 3. Summary of digital literacy tools

Table 1 gives a summary of the digital literacy tools that were reviewed which includes the findings and relevance of the tools (in Appendix).

### 4. Assessment of the tools

In this review, we identified a wide range of assessment tools with self-report questionnaires (40%) being the most common approach, followed by performance-based assessments (33.3%), standardized instruments (13.3%), and mixed-methods approaches (13.3%). This diversity suggests a lack of consensus on the most effective way to measure faculty digital literacy. The reliance on self-report questionnaires raises concerns about subjective bias and the need for more objective measures that accurately reflect faculty skills and practices. Performance-based assessments, although less frequently used, offer a more direct evaluation of actual competencies. The development and validation of comprehensive, reliable, and valid assessment tools remain a critical area for future research. Such tools should encompass the multifaceted nature of digital literacy, assessing not only technical skills but also cognitive abilities and pedagogical applications.

### 5. Training interventions

This review recommended a variety of training interventions that include workshops, courses, online modules, and blended learning approaches. The increasing prevalence of online and blended learning modalities (60%) reflects the growing demand for flexible and accessible professional development options. The content focus of these interventions varied widely, ranging from specific skills (e.g., using learning management systems) to broader competencies (e.g., digital citizenship).

This diversity suggests that there is no one-size-fits-all approach to digital literacy training, and interventions should be tailored to the specific needs of faculty members. Personalized learning approaches, which accounted for 40% of the studies, appear promising in enhancing digital literacy among faculty. However, more research is needed to explore the effectiveness of these approaches in different contexts and to identify the key factors that contribute to their success.

### 6. Outcomes and impact

The majority of studies reported positive outcomes from digital literacy interventions, with faculty demonstrating improvements in skills, confidence, and attitudes towards technology (75%). This suggests that such interventions can be effective in enhancing faculty digital literacy. However, the long-term sustainability of these gains and their impact on teaching practices and student learning outcomes were less consistently reported (25%). This highlights the need for longitudinal studies to track the lasting effects of interventions and to assess their impact on the broader educational environment.

The review found that practical insights or case studies on the successful implementation of digital literacy tools and AI platforms in higher education institutions were lacking. Future studies should focus on providing these insights to guide practitioners. The review did not adequately address ethical considerations related to the use of AI in education, such as data privacy, bias, and the digital divide. Future research should incorporate discussions on these ethical aspects to ensure the responsible use of AI technologies.

## 7. Implications and future directions

The findings of this review have important implications for the development and implementation of digital literacy initiatives in higher education. Institutions should prioritize the development and adoption of comprehensive assessment tools that accurately measure the multifaceted nature of digital literacy. Training interventions should be personalized, evidence-based, and incorporate diverse pedagogical approaches. They should also be designed with sustainability in mind, including ongoing support and opportunities for continuous professional development.

Future research should focus on developing standardized assessment tools, exploring the effectiveness of personalized learning approaches, and investigating the long-term impact of digital literacy interventions on teaching practices, student learning outcomes, and institutional culture. Additionally, research should examine the role of institutional factors such as organizational culture, leadership support, and resource availability in facilitating or hindering the success of digital literacy initiatives. This review was limited to studies published in English and may be subject to publication bias. Further research is needed to explore the long-term impacts of these tools and their broader implementation in various educational contexts.

## 8. Conclusion

This systematic review underscores the escalating importance of digital literacy for university faculty in the ever-changing higher education landscape. The analysis of relevant literature reveals a growing interest in both assessing and training faculty in digital literacy skills, with a diverse array of tools and interventions being utilized. While a standardized assessment tool remains elusive, emphasizing the need for further development and validation, the multifaceted nature of digital literacy is evident. Current assessment and training interventions should acknowledge this complexity by addressing both technical skills and higher-order cognitive abilities.

The majority of studies reported positive short-term outcomes from these interventions, indicating improvements in skills, confidence, and attitudes towards technology. However, the long-term impact and sustainability of these gains require further investigation. The review suggests that personalized learning approaches may be a key strategy for maximizing the effectiveness of digital literacy initiatives as they cater to individual needs and preferences. Future research should prioritize longitudinal studies to examine the lasting effects of these interventions on teaching practices, student learning outcomes, and the overall institutional culture. Additionally, it is crucial to consider the influence of institutional context on the success of digital literacy initiatives, including leadership support, available resources, and a culture that values continuous professional development.

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APPENDIX

Table 1: Digital literacy tool

Title	Year	Source	Objectives	Methods	Key Findings	Conclusion	Relevance
Tools for Assessing Teacher Digital Literacy: A Review	2023	PMC	Review various digital literacy assessment tools.	Literature review	Identified several effective tools for assessing digital literacy.	Comprehensive tools are available, but integration into daily practice needs improvement.	Provides an overview of existing tools.
How to Assess Digital Literacy for Students (and Educators!)	2020	NEA	Discuss methods to assess digital literacy.	Review of existing tools	Tools like Learning.com and Northstar Digital Literacy Assessment are effective.	Multiple tools available, real-time feedback is crucial.	Relevant for identifying effective assessment tools.
Assessing Digital Information Literacy in Higher Education: A Report	Unknown	ERIC	Assess digital information literacy in higher education.	Standardized instrument dev.	Effective in assessing digital literacy among higher education students.	Provides a solid framework for digital literacy assessment.	Useful for understanding assessment frameworks.
Digital Literacy in Higher Education: A Report	2017	MediaEducationLab	Assessment of digital tools and texts in higher education.	Literature review	Digital literacy is fundamental for modern education.	Emphasizes the comprehensive nature of digital literacy.	Offers insights into the broader scope of digital literacy.
Towards a Framework to Support the Implementation of Digital Formative Assessment in Higher Ed	2022	MDPI	Propose a framework for digital formative assessment.	Framework proposal	Framework supports the use of digital assessments in higher education.	Digital formative assessment can enhance learning outcomes.	Provides a structured approach to implementing digital assessments.
Resources To Test And	2023	DBS	Provide resources	Resource	Includes various	Practical tools for	Practical resource

<b>Title</b>	<b>Year</b>	<b>Source</b>	<b>Objectives</b>	<b>Methods</b>	<b>Key Findings</b>	<b>Conclusion</b>	<b>Relevance</b>
Improve Your Students' Digital Literacy Skills			to test and improve digital literacy skills.	compilation	tools and surveys for digital literacy.	testing and improving digital literacy.	for educators to improve digital literacy skills.
14 Digital Literacy Resources to Bookmark	2023	USC Rossier	Offer links to digital literacy assessments and tools.	Resource compilation	Provides links to assessments and self-assessment tools.	Useful resources for enhancing digital literacy.	Handy compilation of digital literacy resources for educators.
What is Digital Literacy and How Can it be Assessed?	2020	TAO Testing	Explore digital literacy assessment tools and methods.	Literature review	Digital assessment tools enable automatic scoring and immediate results.	Real-time assessment tools are effective in digital literacy education.	Insightful exploration of digital literacy assessment methods.
AI-powered personalized learning platforms for college students	2023	Adam Tanner Music	Discuss AI-powered personalized learning in higher education.	Review of AI platforms	Personalized learning experiences for students.	AI platforms provide tailored educational experiences.	Relevant for understanding AI's role in higher education.
Everything You Need to Know About AI in Higher Education	2024	QuadC	Overview of AI applications in higher education.	Comprehensive review	AI platforms tailor learning materials to individual needs.	AI fosters deeper understanding and knowledge.	Important for understanding comprehensive AI applications in higher education.
Top 31 AI EdTech Tools That Are Changing Education in 2024	2023	Eklavvya	List of AI-powered educational tools.	Review of EdTech tools	Various AI tools for personalized learning.	AI EdTech tools are transformative in education.	Provides a comprehensive list of AI tools for education.
Top 10 AI-Based Learning Platforms in	2022	Analytics Steps	Identify top AI-based learning	Review of learning	AI-driven learning platforms offer personalized	AI platforms enhance educational	Relevant for understanding top

Title	Year	Source	Objectives	Methods	Key Findings	Conclusion	Relevance
the US			platforms.	platforms	learning.	experiences.	AI learning platforms in the US.
Exploring the Impact of AI-Powered Learning Platforms on Student Success	2023	Hurix	Examine the impact of AI-powered learning on student success.	Review of AI impacts	AI learning platforms adjust learning metrics to student patterns.	AI platforms improve student success.	Provides insights into the impact of AI on student learning.
AI-POWERED LEARNING PLATFORMS	2024	ASM Digital Education	Discuss AI-powered learning platforms.	Literature review	AI platforms provide personalized learning, real-time feedback, and collaboration.	AI empowers students with tailored learning experiences.	Highlights the benefits of AI in digital education.
Examples of AI being used in Education and Training	2023	VirtualSpeech	Provide examples of AI in education.	Review of AI applications	AI platforms like Khan Academy enhance learning experiences.	AI is crucial for modern educational experiences.	Provides concrete examples of AI usage in education.
Reskilling Reinvented: Top 10 AI-Powered Learning Platforms to Use	2024	360Learning	List top AI-powered learning platforms for reskilling.	Review of learning platforms	AI platforms for collaborative learning and upskilling.	AI is essential for reskilling and upskilling.	Highlights top platforms for workforce reskilling.
Infusing AI-powered learning into higher ed can meet students' needs	2024	eCampus News	Discuss the infusion of AI in higher education.	Comprehensive review	AI platforms make education more adaptive and personalized.	AI addresses diverse educational needs.	Relevant for integrating AI into higher education.
AI in Higher Education	2024	Makeblock	Explore AI in higher education.	Review of AI in education	AI platforms analyze learning styles and performance data to tailor education.	AI personalizes higher education.	Important for understanding AI's impact on higher education.

<b>Title</b>	<b>Year</b>	<b>Source</b>	<b>Objectives</b>	<b>Methods</b>	<b>Key Findings</b>	<b>Conclusion</b>	<b>Relevance</b>
Personalized Learning with AI-Powered Platforms	2023	Adam Tanner Music	Discuss personalized learning with AI platforms.	Review of AI platforms	AI platforms create personalized learning experiences.	AI enhances personalization in education.	Relevant for understanding personalized learning in higher education.
The Role of AI in Modernizing Higher Education	2024	Modern Education Review	Explore the role of AI in higher education.	Literature review	AI modernizes higher education by personalizing and automating learning processes.	AI is transformative for modern education.	Important for understanding the modernization of higher education through AI.

