

INPLASY PROTOCOL

To cite: Luís et al. Systematic Review on Digital Literacy Predictors. Inplasy protocol 202310053. doi: 10.37766/inplasy2023.1.0053

Received: 17 January 2023

Published: 17 January 2023

Corresponding author:
Sílvia Luís

silvia.luis@ulusofona.pt

Author Affiliation:
Lusofona University

Review Stage at time of this submission: Formal screening of search results against eligibility criteria.

Conflicts of interest:
None declared.

Systematic Review on Digital Literacy Predictors

Luís, S¹; Farias, AR²; Sôro, J³; Cabral, J⁴; Pereira da Costa, L⁵; Ferreira, MJ⁶; Loureiro, A⁷; Silva, VH⁸; Chambel, J⁹; Fialho, AR¹⁰.

Review question / Objective: What are the predictors of digital literacy in the general population?

Condition being studied: This review's objective is to pinpoint and assess the factors that predict digital literacy in the general public.

Eligibility criteria: Primary, correlational or experimental studies with a focus on digital literacy, published in English.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 17 January 2023 and was last updated on 17 January 2023 (registration number INPLASY202310053).

INTRODUCTION

Review question / Objective: What are the predictors of digital literacy in the general population?

Condition being studied: This review's objective is to pinpoint and assess the factors that predict digital literacy in the general public.

METHODS

Participant or population: Participants over 16 years old who are not part of a specific occupational groups.

Intervention: The review will consider both experimental and cross-sectional studies, therefore the nature of the intervention exposure is not defined.

Comparator: Not applicable, this review is studying the predictors.

Study designs to be included: Primary, correlational or experimental studies.

Eligibility criteria: Primary, correlational or experimental studies with a focus on digital literacy, published in English.

Information sources: Web of Science, PubMed, Scopus Elsevier, PsylInfo.

Main outcome(s): Differences in digital literacy. The extent of the effects will depend on the digital scales used in the studies.

Quality assessment / Risk of bias analysis: The Joanna Briggs Institute reviewer's manual was used to analyze the environment of the different types of studies studied.

Strategy of data synthesis: A table was built with information about the authors of the study, methodology, predictors and results.

Subgroup analysis: It is not planned, it is intended to study the general population.

Sensitivity analysis: Analyze the effects of different types of studies, methods of data analysis, and regions.

Country(ies) involved: Portugal.

Keywords: digital literacy; technology use; digital competence; digital transformation; predictors; determinants; drivers; obstacles; barriers; resources.

Contributions of each author:

Author 1 - Sílvia Luís

Email: silvia.luis@ulusofona.pt

Author 2 - Ana Rita Farias.

Email: ana.rita.farias@ulusofona.pt

Author 3 - Jerónimo Sôro.

Email: jeronimo.soro@ulusofona.pt

Author 4 - Joana Cabral.

Email: joana.cabral@ulusofona.pt

Author 5 - Leonor Pereira da Costa.

Email: leonor.costa@ulusofona.pt

Author 6 - Maria José Ferreira.

Email: p4652@ulp.pt

Author 7 - Ana Loureiro.

Email: p62@ulusofona.pt

Author 8 - Vitor Hugo Silva.

Email: p6237@ulusofona.pt

Author 9 - Joana Chambel.

Author 10 - Ana Rita Fialho

Support: This research was funded by the Foundation for Science and Technology – FCT 329 (Portuguese Ministry of Science, technology and Higher Education) under the grant 330 UIDB/05380/2020).