



# Digital Citizenship: An Introduction to Developing E-Commerce Competencies among Students of Commercial Technical Education.

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## Abstract

*Digital citizenship is one of the modern concepts in educational literature in general, Digital citizenship aims to prepare students and improve appropriate and responsible behavior to use digital communication tools to become citizens capable of keeping pace with the twenty-first century, given that the competencies of e-commerce represent an important requirement of the labor market and one of the competencies that must be available to graduates of commercial technical secondary education, as it helped to provide a lot of job opportunities, reduce the unemployment rate, double productivity rates, and made an important role for its workers in the field of development. It is also a dimension of digital citizenship, and due to the lack of e-commerce competencies in commercial secondary education courses, appropriate research tools have been prepared for first-year commercial secondary students, which were represented in building a list of e-commerce competencies, knowledge testing, descriptive estimation guide, and the researcher also followed that in this research the semi-experimental design with one experimental group, With the application of beforeandafter the research tools, a study sample was formed from (30) students from the first grade of commercial secondary school at Badr Commercial Secondary School, and the tools were applied over a period of three months, the results of the study proved the effectiveness of digital citizenship as an input to the development of e-commerce competencies*

**Keywords:** Digital citizenship, e-commerce competencies, business high schools

## Introduction

(Abu Jabal & Al-Badrashini, 2022); (Zaghloul, 2022) believes that digital citizenship is classified into three main axes that contain nine dimensions as follows: **The first axis: education, which includes:**

**1- Digital culture (digital literacy):** It means the student's ability to teach and learn technology and use its various media in all scientific and life fields in light of the tremendous development that has occurred in the field of technology, and despite the fact that educational institutions have achieved a reasonable achievement in the field of education and use of technology. But she still has a lot to do.

**2- Digital communications:** It means the student's ability to electronically exchange information with others, and this feature enables individuals to communicate with each other, regardless of the distance between them and no matter how different the places. Through a range of means of communication such as e-mail, mobile phone, and social networking sites.

**3- Digital commerce:** It is intended to enable the student to buy and sell goods electronically, in light of the spread of buying and selling operations through websites, and both the seller and the buyer must be aware of the issues related to these operations, so individuals must be educated about the conditions and laws of buying and selling via the Internet to protect him from theft and extortion, thus making the digital citizen effective in upgrading the local economy.

**The second axis: self-respect and respect for others, including:**

**1- Digital access:** It means full electronic participation in society, meaning that all segments of society must be allowed to use technology in all its media, and work seriously towards providing equal digital rights and supporting electronic access, especially since the use of technological media is constantly increasing.

**2- Digital Code of Conduct:** It means the student's behavioral standards and procedures for dealing in the digital world and aims to promote and build positive behaviors among students using electronic platforms in education.

**3- Digital laws:** It means the student's standards of behavior and procedures for dealing in the digital world and his digital responsibility for the actions and actions he performs.

**The third axis: self-protection and protection of others, including:**

**1- Digital rights and responsibilities:** They are human and legal rights and mean the freedoms enjoyed by the student when entering the digital world.

**2- Digital Health and Safety:** It means the procedures that allow the student to enjoy mental and physical health while using the technological media.

**3- Digital security (self-protection):** It means the measures taken by the student to ensure prevention and protection from electronic risks.

**4- Cloud computing:** It means transparent access to network servers via the Internet.

**5- Personally owned devices:** It means student-owned technical devices, including smartphones and laptops.

Digital citizenship is the community of people who carry out their business through digital tools such as the internet and computers in private and public institutions. The concept of Digital citizenship has been created to meet today's needs of

communication and cooperation conducted with the tools that have emerged with technology (Ribble & Park, 2019)

From studying research works regarding digital skills, it was found that world citizens under the age of 18 at present are born and grow with information technology facilitating life. As a result, conducting life is mostly consistent with the use of information technology a lot such as teaching and learning, communication and good exchanging and services, etc. Among these world citizens, they grow up to be the main power of the future world society (Mangkhang & Kaewpanya, 2021)

Digital citizenship is not just about obeying laws, it also involves developing necessary competencies to demonstrate participation in both online and offline communities. Studentteachers should be able to construct possible solutions based on their knowledge of problemsolving and how to be personally accountable when utilizing technology. It will require involving student-teachers in developing skill-based lessons on digital issues. Thus, teacher institutions are expected to be morally anchored to "lead with empathy and respect, create solutions and solve problems, and value the participatory nature of digital citizenship" (Curran & Ribble, 2017).

Digital citizenship is geared towards individuals' interactions with technology, including interactions with others on social media and through other forms of electronic communication (James et al., 2019). Experts have viewed digital citizenship in terms of the principles of meaningful and responsible online (and electronic) behaviour that allow people to participate in an online world. Ribble (2004) contends that digital citizenship includes behaviour of etiquette, communication, education, access, commerce, responsibility, rights, safety, and security, while Mossberger et al. (2008) view digital citizenship as a duty to conform to the norms of a virtual society. More recently, Choi (2016) has conducted a concept analysis that, considering the previously mentioned definitions, identified four categories of digital citizenship: ethics, media and information literacy, critical resistance, and participation and engagement.

**Digital commerce is the focus of this research, and the main objective of this research is to develop e-commerce competencies, educate students about e-commerce ethics, and develop e-commerce skills and concepts.**

The term e-commerce refers to commerce via the Internet, and we use it in various activities of our daily lives and is closely related to what we are going through in our time of revolution in the field of information technology and benefited us a lot in the Corona crisis, through which all medical products were marketed, achieved safety, and limited mixing between people.

E-commerce is an expression that we can divide into two sections, the first is "trade", which refers to an economic activity through which goods and services are traded between governments, institutions and individuals and is governed by several rules and regulations that can be said to be internationally recognized, while the second section "electronic" refers to a description of the field of trade performance, which means the performance of commercial activity using electronic media and methods such as the Internet (Ahmed, 2017, p. 145).

(Billon et al, 2017, p. 1086) asserted that the term e-commerce refers to a business model that allows companies and individuals to buy and sell goods and services

online, and e-commerce operates in four main market segments and can be conducted via computers, tablets, smartphones, and other smart devices.

**From the above, the researcher believes that there is no specific definition agreed upon for e-commerce, but there are various and multiple definitions, and through the previous definitions we conclude that e-commerce represents "an activity of commercial activities that are based on electronic interaction between the parties to the interaction, through electronic means of communication that act as a medium for the offering, sale and distribution of various goods and services, and payment through electronic payment tools.**

Technical education in Egypt is one of the main tools to achieve comprehensive development programs, but it is considered the locomotive of development, and an important pillar of the education system, as it seeks with its various types to prepare the skilled workforce necessary to serve the economic and social development plans of the state, as it flows directly into the labor market.

By studying the current reality of the commercial technical education courses, it was found that the knowledge and skills related to e-commerce are not available to develop the e-commerce competencies necessary for graduates of commercial technical secondary schools to meet the challenges and requirements of the labor market.

The researcher believes that the current research is proceeding in the same approach advocated by digital citizenship and an important dimension of citizenship dimensions, as well as to overcome the challenges facing technical education by providing high-quality education at the level of the teacher and curricula and keeping pace with teaching and learning systems of international standards, this research is going in the same direction through the use of digital citizenship as an input to develop e-commerce competencies and provide For all students anytime and anywhere; it also meets the requirements of the labor market, as e-commerce has become an important requirement for all companies and institutions and represents an ideal solution to eliminate unemployment because it provides multiple and diverse jobs.

**The search problem is identified in the following main question:**

What is the effectiveness of digital citizenship in developing e-commerce competencies among students of commercial technical education? The following sub-questions arise from it:

- 1- What are the necessary e-commerce competencies for commercial technical education students?
- 2- What is the current reality of e-commerce competencies in commercial secondary education curricula?
- 3- What is the effectiveness of digital citizenship in developing knowledge related to e-commerce competencies among students of commercial technical education?
- 4- What is the level of acquisition of commercial technical education students for E-commerce skills in the assessment guide descriptionJ Rubric?

**Importance of Research:**

- 1- Provide a list of e-commerce competencies to be developed among students of commercial technical education.

2- Designing a learning environment based on digital citizenship based on educational technology innovations such as educational platforms and technological means to develop e-commerce competencies among students of commercial technical education.

3- The current study can contribute to providing the field of teaching commercial sciences with a list of e-commerce competencies to be used in training learners to practice e-commerce successfully.

**Research Tools:**

The following tools have been prepared and presented to a group of arbitrators in the field of curricula and methods of teaching commercial sciences and educational technology:

1- A test to measure knowledge related to e-commerce competencies.

2- A descriptive assessment guide to measure the acquisition of skills associated with e-commerce competencies.

3- Designing a learning environment based on digital citizenship based on educational technology innovations and various digital activities to develop e-commerce competencies among students of commercial technical education.

**Methodology and Procedures:**

The current research aimed to design a learning environment based on digital citizenship based on educational technology innovations and various digital activities and measure their effectiveness in developing e-commerce competencies among students of commercial technical education. To achieve the research goal, the researcher followed that the mixed research approach, which combines the quantitative and qualitative interpretation of data and includes: Using the descriptive approach: To prepare a list of competencies E-commerce necessary for students of commercial technical education by referring to previous research and studies that dealt with e-commerce competencies, the use of the Job Analysis approach by analyzing the functions related to the field of study (e-commerce competencies) through three main methods (office method, field method, arbitrators team method) Using the Ethnographic Approach: Through the use of the Case Study method, the use of the Quasi- Experimental Methodology approach to identify the effectiveness of the independent variable, which is digital citizenship, in developing e-commerce competencies among students of commercial technical education.

The current research relied on providing learning content in multiple ways to display content, including electronic games, interactive videos, interactive digital activities, interactive infographics, audio clips, educational blogs, educational platforms, simple texts, and images, and they will be available and available to students anytime and anywhere.

The following table illustrates the experimental design of the research.

**Table (1) Experimental Design of Research**

Pre-measurement	Remediation	Dimensional measurementj
1- Knowledge test.	Experimental treatment on the research sample	1- Knowledge test. 2- Descriptive Assessment Guide.

**To answer the first question: What are the necessary e-commerce competencies for commercial technical education students?**

The researcher prepared a list of e-commerce competencies and the aim of the list of e-commerce competencies was to determine the e-commerce competencies that must be available to students of commercial technical education by determining the degree of importance of each merit, an initial list of e-commerce competencies was prepared through the study and analysis of research and studies that dealt with the competencies of E-commerce and interviewing some academic specialists in the field of e-commerce, the initial list was prepared in the form of a questionnaire for e-commerce competencies, as shown in the following table:

**The researcher has prepared a questionnaire that includes the previous competencies as follows:**

- Classifying e-commerce competencies into (6) main competencies.
- Classification of the main competencies into (115) sub-competencies.
- This questionnaire includes an ascending grading scale that starts from unimportant to extremely important.
- The gradient degrees of importance from (0-4) are as follows:

Not important (0), somewhat important (1), task (2), very important (3), very important (4).

- The arbitrators were asked to mark (v) in front of each merit to determine the necessity of its importance among students of commercial technical education. An example of this was given at the beginning of the questionnaire.
- The questionnaire includes an open-ended question about "other competencies" that you wish to add.

The main objective of the questionnaire is to collect information and data on e-commerce competencies and then build a final list of competencies that must be available to students of commercial technical education, so the questionnaire was presented to a group of arbitrators, who are a group of faculty members in the field of curricula and methods of teaching commercial sciences, a group of mentors and teachers of commercial subjects, a group of workers in the field of E-commerce.

To ensure the stability of the questionnaire, it was distributed to a sample that included (15) professors in the field of curricula and teaching methods, some commercial science mentors and some workers in the field of e-commerce in the first week of August 2021AD, then the questionnaire was compiled, and after (25) days it was distributed again to the same sample and after unloading the responses

to the first and second applications , the correlation coefficient was calculated using the statistical package SPSS V 21 and the correlation coefficient = (0. (29) Approximately, this percentage indicates the stability of the questionnaire in the future and obtaining reliable results.

The questionnaire was applied to a sample of (18) professors of curricula and methods of teaching commercial sciences, mentors and teachers of commercial sciences, and workers in the field of e-commerce

The average degree of importance for each skill was calculated and then the percentage of the average degree of importance was determined, and by noting the average degree of importance and the percentage of the list of initial e-commerce competencies, we find a high percentage of the importance of the competencies contained in the list, whether main or sub-competency, where the importance of any main merit was not less than (90%) and any sub-merit for (95%) None of the arbitrators added any main or sub-merit to the list of competencies, and this indicates that the list includes all e-commerce competencies.

By summarizing the results of the application, the e-commerce competencies necessary for commercial technical education students were identified to reach the final list of e-commerce competencies, which consisted of (6) main walls and (115) sub-merits.

**To answer the second question, what is the current reality of the seriousness of e-commerce in the commercial secondary education curriculum?**

**The researcher took the following steps:**

**1- Analyzing the content of commercial education curricula in commercial technical secondary schools to determine the learning aspects associated with the e-commerce competencies included in them:**

**Analysis sample:** Commercial education curricula in commercial technical secondary schools, specifically the marketing course for commercial technical secondary school students in the three grades, after preparing the list of e-commerce competencies.

In this study, the list of knowledge and skills for marketing courses for commercial technical secondary school students in the three grades was used as an analysis tool for the unit, where the list of knowledge included (60) main knowledge, (230) sub-knowledge, and the list of skills included (3) main skills, (7) sub-skills.

To ensure the objectivity of the analysis, the researcher analyzed the marketing courses for the three grades of commercial technical secondary education twice through the researcher at an interval of (25) days in order to reduce the percentage of remembering the results of the first analysis of the courses, and after completing the second analysis, the researcher calculated the stability using the equation (Holsty) the following:

$$C.R = \frac{2M}{M1+M2}$$

Whereas:

C.R is the equation for stability.

M: The number of categories agreed upon in the two analyses.

M1: the number of categories resulting from the first analysis.

M2: the number of classes resulting from the second analysis.

The following table shows the findings of the researcher that.

**Table (2) Content Analysis Results**

Categories	First analysis	Second analysis	Iterations agreed in the analysis	constancy
<b>Knowledge</b>	290	280	275	96%
<b>Skills</b>	10	8	8	89%
<b>Total</b>	300	288	283	96%

It is clear from the previous table that the content analysis has a high degree of stability.

To verify the validity of the analysis of the content of the courses, another colleague analyzed the same content at the same time as<sup>1</sup>the researcher and then calculated the coefficient of agreement between the two analyzes using the following equation:

**Table (3) Coefficient of Agreement and Difference for Content Analysis**

Analysis Categories	The researcher's first analysis	The second analysis is another researcher	Agreed iterations both analysis processes	Points in difference	Compact coefficient
<b>Knowledge</b>	290	280	275	15	92%
<b>Skills</b>	10	8	8	2	80%
<b>Total</b>	300	288	283	17	95%

It is clear from the previous table that the content analysis has a high degree of honesty and by studying and comparing the content of marketing courses for the three grades of commercial technical secondary schools with the final list of e-commerce competencies in light of Egypt's Vision 2030, which was reached, it became clear as follows: The marketing content for the three grades in commercial technical secondary schools does not include the main competencies that must be available in e-commerce competencies, such as: (The merit of building e-commerce sites through social networks - the merit of e-commerce ethics - the merit of consumer behavior and the principles of e-marketing), the content is concerned with only one component, which is the cognitive component and lack of interest in the skill aspect, the marketing content for the three grades of commercial technical secondary schools includes some important indicators that achieve competencies E-commerce and then not exposed to it at all when dealing with the topic as shown in the content of marketing for the second grade of commercial secondary school (design of hotel and tourism blogs), based on the analysis of the content of marketing courses for the three grades of commercial technical secondary schools, it is clear that the inadequacy of commercial curricula and the lack of e-commerce competencies.

**To verify the validity of the following hypothesis, which states that:** There are no statistically significant differences at the level of significance ( $\leq 0.05$ ) between the average scores of the experimental group students for the pre- and post-applications

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on the knowledge test associated with e-commerce competencies, the researchers designed a test consisting of (4) questions with a total of (80) single, the total scores scheduled for the test (80) degrees, and the researchers used the T test for the associated groups Paired-Samples T Test to detect the difference between the two measurements (using the program SPSS v.21), scale of the ETA square " $\eta^2$ " to determine the size of the independent variable on the dependent variable.

The researchers prepared a descriptive assessment guide / balance to measure the performance of students for the skills associated with e-commerce competencies, the descriptive assessment guide was prepared based on the criteria for preparing qualitative assessment tools, and an estimation scale was used that combines qualitative and quantitative assessment, and since the nature of the methodology in the current research belongs to mixed research, which combines qualitative and quantitative analysis of data, and the descriptive assessment guide was designed after describing the level of performance of each skill qualitatively and the description for each level was accurate, taking into account the differences Between one level and another in the grading scale.

To verify the sincerity of the descriptive assessment guide to measure the skills associated with e-commerce competencies, it was presented to a group of professors specialized in curricula and methods of teaching commercial sciences and some commercial science mentors, to verify the stability of the descriptive assessment guide to measure the skills associated with e-commerce competencies, the researchers applied the tool to eight of the achievement files (electronic portfolio) while implementing the skill of creating an account on Instagram, After 15 days, it was reapplied to the same group, but on the skill of creating a page on Facebook, and the correlation coefficient was calculated using the statistical package SPSS v 21, and its value was 0.20, which is an acceptable percentage for the stability of the tool, and the following table shows an example of a descriptive estimate guide:

**Table (4) Facebook Descriptive Grading Advisor**

M	Competencies	Performance Level		
		fundamental (1)	proficient (2)	exemplary (3)
2	Facebook	- Go to Facebook and create a Facebook account, go to Facebook, create a page for his company, and create a Facebook group for his company.	- Go to Facebook and create an account on Facebook and go to Facebook and create a page for his company and create a group on Facebook for his company with an appropriate name and change the appearance of the page and publish ads for his company on	- Go to Facebook and create an account on Facebook and go to Facebook and create a page for his company and create a group on Facebook for his company with an appropriate name and change the appearance of the page with an

			the page and group and publish ads for the company on Marketplace.	appropriate appearance and modify the settings of publishing and privacy and determine who can add and comments and add members and publish on the page and on the group and publish ads for the company on Marketplace and make payments and publish paid ads and link the account to the company's accounts on various social networking sites.
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**Results:**

According to what was presented in the previous methodology of designing the knowledge test, designing the descriptive assessment guide, verifying its validity and the stability of the tools, and using the mixed approach after conducting the experimental treatment and applying the knowledge test, the research results in their entirety indicate the effectiveness of digital citizenship in developing e-commerce competencies, as shown in the following tables:

**Table (5)**

**The value of "T" and its statistical significance for the difference between the average scores of the experimental group students in the pre- and post-applications to test knowledge related to e-commerce competencies as a whole.**

The Collection	volume Sample	Arithmetic mean	Standard deviation	degree Freedom	Significance level	value "T"	Significance Atplane Z (0.05)
Experimental Tribalism	30	11.10	3.9	29	0.0001	87.90	Statistically significant
Experimental dimensionally	30	75.20	1.3				

The following graph shows the increase in the averages of the experimental group in the remote application than in the pre-application in the knowledge test associated with e-commerce competencies.

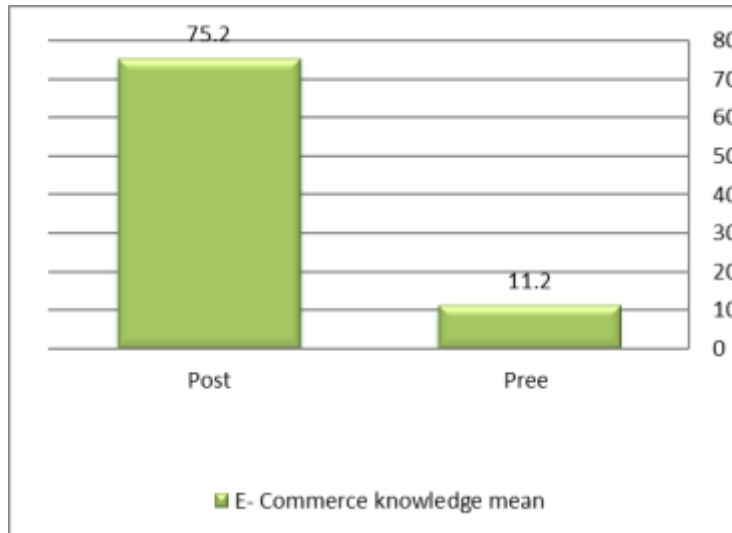


Figure (1): Graphical representation of the average scores of experimental group students in the pre- and post-applications to test knowledge related to e-commerce competencies.

Table (6) The results of applying the descriptive assessment guide Total weight (points), percentage and final overall level of competencies

n	E-Commerce Competencies	n	Performance level			Weight Kidney	Ratio Centennial	Level Appreciation Final For merit
			fundamental 1	proficient 2	advanced 3			
1	Building Cross-Ecommerce Websites Social Networks	30	41	43	442	1411	92%	Great
<b>Total</b>			<b>41</b>	<b>43</b>	<b>442</b>	<b>1411</b>	<b>92%</b>	<b>Great</b>

**Final assessment of e-commerce competencies**

**Level by relative weight: (92%)**

**Final Level: (Excellent)**

**Discussion:**

By comparing the averages of the experimental group students' scores in the pre- and post-applications of the e-commerce knowledge test, it was noted that the dimensional averages are higher than the pre-averages, that the value of (T) is statistically significant at the level of significance (0.01) in e-commerce skills as a whole. The hypothesis was therefore rejected.

The results of the descriptive assessment guide are as follows:

1- By analyzing all the results of the application of the main and subsidiary e-commerce competencies, we find that they are acceptable in form and substance, as the results were as follows:

- The highest level of performance of a sub-skill was for Maha "Facebook" by 100%.
- The final level of performance is excellent at 92%, which is an advanced performance level for e-commerce competencies.
- This result is consistent with the results of the studies of (Taman, Toony, 2020), (Toony, 2019), and (Zaghloul, 2013).

By analyzing previous research results, previous results can be interpreted as follows:

1. Using a learning environment based on digital citizenship in presenting e-commerce competencies in an attractive and interesting way, as the competencies were presented in multiple presentations, including electronic games, interactive videos, interactive digital activities, interactive infographics, audio clips, educational blogs, educational platforms, simple texts, and images.
2. Positive and effective participation of students among themselves and the researcher and their constant interaction during the application of the course.
3. Continuous constructive evaluation of students.

**Recommendations:**

- The necessity of adding an e-commerce course in commercial secondary education courses and developing curricula in a way that leads to the preparation of a scientifically qualified graduate in accordance with the requirements of the labor market.
- Developing the method of teaching and learning courses from the traditional form to the use of e-learning in all its forms and types.

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**APPENDICES**

**APPENDIX (1) Initial List of E-Commerce Competencies**

E-Commerce Competencies	Degree of importance				
	Doesn't matter. 0	Somewhat important 1	A big shot 2	very important 3	Extremely important 4
<b>1- Consumer behavior merit and e-marketing principles</b>					
1/1: defines the concept of consumer behavior.					
1/2: Distinguish between different types of consumer behavior.					
1/3: Identifies factors affecting consumer behavior.					
1/4: Comes up with the steps to make a purchase decision by the consumer.					
1/5: Defines the characteristics of the Internet consumer.					
1/6: Illustrates the concept of an e-commerce business model.					
1/7: Distinguish between different e-commerce business models.					
1/8: Illustrates the purchase decision form via the web.					
1/9: Understands the customer's requirements.					
1/10: Prepares a memorandum on ways to serve the customer in e-commerce.					
1/11: Illustrates the stages of marketing research in e-commerce.					
1/12: Defines the concept of e-marketing.					
1/13: Distinguish between e-marketing business models.					
1/14: Identifies critical success factors for e-marketing.					

1/15: Distinguish between types of online advertising mediums.					
1/16: Illustrates the advantages of media and the Internet.					
1/17: Identifies deficiencies in the media and the Internet.					
1/18: Distinguish between ways to attract customers.					
<b>2- The merit of e-commerce infrastructure</b>					
2/1: Prepare a note on the origin and history of the Internet.					
2/2: Clarifies the concept of the Internet.					
2/3: Distinguish between different generations of the Internet.					
2/4: Defines the concept of search engines.					
2/5: Recognizes the domain name.					
2/6: Defines the concept of client/server computing.					
2/7: Prepare a note on the advantages of the Internet and the Web.					
2/8: Specifies the requirements for an Internet connection.					
2/9: Defines the concept of cloud computing.					
2/10: Prepare a report on the characteristics of cloud computing.					
2/11: Learn about different cloud computing services.					
2/12: Comes up with the advantages of cloud computing.					
2/13: Prepare a note on the disadvantages of cloud computing.					

<b>3- The merit of security systems for e-business</b>					
<b>3/1: Defines the concept of information security.</b>					
<b>3/2: Illustrates the stages of development of the concept of information security.</b>					
<b>3/3: Defines the components of an information security system.</b>					
<b>3/4: Mentions information security elements.</b>					
<b>3/5: Distinguish between methods of breaching information security.</b>					
<b>3/6: Identifies areas of information security breach.</b>					
<b>3/7: Arrive at information security objectives.</b>					
<b>3/8: Distinguish between different types of information security threats.</b>					
<b>3/9: Recognize the security risks of electronic money.</b>					
<b>3/10: Mentions the concept of network protection.</b>					
<b>3/11: defines the concept of encryption.</b>					
<b>3/12: Identifies different encryption systems.</b>					
<b>3/13: Distinguish between different methods of encryption.</b>					
<b>4- E-payment eligibility</b>					
<b>4/1: Clarifies the concept of electronic payment</b>					
<b>4/2: Distinguish between types of electronic payment systems</b>					
<b>4/3: Recognize electronic payment protocols</b>					
<b>4/4: Distinguish between different types of credit cards</b>					
<b>4/5: Distinguish between different electronic cash</b>					



systems					
4.6 Defines the concept of an electronic cheque					
4/7: Finds out the benefits of an e-check					
4/8: Defines the steps for using the e-cheque					
4/9: Defines the concept of e-wallet					
4/10: Identifies the various risks of electronic payment					
<b>5- The merit of building e-commerce sites through social networks</b>					
5/1: Defines the concept of social networks.					
5/2: Defines the importance of social networking sites in e-commerce.					
5/3: Defines the concept of social media marketing.					
5/4: Identifies the importance of social media marketing in business promotion.					
5/5: Clarifies the questions that need to be asked before launching the marketing plan.					
5/6: Creates a page for his company on Facebook.					
5/7: Applies the criteria of a successful publication to. Facebook					
5/8: Distinguish between different Facebook marketing tools.					
5/9: Marketing through pages. Facebook					
5/10: Designs an ad on. Facebook					
5/11: Specifies the advantages of advertisements. Facebook					
5/12: Distinguish between different ad types on. Facebook					

5/13: Specifies the appropriate audience on. Facebook					
5/14: Sets the appropriate advertising budget on . Facebook					
5/15: Creates a page for his company on. LinkedIn					
5/16: Defines the benefits of LinkedIn pages for businesses.					
5/17: Applies LinkedIn management tips for businesses and best practices.					
5/18: Defines the advantages of LinkedIn groups.					
5/19: Applies the best engagement tips to LinkedIn groups.					
5/20: Distinguish between important tools for more effective marketing on LinkedIn.					
5/21: Creates an account for his company on Instagram.					
5/22: Apply the keys to success on Instagram.					
5/23: Defines your Instagram marketing strategy.					
5/24: Apply factors to ensure successful content on Instagram.					
5/25: Marketed his company's products via Instagram.					
5/26: Shares Instagram Facebook account posts.					
5/27: Posts ads on Instagram.					
5/28: Creates an account for his company on. Twitter					
5/29: Published via. Twitter					
5/30: Explains the meaning of email marketing.					

5/31: Outlines the benefits of email marketing.					
5/32: Creates an email account.					
5/33: Creates its mailing list.					
5/34: Prepares a new mailing list.					
5/35: Email is used for marketing.					
5/36: Creates an account on Snapchat.					
5/37: Creates a Story on Snapchat.					
5/38: Determines the impact of Snapchat on marketing and advertising.					
5/39: Posting ads for their products on Snapchat.					
5/40: defines the concept of mobile marketing.					
5/41: Comes up with the advantages of mobile marketing.					
5/42: Distinguish between different mobile advertising styles.					
5/43: Creates an account for his company on. Telegram					
5/44: Creates a channel on. Telegram					
5/45: Identifies the advantages of creating a Telegram channel in digital marketing.					
5/46: Promotes his company on the Telegram channel.					
5/47: Creates a WhatsApp account.					
5/48: Creates a WhatsApp group to promote his company.					
5/49: Defines the importance of WhatsApp.					
5/50: Defines the advantages of WhatsApp marketing.					

5/51: Creates an account for his company on YouTube.					
5/52: Creates a YouTube channel.					
5/53: Defines the advantages of creating a YouTube channel in digital marketing.					
<b>6- The merit of e-commerce ethics</b>					
6/1: Defines the ethics of e-commerce					
6.2 Defines the broad concept of information rights					
6/3: Finds the Importance of Data Privacy					
6/4: Understands data privacy methods					
6/5: Recognize legal issues					
6/6: Understands the types of ethical issues					
6/7: Defines the Concept of Intellectual Property					
6/8: Recognize the importance of IP					
<b>7- Other competencies that you see added</b>					