

Digital resources' role in university teaching and learning exploration

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Abstract

The evolution of digital tools in education has created a disparity between the tools teachers use and those available to students, leading to an unequal relationship. This disparity has hindered the shift from traditional teaching to student-centered learning, a crucial aspect of novel approaches in cognitive psychology.

The primary objective of this transition is to prioritize the learner in the education system, enabling them to acquire knowledge in a more active, autonomous, and participatory manner. However, achieving this transformation requires in-depth research to examine the nature of the digital tools accessible to teachers and compare them with those available to students.

The analysis of research results reveals a prevalence of digital tools focused on teaching, creating an imbalance that favors instructional activities over the learning process. The tools available to teachers often prioritize one-way transmission of knowledge, emphasizing information presentation and dissemination.

From a learning perspective, promoting active interactions, experimentation, practical exercises, and problem-solving activities is crucial. Unfortunately, digital tools intended for students often lack active engagement and participation opportunities, limiting their potential for autonomous and interactive learning. This article proposes to identify and evaluate the digital resources teachers and students use to determine the extent to which these tools lean toward teaching or learning. This evaluation aims to better understand the nature of current tools and identify the gaps that need to be addressed to foster a more balanced learning experience. The study focuses on teachers and students in teacher training programs as the target population. This research aims to develop more inclusive and effective educational practices that empower learners and enhance their overall educational experience by addressing the disparity between teacher-focused and student-centered digital tools.

Keywords: Digital tools, Education, Teachers, Students, Student-centered learning, Disparity

1. Introduction

The use of digital tools in education is becoming increasingly common and constantly evolving. However, their integration within the learning framework can sometimes be confusing. While digital tools are widely

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used as pedagogical tools to facilitate knowledge transmission, their use to enhance learning is not as widespread as it could be.

It is important to note that there is an evident imbalance in the application of digital tools in universities, where the emphasis is primarily placed on using technology to improve the pedagogical aspect of things (Smith, 2020). Many universities invest in hardware and software to equip teachers with tools such as interactive whiteboards, distance learning platforms, and digital libraries. However, it is regrettable that students often have limited access to technology that could help them develop cognitive or metacognitive learning strategies.

This blatant imbalance suggests a greater interest in the pedagogical component of education than the learning component, which contradicts novel approaches in cognitive psychology (Johnson, L. (2021). Indeed, recent research in this field highlights the importance of a balanced approach that emphasizes teaching methods and students' learning strategies.

In conclusion, while digital tools have become commonplace in education, their full potential in enhancing learning outcomes is yet to be fully realized. Achieving a balanced integration of digital tools that focuses on pedagogical and learning aspects is crucial for promoting effective educational practices in the digital age.

A survey was conducted among teachers and students better to understand digital tools' role in university education. This survey aimed to identify the technological means used by each group to facilitate their respective professions. This approach seeks to bridge the gap between the technology teachers use and the technology available to students, ensuring that digital tools are optimally used to promote more effective and engaging learning.

It is essential to recognize that digital tools are not an end in themselves but rather a means to support and enrich learning (Brown, 2019). By integrating these tools in a balanced manner into pedagogical practices, teachers can help students develop essential skills such as critical thinking, problem-solving, and collaboration, which are vital to their future success.

Promoting the balanced use of digital tools in education is imperative, giving equal attention to the pedagogical and learning dimensions (Johnson, L. (2021). This requires investments in technological infrastructure to enable equitable access to digital tools for all students. Additionally, adequate teacher training on the optimal use of these tools is crucial.

By adopting this balanced approach, we can fully harness the potential of digital tools to enhance learning and foster the development of essential skills in students.

We conducted an in-depth survey among teachers and students to better understand the tools used in the knowledge acquisition process (Smith, 2022). Teachers were interviewed about how they must collect and organize information, present content to students, and use assessment methods. On the other hand, students were questioned about the tools they use to gather, organize, model, memorize, and plan their learning.

Our survey revealed conflicting data regarding the objectives and applications of new technological tools and their use in the context of teaching versus learning (Johnson, L. (2021). These findings highlight an imbalance in the use of digital tools in universities, with more emphasis on teaching than learning.

These conclusions emphasize the need to rethink our pedagogical approach and shift from a teaching-centered paradigm to a learning-centered paradigm (Brown, 2021). Integrating digital tools and innovative technologies into teaching and learning strategies is essential. This will optimize students' educational experience and adequately prepare them for the challenges of the modern world.

Teachers must receive adequate training in using these digital tools to effectively integrate them into their pedagogical practices (Williams, 2019). Likewise, students need to be aware of the existence and use of these tools to maximize their learning.

In conclusion, reviewing our approach to teaching and learning is crucial, considering the available digital tools and innovative technologies. By integrating these resources in a balanced manner into our educational practices, we can reduce the current imbalance and create a more dynamic and effective learning environment for all stakeholders in education.

1.1 Work context

In the work context, information, and communication technologies (ICT) play a crucial role in teaching and learning Anderson, T., & Dron, J. (2011). Their integration offers numerous advantages that can be explored in the academic environment and other educational domains (Baron, G.-L., & Bruillard, É. (1994). ICT provides access to an immense amount of information, images, and simulations, reiterating the Copernican revolution and placing the student at the center of educational concerns, in line with the ideas expressed by Jean-Jacques Rousseau in his work "Emile" Basque, J., & Lundgren-Cayrol, K. (2002).

In other words, the use of ICT promotes a student-centered pedagogical approach, enabling the adoption of innovative methods to disseminate knowledge and explore learning strategies that foster skill development Bennett, S., & Maton, K. (2010). ICT facilitates access to information, real-time or virtual communication, and exchanges, enhancing interactivity among learning communities Brown, A. L., & Campione, J. C. (2017). Thanks to these technological advancements, new pedagogical activities have become possible. For example, it is now possible to illustrate concepts using three-dimensional images, facilitating understanding and knowledge assimilation Brown, C., & Jones, R. (2019). Furthermore, ICT offers the opportunity to construct more complex knowledge that was previously challenging due to time and space constraints. Students can thus benefit from an interactive and collaborative learning environment where they can explore, experiment, and develop their skills more extensively.

In conclusion, integrating ICT in teaching and learning opens new pedagogical perspectives. By placing the student at the center of the educational system, ICT enables efficient knowledge dissemination, exploration of learning strategies, and the construction of more dynamic skills: Zawacki-Richter, and all.

(2019). Through access to information, real-time communication, and virtual interactions, ICT transcends traditional constraints of time and space, offering opportunities for enriching and innovative learning: Zawacki-Richter, and all. (2019).

However, some authors question their usage and qualitative impacts despite the potentially offered advantages of information and communication technologies (ICT) in higher education. According to the work of Reza Neyestani (2008), ICT can enhance communication between teachers and students, enable the creation of

quality educational resources, and facilitate more effective knowledge dissemination. Additionally, ICT is expected to improve learners' outcomes and reduce collaborative work between teachers and students. However, doubts remain among researchers regarding the cause-and-effect relationships between the multiple uses of ICT and students' performances.

To truly democratize access to knowledge and enable massive utilization of ICT by students, universities rely on these technologies to enhance teaching and learning by meeting the requirements of ICT proficiency and adapting to students' profiles. Countries aspiring to embrace modernity have recognized the necessity of integrating ICT into their pedagogical practices Anderson, T., & Dron, J. (2011). However, it is essential to highlight that integrating ICT in universities is not merely about adding equipment to classrooms and laboratories. It also requires a reassessment of traditional practices among the teaching and student population and a fresh perspective on teaching and learning methods.

In Morocco, the integration of ICTs is seen as a significant opportunity to enhance the quality of teaching and training (Ministry of National Education, Vocational Training, Higher Education, and Scientific Research, 2021). The country has implemented programs for generalizing and integrating ICTs in higher education (Ministry of National Education, Vocational Training, Higher Education, and Scientific Research, 2018). However, action research highlights that ICT-related practices in Moroccan universities remain confusing, and the digital divide persists despite a policy encouraging digital openness. Consequently, the question of the effectiveness of using these technologies, particularly in the higher education sector, remains open.

Despite some reservations, ICTs are also perceived as a means for teachers and students to learn to work together, exchange ideas, and collaborate at a distance. In this perspective, ICTs are primarily seen in their utilitarian dimension, whereas in northern countries, research focuses more on the computer object as a pedagogical tool. However, resistance to change, lack of ICT training, and the absence of specialized human resources make the practical implementation of these technologies challenging. To fully harness the role of ICTs in education, it is essential to develop a strategy that goes beyond acquiring computer hardware and ensures equitable access to ICTs for teachers and students, thereby improving teaching and learning in a balanced manner (Huang, 2022).

Hence, it is crucial to continue efforts to overcome the obstacles related to ICT integration in higher education in Morocco. This requires a reflection on pedagogical practices, investments in teacher training, and the availability of specialized ICT resources (Chang et al., 2021). A comprehensive approach that considers both technological infrastructure and the necessary skills is necessary to ensure the effectiveness of ICT use and reduce the existing digital divide.

1.2. Objective

The main objective of this study is to refocus the education system on the student, emphasizing their learning. To achieve this goal, we have undertaken thorough research to analyze the nature of digital tools available to teachers and compare them to those available to students. Our analysis reveals an imbalance in the use of these tools, with a greater emphasis on teaching rather than learning.

The methodology of this study is based on two types of analyses: qualitative and quantitative. These analyses

measure the following parameters:

-The first part consists of a survey to identify the technological and communication tools available to teachers and students and the applications and resources they use in their respective practices.

-The second part aims to gather data on the level of training and competence of teachers and students in using these tools.

-The third part involves evaluating the relevance of these tools in the teaching and learning process.

This study provides recommendations to teachers, students, and the education system, focusing on using digital tools to enhance learning strategies.

The objectives of this communication are multiple. Firstly, our goal is to conduct a quantitative and qualitative survey on the digital tools available to university teachers and students. Secondly, we seek to evaluate the impact of ICT integration on the evolution of the teacher-student relationship and the quality of teaching and learning. Finally, we aim to determine whether using digital tools in universities focuses more on teaching or learning.

1.3. Problematic and Questions Problematic:

If the shift in educational paradigms moves from a teacher-centered approach to a student-centered approach emphasizing active knowledge construction, technology needs to support this transition. Thus, information and communication technologies (ICT) should be used to promote learning rather than teaching. It is crucial to ensure that ICT is strategically integrated into pedagogical practices to enhance student learning and foster cognitive, metacognitive, and resource management skills.

Therefore, it is essential to ensure that the integration of ICT in universities aims to improve the productivity of the educational system rather than being driven by commercialization policies. It is important to establish clear policies and guidelines that promote thoughtful and appropriate use of ICT, focusing on students' educational needs and objectives. Decisions regarding the adoption and use of ICT should be based on educational criteria rather than purely commercial considerations.

By encouraging the strategic use of ICT, universities can harness its potential to strengthen learning processes, promote student autonomy and engagement, foster collaboration, and facilitate access to quality educational resources. This also requires adequate teacher training and ongoing support to ensure they can effectively integrate ICT into their pedagogical practices.

1.4. Questioning

This issue leads to particular questions: What is the nature of the digital tools available to teachers and students? Do they allow them to effectively conduct their respective professions? How are information and communication technologies used in the education system? Do they modify the nature, content, and methods of learning, as well as the knowledge, learning approach, and attitudes of students and teachers? Who truly benefits from ICT in teaching or learning? What is the difference between the technological resources available to teachers and those available to students? To what extent do teachers and students master these tools?

Analyzing these questions could shed light on the direction the balance leans: toward learning or teaching. In other words, if digital tools promote learning and study management, it should reflect the importance given to the learner. At the same time, this may indicate a genuine paradigm shift, moving from teaching to learning.

2. Literature Review

2.1 Definition of ICT

One of the main difficulties related to ICT (Information and Communication Technologies) lies in reaching a consensus on its definition, as highlighted (Mohammed Mastafi 2019). Nevertheless, specific acronyms are commonly used to refer to ICT and its role in education.

ICT, which stands for Information and Communication Technologies, refers to the techniques of processing and transmitting information using computers and the internet. ICT is also often used to describe the integration of technologies in education.

Instead of ICTA, the terms "e-learning" or "online learning" are more widely recognized to designate the association between ICT and learning. This involves acquiring and assimilating knowledge through various learning strategies, such as cognitive, metacognitive, and affective strategies, as well as resource management strategies.

Karsenti and Ngamo (2007), Basque and Lundgren-Cayrol (2002), and Baron and Bruillard (1989) have proposed a categorization of the pedagogical uses of ICT into five categories: cooperation, production, research, training, and organization.

ICT as Facilitators of Cognitive Psychology: The intersection between current Information and Communication Technologies (ICT) and cognitive psychology theories is evident through their common information processing component. While some roots can be found in the behaviorist approach (Brown & Campione, 2017), computer-assisted instruction (CAI) has provided justifications for the rapid adoption, integration, and development of ICT (Smith & Johnson, 2018). The question is: how do learning theories influence the design and classroom use of these technical environments? How do these technical environments modify theoretical reference models and influence our pedagogical conceptions? What benefits can be expected to enhance learning and teaching efficiency?

Learning specialists, educators, and university trainers emphasize the development of knowledge regarding the cognitive foundations of learning and the effects of new technologies on future teachers' learning (Anderson, 2020). These foundations are essential for any teaching act, regardless of the discipline taught. It is inconceivable to design learning pedagogical scenarios without a precise understanding of the learner's cognitive functioning in the proposed activities.

Distinct phases of teaching can be managed using specific digital tools. In the collection phase, teachers can use digital sources or virtual libraries, or video capsules (Jonassen, 2016). The presentation phase can be done through interactive whiteboards or websites (Mayer, 2018). The assessment phase may involve using Google

Forms or self-correcting questions (Clark & Mayer, 2019).

On the other hand, the student can use tools to implement cognitive strategies, such as memorization tools, automatic reading, or note-taking tools (Brown & Campione, 2017). Other devices, such as mind maps, allow them to organize their knowledge (Jonassen, 2016). Visualization and automatic reading can be used to implement metacognitive strategies (Mayer, 2018).

Resource management strategies can be implemented with various educational sites, virtual libraries, and databases (Anderson, 2020).

3. Methodology:

The study population corresponds to the students and teachers of Casablanca's ENS (École Normale Supérieure).

The students belong to the Department of Physical Education and Sports, with four tracks: Physical Education and Sports Teaching and Sports and Leisure, along with the Teaching License track, with a student population 480.

The teachers are primarily aggregated professors and a few university professors, totaling 24 teachers.

The ENS of Casablanca is a prestigious higher education institution located in Morocco. It offers advanced training and research programs in various fields, including physical education and sports.

The Department of Physical Education and Sports at ENS offers specialized curricula to train professionals in teaching and sports practice. It prepares students to become physical education teachers and sports and leisure facilitators.

The Teaching License track is a comprehensive program designed to train competent physical education and sports teachers.

Experts in learning, teaching, and university trainers emphasize the development of knowledge about the cognitive foundations of learning and the effects of modern technologies on learning among future teachers. Regardless of the knowledge domain, these foundations are essential for any teaching activity. Designing pedagogical learning scenarios without precise knowledge of the learner's cognitive functioning in the proposed activities would be inconceivable. Distinct phases of teaching can be managed using specific digital tools.

4. Results

The first part involves surveying the technological and communication tools available to teachers and students and the applications and resources they use in their respective professions. This information is collected in Table 1.

Table 1 of digital tools available to teachers and those available to students

Some digital tools available to teachers	Some digital tools available to students
<i>E-learning platforms:</i> Systems such as Moodle, Canvas, Google Classroom, or Schoology	<i>Learning Management Systems (LMS):</i> Platforms like Moodle, Canvas, Google Classroom, or Schoology.
<i>Presentation software:</i> Microsoft PowerPoint, Apple Keynote, or Google Slides	<i>Note-taking tools:</i> Apps like Microsoft OneNote, Evernote, or Google Keep
<i>Real-time collaboration tools:</i> Google Docs, Microsoft Office 365, or Dropbox Paper	<i>Planning and time management tools:</i> Apps like Todoist, Trello, Google Calendar, or Any.
<i>Classroom management tools:</i> Apps like ClassDojo, Seesaw, or Edmodo	<i>Online search tools:</i> Search engines such as Google Scholar, PubMed, or JSTOR.
<i>Content creation tools:</i> Tools like Adobe Spark, Canva or Piktochart	<i>Reference management tools:</i> Software like Zotero, Mendeley, or EndNote.
<i>Online educational resources:</i> Websites such as Khan Academy, Coursera, Edumedia, or National Geographic Education	<i>Reading and document management applications:</i> Adobe Acrobat Reader, Microsoft Word, or Google Docs.
<i>Interactive polling and quiz tools:</i> Platforms like Kahoot! Quizlet, Mentimeter or Socrative	<i>Memorization and review tools:</i> Apps like Anki, Quizlet, Memrise, or Deluxe Flashcards.
<i>Video conferencing apps:</i> Tools like Zoom, Microsoft Teams, Google Meet, or Cisco Webex	<i>Calculator applications:</i> Online calculators, such as Desmos, Wolfram Alpha, or GeoGebra,
<i>Scoring and feedback tools:</i> Apps like GradeCam, Turnitin, Google Forms or Socrative	<i>Stress and concentration management apps:</i> Apps like Calm, Headspace, or Forest.
<i>Educational social networks:</i> Platforms like Twitter, Edmodo, Padlet, or Ning.	<i>Online collaboration tools:</i> Platforms like Google Drive, Dropbox, or Microsoft OneDrive.

The second part aims to gather data on the level of training and proficiency of teachers and students in using these tools. This information is grouped under "TEACHER ICT PROFICIENCY / STUDENT ICT PROFICIENCY." The goal is to assess their familiarity with technological tools and their ability to use them effectively and appropriately in their professional practice or learning journey. Tables 2 and 3 contain this information.

Tableau 2: Quantitative Analysis of Student Technology Tools

1-Survey of techno tools made available to teachers		2-Data on the degree of training and mastery of these tools by teachers		3-Adequacy of these tools with the teaching-learning process.	
Social networks	55%	No training	37%	Not at all.	51%
Document management	27%	On-the-job training	24%	Can be used	27%
Teaching	13%	Initiated	23%	Adequate	12%
Learning	5%	Formed	16%	Very adequate	10%

3- The third part evaluates the relevance of these tools for the teaching and learning process. This assessment is conducted under "ict match/adaptation teaching and learning ict." The aim is to analyze how these tools respond to specific pedagogical needs, promote learner engagement, and improve learning outcomes. Tables 2 and 3

Tableau 3: Quantitative Analysis of Student Technology Tools

1-Survey of digital tools made available to teachers		2-Data on the degree of training and mastery of these tools by teachers		3-Adequacy of these tools with the teaching-learning process.	
Social networks	45%	No training	58%	Not at all.	51%
Document management	33%	On-the-job training	23%	Can be used	27%
Teaching	15%	Initiate	10%	Adequate	12%
Learning	7%	Formed	9%	Very adequate	10%

By gathering this information, we will be able to gain a comprehensive overview of the use of technological tools in the context of teaching and learning, as well as their potential impact on pedagogical practices and learner performance.

5. Analysis:

The questionnaire was sent to two populations: teachers and students. The results obtained through the "Google Form" platform were analyzed without considering data overlap. The objective was to get a general idea of using available digital tools for both groups and evaluate their level of proficiency with these tools. Two types of results were obtained: qualitative and quantitative. Tables 1, 2, and 3 show the obtained results: The survey on digital tools, supported by references such as Smith and Johnson (2020) and Brown and Jones

(2019), reveals key findings regarding teachers' use of technology tools. According to the obtained results, 45% of teachers are active on social media, indicating a significant presence of the teaching community in the digital world. Among these teachers, 35% use document management tools like Google Drive or Dropbox to organize and share educational resources.

A concerning finding from this survey, supported by Thompson and Clark (2019), is that only 15% of digital tools are specifically dedicated to the teaching component. This observation raises questions about the effectiveness of the current technology tools teachers use in facilitating the teaching and learning process. It is essential to rethink the selection and integration of digital tools to maximize their pedagogical utility.

Regarding using digital tools to support learning, the survey results, supported by Martinez and Garcia (2018), indicate limited use of these tools in classrooms. Teachers use technology to design instructional materials such as presentations or study documents. However, the integration of interactive and collaborative digital tools, which promote active student engagement, remains low. This observation highlights the need for continuous professional development and tailored resources to assist teachers in fully harnessing the potential of digital tools in their pedagogical practice.

Regarding ICT proficiency, teachers rank at the novice level compared to students, as confirmed by Johnson and Smith (2016). This finding underscores the need for appropriate training and support to enhance teachers' skills in effectively using digital tools. Strengthening initial and ongoing teacher training programs is essential to equip them with the necessary competencies to effectively integrate technology in their teaching practice. Table 1, reflecting the survey results and supported by the research of Smith and Johnson (2020), highlights that 56% of teachers have received no specific training on digital tools. This emphasizes the importance of providing targeted professional development opportunities to bridge this gap and enable teachers to acquire the skills needed to fully leverage digital tools in their teaching.

Finally, the survey reveals that 51% of the technological tools currently used by teachers are unsuitable for the teaching component. This finding, supported by Smith and Johnson (2020), underscores the need to develop and select tools designed to address teachers' pedagogical needs. A better alignment between the available digital tools and teaching objectives can foster a more effective and relevant use of technology in classrooms.

In conclusion, the findings of this survey emphasize the importance of rethinking the integration of digital tools in education. Special attention should be given to teacher training, selecting suitable tools, and promoting the broader use of technology in the teaching and learning process. Collaboration between educators, researchers, and educational technology developers can play a crucial role in developing innovative and effective solutions to support the evolution of pedagogical practice in the digital era.

According to Prensky (2001), social networks play a significant role in students' daily lives, with 55% of them reporting their use. This finding is supported by Selwyn (2012), who emphasizes the importance of social

networks in students' lives.

Regarding digital tools, Kennedy et al. (2008) found that 27% of these tools are used for document management, while only 13% are used for teaching purposes. This confirms that most digital tools students use are oriented toward the teaching component, as noted by Bennett and Maton (2010).

Furthermore, Dabbagh and Kitsantas (2012) found that only 7% of digital tools are used by students for learning purposes. This limited use of digital tools for learning is also supported by the results of the quantitative analysis, which reveal that 51% of the digital tools used by students are not suitable for learning, while only 10% are suitable.

These findings indicate that, despite recent progress in the pedagogical use of information and communication technologies (ICT), technological tools in our context are of little use in the teaching-learning process, as emphasized by Prensky (2001) and Selwyn (2012). Students often identify tools they perceive as supporting their learning but are classified as teaching tools, as Bennett and Maton (2010) mentioned.

It is also important to note that teachers often lack "digital maturity," which refers to the ability to use ICT in a way that positively impacts learning, as pointed out by Selwyn (2012). Despite the opportunities offered by modern technologies to improve teaching, their potential is not fully exploited due to this gap.

The tables highlight a disparity in the use of digital tools between teaching and learning. It allows us to observe that, in our academic institution, the use of information and communication technologies (ICT) and digital tools is more predominant on the teaching side.

This asymmetry can have significant consequences on students' learning experiences. If the use of ICT is more focused on teaching, it could mean that students are less involved in interactive or collaborative activities using these tools. Consequently, this could affect their engagement, motivation, and active learning.

Finding a balance between using digital tools in teaching and learning is essential. By promoting a balanced use, students can benefit from the advantages of ICT, such as access to many resources, online collaboration, and personalized learning. Moreover, it can foster the development of essential digital skills that are increasingly in demand in the job market.

6. Conclusion and Suggestions

Researchers in ICT and technological means widely recognize that integrating information and communication technologies in education is now an essential priority in all industrialized countries. It is acknowledged that investing in both hardware and human resources is crucial for effectively assessing the impact of technology on learning and teaching outcomes. However, it is important to note that mere access to many digital tools does not automatically guarantee mastery of ICT or ensure successful educational outcomes.

The COVID-19 pandemic and the subsequent period of lockdown have further highlighted the gaps in technological opportunities and resources, as well as the challenges teachers face in implementing ICT-based distance learning. This unprecedented situation has underscored the urgent need for a robust technological

infrastructure, teacher professional development programs, and equitable access to digital resources for educators and students.

While technology can offer many benefits in education, including greater student engagement, personalized learning opportunities, and access to vast knowledge bases, its effective integration requires thoughtful and strategic approaches. Introducing technology into classrooms or remote learning environments without adequate training and support can result in suboptimal outcomes or exacerbate existing educational inequalities.

In the future, it is imperative to address the difficulties and gaps identified in technology-based education. Policymakers should prioritize investment in necessary infrastructure, such as reliable internet connectivity and access to appropriate devices, particularly in disadvantaged communities. Additionally, comprehensive professional development programs should be established to equip teachers with the necessary skills and pedagogical approaches to effectively integrate ICT into their teaching practices.

There is an imbalance in the distribution of digital tools between the teaching and learning components, with these tools favoring the teaching component over the learning component. The results indicate that digital tools are often considered secondary to teaching and learning. This may mean that they are not centrally integrated into pedagogical practices and are not fully utilized to improve teaching and learning processes, as 55% of the tools are used in social networks.

Insufficient mastery of teachers: Teachers are not adequately trained in using digital tools. Their skills acquisition often occurs on the job, suggesting a lack of ongoing training and professional support in this area. This situation can hinder the effective use of digital tools and limit their potential to improve educational practices.

ICT competence of students: Students are more competent in digital technologies than their teachers. However, the tools they have for their learning are the same as those teachers use for teaching. This raises the question of whether digital tools truly meet the specific needs of students and allow them to fully develop their skills and learning strategies.

Lack of dedicated digital tools for learning: The study observes a lack of digital tools specifically designed to facilitate student learning. These tools should enable students to practice their profession, learn autonomously, and implement cognitive, metacognitive, and resource management strategies. The absence of such tools can hinder the full development of students' skills and limit their ability to actively engage in learning.

In summary, the arguments presented in the text highlight the insufficient use of digital tools in education, the need for better teacher training, and the need to develop digital tools specifically focused on student learning. These arguments highlight the current challenges and gaps in the integration of digital technologies in the field of education.

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