Fomentando la competencia digital docente en la universidad: Percepción de estudiantes y docentes

Engl. transl.: Fostering teacher’s digital competence at university: The perception of students and teachers

# Keywords

* teachers’ digital competence
* teachers’ training

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* Social mediation
* Learning
* Literacy and skills
* Other

## Sample

A total of 3 focus groups were held simultaneously at the UB led by researchers of the project (in March 2017). In each of these groups, a different group participated. One group was made up of 4th year students from each of the 9 Catalan universities with a teaching degree. Another group was made up of active primary school teachers from the 4 Catalan provinces with an ICT and/or TAC profile at their school. The last group was made up of teachers from 5 teacher training reference networks in Catalonia.
Specifically, 11 people took part in the student focus group: two students from the UAB and the UB (universities with the largest number of students) and one from each of the other seven universities. In the focus group of teachers with an ICT and/or CAT profile, 10 people took part: 4 from Barcelona (the most populated province), 2 from Girona, 2 from Tarragona and 2 from Lérida. And in the focus group of teachers from teacher networks, 10 people participated: 3 teachers from the Xarxa de Compe-tències Bàsiques, 3 from the Federació de Moviments de Renovació Pedagògica, 2 from the Associació Espiral, 1 from the Associació de Mestres Rosa Sensat and 1 from IEARN-Pangea.
Subsequently, a closed-ended questionnaire was developed with items (see table 1) from the 5 dimensions of the CDM and its 26 descriptors defined by the DEGC (2016, pp. 3-4). A total of 1,051 teachers and 473 students responded between May and September 2017.

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

The need of implementing digital literacy subjects in the teacher´s training programms

# Abstract

This article provides an account of the project "An inter-university proposal for the initial training of teachers in digital technologies". In order to prepare it, we consider the perception of students and teachers on what needs to be addressed with regard to digital technologies and methodological digital competence, and what institutional actions are preferential for the development of teachers’ digital competence (TDC). In this study, we used a mixed-method research design. The techniques and instruments used have been the analysis of available documentation, focus groups and surveys. The proposal is targeted at the nine Catalan Universities that provide training for future teachers in Pre-school and Primary Education Degrees. The main findings point to the need to link the university to the society, as well as to promote a professional development of university teachers and the digital literacy of their students by fostering collaborative learning and authorship.  Likewise, it highlights the importance of prioritizing communication and collaboration during the teaching and learning process using useful digital resources that facilitate it. At the same time, ethics and digital citizenship is highlighted as an emerging dimension to be considered in educational practice. Finally, three institutional actions about TDC are pointed out to consider in university curricula.

# Outcome

The analysis of the results developed by Domingo-Coscolla et al., (2020) reveals indications of the CDD (competencia digital docente- teacher´s digital competence) during teacher training. The authors highlight the significant perceptions obtained by relating them to different international studies and proposals.

The authors higlight that university education should be synchronised with school and society: "In general, the school is putting emphasis on making changes while the university continues to repeat traditional practices" (Domingo-Coscolla et al., 2020: 177). Results show that University teaching staff's teaching digital competence is poor, showing lower levels in methodological digital competence than in instrumental digital competence.
The authors remark that digital literacy among students is a necessity, Domingo-Coscolla et al. (2020: 177) suggest "Collaborative learning and authoring environments that can be fostered and enriched using ICT" to make this possible. Results show that the main dimension of methodological digital competence is communication and collaboration. In parallel, digital ethics and citizenship is an emerging dimension to be considered during the educational activity. The responsible, safe and healthy use of digital technologies is highlighted as a priority. Domingo-Coscolla et al. (2020: 178) point out the need of making use of digital resources for teaching and learning.
Finally, Domingo-Coscolla et al. (2020: 179) claim three priority institutional actions to be promoted in the curricula of the Master's degree programs: "the first one, it to incorporate a compulsory module of specific teacher´s digital competence training of at least six credits. The second is to incorporate teacher's digital competence into the different modules of the syllabus, especially in didactic subjects. And the third proposal is to offer a teacher´s digital competence training mention or, alternatively, one or several optional subjects on teacher´s digital competence". These actions would allow to easily integrate this competence into teacher's training programmes.