Generation Z’s teachers and their digital skills

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80 schools and 1,433 teachers in the Community of Madrid

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Stepping up awareness and empowerment

# Abstract

The presence of technological resources in schools and the high performance of socalled «Technology Generation» or «Generation Z» students are not enough to develop students' digital competence. The primary key is determined by the technological and pedagogical skills of teachers. In this paper, we intend to analyze the level of ICT skills of teachers in primary and secondary establishing a competency framework adapted to the Spanish educational environment, using as a basis the standards established by UNESCO in 2008 and reformulated in the year 2011. For this purpose, a questionnaire was done to show the profile of ICT teacher training faculty of the sample (80 schools and 1,433 teachers in the Community of Madrid) to study the characteristics of better trained for the development of teachers was conducted Digital jurisdiction under the Ministry of Education of Spain. The study results show a significant difference between optimal ICT skills and the low skills that teachers really have to develop learning activities with technological tools for their students. Teachers’ digital skills are very important in the development of learning processes to introduce technologies as tools in the service of education, and this study will allow us to make decisions in policy formation and throughout early career teachers.
La mera presencia de recursos tecnológicos en los centros y las altas capacidades de los alumnos de la «Generación Tecnológica» o «Generación Z», no son suficientes para desarrollar en los alumnos la competencia digital. La clave fundamental viene determinada por las competencias tecnológicas y pedagógicas de los docentes. En este trabajo, se pretende analizar el nivel de competencias en TIC de los profesores de Primaria y Secundaria estableciendo un marco competencial de referencia adaptado al ámbito educativo español, utilizando como base los estándares establecidos por la UNESCO en el año 2008 y reformulados en el año 2011. Para ello, se realizó un cuestionario que permitió establecer el perfil de formación docente en TIC del profesorado de la muestra (80 colegios y 1.433 profesores de la Comunidad de Madrid), para estudiar las características del profesorado mejor formado para el desarrollo de la competencia digital que establece el Ministerio de Educación de España. Los resultados muestran una alarmante diferencia entre las competencias que debieran tener los profesores para desarrollar la competencia digital en sus alumnos y la que verdaderamente tienen. Las competencias digitales del profesorado son muy relevantes en el desarrollo de procedimientos de aprendizaje que introduzcan las tecnologías como herramientas al servicio de la educación y este estudio nos permitirá tomar decisiones en política de formación inicial y a lo largo de la carrera profesional del profesorado.

# Outcome

The study results show a significant difference between optimal ICT skills and the low skills that teachers really have to develop learning activities with technological tools for their students. Teachers’ digital skills are very important in the development of learning processes to introduce technologies as tools in the service of education, and this study will allow us to make decisions in policy formation and throughout early career teachers.