

The development of the digital teaching competence from a sociocultural approach

Pilar Colás-Bravo, Sevilla (Spain)
Jesús Conde-Jiménez, Sevilla (Spain)
Salvador Reyes-de-Cózar, Madrid (Spain)

<https://doi.org/10.3916/C61-2019-02>

INTRODUCTION



Digital teaching competence transcends the individual training of teachers in ICT



The European framework highlights that teachers must train students in the application of digital technologies in a critical and responsible way



It is detected that the proposals lack a pedagogical approach that serves as a theoretical framework for them

METHODOLOGY

Objective

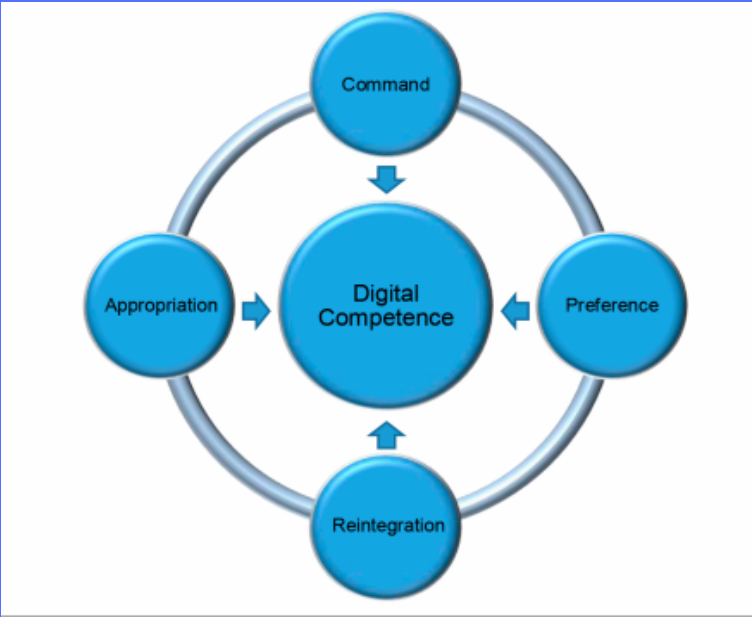
This study aims to propose a model for the development of teachers' digital competence

Method

Questionnaire / Likert Scale

Sample

1,881 compulsory education students in the Autonomous Community of Andalusia (schools with teachers who have more than 10 years in the use and application of ICTs)



RESULTS

Command

Frequent practices carried out by people through mediating instruments as a consequence of their adaptation to the contexts

Preference

On a strategic level, students display a medium-low Preference for the utilization of digital tools

Appropriation

Students seem to reveal that the teaching practices proposed by teachers have a positive effect on their inclusion in the digital culture

Reintegration

Teaching practices encourage students to develop a positive emotional state in learning environments in which ICTs are present

CONCLUSIONS



Based on the results obtained, it is concluded that teachers, through their educational praxis, develop the digital competence of their students at an intermediate level



There is still much to be done in terms of teacher training in ICT, and that strategies that enable them to create more opportunities for the development of digital competence in their students need to be provided



The application of the sociocultural approach has been developed. It would be interesting to delve into the other areas of the framework in order to fully operationalize it from the sociocultural approach

Comunicar

www.revistacomunicar.com