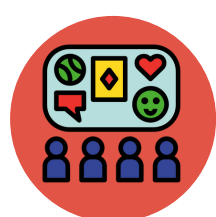


TEACHER'S DIGITAL COMPETENCE AMONG FINAL YEAR PEDAGOGY STUDENTS IN CHILE AND URUGUAY

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INTRODUCTION



Teacher's Digital Competence (TDC) in initial teacher training

In Latin America it is necessary to systematize and share experiences involving the inclusion of digital technology in the ITT curriculum, in alignment with international standards

Evaluation of TDC

Initial Teacher Training (ITT) presents important challenges that relate to the complexity of evaluating competencies and the assessment system used



METHODOLOGY

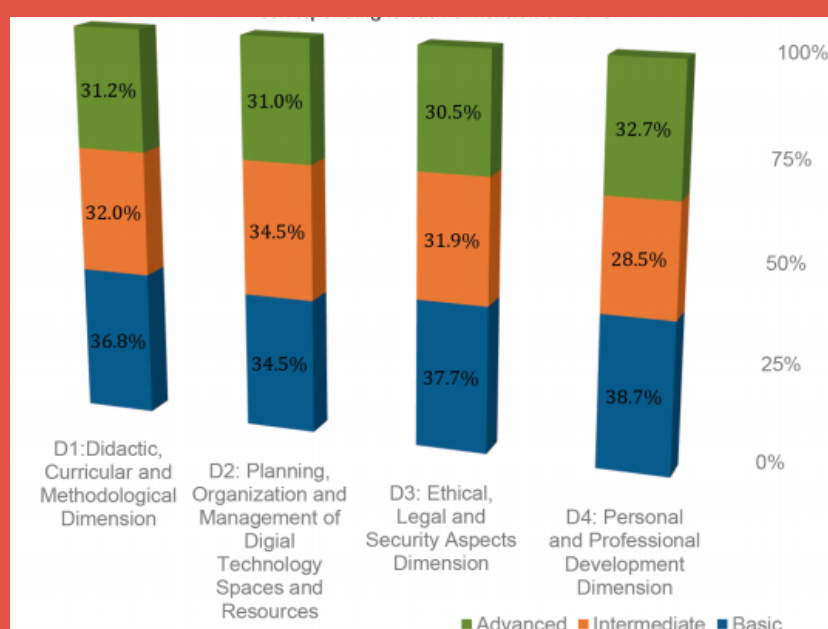
To determine the development level of TDC of the ITT senior students in Chile and Uruguay:

- D1. Curriculum, Didactics and Methodology
- D2. Planning, Organizing and Managing Digital Technology Spaces and Resources
- D3. Ethical, legal and security aspects
- D4. Personal and Professional Development

Senior students of ITT
568 students (n=273, Chile; n=295, Uruguay)

RESULTS

For the four dimensions, students in the sample are mostly at the basic level, although 1 of every three subjects is at the advanced level



Planning, Organizing and Managing Digital Technology Spaces and Resources Dimension indicates:

- the distribution of male students with an advanced level in this dimension is significantly higher than that of women
- the percentage of Primary Education students with basic TDC development is noteworthy (45.5%)

CONCLUSIONS



Students of initial training, at one step of completing their teacher training, do not possess the TDC required to effectively use DT in their future exercise as teachers



It is considered that the instrument is a good starting point to assess the TDC in students of ITT, and it is applicable to the local scope of both countries



Teacher training institutions require guidance that will enable them to achieve improvements in the short, medium and long term in order to make progress in the level of development of TDC

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