Digital resources and didactic methodology in the initial training of History teachers

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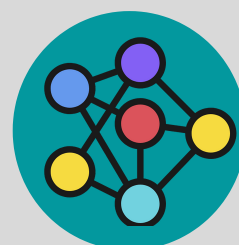Olaia Fontal-Merillas, Valladolid (España)

INTRODUCTION

Shulman's theories continue to largely guide current research on teacher knowledge

The impact caused by the new technologies has inspired **new approaches** like **T-PACK**, which put the focus on the teachers' digital competence

OBJECTIVE AND METHODOLOGY

To analyze the existing relationships between the views and perceptions of teachers-in-training regarding the use of digital resources and their own appraisal of History as a formative subject, as well as the didactic strategies that they are expected to implement in the classroom
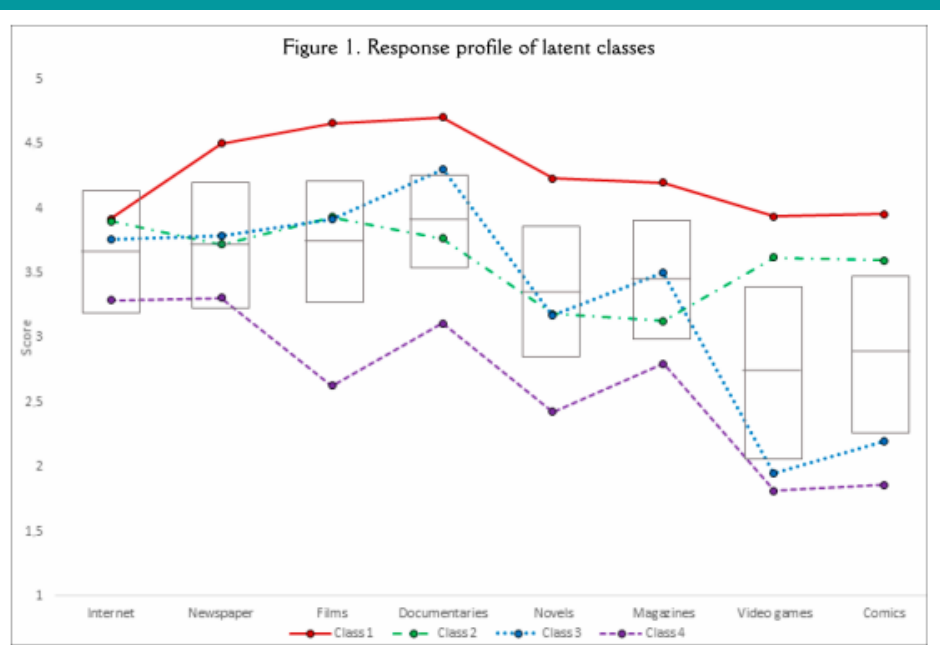
Likert scale questionnaire

22 universities
13 from Spain (344 participants)
9 from Britain (162 participants)

RESULTS

Figure 1. Response profile of latent classes

The results showed four types of response regarding the use of digital resources in the classroom that were polarized about two items: comics and video games

Important interclass differences:
- methodological issues,
- epistemological conceptions and
- views on the development of historical competencies in the classroom

CONCLUSIONS

1 As for the differences between the results for Spain and Britain, these are scarce from a statistical point of view and basically concern the sizes of individual classes

2 It is necessary to strengthen digital competencies in teacher training programs that go beyond the mere acquaintance with ICT tools. If we implement this model in the training of History teachers, the use of digital resources should encourage the prospective teachers' ability to propose activities where the historian's procedures play a major part

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