

DIGITAL LEARNING ECOLOGIES AND PROFESSIONAL DEVELOPMENT OF UNIVERSITY PROFESSORS

Dra. Mercedes González-Sanmamed; Iris Estévez;
Alba Souto-Seijo y Dr. Pablo-César Muñoz-Carril
<https://doi.org/10.3916/C62-2020-01>

INTRODUCTION



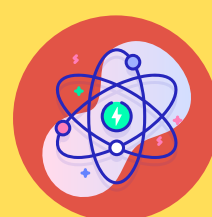
Lifelong learning
as a basic requirement
for personal and
professional
development



Learning Ecologies (LE)
to analyze complex
mechanisms from which
knowledge is
constructed and shared.



**Technological
resources**
to promote
professional
development



Teaching staff
with the skills and
knowledge that
guarantee
adequate performance

OBJECTIVE AND METHODOLOGY

To identify the technological tools that make up the LE of university professors, and to assess the extent to which they are used to promote their professional development.

Descriptive methodology

Questionnaire: 7 scales

(1-4) Personal Dimension of LE;
(3-7) Experiential Dimension of the
Ecologies

**N= 1.652 university professors
belonging to 50 Spanish universities**

RESULTS

HYPOTHESES

Use of technological tools related to:
1) Gender
2) Age
3) Teaching experience
4) Field of knowledge

NON-PROBABILITY, CONVENIENCE SAMPLING

50,5% men
43,2% + 51 years old
40,3% + 10 years of teaching
experience
28% belonged to the Social-
Judicial field

SPSS ANALYSIS

Standard deviations
Means
Kurtosis
Pearson correlation
Analyses of variance - Anova
Contrast tests

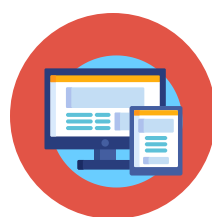
TECHNOLOGICAL RESOURCES

- 1) Information access, search and management resources
- 2) Content creation and editing resources
- 3) Interaction and communication resources



The results obtained reflect significant limitations in the configuration of university professors' LE

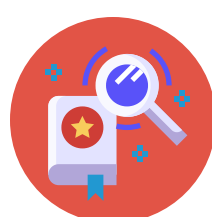
CONCLUSIONS



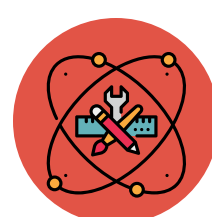
The need to increase the range of resources available for teacher training, warn of the desirability of broadening the formats for professors' professional development



Female professors are more interested in carrying out self-actualization training activities than their male colleagues. Greater use of digital resources by the youngest group of professors.



The groups that use these resources to a lesser extent are those in Engineering and Architecture, and Science



Discrete use of technological resources for professional development, revealing some significant limitations in the configuration of university professors' LE

Comunicar

www.revistacomunicar.com