

ICT AND MEDIA COMPETENCIES OF TEACHERS. CONVERGENCE TO AN INTEGRATED MIL-ICT MODEL

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INTRODUCTION



Media literacy, the ability to use ICT in the classroom appropriately is the most valued competence, followed by using ICT to obtain and/or create open educational resources.



Teacher training, the emphasis is placed on the mastery of technologies and the socio-communicative competences that they enable and condition are forgotten.



Educommunication, has been finding its way into school curricula, but, until the 1980s, interest in this subject was limited to a few countries

OBJECTS AND METHODOLOGY

- 1) To describe the teachers' self-perception of their level of ICT and AMI competences.
- 2) To analyse the importance assigned by teachers to ICT and IFA competences in their training.
- 3) To assess the need to consider the ethical and social transcendence of ICT when they are used in the classroom as a teaching resource.
- 4) To offer a global integrated model of teacher competences in media and ICT (COMPROMETIC).

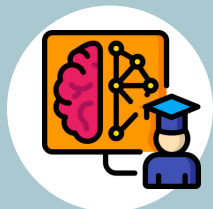


Cross-sectional study
exploratory in scope

Quantitative
descriptive and
correlational
methodology.

Questionnaire
N=401

CONCLUSIONS



The advent of digital technology in education led to the design and implementation of numerous proposals for digital teacher training to meet the needs arising from technological development.



As a first convergence, a comprehensive and inclusive approach to basic training in communication and digital technology is proposed. This basic training can be seen in the COMPROMETIC model.



The omnipresence of the media and the virtualisation of a large part of our daily tasks highlights, now more than ever, the need for ICT and media education for the development of a critical citizenship.

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