Digital Competence for Teachers
Perspectives and foresights for a new school

Editors of the Thematic issue

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Scope

In recent years, our reality has undergone a substantial transformation in areas such as participation, politics, administration and education through digital technologies, and these changes will be increasingly present and will be more profound in the near future.

In line with these changes, there is an increasing need to train digitally competent teachers who are able to take advantage of technology, as established by the European Union in its European Framework for the Digital Competence of Educators (DigCompEdu), to develop the key competences that students should have acquired by the end of compulsory education and to facilitate the full personal and professional integration of their students into the digital world. As a result of this need, different models have been proposed that attempt to measure and qualify the different spheres that make up the Digital Teaching Competence, both in the Spanish and European contexts; despite everything, recent studies have detected deficiencies in teacher training with regard to the acquisition of this competence.

These approaches are directly linked to the objectives of the Erasmus+ project "Developing ICT in Teacher Education", to which the thematic editors belong, aimed at establishing a joint model for the evaluation of Digital Teaching Competence, taking into account different European realities, and to define a common framework for its application, focused on teacher training, from an ethical and critical perspective.

This monographic paper contributes to the analysis and discussion of the theoretical and practical aspects related to Digital Competence for Teachers and its impact on teacher training. To do this, it proposes an inescapable reflection on the need for technology in the initial and continuous training of future teachers, in order to study in depth the different models of treatment of this competence developed in recent years, taking into account concrete experiences of application in different educational contexts.

Descriptors

- Digital Competence for Teachers.
- Digital Literacy in Education.
- ICT in Education.
- Cyberethics.
- Cibersecurity and Child welfare.
- Collaboration and communication Networks.
- *European Framework for the Digital Competence of Educators* (*DigCompEdu*).
- Teaching innovation through the use of ICT.
- Internet data retrieval, evaluation and management.

Questions

Some questions and reflections raised in this monograph, related to the thematic lines, are:

- What do teachers understand by Digital Competence for Teachers?
- How is Digital Competence for Teachers currently being evaluated with the different existing models? What problems does this diversity of approaches cause?
- Which Digital Competence for Teachers assessment models may be most useful in the current educational context?
- What indicators can we use to measure Digital Competence for Teachers? What tools are needed for this purpose?
- What aspects not included in the Digital Competence for Teachers should be incorporated?
- What challenges and opportunities does Digital Competence for Teachers present in today's teacher training contexts?
- What are the key aspects of teacher education relevant for the enhancement of security and data protection on the Internet?
- What aspects of Digital Competence for Teachers should be emphasized in the future?

About the Tematic Editors

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