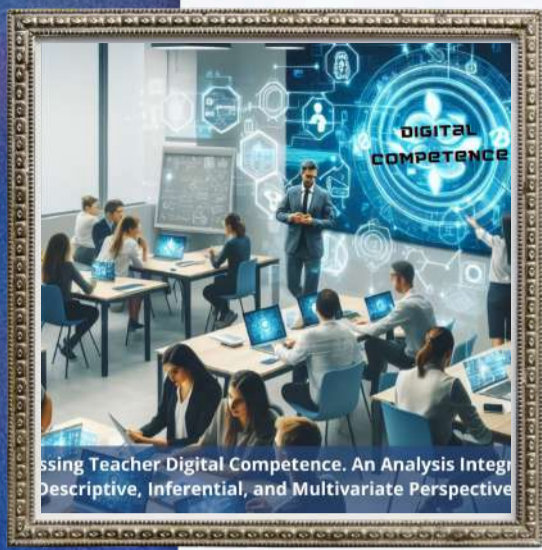


# Assessing Teacher Digital Competence. An analysis integrating descriptive, inferential, and multivariate perspectives

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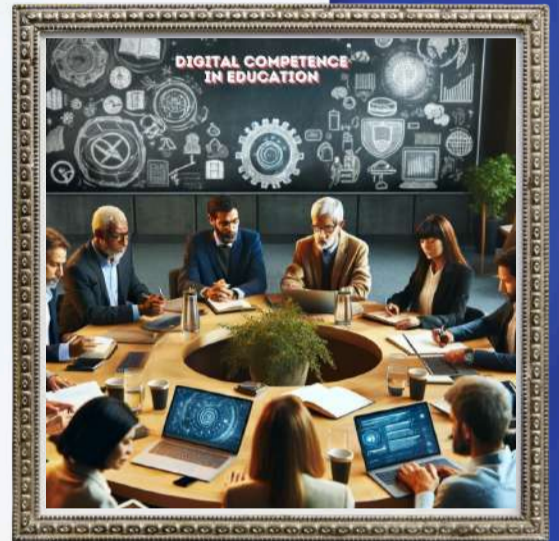


## TDC

The comprehensive training of educators is essential to integrate technology into the curriculum and guide students in their learning process. Teacher Digital Competence (TDC) is pivotal in higher education, contributing to professional growth and the digital literacy of students.

## Methodology

This study at the Universidad Nacional de Chimborazo (Unach), Ecuador, utilizes the conceptual framework COMDID A to analyse Digital Competence (DC) in its faculty. The methodology is descriptive-correlational with a non-experimental cross-sectional design. The sample, probabilistically selected in the second academic period of 2022 and underwent reliability and validity tests.



## Results

Confirmatory Factor Analysis (CFA) results indicate appropriate adaptation, identifying four factors explaining 65% of the variability and relating to adopted model dimensions. Only 39% of the faculty surpasses the average level of TDC, significant relationships between dimensions were found, accentuating the importance of faculty and career.



## Correlations

The correlation with a doctoral degree suggests higher education levels influence advanced TDC development. No correlations were observed with the field of knowledge and the teaching staff's dedication of time



## Conclusion

The linear model exhibits that occasional teachers are perceived as more competent than permanent faculty. These results emphasize the need to focus on competency development to enhance mastery of Digital Technologies (DT) in the classroom.

