Exploring the use of YouTube across different teaching groups: a digital profile analysis

INTRODUCTION

This study assesses the digital competences of pre-service and in-service teachers in Early Childhood Education, Primary Education, and Higher Education regarding YouTube use. Given the scarcity of previous research on this topic, three objectives are proposed.

OBJECTIVES

Firstly, to find out the level of digital competence in the use of YouTube. Secondly, to analyze possible disparities in the use of YouTube among educators at each educational stage. Finally, to identify significant predictors that influence the use of YouTube.
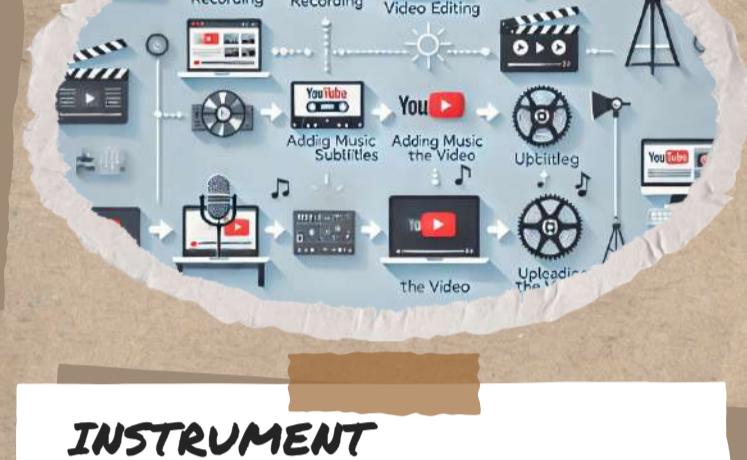
INSTRUMENT

To measure these competencies, the instrument of Guillen-Gámez et al. (2023) was used through an ex post facto approach and a non-probabilistic sampling with a sample of 1706 teachers.

RESULTS I

Both educational stages and types of teachers expressed medium and high self-perceptions in information search and selection, but low self-perceptions in the creation of educational material.

RESULTS II

Significant differences exist between teacher groups at both stages, suggesting the need for a differentiated approach to professional training in YouTube use.

RESULTS III

Additionally, gender, creation and subscription to educational channels, and the ability to include images or questions in video editing are significant predictors of these skills according to the teaching group.
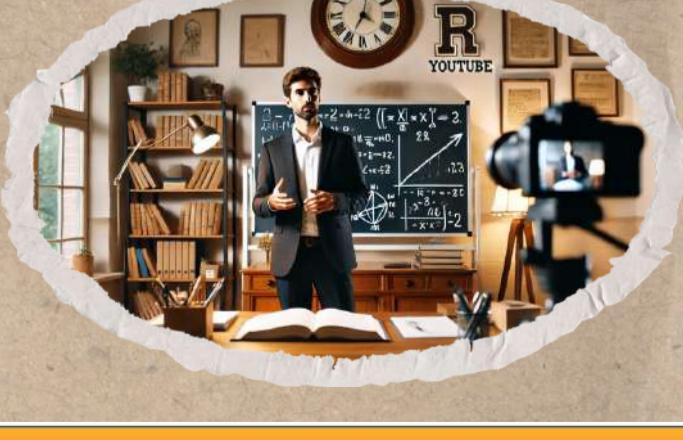
CONCLUSION

These findings imply the need to recognize individual differences in educators' skills and tailor training programs to their needs.