

Macroassessment of teachers' digital competence. DigCompEdu study in Spain and Portugal

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170.603 TEACHERS

Teachers' digital competence is essential in contemporary education due to the growing role of technology in society, schools, and classrooms. This study examines teachers' digital competence in the context of the Iberian Peninsula, covering 170,603 in-service teachers in Spain (Andalusia) and Portugal.

SPAIN-PORTUGAL DIFERENCES

Its main objective is to analyze the differences in teachers' digital competence between these two countries and explore the factors that could influence this competence.



METHODOLOGY

The study methodology is based on a large sample of teachers who completed the validated DigCompEdu Check-In. Descriptive, contrast and inferential statistical techniques were used to analyze the data.

RESULTS

The results indicate that, in general, Portuguese teachers showed a slightly higher level of digital competence compared to their Spanish counterparts in all competence areas assessed.



DIGITAL COMPETENCE

The competence area "Facilitating Learner's Digital Competence" obtained lower scores in both countries, which stresses the need to improve teachers' ability to foster the digital competences of their students in digital safety, critical literacy or problem solving. Results further show that gender, age, educational level and teaching experience are significant factors in explaining teachers' digital competence.



CONCLUSIONS

This study underscores the importance of implementing personalized training programs adapted to the individual needs and characteristics of teachers. Furthermore, the study emphasizes the significance of fostering collaboration among teachers, promoting spaces and opportunities for the exchange of knowledge, experiences, and best practices. This collaboration not only helps bridge the gap in digital competence among educators but also drives updated and relevant education in the digital age.

