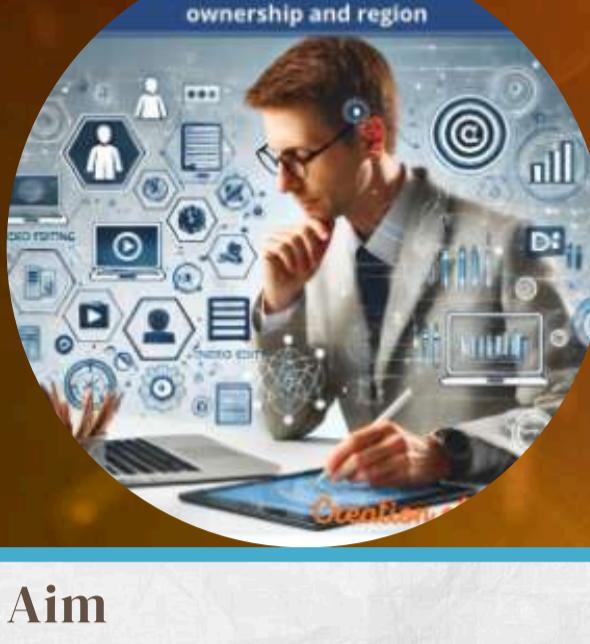


# Digital competence and content creation at University: influence of ownership and region

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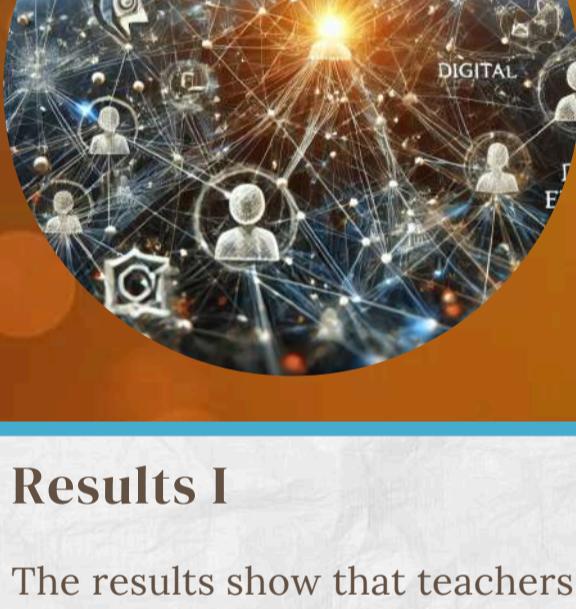
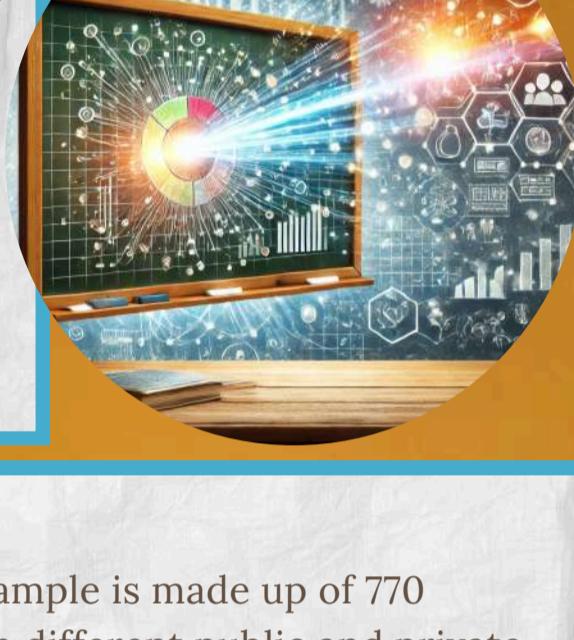


## Introduction

The scientific literature of recent years has shown that the area of content creation is one of the most critical in the set of technological skills of teachers, also confirming that personal and professional variables influence the creation of digital educational content.

## Aim

The aim of this study is to investigate whether the level of self-perceived digital competence of university professors teaching in public universities differs from that of professors teaching in private universities. It also aims to investigate whether aspects such as the academic category or the location of the university influence teachers' digital competence.

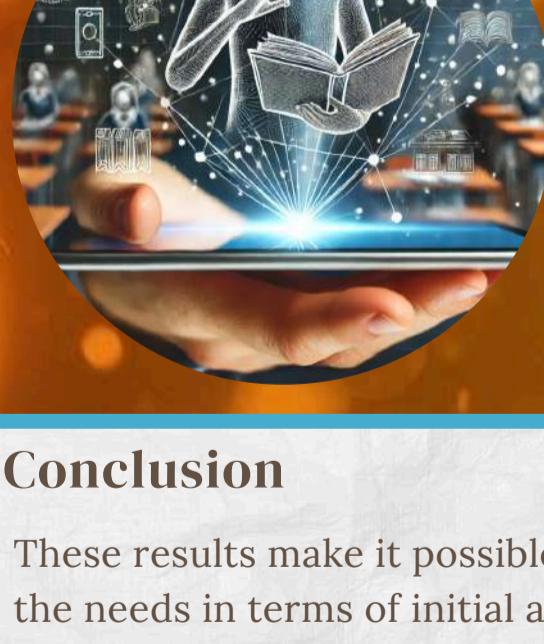


## Method

The research sample is made up of 770 professors from different public and private universities in the different autonomous communities that make up the country of Spain, who responded to a selection of items from the DigCompEdu Check-In questionnaire related to the use, selection and creation of digital content.

## Results I

The results show that teachers in private universities have a significantly higher level of digital competence than those in public universities.



## Results II

With no significant influence on the digital competence of teachers among tenured and full professors, and a higher Digital Content Creation (DCC) skill among teachers in universities in the Community of La Rioja, compared to those in Madrid, Catalonia, Castilla León, Castilla la Mancha, the Basque Country and Andalusia.



## Conclusion

These results make it possible to identify the needs in terms of initial and continuing training, as a means of identifying the requirements for the design of specific strategies.