PROMOTING DIGITAL COMPETENCE IN SECONDARY EDUCATION: ARE SCHOOLS THERE? INSIGHTS FROM A CASE STUDY
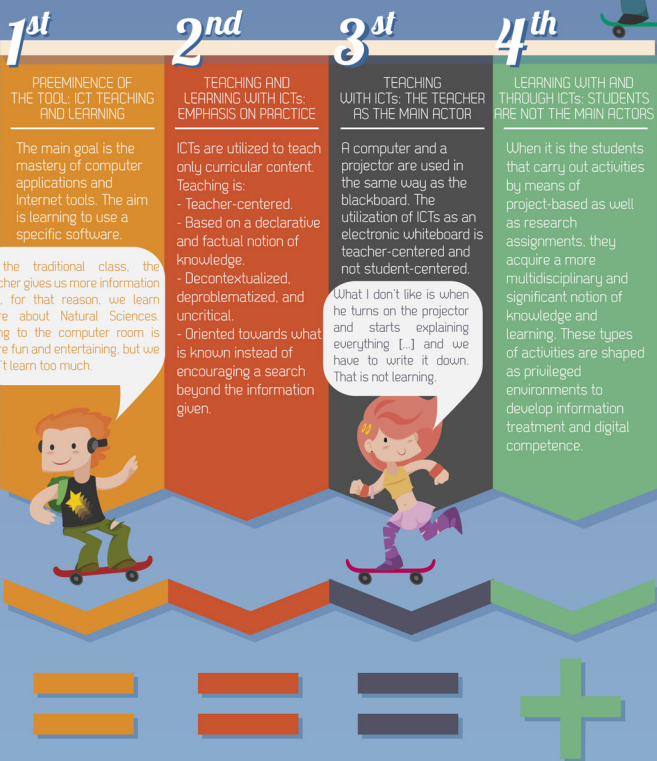
What does digital competence imply?

It implies being autonomous, efficient, responsible, critical and reflexive when it comes to the selection, processing, and use of information and its sources, as well as in the utilization of different technological tools. It also implies showing a critical and reflexive attitude which permits to evaluate the information available, contrasting it, and respecting the socially agreed rules of conduct to regulate the use of information and its sources in the different media.

The study

1 High School

350 students

38 teachers only 15 of whom use ICTs

1 school **years**

4 researchers

3 methods: Documentary analysis · Observation · Interviews

4 scenarios

1st
PREEMINENCE OF THE TOOL: ICT TEACHING AND LEARNING

The main goal is the mastery of computer applications and Internet tools. The aim is learning to use a specific software.

In the traditional class, the teacher gives us more information and, for that reason, we learn more about Natural Sciences. Going to the computer room is more fun and entertaining, but we don't learn too much.

2nd
TEACHING AND LEARNING WITH ICTs: EMPHASIS ON PRACTICE

ICTs are utilized to teach only curricular content. Teaching is:
- Teacher-centered.
- Based on a declarative and factual notion of knowledge.
- Decontextualized, deproblematized, and uncritical.
- Oriented towards what is known instead of encouraging a search beyond the information given.

3st
TEACHING WITH ICTs: THE TEACHER AS THE MAIN ACTOR

A computer and a projector are used in the same way as the blackboard. The utilization of ICTs as an electronic whiteboard is teacher-centered and not student-centered.

What I don't like is when he turns on the projector and starts explaining everything [...] and we have to write it down. That is not learning.

4th
LEARNING WITH AND THROUGH ICTs: STUDENTS ARE NOT THE MAIN ACTORS

When it is the students that carry out activities by means of project-based as well as research assignments, they acquire a more multidisciplinary and significant notion of knowledge and learning. These types of activities are shaped as privileged environments to develop information treatment and digital competence.

Conclusion

The fourth scenario is the one which makes possible situations that really allow and promote information treatment and digital competence, though with limitations too. A teaching system supported on the ability to take risks and acquire a critical awareness becomes necessary.