ASSESSING TEACHER DIGITAL COMPETENCE (DTC): THE CONSTRUCTION OF AN INSTRUMENT FOR MEASURING THE KNOWLEDGE OF PRE-SERVICE TEACHERS


INTRODUCTION

The teaching staff must link the skills or competences suited to the digital area with their professional practice.

REFERENCES

The COMDID questionnaire has been utilized as a DTC evaluation rubric in other research works (it has an evolution which allows us to use it as a referent).

METHOD

SAMPLE

- 1 group of experts
- 2 groups of students

Students of the double degree in Infant and Primary Education.

DESIGN AND TOOL

- FINAL SESSION: Test A (44) Test B (44)
- CUT-OFF POINT: 70 out of 100 (competent in DTC)
- EXPERTS SESSION: They analyze the comments about the tests done by students

DATA ANALYSIS

- (SOFTWARE SPSS 21.0)
- CONSTRUCT RELIABILITY FOR TESTS REFERRED TO CRITERIA (TRC): Cohen’s Kappa
- Livingston’s coefficient

RESULTS

- Cohen’s Kappa: K = 0.603 -> Reliable
- Livingston’s coefficient: TEST A K2 = 0.472 -> Reliable
- TEST B K2 = 0.723 -> Reliable

CONSTRUCT RELIABILITY FOR TESTS REFERRED TO CRITERIA (TRC): Cohen’s Kappa: It shows a comparison to check whether the two applications are parallel (Test A vs Test B).

LIMITATIONS

- More Studies to be able to confirm its validity as a COMDID version

OBJECTIVES

- Objective 1st: An instrument called COMDID-C was built to measure DTC
- Objective 2nd: It must continue to be studied in larger groups of experts.
- Objective 3rd: Undertaking a study with a larger sample

DISCUSSION AND CONCLUSIONS

- More Studies to be able to confirm its reliability as a COMDID version

NEEDS

- A larger sample so that Livingston’s coefficient can give us better results and ensure validity
- COMDID VERSION A
- It must continue to be studied in larger groups of experts.

FUTURE

- Implementing the test digitally (immediate feedback and advice)
- The use of the evaluation test at the end of the formative process and for a summative purpose offers reliable data in order to be able to measure the knowledge acquired by students and the development of their DTC.

The teaching staff must link the skills or competences suited to the digital area with their professional practice.

Building an instrument thanks to which we can objectively assess the DTC knowledge of future teachers.

Establishing the cut-off point and carrying out a first pilot study that makes it possible to lay the foundations for a subsequent external validation of the instrument.

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