

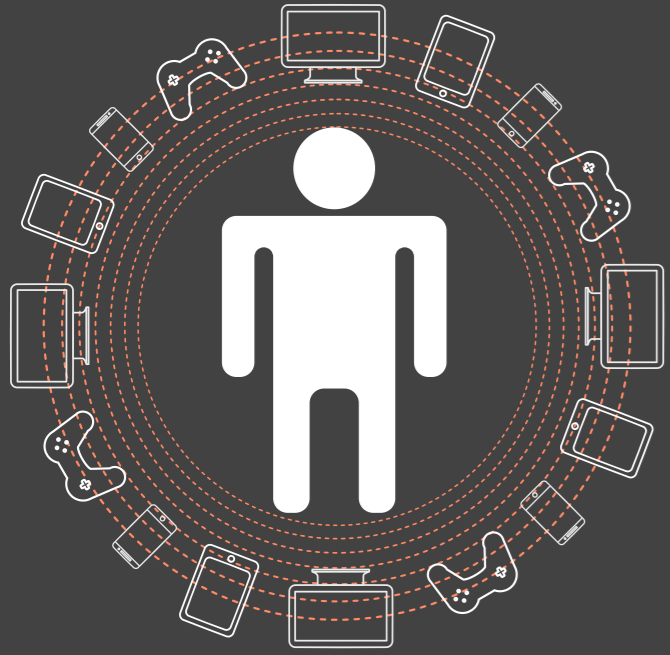
Building a training model for the digital competence of future teachers in Catalonia

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The Project

Our work tackles two main issues:

- 1) Since the implementation of teacher degrees, the training the students receive in regards to digital technologies is a growing concern.
- 2) Digital technologies receive different treatment in the curriculum designed by each university. The way digital technologies are considered a transversal topic has resulted in university teachers giving uneven importance to their inclusion in each subject.



Phase 1



Review of the competences established in the **Interdepartmental Project for Digital Competence Teaching**, of the Catalan Education Department, in relation to the current curriculum of the master's degrees of eleven Catalan universities

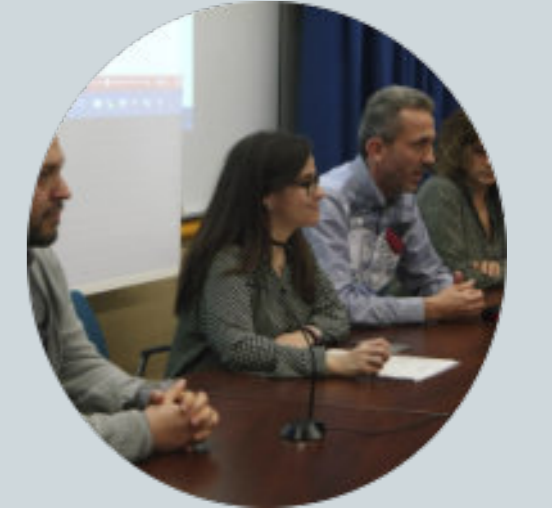
Phase 2



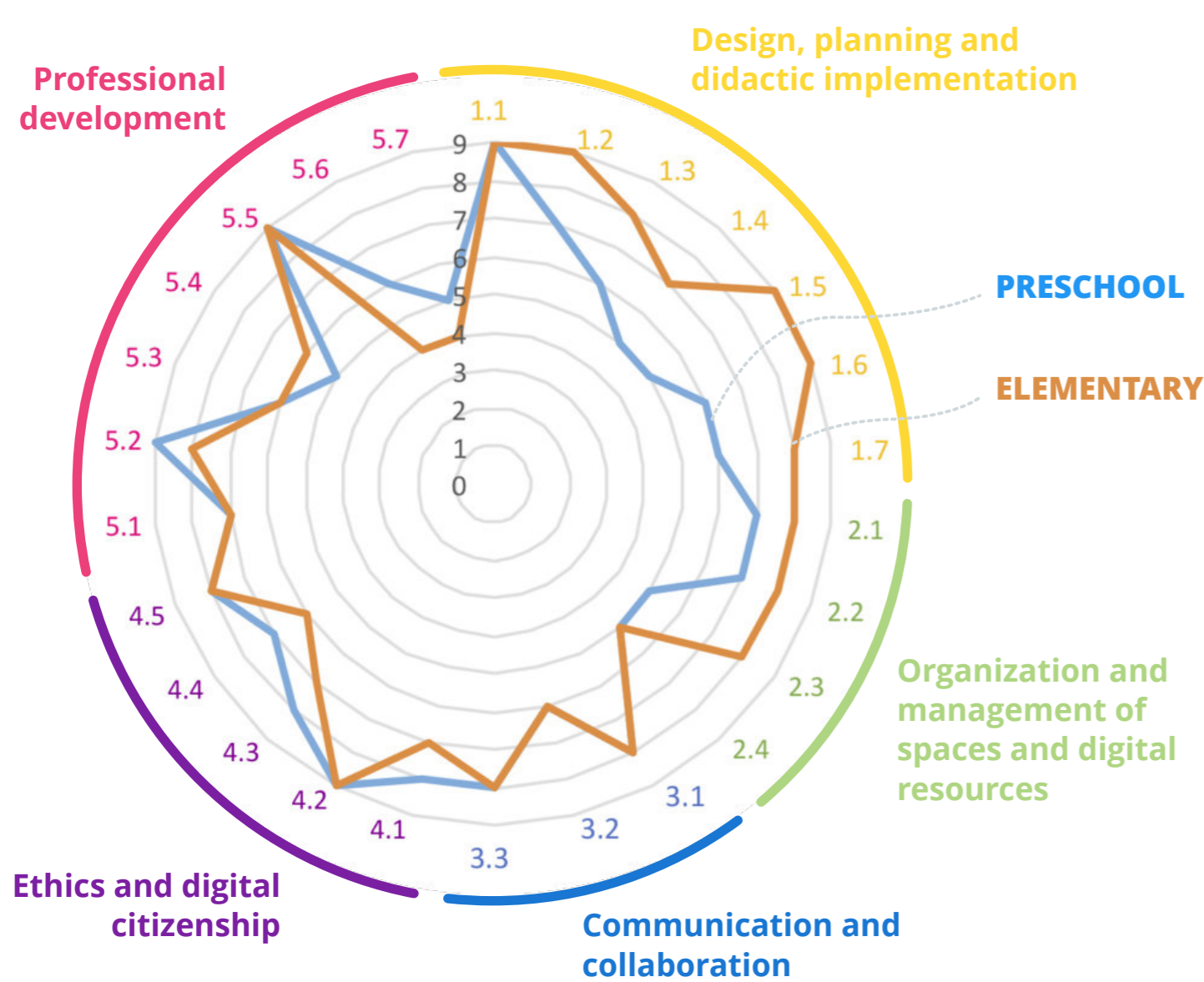
Gather the opinions and suggestions of teacher associations, in service prominent teachers, and students currently pursuing a degree in teaching, in regards to the teaching and learning of digital technologies in teacher degrees

Focus groups

Teachers
Students
Teacher associations & networks



Phase 1 results



This graph presents the number of universities with a subject in their teacher degree where descriptors related to digital competence appear (from 1.1 to 5.7). The complete list of descriptors can be found at <https://goo.gl/3RjrHy>

Phase 2 results

/ Recommendations from the focus groups

Associations

- Develop a new mandatory subject on new training scenarios and emergent methodologies
- Focus on methodological knowledge, and the evolution and possibilities of digital technologies
- Emphasize the importance of communication and collaboration, as well as a critical view on digital technologies
- Reenvison practices and assess the use of digital technologies in the final master's project

Teachers

- Include digital technologies in teacher training in a transversal and natural way
- Methodology is important, but so is knowledge of the tools
- Empower your students to create, work in groups, be active in networks...

Students

- Add a mandatory subject that has continuity accross didactic subjects
- Extend the transversality of the digital competence to other, non-didactic subjects
- Balance theory and practice, initial training and the reality in the schools

Overall

- Update the model of initial training, which is considered to be focused on content rather than innovative practices

Interuniversity Proposal for the Initial Training of Teachers in Digital Technologies

2016–2018 2015 ARMIF 00027 <http://fimted.cat>

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Participating universities

