

Review of: "Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes"

María Luisa Bossolasco¹

¹ Universidad Nacional de Tucumán

Potential competing interests: No potential competing interests to declare.

The theoretical framework is very general and is not in line with the theme (title) of the work. In recent times, at the level of international organizations and governments, standards and taxonomies of digital competences have been defined, instruments have also been designed for their measurement. It would be necessary to include this background. There is no theorizing about 'digital competences' or 'digital skills'. There is theorization about 'digital divide', 'pedagogical approaches', 'digital education policies' and 'teacher training', topics that are linked to the digital skills of teachers, but they are not the core issue of the study that is supposed to be defined in the 4 objectives mentioned.

The instrument designed does not allow gathering information to respond to the objectives. It was not validated. There is no precision on the selection of the subjects that make up the study sample. To establish comparisons with other studies, the characteristics of the subjects, educational level, instrument used, must be equivalent. If not, it is not convenient to talk about 'comparison'. It can only be mentioned that their results are in a similar direction to that reported by other studies.

The information from the findings should respond to the 4 proposed objectives.