

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

Rubén Garrido-Yserte¹

¹ Universidad de Alcalá de Henares

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The article deals with a relevant topic in the literature on education and communication technologies.

The authors have carried out an extensive survey that measures the use made of ICTs by teachers and the main difficulties encountered by teachers when using technologies for their educational function.

They carry out a descriptive exploitation of the results of the survey that yields some interesting findings, although they have not carried out any econometric analysis that allows to offer more in-depth results and a discussion of them in greater depth.

They devote too much space to the comparison with the US and the EU although they are quite different realities. The results of the comparison are not very useful in exploiting in greater depth the results of the surveys, which is the core of their contribution.

In relation to this possibility of carrying out a more in-depth analysis of the case, the following suggestions are made:

1. Check for gender patterns in the use of ICTs.
2. Discern with some analysis whether the real difficulties are supply – availability and price of technology and the network – or demand – effective use
3. Discuss whether there are patterns in use – only in demand – related to teacher training, or age, or the environment in which their work takes place
4. If the teaching experience also allows us to appreciate differentiated patterns
5. The type of support can be relevant when explaining the different uses. Distinguish the use of smartphones from other devices where it is easier to develop materials, websites and other things to discuss whether the barrier in use could be correlated with the type of device used.
6. The most frequent uses have to do with the preparation of the teacher and not so much with the interaction with the students. These results should be further elaborated. See Table 11 and discuss it beyond a descriptive approach only.
7. To what extent the results of Table 11 contradict those obtained in Table 13. It deserves further reflection.

8. In relation to the uses in the classroom and the difficulties it would be good to distinguish between those who use it in the classroom, from those who do not and know their motivations

9. Teaching and learning strategies are very important and under-addressed. It is suggested to deepen them

10. The impact on student learning can be a very useful extension. ICT requires strategies to be effective in the classroom and training for students to be useful in autonomous learning.

See "Educational performance and ICTs: Availability, use, misuse and context", Daniel Martínez-Gautier, Rubén Garrido-Yserte, María-Teresa Gallo-Rivera, Journal of Business Research <https://doi.org/10.1016/j.jbusres.2021.06.027>