

1. Record Nr.	UNINA9910574040703321
Titolo	Digital literacy for teachers // edited by ukasz Tomczyk and Laura Fedeli
Pubbl/distr/stampa	Gateway East, Singapore : , : Springer, , [2022] ©2022
ISBN	981-19-1738-8
Descrizione fisica	1 online resource (579 pages)
Collana	Lecture Notes in Educational Technology
Disciplina	370.711
Soggetti	Career development Formació del professorat Tecnologia educativa Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Contents -- 1 Introduction-On the Need for Research on the Digital Literacy of Current and Future Teachers -- References -- 2 Lessons Learned from COVID-19 Emergency Remote Education. Adaptation to Crisis Distance Education of Teachers by Developing New or Modified Digital Competences -- 2.1 Introduction -- 2.2 Digital Competency Frameworks -- 2.3 Professional Environment -- 2.4 Digital Resources -- 2.5 Assessment -- 2.6 Teaching and Learning -- 2.7 Empowering Learners -- 2.8 Facilitating Learners' Digital Competence -- 2.9 Conclusions -- References -- 3 Digital Competencies of Pre-service Teacher Students: Albanian Context -- 3.1 Introduction -- 3.1.1 Rationale -- 3.1.2 Albanian Education System -- 3.2 Theoretical Framework and Literature Review -- 3.2.1 Demand for Quality Teachers -- 3.2.2 ICT Use and e-Learning -- 3.2.3 Digital Skills in Albania -- 3.2.4 Digital Skills During Covid-19 Pandemic -- 3.2.5 Literature Review -- 3.3 Methodology -- 3.3.1 Defining Digital Competence -- 3.3.2 Method and Design -- 3.3.3 Sample and Data Collection -- 3.3.4 Hypothesis -- 3.3.5 Analysis -- 3.4 Results -- 3.4.1 Descriptive Results -- 3.4.2 Inferential Analyses -- 3.5 Discussion -- References -- 4 Critical Considerations on the Digital Potentialities,

Vocations, and Needs of Teachers in Training in Bolivia -- 4.1  
Introduction -- 4.2 Theoretical Framework -- 4.2.1 Competence  
in Education -- 4.2.2 Digital Competence -- 4.2.3 Education in Bolivia  
-- 4.2.4 Technology Approach in Education in Bolivia -- 4.3  
Methodology -- 4.3.1 Objective -- 4.3.2 Method -- 4.4 Results -- 4.5  
Discussion -- 4.6 Conclusion -- References -- 5 Digital Literacy  
of Students of Teacher Training Colleges in Bosnia and Herzegovina-  
Literature Review and Analysis -- 5.1 Introduction -- 5.2 Theoretical  
Framework -- 5.3 Research Methodology -- 5.3.1 Research Procedure  
and Technique.  
5.4 Results -- 5.5 Discussion -- 5.6 Conclusion -- References -- 6  
Digital Competencies Among Brazilian Pre-service Teachers:  
An Overview -- 6.1 Introduction -- 6.2 Theoretical Framework  
of Digital Competencies in Brazil -- 6.3 Research Methodology -- 6.3.1  
Objective and Subject Matter -- 6.3.2 Test Procedure -- 6.3.3 Research  
Technique -- 6.3.4 Research Limitations -- 6.4 Results -- 6.5  
Discussion -- 6.6 Conclusion -- References -- 7 Dynamics  
in the Development of Digital Competence of Bulgarian Teachers -- 7.1  
Introduction -- 7.2 Theoretical Framework -- 7.3 Methodology -- 7.4  
Research -- 7.4.1 Research on the Development of Teacher-Specific  
Digital Competence Before Entry to the Profession -- 7.4.2 Research  
on the Development of In-Service Teachers' Digital Competence  
in Bulgaria -- 7.4.3 Research on the Dynamic of In-Service Teachers'  
Digital Competence during COVID-19 -- 7.5 Discussion  
and Conclusion -- References -- 8 Letting the Light Shine in:  
A Tapestry of Digital Literacies in Canadian Faculties of Education --  
8.1 Introduction -- 8.2 Theoretical and Conceptual Frameworks --  
8.2.1 Methodology -- 8.2.2 Results -- 8.2.3 Pulling Threads -- 8.3  
Measuring -- 8.3.1 Competency Profile -- 8.3.2 Self-Study Scholarship  
-- 8.4 Discussion -- 8.4.1 Truth and Reconciliation and DL/DC --  
8.4.2 Complexity and DL/DC -- 8.4.3 Beyond Borders with DL/DC --  
8.5 Conclusion -- References -- 9 Assessment of Digital Competencies  
in Initial Teacher Training in Chile: What Does the Research Say? -- 9.1  
Introduction -- 9.2 Theoretical Framework -- 9.3 Research  
Methodology -- 9.3.1 Objective of the Study -- 9.3.2 Type of Study --  
9.3.3 Procedure -- 9.4 Results -- 9.4.1 Digital Competencies -- 9.4.2  
Digital Teaching Competence -- 9.4.3 Curricula and Initial Teacher  
Training Programs -- 9.5 Discussion -- 9.6 Conclusions -- References.  
10 Digital Literacy of Chinese Normal Students: A Literature Review --  
10.1 Introduction -- 10.2 Concept Definition -- 10.2.1 "Practice-  
Oriented, Ability-Oriented" Chinese Characteristics -- 10.2.2 Main  
Research Framework -- 10.3 Research Methodology -- 10.3.1  
Objective and Subject Matter -- 10.3.2 Test Procedure and Literature  
Description -- 10.3.3 Research Technique -- 10.4 Research Findings  
-- 10.4.1 Trend: The Digital Literacy of Normal Students Research  
Presents an Overall Rise -- 10.4.2 Theme: The Practice and Training  
of Normal Students Receives More Attention -- 10.4.3 Methodology:  
Qualitative Research is the Mainstream, and Quantitative Research is  
Growing Rapidly -- 10.4.4 Performance: Normal Students' Digital  
Practice Abilities Are Insufficient -- 10.5 Discussion -- 10.5.1  
Evaluation of Existing Research -- 10.5.2 Research Limitations  
and Future Research Direction -- 10.6 Conclusion -- References -- 11  
Digital Competencies of Czech Pre-service Teachers: Review Study --  
11.1 Introduction -- 11.2 Theoretical Framework -- 11.3 Brief Report  
About Training for Future Teachers -- 11.4 Research Methodology --  
11.4.1 Objective and Subject Matter -- 11.4.2 Test Procedure -- 11.4.3  
Research Technique -- 11.5 Results -- 11.6 Discussion -- 11.7  
Summary -- References -- 12 The Dominican Republic and the Digital

Competencies of Future Teachers in the Digital Age -- 12.1  
Introduction -- 12.1.1 Materials and Methods -- 12.1.2 Literature  
Review and Search -- 12.1.3 Inclusion and Exclusion Criteria -- 12.1.4  
Quality Criteria -- 12.1.5 Theoretical Framework -- 12.2 Results  
and Discussion -- 12.2.1 How Higher Education Defines Digital  
Competency/Literacy? -- 12.2.2 In What Manner Are Future Teachers  
in the DR Able to Use ICT? -- 12.2.3 What Are the Digital Skills  
of Future Educators' Undergraduates in the DR?  
12.2.4 Which Are the Components Frequently Used to Evaluate  
the Digital Skills of Future Professors in the DR? -- 12.3 Limitations --  
12.4 Conclusions -- References -- 13 Digital Competence Among  
Students of Pedagogy and EFL Teacher-Students in Ecuador: A Review  
of the Existing Literature -- 13.1 Introduction -- 13.2 Theoretical  
Framework of Digital Competence -- 13.3 Research Methodology --  
13.3.1 Procedure -- 13.3.2 Limitations of the Study -- 13.4 Results --  
13.5 Discussion -- 13.6 Conclusions -- References -- 14  
A Multidimensional Perspective on Digital Competence, Curriculum  
and Teacher Training in Italy. A Scoping Review on Prospective  
and Novice Teachers -- 14.1 Introduction -- 14.2 Digital Competence:  
An Overview of the Italian Initiatives in the Lens of EU -- 14.3 The  
Target: The Training Paths and Profiles of Prospective Teachers in Italy  
-- 14.4 Curriculum and Digital Competences -- 14.5 Pre-service  
and Novice Teachers' Digital Competence: A Scoping Review at National  
Level -- 14.6 Data and Discussion -- 14.6.1 Digital Competence  
Ecosystem -- 14.6.2 Context -- 14.7 Conclusion -- References -- 15  
The Digital Competence of Future Teachers in Kosovo -- 15.1  
Introduction -- 15.2 Theoretical Framework of Digital Competence --  
15.2.1 Digital Literacy -- 15.2.2 Digital Competence -- 15.2.3 The  
Meaning of Digital Competence in Kosovo -- 15.3 Research  
Methodology -- 15.3.1 The Aim and the Method Used -- 15.3.2 Data  
Collection -- 15.3.3 Research Limitations -- 15.4 The Kosovo Context  
-- 15.4.1 An Analysis of the Curricula of the Teaching/Pedagogical  
Faculties -- 15.5 Discussion -- 15.6 Conclusions -- References -- 16  
Digital Competence and Teacher Training Overview: Is Lithuania Ready  
for Digitalism in Education? -- 16.1 Introduction -- 16.2 Theoretical  
Framework -- 16.3 Methodology -- 16.4 Results -- 16.5 Discussion --  
16.6 Conclusion -- References.  
17 Digital Competencies of Higher Education Institutions in Mexico:  
A Systematic Literature Review -- 17.1 Introduction -- 17.2 Theoretical  
Framework -- 17.3 Research Methodology -- 17.3.1 Selection  
of Research Questions -- 17.3.2 Selection of Bibliographic Databases  
-- 17.3.3 Choice of Search Terms -- 17.3.4 Application of Practical  
Selection Criteria -- 17.3.5 Application of Methodological Selection  
Criteria -- 17.3.6 Data Analysis -- 17.4 Results -- 17.4.1 Summary  
of Results -- 17.5 Discussion -- 17.6 Conclusions -- References -- 18  
From Tools to Complexity?-A Systematic Literature Analysis of Digital  
Competence Among Pre-service Teachers in Norway -- 18.1  
Introduction -- 18.1.1 Research Questions -- 18.2 The Position  
of Digital Competence in Norwegian Education -- 18.2.1 Formal Policy  
for Early Childhood Education -- 18.2.2 Formal Policy for Primary  
and Secondary Education -- 18.2.3 From Tool-Oriented Skills to Cross-  
Curricular Competence -- 18.2.4 The Nordic Perspective -- 18.3  
Methodology -- 18.3.1 Inclusion Criteria -- 18.3.2 Literature Search --  
18.3.3 Analysis -- 18.3.4 Reflections and Limitations -- 18.4 Results  
and Discussion -- 18.4.1 Target Teaching Levels -- 18.4.2 Methods  
Used in Selected Articles -- 18.4.3 Theoretical Foundations -- 18.4.4  
Digital Competence Concept Development -- 18.5 Conclusion --  
References -- 19 Understanding Digital Literacy, Digital Competence,

and Pedagogical Digital Competence: Implementing Online Teaching for Filipino Tertiary Educators During COVID-19 -- 19.1 Introduction -- 19.2 Method -- 19.3 Understanding Digital Literacy, Competence, and Pedagogical Digital Competence -- 19.3.1 Defining DL and DC -- 19.3.2 Teachers' DC and PDC -- 19.3.3 Measuring DC and PDC -- 19.4 Filipino Tertiary Educators' PDC and Online Learning -- 19.5 Obstacles in Enhancing Filipino Teachers' PDC and Implementing Online Learning. 19.5.1 Logistical Problems.

---