A Study on ICT Training Among Faculty Members of Spanish Faculties of Education

DOI: 10.15804/tner.2015.42.4.02

Abstract
Acquisition of digital skills by faculty members is a significantly important step when it comes to integrating ICT in teaching. In light of that, this study aims to describe and analyse faculty members' training in ICT in all faculties of education within Spanish public universities. The paper hereby presented describes results from 1,145 professors, obtained by an ad hoc online questionnaire. Both data and results have been obtained from one of the instrument dimensions: received teaching training and professors' perception of their own training. This instrument consists of 25 items. Results show the need for more profound training regarding the optimisation of ICT didactic and pedagogic potential in class, as well as an integrated approach to pedagogy, digital literacy and knowledge.

Keywords: ICT, faculty members, training, higher education, digital skills, technology enhanced learning

Introduction
Technology is evolving so fast that faculty members not only need to master contemporary ICT tools, but also to keep a comprehensive approach in order to face the implied continuum this evolution results in. Given this situation, professors face the challenge of being ready and trained to implement new learning environments, and also the need for mastering ICT in their professional life. Thus, faculty members play a new role, in which they become the origin of these new situations within the new learning environments where the teaching/learning