

The Acquisition of Digital Literacy in Teacher Education: An Analysis of High School Teachers in Paraguay

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Abstract:

Nowadays, the use of technology has transformed teaching dynamics. This has created a need to develop technological capital based on Digital Skills for effective teaching. This study investigates the evaluation of digital tools in a teacher training program in Paraguay, as part of a larger research project on ICT teacher training, using the “Saberes Digitales” as the theoretical and methodological framework. The program involved 262 participants in Level 1 and 300 in Level 2, using synchronous and in-person sessions (8 weeks) alongside an asynchronous track with recorded content. The cohort was predominantly female (80.6%) with a mean age of 38.6 years, primarily from urban areas (85.3%) in the Central Department (69.8%) and Asunción (7.8%). Regarding participation, 58.9% were in Level II and 41.1% in Level I, with 52.7% opting for the asynchronous format. The results indicate a high valuation of skills related to text creation, digital citizenship, and digital literacy skills, which were perceived as the most useful, followed by device use and file management. Participants expressed interest in learning more about Artificial Intelligence and spreadsheets for professional purposes. It is concluded that the evaluation of acquired knowledge and the demand for specialized skills in emerging technologies highlight the importance of designing training programs that respond to teachers' needs.

Keywords:

Teacher training, technology, saberes digitales, education.