What does digital competence imply?

It implies being autonomous, efficient, responsible, critical and reflective when it comes to the selection, processing, and use of information and its sources, as well as in the utilization of different technological tools. It also implies showing a critical and reflective attitude which permits to evaluate the information available, contrasting it, and respecting the socially agreed rules of conduct to regulate the use of information and its sources in the different media.

The study

PREPARATION OF THE TOOL: ICT TEACHING AND LEARNING

The main goal is the mastery of computer applications and internet tools. The aim is learning to use a specific software.

In the traditional class, the teacher gives out more information and for that reason, we learn more about Natural Sciences. Going to the computer room is more fun and entertaining but we don’t learn too much.

TEACHING AND LEARNING WITH ICTS: AN EXPERIMENTAL PRACTICE

ICTs are utilized to teach only a minor part of content. Teaching is:
- Teacher-centered;
- Based on a didactic and factual notion of knowledge;
- Decontextualized, depersonalized, and uncertain.

Directed towards what is known instead of encouaging a search beyond the information given.

1st scenario

2nd scenario

3rd scenario

4th scenario

1st scenario

2nd scenario

3rd scenario

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THE TEACHER WITH ICTS: THE TEACHER IS THE MAIN ACTOR

When it is the students who carry out activities by means of project-based as well as research assignments, they acquire a more multidisciplinary and significant notion of knowledge and learning. These types of activities are shaped as privileged environments to develop information treatment and digital competence.

Conclusion

The fourth scenario is the one which makes possible situations that really allow and promote information treatment and digital competence, though with limitations too. A teaching system supported on the ability to take risks and acquire a critical awareness becomes necessary.