
**Assessing Teacher Digital Competence (DTC): The Construction of an Instrument for Measuring the Knowledge of Pre-Service Teachers**

**Introduction**

The teaching staff must link the skills or competences suited to the digital area with their professional practice.

**Design of the Evaluation Process**

2 Moments

- **Formative**
  - During the teaching learning process

- **Summative**
  - DTC final assessment

**Objectives**

1. Establishing the cut-off point and carrying out a first pilot study that makes it possible to lay the foundations for a subsequent external validation of the instrument.
2. Implementing the test digitally (immediate feedback and advice)

**Method**

**Sample**

- Group of experts: 5
- 2 groups of students: 6, 3, 22

**Design and Tool**

- Final session
- Cut-off point
- Experts' session

**Data Analysis**

- (Software: SPSS 21.0)
- **Construct reliability for tests referred to criteria (TRC)**
- **Cohen's Kappa**
- **Livingston's coefficient**

**Results**

- Cohen's Kappa: 
  - Test A: 0.472
  - Test B: 0.723

- Livingston's coefficient:
  - Test A: 0.603

**Discussion and Conclusions**

- It draws a comparison to check whether the two applications are parallel (Test A / Test B).
- It studies the reliability of each test.
- Cohen's Kappa tells us that they are parallel; we can use either identically.

**Needs**

- A larger sample so that Livingston's coefficient can give us better results and ensure validity.

**Future**

- Implementing the test digitally (immediate feedback and advice)

**References**

- The COMDID questionnaire has been utilized as a DTC evaluation rubric in other research works (it has an evolution which allows us to use it as a referent).

**Objective 1st**

- Using a single instrument to measure DTC

- Undertaking a study with a larger sample

**Objective 2nd**

- An instrument called COMDID-C was built to measure DTC

- It must continue to be studied in larger groups of students.

**Needs**

- More Studies to be able to confirm its validity as a COMDID version.

- It must continue to be studied in larger groups of students.

**Limitations**

- Undertaking a study with a larger sample

**Discussion and Conclusions**

- More Studies to be able to confirm its validity as a COMDID version.

- It must continue to be studied in larger groups of students.

**Future**

- Implementing the test digitally (immediate feedback and advice)