INTRODUCTION

Digital competence: Encompasses digital skills, the use of digital technologies in business and everyday life, critical assessment of digital technologies and participation in digital culture. Questions: What is the opinion of pre-service teachers regarding their digital competence? Do pre-service teachers’ opinions change according to gender/branch/perceived level of digital competence?

METHOD

Cross-sectional survey model

Results

OPINIONS ON DIGITAL COMPETENCES

3.8 or above  Information and data literacy, and communication and collaboration

Lower average  Digital content creation and problem-solving

High average  Safety

Above average  Digital competence of pre-service teachers

EXAMINATION OF PRE-SERVICE TEACHERS’ OPINIONS ON THEIR DIGITAL COMPETENCE ACCORDING TO THE VARIABLES

Gender: Big difference in favor of males in four areas, excluding communication and collaboration.

Branch: The CEIT (Computer Education & Instructional Technology) branch stands out in every digital competence area.

Perceived level of digital competence: Those teachers with greater digital competence have a higher score.

CONCLUSIONS

AREAS

Higher  Information and data literacy, communication and collaboration, and safety.

Low average  Digital content development, technical problem-solving.

They have reached a more advanced level in the use of digital technologies in everyday life.

SAFE

They are good at searching for information, screening, assessing, storing, and organizing.

Males

Better in information and data literacy, digital content creation, safety, and problem-solving.

CEIT pre-service teachers

They own higher competences in all areas, on an advanced level and style.

ON THE WHOLE

Pre-service teachers are LACKING in the development of digital competence.