1. INTRODUCTION
Teachers’ communication with the educational community (students, families, and teachers) may be different depending on the place where they reside. Are teachers in rural areas prepared to carry out this communication through digital media?

OBJECTIVE
Determining how teachers harness ICTs to stay in touch with students as well as with their families.

2. METHODOLOGY
Quantitative study non-experimental and ex post facto

INSTRUMENT:
Guillén-Gámez, Mayorga-Fernández, & Contreras-Rosado (2021) questionnaire

SAMPLE:
• Set teachers from schools located in Spanish rural areas
• Non-probabilistic purpose sample

3. RESULTS
1. Digital Competence according to Different Academic and Demographic Variables
• Gender: medium-high level, regardless of their gender.
• Type of centre (rural school - GRS): medium-high level for both types of school in every instrument dimension.
• Age: not a determining factor.
• Years of experience: not a determining factor.

2. Analysis of Teachers’ Overall Digital Competence according to Gender, Type of School, and Digital Resources
• Gender: significant differences were found for both categories depending on whether teachers used Blogs, TikTok, Facebook, Twitter, and Moodle to communicate with the educational community or not.
• Type of centre (rural school - GRS): in both types, teachers who use digital resources for communication have higher levels of digital competence development than those who never resort to them.

4. CONCLUSIONS
• Results show a high degree of involvement of teachers regarding how to continue communicating with other educational community members through digital media.
• Greater economic investment is considered necessary to improve communication channels with families and students.
• Training strategies must be implemented that take into account the pros and cons of introducing these digital resources both in the teaching-learning processes and in the mechanisms used to interact and communicate with the entire educational community.


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360 725 2022-07-13