Teacher training must focus on improving Teacher Digital Competence (TDC) and School Learning. This work seeks to overcome the division of knowledge and join teacher training policies to favour digital innovation.

There is a presence of contents, learning activities and outcomes which show the consumption of digital technologies, although that does not suffice to prove the existence of digital innovation. Serious deficiencies exist in the teacher training policy, since there is no educational definition of digital culture.


1. Introduction
2. Method
3. Results
4. Conclusions

Common ICT Competency Framework for teachers + Media and Information Literacy (MIL) Curriculum bases for TDC and, with it, for its transfer to students.

1.1. UNESCO’S STRATEGY AND INITIAL TEACHER TRAINING: A NECESSARY HYBRIDISATION IN THE NEW DIGITAL ERA

2. Method

Master’s degrees (online, blended, distance)

Qualitative analysis about the digital innovation collected in the curricula, in 5 semantic fields:

- Conceptual Foundation
- Methodological Standards
- Learning Activities
- Learning Outcomes
- Assessment

In general, difficulty in converting the digitalisation of education into an innovative teaching model.

Conceptual foundation. Reductionist convergences of innovation.

Evidence is obtained of an obsolete, old-fashioned approach to innovation.

Methodology and learning activities.

Mere digital instrumentalisation.

It is far from being considered innovation; it continues to make students merely reproduce knowledge.

Learning outcomes: formal convergence and fictitious digital transformation.

It is still very far from being regarded as innovative.

1.2. RESEARCH APPROACH

Analysis of curriculum frameworks in the distance Secondary Education Teacher Training Master’s Degrees offered by universities in Spain to answer three questions:

1st Are the ICT competency frameworks or MIL present in teacher training? And does this training have as its aim to help build students’ digital identity?

2nd How does teaching innovation appear in those curriculum frameworks?

3rd What should the process of teacher training in digital technologies be like?

3. Results

4. Conclusions

There is a presence of contents, learning activities and outcomes which show the consumption of digital technologies, although that does not suffice to prove the existence of digital innovation.

Serious deficiencies exist in the teacher training process: since there is no educational definition of digital culture.