

Proficiency of Teachers' Digital Content Creation

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Abstract

In this paper, we explore the proficiency in digital competencies of around 1,400 Slovenian teachers from 70 primary and secondary schools. Our main research question was: How proficient are teachers in the area of Digital content creation and what differences are observed across various projects? A quantitative survey methodology was employed to assess teachers' competence in creating digital content. The findings reveal that teachers generally demonstrate basic to intermediate proficiency that varies across specific sub-competencies. Programming is by far the least developed sub-competence. The results highlight the ongoing need for targeted teachers' professional development of digital competencies in order for students to benefit.

Keywords: digital competencies, teachers, Digital content creation, DigComp 2.2., Innovative pedagogy 5.0, DigFit, I-school