DIGITAL TEACHING COMPETENCE IN HIGHER EDUCATION.

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Abstract: Higher education is one of the educational stages most affected by digital technologies, whose constant development has produced a favourable atmosphere for new approaches regarding the teaching–learning processes.

Keywords: digital competence; college faculty; higher education; teachers

The incorporation of Information and Communication Technologies (ICT) has called for universities to propose and implement policies that meet these new needs. In this regard, higher education is currently one of the educational stages most affected by digital technologies. ICT's constant progress has generated favourable conditions for new approaches to teaching and learning processes. The universalisation of the internet has helped to create different proposals: smart, digital, wireless, cybernetic or knowledge. Among these terms, smart is the latest development, and it is closely related to the academic world. The literature related to the use of ICT and higher education shows a lack of consensus regarding the definition of digital competences, and although there has been some progress in the conceptualisation, it is complex to define their meaning. The definition of digital competence itself is diverse, multi-faceted and context-based. Approaches the concept from different angles, and within the teacher's professional competences, different authors refer to those capacities or skills related to the use of technological tools in the classroom as being different from the use that can be given to these tools in one's home environment. Thus, teachers' digital literacy is presented as essential in relation to ICT knowledge and its integration into the teaching and learning processes . In short, digital teaching competence is related to all those skills, attitudes and knowledge required by teachers in a digitalised world. present qualitative research or mixed methods . Focusing on the use of ICTs, we can see that teachers are very concerned about the integration of ICTs into university classrooms. From this perspective, it seems complicated to implement new teaching innovation models based on ICTs, because university teachers face several barriers, including, mainly, the lack of teacher training or the teacher's profile ; following that, there is the lack of experience or resources .

In general, the articles point to the need to use ICTs in university classrooms, but that teachers need to be trained in digital skills. The emergence of ICT has created new innovative settings in all societal sectors, including in the field of education. Thus, in order to achieve the objective of our review, the research questions posed

above will be answered. Answering the first research question in relation to the general state of scientific production in this field in the past decade, the main conclusion is that it is in an initial and expansion phase. Digital teaching competence is a field that, although it has been researched over time, is becoming more relevant and interesting over the past few years, since most scientific production has been published in recent years, with the aim of enabling teachers to achieve the skills and competences of the 21st century in order to develop experience and learning environments reinforced by technology . In this regard, it is important to note that their integration at all educational levels, especially at the university level, has become an objective in various countries around the world, due, among other reasons, to the fact that these technological tools can improve the teaching and learning processes of students.

We live in an increasingly changing world that requires education systems, along with education professionals, to rethink their teaching methods, adjusting them to current circumstances, that is, to the digital era. In this way, through this study, the aim has been to provide a general overview of the digital teaching skills in higher education through a systematic review of the relevant scientific literature in this area. But, after all that has been explained, we ask ourselves, is the university teacher really qualified in digital competences?

The scientific literature shows that university teaching staff are not sufficiently qualified in digital competences and are therefore not able to adapt their teaching methods to the demands of the current situation . Thus, one of the challenges for higher education is to take advantage of the full potential of ICT for learning, not only for the modernization of educational institutions, but also for the improvement of the teaching–learning processes of students.

The findings of this systematic review will be used as the basis for recommendations regarding the training of university teachers, as well as for future research in this field. It is essential to continue with further research in this field, as ICTs are an essential element in education; yet production in this field is still scarce and merits an increase. This study confirms that more ICT teacher training means better training conditions for students . Likewise, a proposal for permanent improvements must be drawn up so that teachers can develop digital teaching skills and be trained in both technological and pedagogical areas in new settings or using a combination of educational courses so that they can acquire the required digital skills [38–40], since the current and scarce training received by teachers causes a lack of motivation and little initiative to integrate ICT into the teaching–learning

process . Thus, one of the challenges for higher education is to take advantage of the full potential of ICT for learning, not only for the modernisation of educational institutions, but also for the improvement of the teaching–learning processes of students.

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