Analysis of the Technological Appropriation of Secondary School Teachers in Paraguay Through Continuing Education Courses

Valentina Canese
Universidad Nacional de Asuncion, San Lorenzo, Paraguay

Juan Ignacio Mereles
Universidad Nacional de Asuncion, San Lorenzo, Paraguay

Roberto Páez
Universidad Nacional de Asuncion, San Lorenzo, Paraguay

Abstract

In the current context of digital transformation, teacher training faces the challenge of effectively incorporating digital technologies in the teaching-learning processes. The aim of this study is to analyze the level of technological appropriation and digital competencies of secondary school teachers in Paraguay, in order to design strategies to strengthen their continuing education. The research, currently in its exploratory phase, adopts a mixed convergent design (quantitative-qualitative), which allows the integration of numerical data with contextual information. A pre-test of technological appropriation adapted from instruments of the Universidad Veracruzana in Mexico and aligned with dimensions of the European DigCompEdu framework will be applied.

Qualitative data will also be collected through observations and focus groups to characterize the educational context of the participants. The sample, consisting of at least 300 teachers, was selected by stratified random sampling, ensuring the representativeness of teachers from officially managed Teacher Training Institutes (IFD) in various regions of Paraguay. The data obtained will guide the design of training courses, which will be implemented in three modalities: face-to-face, synchronous virtual and asynchronous virtual. With this, the study seeks to generate empirical evidence that will contribute to the development of educational policies and the strengthening of teachers' digital competencies, favoring a significant integration of technologies in secondary education in Paraguay.

Keywords

Technological appropriation, digital integration, teacher education, continuing education.