Table S1. Characterization of the articles included in the review.

Author/Year	Journal	Country	Research Design	Main findings	Citations
Riascos-Erazo, S.C., Ávila-Fajardo, G.P. & Quintero-Calvache, D.M. (2009).	Educación y Educadores	Colombia	Quantitative	Teachers show a positive opinion about ICTs, mainly in private universities, due to the interest, training and support provided by these institutions regarding teacher training.	23
Muñoz, P.C., González Sanmamed, M. & Fuentes, E.J. (2011).	Educación XXI	Spain	Quantitative	Teachers report training needs, as their main knowledge is about word processing or display programmes.	2
Carrera Farrán, F.X. & Coiduras Rodríguez, J.L. (2012).	Revista de Docencia Universitaria	Spain	Quantitative	Digital competence is an essential requirement for university teachers, but they are familiar with word processing programmes, but not with creating and editing resources.	0
Prendes Espinosa, M.P. & Gutiérrez Porlán, I. (2013).	Revista de Educación	Spain	Quantitative	ICT skills are essential for teacher performance, although they are scarce currently.	0
Rodríguez Espinosa, H., Restrepo Betancur, L.F. & Aranzazu, D. (2014).	Revista de la Educación Superior	Colombia	Quantitative	The need to improve teacher training is stated. Research shows that there is greater knowledge of ICT among women, as well as among groups under 40.	0
Mirete Ruiz, A.B. (2016).	Revista de la Facultad de Educación de Albacete	Spain	Quantitative	The results demonstrate that the university teachers have a positive attitude towards ICTs, but their knowledge is very limited.	0
Muhametjanova, G. & Cagiltay, K. (2016).	Journal of Mathematics, Science & Technology Education	Turkey	Mixed	The findings include that teachers have little training and experience in technology. Other barriers include the cost of computers and Internet access problems.	5
Mercader, C. & Gairin Sallan, J. (2017).	Revista de docencia Universitaria	Spain	Mixed	The results show that teachers mainly implement basic tools such as visual displays. In addition, the use of frequencies is very low. It is possible to link this trend to internal factors such as: digital competence, age or experience.	7
Castellanos Adarme, M.E., Nieto Sánchez, Z.C. & Parra López, H.M. (2018).	Logos, Ciencia & Tecnología	Venezuela	Qualitative	Results indicate the limited knowledge of digital skills that university professors have in order to achieve significant learning in their students.	0
Fernández-Márquez, E., Leiva-Olivencia, J.J. &	Revista digital de investigación	Spain	Quantitative	Findings highlight the university faculty's perceptions of their use of ICTs, pointing to several factors that	0

López-Meneses, E. (2018).	en docencia universitaria			affect their use, such as lack of time, resources or training.	
Tejada Fernández, J. & Pozos Pérez, K.V. (2018).	Profesorado	Spain	Qualitative	The incorporation of ICT in education depends on the teacher's profile and his/her professional skills. Thus, a new model for integrating digital skills into university teaching is presented.	0
Reyes Pérez, J.J., Cárdenas Zea, M.P., & Díaz Ocampo, E. (2018).	Dilemas contemporáneos-Educación, política y valores	Ecuador	Qualitative	Findings conclude the need for ongoing training of university teachers in digital skills and innovative teaching activities with students through the use of ICT.	0
Ríos Ariza, J.M., Gómez Barajas, E.R. & Rojas Polanco, M.P. (2018).	Píxel-Bit. Revista De Medios Y Educación	Spain	Qualitative	The results show that university teachers are more expert in technological matters rather than in pedagogical ones.	0
Barroso Osuna, J., Matos Alcantara, V.Y. & Aguilar Gavira, S. (2019).	Revista Iberoamericana De Educación	Spain	Mixed	ICTs are a powerful tool for building students' knowledge, but it requires proper training and attitude by teachers, who are often limited and show little initiative.	0
Hidalgo-Durán, G. (2019).	Revista electrónica calidad en la educación superior	Costa Rica	Qualitative	The use of ICT individually does not guarantee higher quality education, therefore, it is intended to improve the implementation and training of university teachers.	0
Kotkova, V.V. & Perminova, L.A. (2009).	Information Technologies and Learning Tools	Ukraine	Quantitative	Teachers say that more skills, strategies and time are needed to introduce ICT into education.	0
Mercader Juan, C. (2019).	Aula Abierta	Spain	Mixed	The study suggests that lack of training, innovation and time are some of the main factors that impede teachers' use of technology.	1
Pérez Díaz, R. (2019)	Pixel-Bit, Revista de Medios y Educación	Spain	Quantitative	Results show that teachers are familiar with technological tools and Internet access, but have difficulties with other aspects, such as the creation of digital resources.	0
Romero Alonso, R., Riquelme Plaza, I & Halal Orfali, C. (2019)	Digital Education Review	Chile	Qualitative	Findings indicate the barriers that university teachers face in their practices when using ICTs, including insufficient training.	5
Suleimen, N. (2019).	Journal of Information Technology Education: Research	Kazakhstan	Mixed	The results note that teachers are positive about the use of ICTs, but they mainly use multimedia presentation tools and they do not use any advanced tools. Barriers include lack of time, resources and training.	2