Special Issue

Digital Competence of Educators: Opportunities and Challenges

Message from the Guest Editors

Technology has brought about important changes in the way we live and relate to each other. The educational sphere has not been left out of the digitalization process, and technology has been integrated into equipment, at the curricular level, and in the roles of the people that form part of the educational process. In the case of teachers, their digital training has been the subject of study, as has the generation of strategies and policies in international and national contexts. In fact, these reflections have given rise to reference frameworks that have tried to conceptualize digital competence in teaching and to identify which skills should form part of it. With this as a starting point, this monograph aims to reflect on issues such as the following:

- What is the level of digital competence of educators?
- How is the digital training of future and practicing teachers being advanced?
- What kind of political, social, organizational, personal, etc., variables affect the digital competence of educators?

Guest Editors

Dr. Vicente Gabarda Méndez

Dr. M. Mercedes Romero Rodrigo

Dr. M. Isabel Vidal-Esteve

Deadline for manuscript submissions

closed (1 August 2025)

About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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