

A selection of best practices to enhance teaching staff digital skills

Matilde Brotons

Researcher at the Institute of Tourism Research of the University of Alicante, Spain
Matilde.brotons@ua.es

Susana Amalia de Juana Espinosa

The University of Alicante, Spain
susana.espinosa@gcloud.ua.es

Vicente Sabater Sempere

The University of Alicante, Spain
vicente.sabater@mscloud.ua.es

Živilė Stankevičiūtė

Kaunas University of Technology, School of Economics and Business, Lithuania
zivile.stankeviciute@ktu.lt

Abstract

The Covid-19 pandemic has urgently transformed the traditional way of teaching in universities, moving from fa-to-face delivery models to online and distance learning. Thus, digital competencies of teaching staff were suddenly put in value. However not all the educators have the necessary digital skills to face this challenge. Therefore, through case study methodology an inventory of existing programs for developing multimedia competencies of teaching staff has been developed. This study exemplifies and compares the development programs of the University of Alicante (Spain), Kaunas University of Technology (Lithuania), Southeast University Tetovo (North Macedonia), Politehnica University of Timisoara (Romania) and University of Ljubljana (Slovenia). These practical courses online delivered, focused on learning and fostering collaboration, improving teachers' ability to integrate ICT into their lesson, help to remove attitudinal barriers and improves the quality of teaching. This paper serves as a guide for other universities that want to develop coherent multimedia training programs for university staff.

Keywords: higher education, multimedia competencies, ICT teaching tools, teaching staff development programs, ICT integration.