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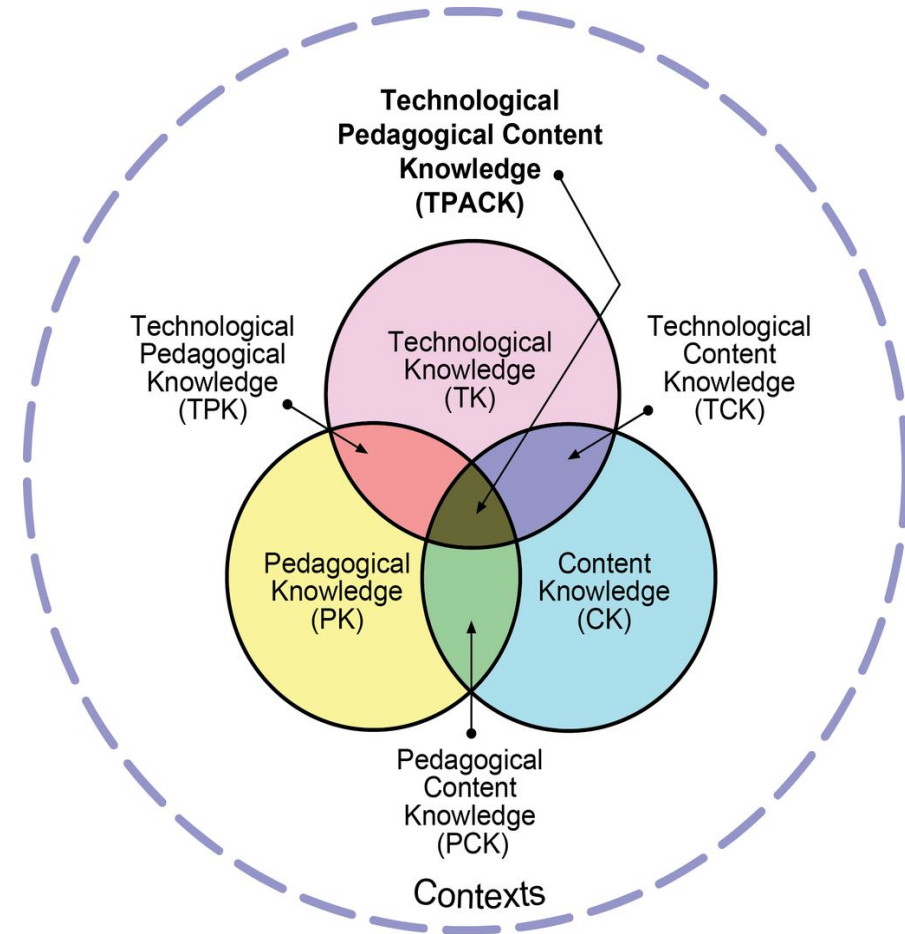Conclusions
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Introduction

Informational literacy and its teaching

- **Informational literacy** is defined as the capacity to **search**, **treat**, and **communicate** information.

- Technological Pedagogical Content Knowledge.

Research question

What are **teachers' voices** on
the **content** to be taught
in **initial teacher education**
for learning to teach **informational literacy**?

Methods

- 30 primary teachers: 10 low, 10 medium, and 10 high auto-perceived digital competence.

- Instrument for data gathering.

- Data analysis:
  - Deductive content analysis
  - Contingency tables
  - Fisher's Exact Test
  - Hierarchical cluster analysis
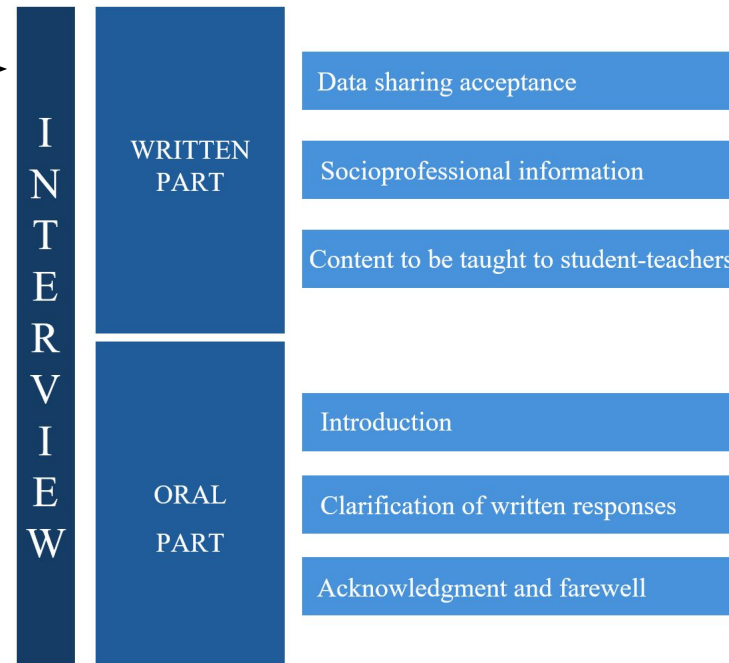
Preliminary findings

- **Pedagogical Knowledge (23 out of 30 participants):**
  - Planification

"Know how to plan" (DF_10_186)

  - Implementation

"Global knowledge of didactics. Different methodologies to teach and transmit this knowledge to students" (DF_15_113-114)

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Preliminary findings

- **Technological Knowledge (22 out of 30 participants):**
  - Technological devices and software

"(...) I mean the everyday use of technology, like devices such as a computer or a tablet… Just knowing a little about what you can do with each of them" (DF_02_17-19)

  - Digital ethics and citizenship

"A teacher should have very accurate knowledge about online security, password protection, and cybersecurity " (DF_01_75)

  - Digital navigation and communication

"Demonstrate agility and flexibility with technological innovations related to internet searches" (DF_04_94)

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Preliminary findings

- **Techno-pedagogical Knowledge (22 out of 30 participants):**

  - Instructional design

"Integrate the use of technologies into students' daily activities" (DF_17_163-166)

  - Digital tools and resources

"Know different applications to organize information" (DF_13_10-11)

Preliminary findings

- **Content Knowledge (15 out of 30 participants):**
 - Teachers knowledge and skills

"The teacher must be a good example of an information literate adult" (DF_23_100)

  - Primary students knowledge and skills

"Ensure that students know how to select and apply guided strategies to produce suitable messages for a specific communicative intention" (DF_21_81-83)

Preliminary findings

Teachers' voices can be classified into these groups:
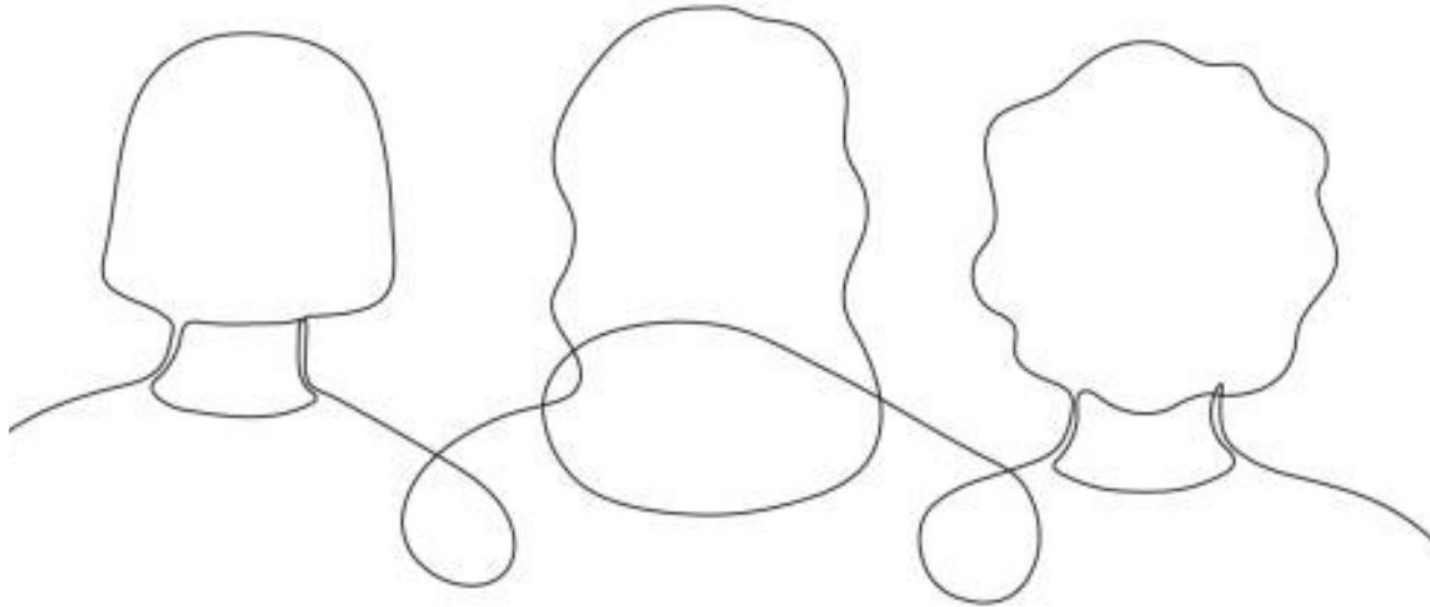
Technology-oriented	Pedagogy and context-oriented	Pedagogy and content-oriented

Conclusions

- Insights for designing learning opportunities:
  - During initial teacher education
  - Integrating theory and practice
  - Incorporating teachers' voices

- "A profession-wide approach to the collective improvement of the practice" (Darling-Hammond, 2017).
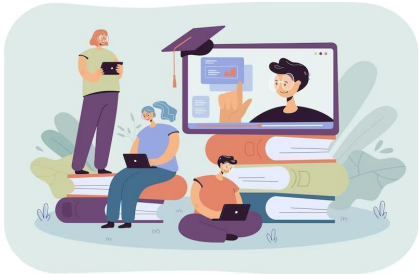
Further research

- Researching other contexts.

- Teachers voices' regarding other competencies.

- Collecting voices of other stakeholders.

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Thank you for your time!

FUNDING

27th - 30th MAY 2025, Universitat Rovira i Virgili. Tarragona, Spain

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