

CALL FOR PAPERS

Vol. 21, No. 2 (July–December 2026)

Special Feature Section

Educational technology and digital skills of teachers and learners

Tecnología educativa y competencias digitales de docentes y discentes

Thematic editors:

- **Dra. Carmen Llorente-Cejudo**, Universidad de Sevilla (España)
- **Dra. Margarida Lucas**, Universidad de Aveiro (Portugal)
- **Dr. Juan Silva**, Universidad de Santiago de Chile (Chile)
- **Dr. Julio Cabero Almenara**, Universidad de Sevilla (España)

Approach

In recent decades, digital literacy and the appropriate use of technological tools in educational contexts have emerged as a challenge to be addressed within university education. Consequently, all teachers today must demonstrate that they are capable of developing productive, high-quality teaching and learning processes based on the enhancement of their digital skills. The transformative role played by information and communication technologies (ICT) in educational processes highlights the importance of these digital competences, both in terms of teacher training and the holistic development of the students themselves, fostering practical learning, critical thinking and collaborative work, amongst other notable aspects.

In Europe, Portugal and Latin America, all research into teachers' and learners' digital competence (CDD) has become the subject of study and analysis with a view to identifying, diagnosing and proposing training initiatives in both the pedagogical-didactic and technological-instrumental spheres (Pérez, 2019; Grant et al., 2024). All of this highlights the need to continue studying in depth what these digital competences are and to what extent they affect teachers and learners, as a limited command of them has a negative impact on teachers' educational use of digital technologies, affects other competences necessary for their professional development, and, consequently, impacts the holistic development of students.

Descriptors

- Teachers' digital skillsPupils' digital competence
- Teacher training
- Research into innovative practices
- The digitalisation of education
- Digital literacy in education
- Educational technology and digital skills
- Digital skills and Artificial Intelligence

Issues

Set out below are a number of questions designed to encourage the educational community, institutions and researchers to contribute to these broad themes.

- What impact does the acquisition of digital teaching skills have on university teaching?
- Is students' learning enhanced by teachers' training in digital skills?
- What are the key digital skills required for teacher training in the 21st century?
- What is the relationship between digital competence and trust in the integration of AI-based tools for teaching?
- What limitations and areas for improvement have emerged from studies and research into teachers' digital skills?

About the Thematic Editors

Dra. Carmen Llorente-Cejudo.

She holds a Bachelor's degree in Pedagogy, a PhD in Educational Sciences and is a tenured lecturer at the University of Seville (Spain). She is a member of the Department of Didactics and School Organisation at the University of Seville (<https://departamento.us.es/ddoe/>), and belongs to the Didactics Research Group (GID): Technological and Qualitative Analysis of Teaching and Learning Processes (<https://grupo.us.es/gidus/>), and the Educational Technology Group (University of Seville) (<https://grupotecnologiaeducativa.es/>), where she has been teaching since 2006. He has numerous publications and presentations in journals, books, book chapters and at academic conferences, relating to Educational Technology, teacher training in ICT, the use of ICT in education, and the development of active methodologies, such as: "Academic Performance and Technology Acceptance Model (TAM) Through a Flipped Classroom Experience: Training of Future Teachers of Primary Education", "The Pandemic and Changes in the Self-Perception of Digital Competences Among Primary School Teachers: A Cross-Sectional Study", "Covid-19: a radical transformation of digitalisation in higher education institutions" and "Technology use habits of children under six years of age at home", amongst others.

She has been a visiting lecturer at various international higher education institutions and has worked as a consultant, technical adviser and international researcher, for example at the University of Arequipa (Peru). She is Co-Principal Investigator of the MEREVIA R&D&I project (PID2022-136430OB7-IOO) "The Metaverse: Extended Reality (Virtual and Augmented) in Higher Education: Design, Production, Evaluation and Development of extended reality programmes for university teaching", and has been a member of the research team on various educational projects related to Educational Technologies.

She is currently Head of the Department of Teaching and Educational Organisation at the University of Seville.

 <https://orcid.org/0000-0002-4281-928X>

 <https://scholar.google.es/citations?user=DSy5wrIAAAAJ&hl=es>

 karen@us.es

Dra. Margarida Lucas.

Margarida Lucas holds a PhD in Multimedia in Education from the UAveiro, where she is an Auxiliary Researcher. She has been responsible for the translation and adaptation of the digital competence frameworks for Citizens and Educators in Portugal and has coordinated the pilots of the DigCompEduSAT and SELFIEforTEACHERS tools. She coordinated different studies for the Portuguese Ministry of Education regarding the Digital Capacity for Schools and Teachers. She coordinated the design and implementation of the MOOC on digital assessment and acts as educator/trainer on initial/professional development courses. She coordinates the Digital Content Laboratory, which is part of the Research Center for Didactics and Technology in Training of Trainers (CIDTFF). She has been involved in different projects (national and transnational) and has published several scientific works, including on the relation between teaching and learning practices, and digital competence.

 <https://orcid.org/0000-0002-7438-5287>

 <https://scholar.google.pt/citations?user=ozvGf3EAAAJ&hl=pt-PT>

 mlucas@ua.pt

Dr. Juan Silva Quiroz

A state-qualified teacher of mathematics and computing from the University of Santiago de Chile. He holds a Bachelor's degree in Education (Mathematics and Computing) and a Master's degree in Computer Engineering, both from the University of Santiago de Chile, and a PhD in Pedagogy (Educational Multimedia Programme) from the University of Barcelona, which he obtained with a grade of 'outstanding'. His doctoral thesis focused on the analysis of teacher-student interactions in virtual learning environments. He is currently a lecturer in the Department of Education at the University of Santiago and director of the Centre for Research and Innovation in Education and ICT at the same university. He has been involved in the design and implementation of training programmes on the use of ICT in education – delivered through face-to-face, e-learning and b-learning formats – for teachers in schools within the Chilean state education system. He has taught at the University of Santiago, the Metropolitan Technological University and the Central University in various degree programmes and areas related to computing and education. In recent years, he has developed course syllabuses to integrate ICT into initial teacher training, for the Bachelor's degree programmes in Mathematics and Computing and in Physics and Mathematics, both at the University of Santiago de Chile. He has coordinated consultancy work and research projects in the following areas: the integration of ICT into the curriculum; the pedagogical design and implementation on a virtual platform (Moodle) of online teacher training programmes; policies for the training of coordinators in educational computing; and policies on the convergence of web and TV media for education.

 <https://orcid.org/0000-0002-9817-402X>

 https://scholar.google.es/citations?user=skoAD_MAAAAJ&hl=es

 juan.silva@usach.cl

Dr. Julio Cabero Almenara

PhD in Educational Sciences and Professor of Teaching Methodology and School Organisation at the University of Seville. He is director of the Didactics Research Group (GID): Technological and Qualitative Analysis of Teaching and Learning Processes (<https://grupo.us.es/gidus/>), and of the Educational Technology Group (University of Seville) (<https://grupotecnologiaeducativa.es/>). He is a member of the Edutec President's Institute ("Association for the Development of Educational Technology and New Technologies Applied to Education"). Member of the "Andalusian Institute for Research in Educational Technology (IATE)" (<https://iate.edu.es/>). He has published various books, book chapters and journal articles on a range of topics within Educational Technology (digital skills, augmented and virtual reality, etc.). He has delivered lectures at various European and Latin American universities. Editor-in-Chief of the journal: "Píxel-Bit. Journal of Media and Education" (Scopus Q1). He has led various research projects funded through public calls for proposals: Projects of Excellence, Studies and Analysis, R&D&I, including the following: a) "Design, production and evaluation of a learning environment

2.0 for training university lecturers in the educational use of Information and Communication Technologies", funded by the Ministry of Science and Innovation through R&D&I projects (reference EDU2009-08893); b) "Augmented reality to enhance training: Design, production and evaluation of augmented reality programmes for university education", funded by the Ministry of Economy and Competitiveness through R&D projects (reference EDU201457446-P); and c) "The metaverse: extended reality (virtual and augmented) in higher education: design, production, evaluation and training in extended reality programmes for teaching" (PID2022-136430OB-I00). He has served as an international adviser on various research projects in the Dominican Republic. He has received various Spanish and Latin American honours, notably the Medal of the City of Seville.

 <http://orcid.org/0000-0002-1133-6031>

 <https://scholar.google.es/citations?user=ajOdaBsAAAAJ&hl=es&oi=ao>

 cabero@us.es

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«Alteridad» primarily publishes the results of empirical research, written in Spanish, English or Portuguese; studies and selected literature reviews (state-of-the-art) are also accepted. For the 'Miscellany' section, a wide range of contributions within the field of education are accepted on an ongoing basis.

Articles must be submitted exclusively via the journal's website. The procedure requires all authors to register, although only one author will be designated as the corresponding author. Two files must be submitted simultaneously:

- 1) The article complies with the publication guidelines at «Alteridad».
- 2) Cover page and cover letter in accordance with the attached template.

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Important dates

Deadline for submitting articles: **2 March 2026**

Publication date of this edition: **1 July 2026**