

Autorregulación emocional de la comunidad educativa para la mejora de la convivencia en el centro

Introducción a la Investigación Educativa
Sesión formativa Grupo ELEI-UA / 2
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Universitat d'Alacant
Universidad de Alicante

Departament d'Innovació i Formació Didàctica
Departamento de Innovación y Formación Didáctica

INVESTIGACIÓN EDUCATIVA

Cualitativa

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Mixta

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Análisis de contenido

INVESTIGACIÓN EDUCATIVA

Aspectos importantes de un trabajo de investigación:

- Tema a investigar.
- Problema concreto / cuestiones de investigación.
- Revisión de literatura (estado de la cuestión; gaps existentes; posibles aportaciones y contribuciones nuestras).
- Metodología (población, muestra, variables a utilizar y su medida, técnicas de recogida de información y de análisis).
- Resultados.
- Conclusiones.


Métodos cuantitativos
Métodos cualitativos

Revisión sistemática



Home > Vol 13, No 3 (2023) > Miras

IMPLICATIONS OF THE DIGITAL DIVIDE: A SYSTEMATIC REVIEW OF ITS IMPACT IN THE EDUCATIONAL FIELD

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Abstract

Previous research has shown the consolidation of the digital divide as an object of study over the last two decades. The pandemic caused by COVID-19 has multiplied the consequences of digital exclusion, as well as the number of studies examining its effects in the educational field. Based on this current educational reality, we approach a proposal that examines in depth the existing literature on the digital divide in the educational context by using the systematic review as a research methodology. We present an analysis of relevant studies published in the last three years with the aim of answering the following questions: How did the digital divide affected e-learning and ICT implementation during the pandemic?; what methods were used to assess it? ; and what are the proposals to counteract its presence?. The results obtained in our study confirm the use of systematic reviewing which synthesizes and accumulate the results of different primary studies. These results also serve to identify research gaps that point, in our case, towards future lines of work on the causes, persistence and interventions to mitigate the expansion of the digital divide in today's educational landscape.

Keywords – Education, Digital divide, Pandemic, ICTs, Virtual learning.

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
Miras, S., Ruiz-Bañuls, M., Gómez-Trigueros, I.M., & Mateo-Guillen, C. (2023). Implications of the digital divide: a systematic review of its impact in the educational field. *Journal of Technology and Science Education*, 13(3), 936-950. <https://doi.org/10.3926/jotse.2249>

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Análisis de contenido

Poetry, Art and Historical Memory: Fostering Dialogue about War

by FRANCISCO ANTONIO MARTÍNEZ-CARRATALÁ & SEBASTIÁN MIRAS

Art, in its different manifestations, is one of the many ways in which human beings express themselves and reflect on how they construct meanings, not only about themselves but also about their historical, social, and cultural context. In the case of literature, these stories bring readers closer to realities and topics that are different from their own, which allows them to broaden their experience. The present study analyzes two poetic works that interpret, from different perspectives, the effects and consequences of some of the most terrible episodes of the twentieth century; namely, World War II and the dictatorships in Latin America. The conclusions highlight the relevance of this type of work for the development of critical thinking through art to keep track of and repair the wounds of historical memory.

As Bruner (11) pointed out, human beings use language and culture to construct meanings to represent and understand the historical reality of the community to which they belong. Military conflicts are not exempt from this need for understanding. In such deeply disturbing circumstances, the use of literary language can be a powerful means of expression that enables us to face the complexities embedded in these conflicts and metaphorically encapsulate our emotions. An example of the need for expression in situations of conflict can be found in UNICEF's *Poems for Peace* initiative, a collection of poetic texts by young people living in conflict situations in Ukraine, Afghanistan, Mali, Syria, Yemen, and Somalia. These preliminary considerations are connected to the objective of this study, which is to look for the reflection of war in children's literature, especially through picturebooks and poetic text. Although these complex topics in picturebooks can be explored from various angles, there is always an acknowledgement of the educational value that underlies these narratives. This underscores the imperative of embracing the "necessary discomfort," as Magnet and Dunnington (11) put it in their conclusive findings.

In this regard, picturebooks can be considered as a window for the promotion of intercultural education through the recognition of some of the conflicts that we face as a society, and which foster the development of empathy and critical thinking based on the recognition of "otherness" (Stephens, 138). Thus, including these topics in the classroom can build "communities of conscience" (Deliman, 46) around the different points of view that readers can offer about a text, and also identify different

POETRY, ART AND HISTORICAL MEMORY: FOSTERING DIALOGUE ABOUT WAR

the face of these events that go against her ethical principles and values. Thus, the critique is not expressed through a biographical reflection of the difficulties that each child went through, but rather in the purpose of restoring their childhood through her words, through those bright verses that claim to bring back a warm and motherly environment. In this way, Ferrada's poems envelop the memory of each of those 34 children's names in a warm environment filled with nature, games, and a series of microscopic elements that flow through her verses.

We can also see the same stance in Ferrada's other book, *México: el nombre del barco* [Mexico: the name of the boat] (2017), which is dedicated to the 456 sons and daughters of Spanish republicans who emigrated to Morelia (Mexico) from Bordeaux, France. Ferrada's intimate view is reflected through her verses and influenced by Japanese poetry, with the children's perspective, with the way children expand their vision of the world through symbolic thinking and everyday experiences. The brevity of some of these poems may be reminiscent of haikus, wherein the sensorial experiences are enhanced by elements of Nature (with special attention to sounds, as in the poems *Soledad, Huaco, or Luz*).

These features are still present in the English translations of the poems. The warmth conveyed in the verses increases with the visual metaphors created by illustrator María Elena Vázquez – the contrasting grayish tones with bright shades of yellow that are a metaphor for the lives of the different characters, along with emphasis on the representation of Nature touched by magical realism. This connection between text and images can be seen (see Fig. 1) in the poem dedicated to Samuel Roberto Castro (*Killed, 13 years old*), in which he is portrayed flying following the sun's path from sunrise to sunset and concludes: "That he wanted to prove for himself the fact that the Earth is a round sphere" (22).

The picturebook/poetry anthology includes an epilogue about the historical events that took place after the bombing of the Palacio de la Moneda in Santiago de Chile on September 11, 1973. We are shown that the names on each poem's titles are real; they are the names and surnames of 32 children executed when they were under 14 years of age. This becomes more powerful as the readers learn that ten of those boys and girls were only four years old when they were killed. According to García-González (180), this paratext is a crucial element that not only provides the author's work with historical authenticity, but also offers a dialogical space that makes us question what happened to that lost childhood described in each of these poems and adds real names to the list of missing children. The potential of this poetic-visual manifestation offers mediators an opportunity to revisit these readings and create new meanings. The last poem, as a final coda, is dedicated to Pablo Athanasius, who was removed from the list when he was found by the non-governmental association Las Abuelas de la Plaza de Mayo [The Grandmothers of the IBBY/ORG

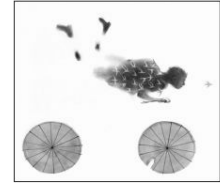


Fig. 1. Visual metaphor of María Elena Valdez for the poem dedicated to Samuel Roberto Castro in *Niños* (2020), written by María José Ferrada.



Análisis de contenido

Diseño y juego para el fomento lector desde la primera infancia: análisis de los libros objeto de Antonio Ladrillo y Elena Odriozola*

Design and play for promoting early childhood literacy: an analysis of the book objects by Antonio Ladrillo and Elena Odriozola

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Figura 2. Colección ¿Te sueña? ilustrada por Elena Odriozola

Respecto a la clasificación de estos libros, se puede hablar de álbumes-poema (Neira-Piñeiro, 2018) dado que se basan en la secuenciación de los versos de una composición para crear una obra completa, diferenciándose así de la colección poética de los álbumes poemario. Esta progresión secuencial tiene una exploración formal que en el caso de las canciones *Yo tengo un moco* (2020), *Cu cu cantaba la rana* (2021) y *El manisero/un elefante se balanceaba* (2021) emplean una secuencialidad ininterrumpida que conecta con los *flip-books*. Este mecanismo se basa en la creación de una narrativa dinámica a partir del empleo de un punto fijo en la ilustración, en el que el paso de página altera el valor de la imagen generando una sensación de movimiento. En cuanto a la relación entre



Cualitativa

- Gran variedad de técnicas de recogida de información y análisis (entrevistas, estudio de casos, etnografía, análisis de documentos, observación participante, teoría fundamentada, ...)
- Se trabaja, se recogen y se analizan datos no numéricos.
- Estudio de un número reducido de casos / empresas / participantes (no se pretende generalización estadística de la muestra a la población).
- Normalmente más vinculada con desarrollar teoría que con contrastar teoría.
- Comprensión de un determinado fenómeno en su contexto (más que análisis de relaciones entre variables).

Cualitativa

La educación en 2030. Prospectiva del futuro por profesorado en formación

Education in 2030. Prospects of the future by teachers' trainees

● José Rovira-Collado - Universidad de Alicante (España)
● Francisco Antonio Martínez-Carratalá - Universidad de Alicante (España)
● Sebastián Miras - Universidad de Alicante (España)

RESUMEN

Este estudio analiza 389 relatos de ciencia ficción sobre la educación del futuro escritos por alumnado de los másteres de formación del profesorado y de investigación educativa de la Universidad de Alicante entre los cursos 2009-2010 y 2019-2020. Durante la práctica "La Educación en 2030" se escribieron estos relatos, disponibles en abierto en los blogs de las distintas asignaturas. Se realiza una investigación mixta con un análisis cualitativo de los relatos y la expresión cuantitativa mediante estadísticas descriptivas en el estudio longitudinal. En los resultados se clasifican los relatos en dos grandes categorías: Predicciones Positivas y Predicciones Negativas, teniendo mayor relevancia estas últimas (52.94% total), relacionadas con los modelos distópicos de la ciencia ficción. Sobre estas dos macrocategorías se establecen tres códigos principales, que son Predicciones Negativas: Docente-discente, Aprendizaje y Sistema; y Predicciones Positivas: Docencia, Contenidos y Modelo, que articulan el análisis con más subcódigos y frecuencias de aparición de las distintas ideas. Destacamos los códigos sobre la figura del docente como "mediador" o "clandestino", como dos modelos educativos que se repiten como profesorado del futuro. Se incluyen fragmentos de los relatos analizados para ejemplificar los códigos utilizados. La creación de relatos educativos desde la ciencia ficción ofrece una visión rica, crítica y diversa del futuro. Los relatos estudiados revelan cambios significativos en la praxis docente y en la incorporación de tecnologías, pero también preocupaciones sobre aspectos deshumanizantes y la distancia entre ideales y la realidad en temas como las mejoras laborales, la inclusión y la sostenibilidad.

Palabras clave: tendencias en educación; futuros (de la sociedad); ciencia ficción; escritura creativa; máster/maestrías; tecnología educativa.

ABSTRACT

This study analyses 389 science-fiction stories about the future of education, written by students of the Teacher Training and Research in Education Master's Degrees at the University of Alicante between the academic years 2009-2010 and 2019-2020. These stories were written as part of an assignment called "Education in 2030", and they are available on our open-access course blogs. Our project employs a mixed-research approach and the analysis include both quantitative and qualitative aspects through descriptive statistics in a longitudinal study. According to the results, the stories are classified into two main categories: Positive Predictions and Negative Predictions, the latter being more prominent (52.94% of total), closely connected to dystopian science-fiction models. Within these two macro-categories, three main codes are established about Negative Predictions on one hand, namely Teacher-Learner, Learning process and System, and about Positive Predictions on the other hand: Teaching, Contents and Model. These codes structure the analysis branching into more sub-codes which also mark frequencies of occurrence of ideas and notions. We would like to highlight those codes that characterize the teacher figure as a "mediator" or "clandestine" as two recurrent educational models for the future. Excerpts from the analysed stories are included to illustrate the codes employed. The creation of educational stories within the science-fiction genre offers a rich, critical and comprehensive vision of the future. The stories analysed in this project portend significant changes in teaching practices and a new use of technology, but also show concern about potential dehumanisation in education and a growing distance between ideals and reality concerning work improvement, inclusion and sustainability.

Keywords: educational trends; futures (of society); science fiction; creative writing; masters degrees; educational technology.

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41

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Código	Subcódigos	M.E.S.		M.I.E.	
		FA	FA (%)	FA	FA (%)
2.2. Contenidos	2.2.1. Ayuda TIC	129	19.22	46	21.20
	2.2.2. Aulas tecnológicas	102	15.20	19	8.76
	2.2.3. Multiculturalidad	24	3.58	11	5.07
	2.2.4. Interdisciplinar	24	3.58	8	3.69
	2.2.5. Preservación	62	9.24	22	10.14
2.3. Modelo	2.3.1. Inclusiva	69	10.28	25	11.52
	2.3.2. Estabilidad legislativa	23	3.43	5	2.30
	2.3.3. Ecologismo	11	1.64	14	6.45
	2.3.4. Mejoras laborales	70	10.43	26	11.98

Nota. N1(MES): Total 671; N2(MIE): Total 217; FA: Frecuencia absoluta.
Fuente: elaboración propia.

De manera contraria al apartado anterior, las predicciones educativas positivas codificadas representan un porcentaje menor en el corpus narrativo conjunto (representado este metacódigo el 47,26 %), siendo en el Máster en Investigación Educativa el tipo de predicciones que han tenido una mayor incidencia (56,80 % del total de las frecuencias absolutas). En 2.1. *Docencia*, el subcódigo con mayor presencia es el 2.1.3. *Mediador* y señala la relación entre docente y alumnado como una figura motivadora y que emplea metodologías centradas en el aprendizaje significativo, favoreciendo el desarrollo personal como guía. Como ejemplo:

"Se trabaja muchísimo en grupo y el profesor intenta ser una guía para que el aprendizaje sea por descubrimiento, con el fin de estimular el interés, la curiosidad y la creatividad de los alumnos" (INVTIC17-R18).

Tienen menor presencia dos subcódigos relacionados con el modo en el que discurre la enseñanza. 2.1.1. *Docencia virtual*, referido a las narrativas que señalan que el proceso educativo se traslada a entornos virtuales de aprendizaje y, esta opción, es valorada como un progreso respecto a la docencia en el aula. Como ejemplo, dos testimonios para apreciar el reflejo de la pandemia en sus predicciones, uno de 2013 y otro de 2020:

"Que a ella le gustara más lucirse ante los alumnos o lo que fuera, carecía de importancia. Ella estaba muy contenta desde que no tenía que enfrentarse físicamente a los alumnos" (INVTIC13-R01).

"Nunca me habría imaginado que estaría dando clase de esta forma, virtualmente. Pero después de lo vivido con el Covid-19, era de esperar que el mundo cambiase, y la educación no iba a ser menos" (INVTIC20-R06).

Rovira-Collado, J., Martínez-Carratalá, F. C., & Miras, S. (2024). Education in 2030. Prospects of the future by teachers' trainees. [La educación en 2030. Prospectiva del futuro por profesorado en formación]. *RIED-Revista Iberoamericana de Educación a Distancia*, 27(1), pp. 41-66. <https://doi.org/10.5944/ried.27.1.37987>

53

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Ried

CiteScore = 5,3

Scopus® 2022

SJR = 0,986

Cuantitativa

- Gran variedad de técnicas de recogida de información y análisis (cuestionarios, datos cuantitativos secundarios, análisis estadísticos, ANOVA, regresión, ecuaciones estructurales, cluster, ...).
- Se recogen y se analizan datos numéricos.
- Estudio de un número elevado de casos / empresas / participantes (se pretende generalización estadística de la muestra a la población).
- Investigación normalmente más vinculada con contrastar / testar teoría (hipótesis previamente establecidas en base a revisión de literatura existente).
- Análisis de relaciones e influencias entre variables.

Cuantitativa



Creencias del alumnado en formación docente sobre los álbumes sin palabras¹

Beliefs of teacher education students about wordless picturebooks

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Resumen

En este estudio se desarrolla una propuesta didáctica centrada en el análisis del libro álbum como uno de los textos multimodales esenciales en la educación literaria del alumnado en formación. El objetivo de esta propuesta es conocer los saberes del alumnado acerca de los álbumes sin palabras y conocer la reflexión sobre estos conocimientos durante el taller multimodal. La metodología mixta del estudio se centra en el desarrollo de una propuesta de escritura, que cuenta con 114 participantes y donde se analizan datos cuantitativos a partir de un cuestionario de escala Likert con medidas antes y después de la intervención, y cualitativos a partir de la reflexión sobre el proceso creativo. En la discusión de los resultados cuantitativos se comprueba que se han producido diferencias estadísticamente significativas en sus aprendizajes. Finalmente,



El encabezado será agregado por el editor de la Redie

Resultados

Resultados del análisis cuantitativo de los aprendizajes sobre álbumes sin palabras

El análisis cuantitativo recoge los datos del alumnado en formación docente (Tabla 3) en el que se diferencian con dos subíndices los valores de la media (M) y de la desviación típica (DS) dependiendo si es antes (subíndice 0) o después (subíndice 1) de la intervención didáctica. Adicionalmente, se incluye el valor de la diferencia entre las medias (Dif. M) de sus valores después y antes.

Tabla 3. Resultados del análisis cuantitativo sobre saberes sobre el álbum sin palabras

Ítem	M ₀	M ₁	Dif.M	DS ₀	DS ₁	t	gl	P	d
A01	8.17	9.31	1.14	1.52	1.08	-7.55	113	.00	.86
A02	7.72	8.35	.63	2.00	2.13	-2.79	113	.01	.31
A03	6.11	9.20	3.09	2.69	1.01	-11.94	113	.00	1.67
A04	8.29	9.55	1.26	1.67	.91	-7.77	113	.00	.98
A05	8.57	9.09	.52	1.57	1.65	-2.48	113	.02	.32
A06	7.91	9.09	2.12	2.00	1.27	-5.92	113	.00	1.30
A07	7.97	9.32	1.35	1.65	1.04	-8.37	113	.00	1.01
A08	5.61	8.81	3.19	2.59	1.27	-12.45	113	.00	1.65
A09	6.75	8.75	1.99	2.03	1.28	-10.28	113	.00	1.20
A10	6.54	8.73	2.18	2.25	1.36	-10.60	113	.00	1.21
A11	4.29	8.26	3.97	2.86	1.69	-14.55	113	.00	1.75
A12	5.30	8.55	3.25	2.74	1.35	-12.98	113	.00	1.59
A13	6.35	8.63	2.98	2.64	1.65	-8.17	113	.00	1.39
A14	6.82	8.70	1.89	2.14	1.40	-9.00	113	.00	1.07
A15	6.99	8.68	1.68	2.06	1.32	-8.93	113	.00	.99
A16	6.93	8.70	1.77	1.97	1.29	-9.65	113	.00	1.09

Fuente: elaboración propia.

Como se puede apreciar, esta diferencia ha sido positiva en todos los ítems, con una reducción en la desviación típica en la mayoría de los ítems (exceptuando un leve ascenso en los ítems A02 y A05), y en el que se han producido diferencias estadísticamente significativas en los dieciséis ítems analizados ($p < .05$). Pese a que

Cuantitativa

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CONSTELACIONES MULTIMODALES DE LA GENERACIÓN DEL 27 PARA LA DIDÁCTICA DE LA POESÍA

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RESUMEN: Para preparar el primer centenario de la Generación del 27, etapa central de nuestro patrimonio literario, se propone una práctica didáctica consolidada como son las constelaciones multimodales, esquemas visuales donde se relacionan contenidos literarios con otros elementos como el cine, la música o la pintura, para llevar los contenidos artísticos a nuestras aulas y a partir de estos desarrollar nuevas actividades. El objetivo de esta investigación es presentar la dinámica de las constelaciones como una forma adecuada para recuperar el patrimonio literario español trabajado a través de actividades multimodales centradas en la didáctica de la poesía. A través de una metodología mixta, los resultados cuantitativos confirman la utilidad de esta actividad para el desarrollo de las competencias digital y literaria del alumnado universitario. Además, se realiza un análisis de contenido de las seis constelaciones creadas durante el curso 2021-22 para la recuperación de las figuras del 27, reivindicando la relevancia de las mujeres en esta generación. Estamos en la primera etapa de una práctica que nos permitirá ofrecer en abierto múltiples recursos digitales para trabajar la literatura de la Generación del 27 en el aula.

PALABRAS CLAVE: lectura multimodal, poesía, literatura española, didáctica, Internet.

Item 19) es el más afectado de las constelaciones literarias (item 19) de competencia digital (item 21) y las narrativas transmedia (item 23). Es necesario señalar que existió una reformulación de las preguntas en el postest respecto a las del pretest, si bien cada uno de los ítems actuaba como espejo del anteriormente formulado. La reelaboración de cada uno de los ítems se realizó incidiendo en la profundización y actualización de conocimientos.

Tabla 1. Aprendizajes clave en las constelaciones de INVTCUA22

Variables del instrumento analizadas	Media Pretest	Desviación típica Pretest	Media Postest	Desviación típica Postest	Diferencia con Pretest
Item 3. Creo que la poesía en español contiene valores educativos adecuados para el aula	4.4	0.8	4.6	0.66	+0.2
Item 9. Soy capaz de definir la competencia literaria y entiendo su importancia didáctica	4.08	0.79	4.3	0.9	+0.22

SEBASTIÁN MIRAS, RAQUEL LANSEROS SÁNCHEZ, JOSÉ ROVIRA-COLLADO

Item 11. Conozco la obra de distintas personas pertenecientes a la generación del 27	4.04	0.9	4.5	0.8	+0.46
Item 13. Conozco el término intertexto lector y su importancia para la educación literaria	4.32	0.73	4.3	0.78	-0.02
Item 19. He profundizado en el concepto de constelación literaria	2.4	1.49	4.5	0.8	+2.1
Item 21. Puedo explicar qué es la competencia digital y su importancia	4	1.05	4.1	0.94	+0.1
Item 23. Conozco lo que son las narrativas transmedia y su importancia en el entretenimiento y la educación en la actualidad	3.56	1.13	4.1	0.94	+0.54



Métodos Mixtos

- “En la investigación mixta el/la investigador/a **recoge y analiza datos**, integra los resultados y establece inferencias en un estudio utilizando **métodos cuantitativos y cualitativos**”. (Tashakkori y Creswell, 2007, JMMR).
- “En la investigación mixta el/la investigador/a o equipo de investigación **combina** elementos de las aproximaciones de investigación **cuantitativa y cualitativa** (técnicas de recogida de datos, análisis, inferencias) con el propósito general de una **comprensión más amplia y profunda**”. (Johnson, Onwuegbuzie y Turner, 2007, JMMR).

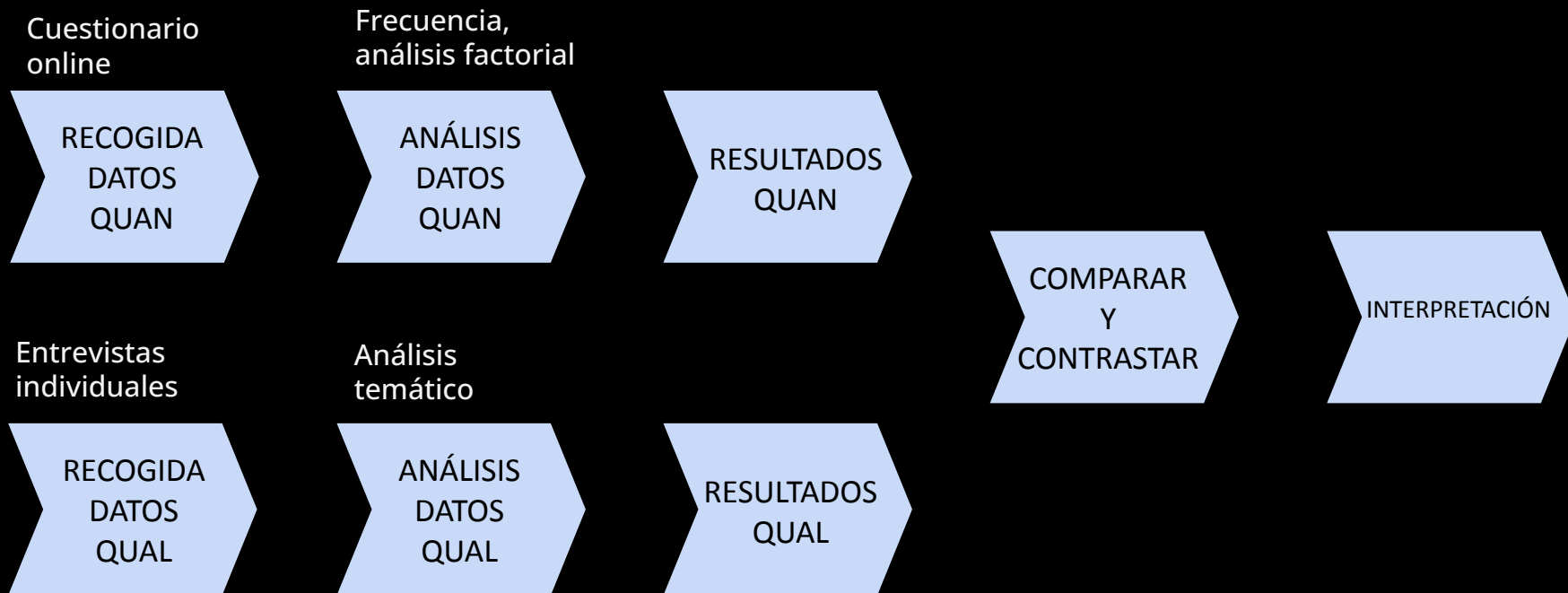
Métodos Mixtos

Característica clave de los estudios mixtos: “integración” de los métodos

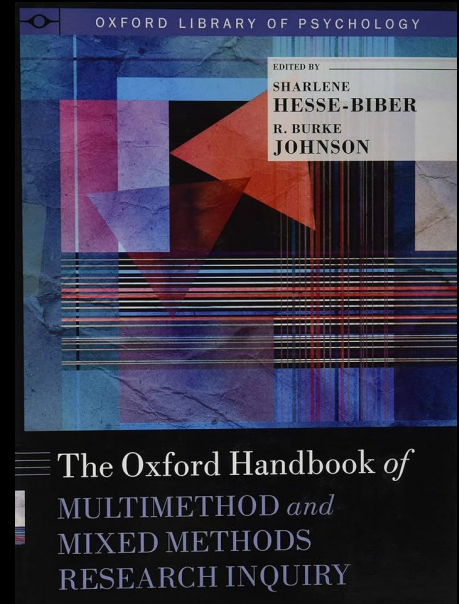
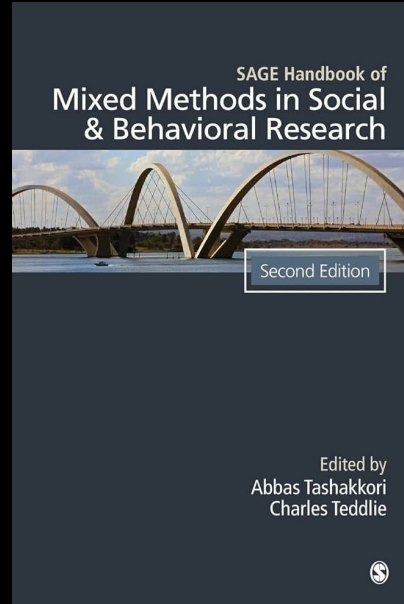
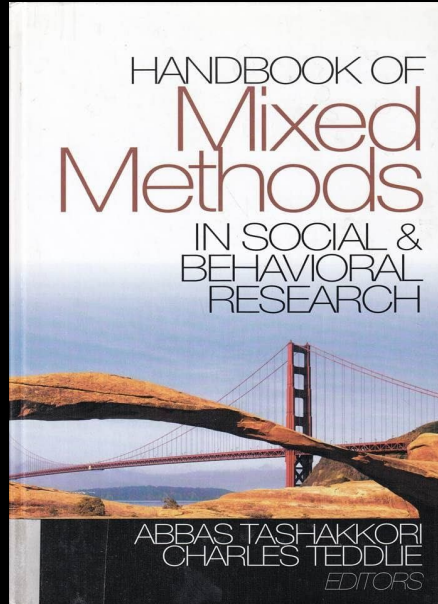
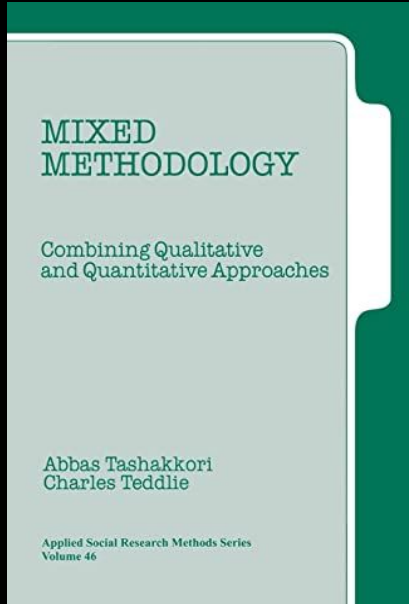
- En un estudio mixto, se trata de evitar que el conjunto del estudio suponga una simple utilización de dos métodos independientes y separados, sin ninguna relación.
- A través de una adecuada integración, la combinación de métodos cuantitativos y cualitativos permite generar sinergias, valor añadido y mayor calidad del trabajo (interdependencia entre los métodos).

Métodos Mixtos

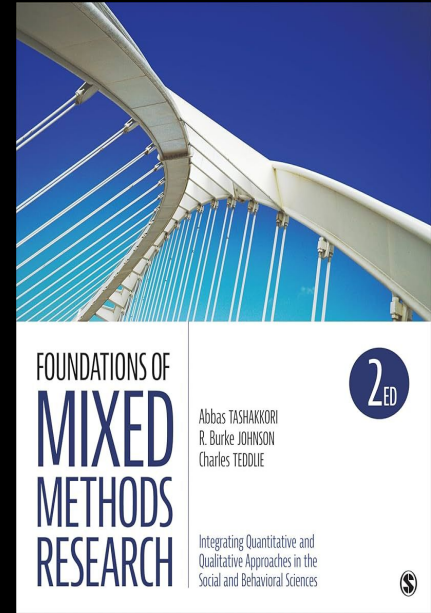
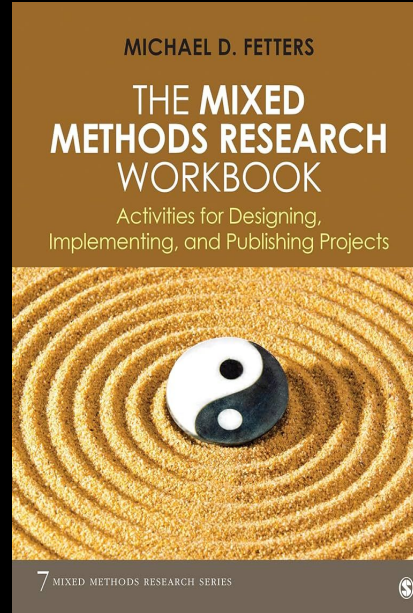
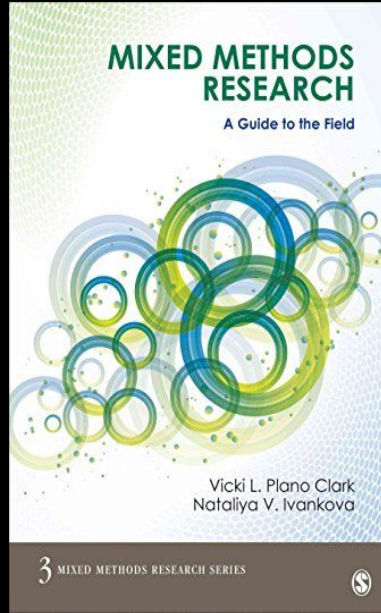
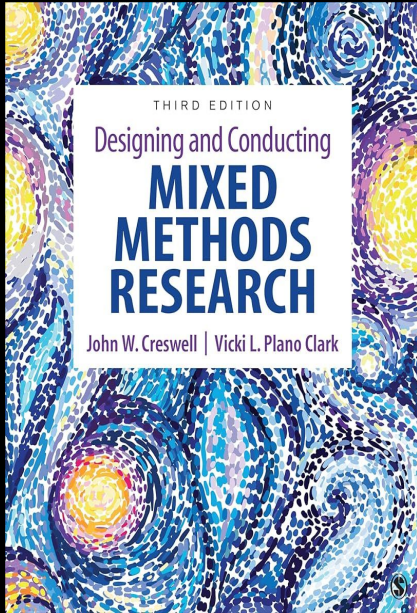
Diseño convergente



Métodos Mixtos



Métodos Mixtos



Investigación acción

9. Aproximación a los Objetivos de Desarrollo Sostenible a partir del libro álbum en el profesorado en formación en Educación infantil

Martínez-Carratalá, Francisco Antonio; Miras, Sebastián; Ballester Pardo, Ignacio; Martín Martín, Arantxa y De los Santos Álvarez, Diamela

Universidad de Alicante

RESUMEN

El álbum ilustrado es un elemento dentro de la educación literaria desde las primeras edades y favorece el proceso de socialización y representación de realidades sociales y culturales a través de la ficción. A partir de la selección de un corpus relacionado con los diferentes ODS se contemplan temáticas como la acción por el clima, la educación de calidad o la reducción de desigualdades. El objetivo de la investigación es identificar los conocimientos que tiene el alumnado en formación sobre los ODS dada su relevancia como futuro profesorado. La metodología del estudio cuasiexperimental se realiza a partir del análisis de datos cuantitativos mediante un cuestionario de escala Likert de 7 puntos con medidas antes y después sobre dieciocho ítems relacionados con la aproximación a los diferentes ODS mediante el álbum. El cuestionario fue validado previamente y se completó por una muestra no probabilística de 139 participantes del Grado en Maestro en Educación Infantil. Los resultados han ofrecido diferencias estadísticamente significativas en el conjunto de dieciocho ítems ($p < .05$) y el tamaño del efecto ha sido elevado en el conocimiento general de los ODS después de la intervención ($d = 1.07$). Se concluye con la importancia de estos contenidos en la formación docente dado que en la primera etapa educativa radica la base sobre la que construir un pensamiento crítico.

PALABRAS CLAVE: sostenibilidad, alfabetización climática, formación del profesorado, álbum ilustrado, ODS.

1. INTRODUCCIÓN

La educación literaria se inicia desde las primeras edades y la finalidad de este proceso se centra, según Ballester-Roca (2015), en tres aspectos esenciales como son las capacidades para comunicar de manera adecuada, reflexionar sobre el propio act comunicativo y la construcción de referencias y valores culturales. Este último aspecto resulta fundamental y debe atender al dinamismo con el que cada cultura elabora y establece una serie de valores con los que regir su convivencia. En la actualidad, uno de los elementos centrales del discurso social, cultural y político se vertebraba de manera transnacional a partir de los Objetivos de Desarrollo Sostenible (ODS) aprobados en la Resolución 68/970 de Naciones Unidas (2014). El objeto de este estudio se centra en aproximar estas cuestiones que conforman la Agenda 2030 (Naciones Unidas, 2015) a partir de la educación literaria del profesorado en formación en Educación Infantil que serán las futuras personas encargadas de la acción educativa desde las primeras etapas educativas.

Los ODS se formularon atendiendo a diecisiete objetivos que atañen a diferentes cuestiones esenciales como son el bienestar de las personas, la conservación del planeta y la ecología, el desarrollo próspero y pacífico, además de que dicho proceso debía atender a las alianzas necesarias para conseguir dichas metas. De manera globalizada, los ODS representan una llamada de atención acerca de

3. RESULTADOS

Los resultados del análisis cuantitativo con medidas antes y después de los dieciocho ítems mediante la prueba *t de student* para muestras relacionadas figuran en la Tabla 3. Allí se distinguen los estadísticos descriptivos de la media (M) y desviación típica (DS), diferenciando con los subíndices 0 (antes) y 1 (después) la medida.

Tabla 3. Resultados con los ítems relacionados con ODS y álbum

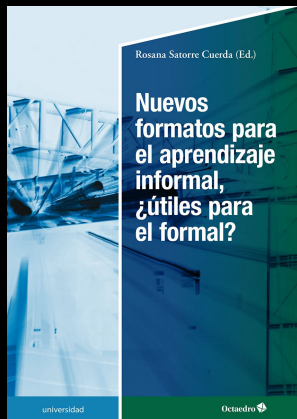
Ítem	ODS	M ₀	M ₁	DS ₀	DS ₁	t	gl	p	d
103	General	4.50	6.01	1.67	1.16	-9.36	138	.000	1.07
107	1	5.52	6.14	1.21	1.04	-4.78	138	.000	.55
108	2	5.59	6.04	1.26	1.11	-3.25	138	.001	.38
109	3	5.98	6.29	1.11	.98	-2.61	138	.010	.30
110	4	5.94	6.28	1.11	.85	-3.02	138	.003	.35
111	5	6.21	6.45	1.09	.94	-1.99	138	.049	.24
112	6	5.69	6.14	1.24	.95	-3.31	138	.001	.41
113	7	5.65	6.18	1.21	.91	-4.08	138	.000	.50
114	8	5.35	5.85	1.36	1.22	-3.16	138	.002	.39
115	9	5.06	5.57	1.53	1.33	-2.96	138	.004	.36
116	10	6.04	6.32	1.21	1.01	-2.14	138	.034	.25
117	11	5.43	6.04	1.36	.98	-4.37	138	.000	.52
118	12	5.60	6.17	1.24	.98	-4.16	138	.000	.51
119	13	5.86	6.31	1.16	.85	-3.55	138	.001	.45
120	14	5.60	6.07	1.23	1.03	-3.46	138	.001	.41
121	15	5.77	6.06	1.16	1.10	-2.14	138	.035	.26
122	16	5.79	6.32	1.16	.91	-4.36	138	.000	.51
123	17	5.65	6.09	1.21	.95	-3.29	138	.001	.41

Nota. M, valor de la media. DS, desviación típica. *t*, valor *t de student*. *gl*, grados de libertad. *p*, nivel de significatividad. *d*, valor tamaño del efecto. Fuente: elaboración propia.

Para la mejor comprensión de los resultados del cuestionario, se indica que junto al número de ítem (I) del cuestionario validado, se señala la vinculación de cada uno con el ODS sobre el que se preguntaba a los 139 participantes. Este cuestionario, en su primera medida, obtuvo una fiabilidad medida por el Alpha de Cronbach con un valor elevado y óptimo ($\alpha = .97$) para el instrumento empleado. El primer dato relevante es que todos los ítems estudiados han presentado diferencias estadísticamente significativas ($p < .05$) entre las medidas antes y después de la intervención; inclusive en quince de estos ítems por debajo con un nivel de significatividad por debajo o igual del 1%.

4. DISCUSIÓN Y CONCLUSIONES

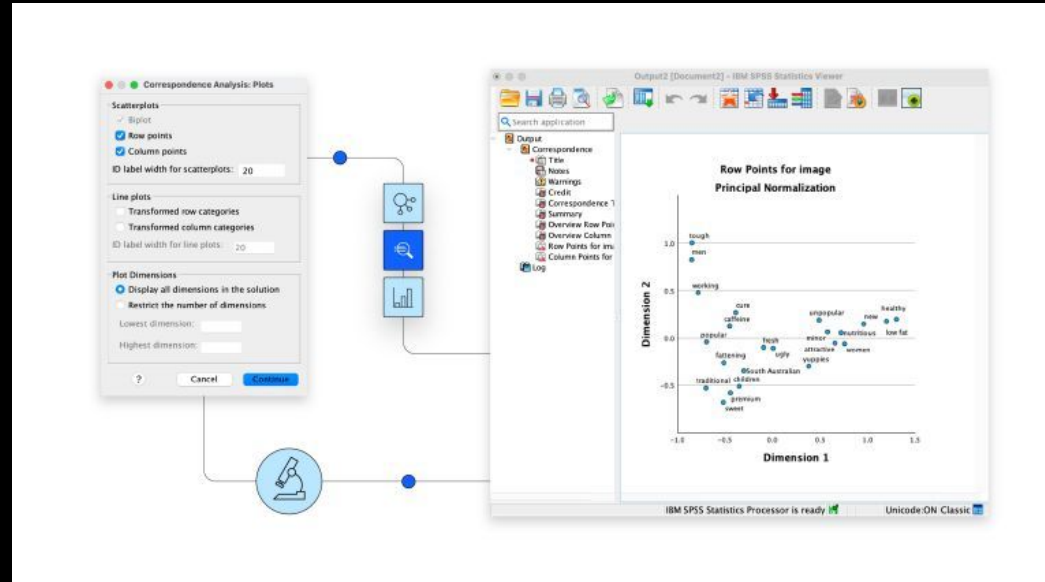
A partir de los resultados del cuestionario, el primer dato relevante se encuentra en el ítem 103 que planteaba de manera genérica la afirmación si conocían qué eran los ODS y, como se aprecia entre



Software para el manejo de datos Cuantitativo

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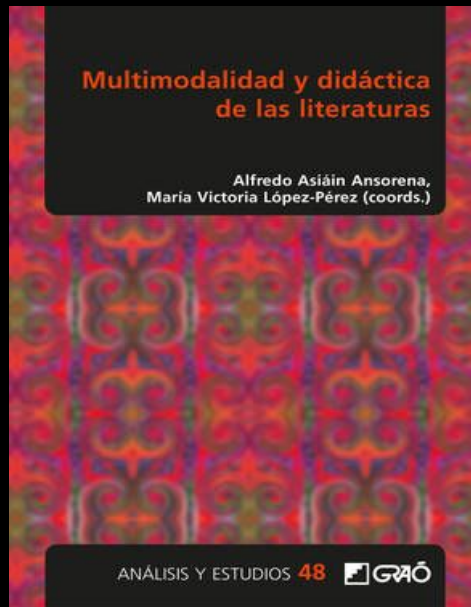
Software para el manejo de datos Cuantitativo

The screenshot shows the PSPPIRE Data Editor interface. The main window displays a list of variables with columns for Name, Type, Width, Decimals, Label, Value Labels, Missing Values, Columns, Align, and Measure. A dialog box titled "psppire" is open, showing the "Value Labels" section. The "Value" field contains "2". The "Value Label" field contains "ASIAN". Below these fields, there is a list of value labels: 1 = "AMERICAN INDIAN", 2 = "ASIAN", 3 = "AFRO-AMERICAN", 4 = "CAUCASIAN", and 5 = "HISPANIC". The "ASIAN" label is selected. The dialog box has "OK", "Cancel", "Apply", "Remove", and "Help" buttons.

Variable	Name	Type	Width	Decimals	Label	Value Labels	Missing Values	Columns	Align	Measure
1	id	Numeric	6	0		None	None	8	Right	Scale
2	lastname	String	10			None	None	10	Left	Nominal
3	firstname	String	10			None	None	10	Left	Nominal
4	gender	Numeric	1	0		{1, FEMALE}...	None	8	Right	Ordinal
5	ethnic	Numeric	1	0						Ordinal
6	year	Numeric	1	0	YEAR IN SCHOOL					Ordinal
7	lowup	Numeric	1	0	LOWER OR UPPER DIVISION					Ordinal
8	section	Numeric	1	0						Ordinal
9	hsgpa	Numeric	4	2	High School GPA					Scale
10	colgpa	Numeric	8	2	College GPA					Scale
11	extrcred	Numeric	1	0	DID EXTRA CREDIT PROGRAM					Ordinal
12	review	Numeric	1	0	ATTENDED REVIEW SESSION					Ordinal
13	quiz1	Numeric	2	0						Ordinal
14	quiz2	Numeric	2	0						Ordinal
15	quiz3	Numeric	2	0						Ordinal
16	quiz4	Numeric	2	0		None	None	8	Right	Ordinal
17	quiz5	Numeric	2	0		None	None	8	Right	Ordinal
18	final	Numeric	2	0		None	None	8	Right	Scale
19	total	Numeric	3	0		None	None	8	Right	Scale
20	percent	Numeric	4	1		None	None	8	Right	Scale
21	grade	String	8			None	None	8	Left	Nominal
22	passfail	String	1			None	None	1	Left	Nominal

The screenshot shows the GNU PSPP website homepage. At the top, there is a search bar and a "Sign up" button. The main header features the GNU logo and the text "GNU Operating System Supported by the Free Software Foundation". Below the header is a navigation menu with links for "ABOUT GNU", "PHILOSOPHY", "LICENSES", "EDUCATION", "SOFTWARE", "DISTROS", "DOCS", "MALWARE", and "HELP GNU". The main content area is titled "GNU PSPP" and includes a search bar. Below the search bar, there are links for "PSPP Home", "Download", "Quick Tour", "FAQ", and "Doc". A green vertical bar on the left side of the main content area highlights the text "PSPP 2.0.0 has been released." Below this, there is a paragraph of text: "GNU PSPP is a program for statistical analysis of sampled data. It is a free as in freedom replacement for the proprietary program SPSS, and appears very similar to it with a few exceptions." To the right of this text is a small image of the PSPP interface. Below the image, there is another paragraph: "The most important of these exceptions are, that there are no 'time bombs'; your copy of PSPP will not 'expire' or deliberately stop working in the future. Neither are there any artificial limits on the number of cases or variables which you can use. There are no additional packages to purchase in order to get 'advanced' functions; all functionality that PSPP currently supports is in the core package." Below this paragraph, there is a paragraph: "PSPP is a stable and reliable application. It can perform descriptive statistics, T-tests, anova, linear and logistic regression, measures of association, cluster analysis, reliability and factor analysis, non-parametric tests and more. Its backend is designed to perform its analyses as fast as possible, regardless of the size of the input data. You can use PSPP with its graphical interface or the more traditional syntax commands."

Software para el manejo de datos Cualitativo



3 El proceso de redacción y las interacciones multimodales

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Este capítulo tiene la intención, por un lado, de ofrecer una revisión sobre el concepto multimodalidad entendida como una forma de crear conocimiento que presta atención al proceso de composición en todas sus instancias, y que procura reformular la redacción de textos promoviendo, así, un pensamiento reflexivo que integre los diferentes modos de crear significado. Por otro, de vincular la multimodalidad con la necesidad creciente de iniciar al alumnado en la lectura integral, holística de las producciones literarias contemporáneas, ampliando así su competencia digital y facilitando la posterior implementación de actividades didácticas que incorporen las potencialidades de estos recursos.

Introducción

Hace algunos años, Robert Harrison, profesor de literatura en la Universidad de Stanford, entrevistó a Francis Fukuyama en su podcast *Entitled Opinions*. Durante la entrevista, que apareció el 23 de mayo de 2018, Harrison preguntó a Fukuyama por un ensayo que este había publicado hacía unos pocos meses en la revista *Daedalus*, *The Last English Civil War*. Fukuyama, al explicar el contexto en el que se había propuesto la redacción del ensayo, dice:

The attempt was to try to figure out why this civil wars happen, and what the international community can do to stabilize that sort of situations. And so they asked me to participate, and I had actually been reading a lot of English medieval history. This all started, I mean my last couple of books were very historical, so I had academic passions to do this, but actually part of it was the Game of Thrones. I have been watching this show, which was roughly modelled on the Wars of the Roses and I thought to myself, well, was that actually this bloody? So I actually

65

Software para el manejo de datos Cualitativo

Tabla 2. Familias de códigos para la creación de redes semánticas

Nombre de Familia	Códigos pertenecientes a la familia
Ambiente Educativo	Obstáculos, Primacia Texto Escrito, Fines y medios, Incorporación Sistema Educativo, Contenido Curricular
Lector Activo	Alfabetización Multimodal, Proceso Redacción, Pensamiento Multimodal, Interacción y creación
Multimodalidad	Pensamiento Multimodal, Desafíos Multimodalidad, Alfabetización Multimodal, Textos Multimodales, Definición Multimodalidad, Definición Modos

Imagen 2. Red semántica de la Familia «Ambiente Educativo».

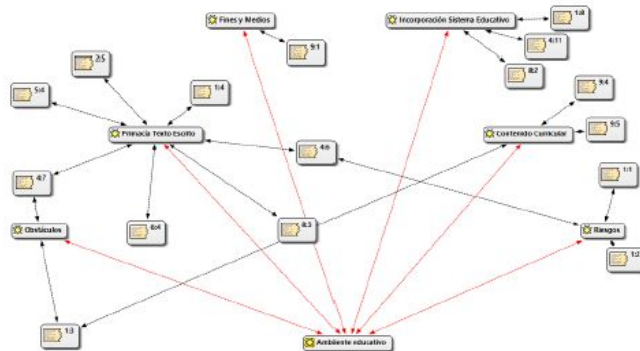
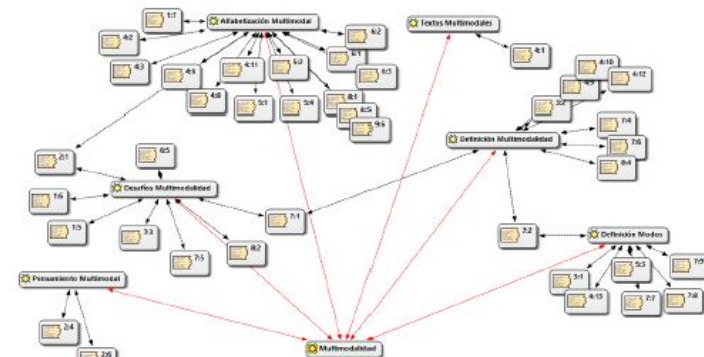


Imagen 4. Red semántica de la Familia «Multimodalidad».



Software para el manejo de datos Cualitativo

The screenshot displays the NVivo software interface. At the top, a menu bar includes File, Home, Create, External Data, Analyze, Query, Explore, Layout, and View. Below the menu is a toolbar with various icons for navigation and analysis. The main workspace is divided into several panes:

- Sources:** A table listing data sources with columns for Name, Nodes, References, Created On, Created By, Modified On, and Modified By.
- Document Viewer:** A central pane showing a document titled "A Complete-Computerised Delphi Process with a Multi-Agent System" by Iván García-Magariño, Jorge J. Gómez-Sanz, and José R. Pérez-Agiera. The document includes an abstract and a list of references.
- Bookmarks:** A list of bookmarks on the left side of the document viewer.
- Word Frequency Query Result:** A pane at the bottom left showing search results for a specific query.

Name	Nodes	References	Created On	Created By	Modified On	Modified By
Exam (8/Exam) ~ Twitter	0	0	11/13/2014 4:35 PM	SHJ	11/13/2014 4:35 PM	SHJ
10.1.1.126-426	2	22	5/2/2013 9:32 AM	SHJ	5/2/2013 9:32 AM	SHJ
DelphiResearch	2	6	5/2/2013 9:32 AM	SHJ	5/2/2013 9:32 AM	SHJ
ezX	2	2	5/2/2013 9:32 AM	SHJ	5/2/2013 9:32 AM	SHJ

Document Title: A Complete-Computerised Delphi Process with a Multi-Agent System

Authors: Iván García-Magariño, Jorge J. Gómez-Sanz, and José R. Pérez-Agiera

Affiliation: D. Software Engineering and Artificial Intelligence, Facultad de Informática, Universidad Complutense de Madrid, Spain

Contact: ivan.gm@fdi.ucm.es, jggomez@isp.ucm.es, jose.aguera@fdi.ucm.es

Abstract: Looking for alternative ways of coordinating agents, this paper explores the adaptation of the Delphi protocol to agent systems. The Delphi protocol can be applied when a community of experts is required to deliver a consensual answer. In these cases, consensus stands for reaching an agreement among the experts about what the answer should be. This consensus reaching problem has been already considered in the literature, though its automation remains as a challenge. Tentatively, the experts should dialogue, interchange ideas, and change their mind as the discussion progresses. This paper presents a computerization of discussion among expert agents and shows how they can be steered towards a conclusion discussion by means of the Delphi process. The proof of concept is made with a document relevance evaluation problem where a community of experts decide whether a document is relevant or not. In



Software para el manejo de datos Cualitativo

The screenshot displays the QDA Miner interface for a project named "Candidates - coded.qdp". The interface is divided into several panels:

- CASES:** A tree view showing a hierarchy of cases: Bradley (Foreign Policy, Announcement), Buchanan (Announcement, Foreign Policy), Bush, and Forbes.
- VARIABLES:** A table with columns for CANDIDATE (Bradley), TOPIC (Announcement), and SPEECH (DOCUMENT).
- CODES:** A tree view of codes organized into Topics (Economic: Globalization, Local Economy; Social: Ethic, Power; Other: Race/Ethnic relation, Freedom, Environment) and Values (Liberal: Novelty).
- DOCUMENTS:** A text editor showing a document titled "SPEECH" with a code font. The text is:

{Statement on Announcing Presidential Exploratory Committee}

For 30 years as a basketball player, a Senator, a writer, a speaker and a businessman, I have traveled and listened throughout America. During that time, I have learned that America is a country full of good people who are, by and large, industrious, talented, optimistic, and generous. In our short history Americans have settled a continent, won world wars and created unparalleled prosperity. When we are given the facts honestly, our common sense usually puts us on the right course. I have the nomination for President in the year 2000.

I run to improve the opportunity for more Americans to live healthier, more economically secure, more personally fulfilling lives.

I run to help unleash the enormous potential of the American people. We see it every day in the energy that makes our economy move, fuels our technological advances and produces individual acts of compassion. I want to help take that energy and channel it, not only toward further economic vitality, but also toward finishing our agenda of obligations that we have to one another.

I believe, as the most powerful nation in the world today, we have an obligation to give the world a map to democracy, a sense of physical security against blatant aggression, and a set of economic institutions that allow more people a chance to turn their dreams for a better life into a reality.


I believe in a type of leadership that doesn't stand in the spotlight as much as call attention
- Annotations:** On the right side of the document, there are vertical brackets and labels indicating code tags: "Patriotism" (blue), "Representativeness" (red), "Ethic" (yellow), and "Globalization" (red).



QDA MINER

The Mixed Method Solution for
Qualitative Analysis

Bases de datos



Clarivate English Products

Web of Science™ Search Sebastián Miras

Search > Results for ETERNAUTA (Topic)

29 results from All Databases for: Analyze Results Citation Report Create Alert

ETERNAUTA (Topic) Search

+ Add Keywords Quick add keywords: + OESTERHELD + EL ETERNAUTA + HISTORIETAS + COMIC + COMICS + READING + ARGENTINA

Publications You may also like... Copy query link

Refine results

Search within topic...

Quick Filters

- Review Article 8
- Open Access 9

0/29 Add To Marked List Export Sort by: Relevance < 1 of 1 >

1 ☆ **The Animal Clue to In-signifying Power: the Case of *El Eternauta***
[Wagner, V](#)
2020 | [IBEROAMERICANA](#) 20 (73) , pp.83-96 10 References

This paper focuses on tangential figurations of the "animal question". Starting from the difficulty to avoid reproducing the Great Divides that Donna Haraway observes in many theorists in the field of animal studies, and from Cornelius Castoriadis' analysis of the institution and

Bases de datos



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Search documents *

("brecha digital" OR "digital divide") AND ("educación superior" OR "higher education")



Save search

Set search alert

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Reset

Search

Beta

Documents

Preprints

Patents

Secondary documents

Research data ↗

Are you searching for: **TITLE-ABS-KEY** (("brecht digital" OR "digital divide") AND ("education superior" OR...))



16 documents found

Analyze results ↗

Refine search



All



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Sort by Date (newest)




Search within results

Filters [Clear all](#)

	Document title	Authors	Source	Year	Citations
<input type="checkbox"/>	Article • Open access Online Education amid COVID-19 Crisis: Issues and Challenges at Higher Education Level in Pakistan Educación online en el nivel superior durante la COVID-19: retos y desafíos	Sumra, K.B., Mumtaz, M., Mohamed, N.D., Haseeb, A., Tariq, S.H.	International Journal of Educational Research and Innovation	2022	4

Bases de datos

Buscar Revistas Tesis Congresos Autores Español

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 Buscar

Tipo de documento: Artículo de revista

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Tipo de documento Seleccionar todos Relevancia 20

Artículo de revista (29)

Textos completos

Si (29)

Materias Dialnet

- Ciencias sociales (10)
- Arte (9)
- Filologías (8)
- Humanidades (5)
- Ciencias jurídicas (1)

Rango de años

- 2020 - 2029 (5)
- 2010 - 2019 (21)
- 2000 - 2009 (3)

Editores

- ACyT Ediciones (Asociación Cultural Tebeosfera) (8)
- Universidad de Buenos Aires (UBA) (3)
- Universidad de Palermo (UP) (3)
- Universidad Nacional de La Plata (2)
- CAEAU (Centro de Altos Estudios de la Universidad de Córdoba) (1)

29 documentos encontrados

- El eternauta:** Argentina
Javier Flor Rebanal
Peonza: Revista de literatura infantil y juvenil, ISSN 1130-8370, Nº 110, 2014 (Ejemplar dedicado a: La vuelta al mundo en 90 novelas gráficas), págs. 44-45
Texto Completo Ejemplar
- Variaciones sobre el Eterernauta. Analogías, escenas primarias y una poética para el mito en la primera versión de El Eterernauta**
Julián Matías Roldán
Astrágalo: Cultura de la Arquitectura y la Ciudad, ISSN-e 1134-3672, Nº. 28, 2021, págs. 149-170
Resumen | Texto completo 1 2
- La batalla por las ondas:** Discursos radiofónicos en El Eterernauta
Luis Pablo Francescutti
Letra. Imagen. Sonido: Ciudad Mediatizada, ISSN-e 2545-658X, ISSN 1851-8931, Nº. 20, 2019, págs. 175-191
Resumen | Texto completo
- Dossier gráfico de El Eterernauta**
Colectivo artístico Un Faulduo
Cuadernos del Centro de Estudios en Diseño y Comunicación. Ensayos, ISSN-e 1668-0227, Nº. 125, 2021 (Ejemplar dedicado a: La Historieta Desbordada y Estallada. Un Lenguaje Mutante), págs. 105-118
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Self Control	376
Foreign Countries	241
Emotional Response	233
Emotional Development	175
Intervention	135
Metacognition	131
Self Management	125
Interpersonal Competence	119
Social Development	113
Correlation	111
Psychological Patterns	106

[More ▼](#)

SOURCE	
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Developmental Psychology	28
Early Child Development and...	18
Early Education and...	14
Grantee Submission	13
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[Unique and Joint Contributions of Behavioral and Emotional Self-Regulation to School Readiness](#)
Guedes, Carolina; Ferreira, Tiago; Leal, Teresa; Cadima, Joana – Applied Developmental Science, 2023

This study aimed to examine the unique and joint contributions of behavioral and emotional self-regulation to key but understudied emergent literacy and early social skills, disentangling sex-differentiated paths. The participants were 231 Portuguese preschoolers (50% boys; M[subscript age] = 59.5 months; SD = 8.5) enrolled in 47 classrooms. In...

Descriptors: Foreign Countries, Preschool Children, Self Management, Self Control

[Exploring the Associations among Chinese Kindergartners between Academic Achievement and Behavioral, Cognitive and Emotional Self-Regulation](#)
Huang, Runke; Geng, Zuofei; Siraj, Iram – Early Education and Development, 2023

Research Findings: Self-regulation is an important determinant of children's developmental outcomes, but little research has explored its different facets simultaneously. This study aims to explore a sample of Chinese children's behavioral, cognitive and emotional self-regulation characteristics by examining their gender and age differences,...

Descriptors: Foreign Countries, Kindergarten, Preschool Children, Preschool Teachers


[The Effects of Classroom Physical Activity Breaks on the Behavioural and Emotional Self-Regulation of Students with Behavioural Difficulties](#)
Chesnaïs, Nolwenn; Cabagno, Geneviève; Verret, Claudia – Journal of Research in Special Educational Needs, 2023


This study investigated students' perceptions of their behavioural and emotional self-regulation after a six-to-eight week implementation of classroom physical activity breaks (CPAB). It also explored students' perceptions of their affective states before and after CPAB, as well as their interest and engagement during CPAB. Eighty-two elementary...


Descriptors: Recess Breaks, Behavior Problems, Metacognition, Comparative Analysis


[Parallel Changes in Positive Youth Development and Self-Awareness: The Role of Emotional Self-Regulation, Self-Esteem, and Self-Reflection](#)
Mertens, Esther C. A.; Dekovic, Maja; van Londen, Monique; Reitz, Ellen – Prevention Science, 2022

The aim of the present study was to examine whether early adolescents' positive development (i.e., resilience and psychological wellbeing) could be enhanced by stimulating three dimensions of self-awareness: emotional self-regulation, self-esteem, and self-reflection. An experimental field study (randomized controlled trial) was conducted. Seventh...


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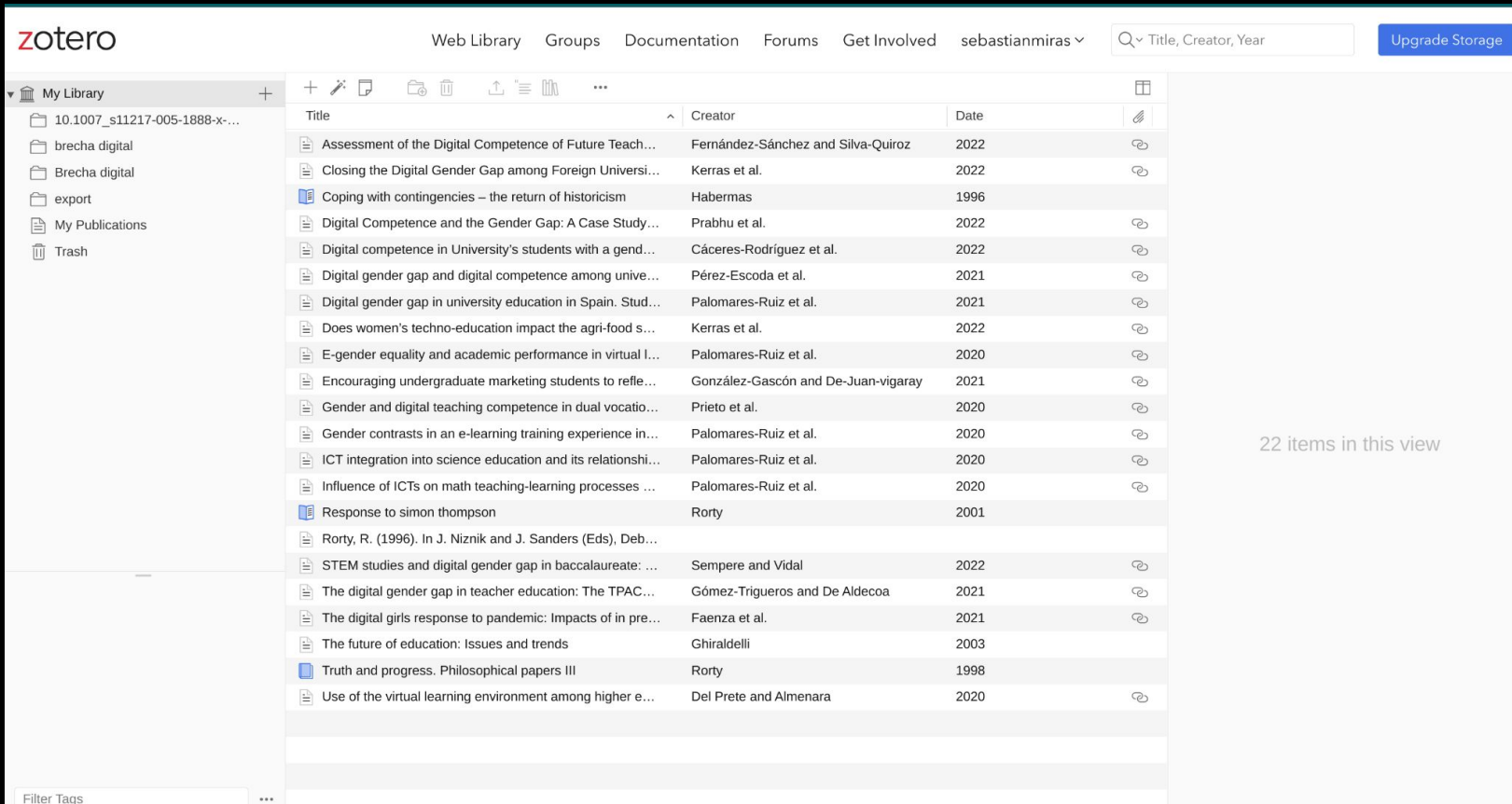
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Title	Creator	Date
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Closing the Digital Gender Gap among Foreign Universi...	Kerras et al.	2022
Coping with contingencies – the return of historicism	Habermas	1996
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Digital gender gap and digital competence among unive...	Pérez-Escoda et al.	2021
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Does women's techno-education impact the agri-food s...	Kerras et al.	2022
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Influence of ICTs on math teaching-learning processes ...	Palomares-Ruiz et al.	2020
Response to simon thompson	Rorty	2001
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STEM studies and digital gender gap in baccalaureate: ...	Sempere and Vidal	2022
The digital gender gap in teacher education: The TPAC...	Gómez-Trigueros and De Aldecoa	2021
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The PRISMA website underwent a much-needed update in October 2015 to update the content of the website. We have updated the look of the site and added the PRISMA extensions, translations, and information about review protocols.

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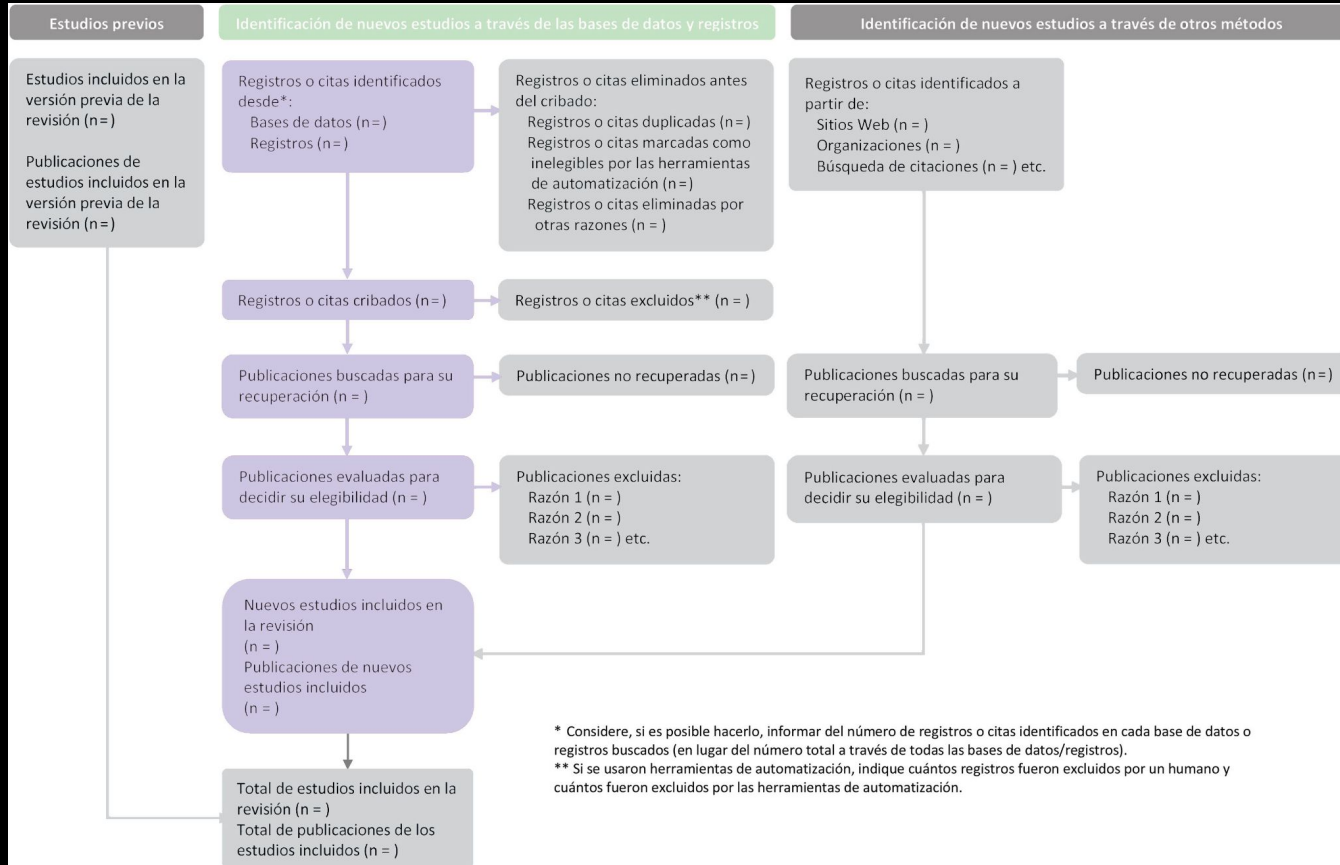


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JOTSE, 2023 – 13(3): 936-950 – Online ISSN: 2013-6374 – Print ISSN: 2014-5349

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IMPLICATIONS OF THE DIGITAL DIVIDE: A SYSTEMATIC REVIEW OF ITS IMPACT IN THE EDUCATIONAL FIELD

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Copelia Mateo-Guillen 

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Abstract

Previous research has shown the consolidation of the digital divide as an object of study over the last two decades. The pandemic caused by COVID-19 has multiplied the consequences of digital exclusion, as well as the number of studies examining its effects in the educational field. Based on this current educational reality, we approach a proposal that examines in depth the existing literature on the digital divide in the educational context by using the systematic review as a research methodology. We present an analysis of relevant studies published in the last three years with the aim of answering the following questions: How did the digital divide affected e-learning and ICT implementation during the pandemic?; what methods were used to assess it?; and what are the proposals to counteract its presence?. The results obtained in our study confirm the use of systematic reviewing which synthesize and accumulate the results of different primary studies. These results also serve to identify research gaps that point, in our case, towards future lines of work on the causes, persistence and interventions to mitigate the expansion of the digital divide in today's educational landscape.

Keywords – Education, Digital divide, Pandemic, ICTs, Virtual learning.

To cite this article:

Miras, S., Ruiz-Bañuls, M., Gómez-Trigueros, I.M., & Mateo-Guillen, C. (2023). Implications of the digital divide: a systematic review of its impact in the educational field. *Journal of Technology and Science Education*, 13(3), 936-950. <https://doi.org/10.3926/jotse.2249>

1. Introduction

Information and Communication Technologies (ICT) have created a new context that makes it possible to access and process a large amount of information on a global scale and at an inconceivable speed, especially since the digital revolution started. This environment, known as the Information and Knowledge Society (IKS) is implementing notable transformations in the production and organization of work, in the media, or in the way of doing politics, or identifying the economic and social development of a country and in our ways of interacting. In short, as Cabero-Almenara and Ruiz-Palmero (2018) pointed out, it could be affirmed that mastery and knowledge of Information Technologies are essential to function in the 21st century society.

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2.1. Eligibility Criteria

In order to define the eligibility criteria, we should consider scientific articles that were published in open access and were indexed in the SCOPUS and Web of Science (WOS) databases. In accordance with this initial quality criterion, that is, those impact studies that were submitted to a peer review process, the inclusion criteria that responded to the specific objectives of this review were agreed upon. The determining exclusion criterion in this phase was determined by the type of document, eliminating those works whose typology was a book chapter, review, or conference proceedings. Table 1 specifies the criteria used to search the information sources.

Search strategy	Description of the strategy
Review objectives	The search string responded to the research objectives, then including “brecha digital” or “digital divide”; “aprendizaje virtual” or “virtual learning” or “TIC” o “ICT”; “educación superior” or “higher “education” or “universidad” or “university”; and finally, “covid-19” or “covid” or “pandemia” or “pandemic”.
Publication dates	The date range was also specified, limiting the search to the last three years: 2020, 2021, and 2022; thus excluding papers published in 2023.
Languages	English or Spanish

Table 1. Search strategies for the selection of studies in WOS and SCOPUS

2.2. Selection Process and Data Extraction

The selection of articles was based on our search in the WOS and Scopus databases. This search was carried out in three phases, taking the research questions as a guide for the establishment of the

This extension of the search in the initial phase was completed in the last phase with the incorporation of specific exclusion criteria. For the present systematic review, works before 2020 and after 2022 were excluded; it was determined that the included works should have been published in open access; that the language of the studies would be Spanish or English; and, finally, that they would be exclusively scientific articles and not other types of publications. Figure 1 shows the number of results obtained in the different selection phases.

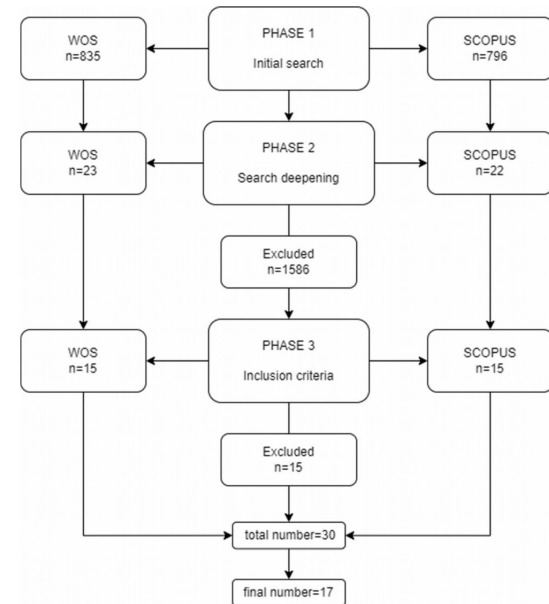


Figure 1. Flowchart (Sánchez-Serrano, Sánchez-Serrano, Pedraza-Navarro & Beltrán-Velasco, 2022)

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Inclusion criteria	Exclusion criteria
Publications between 2020 and 2022	Publications prior to 2020
Language: English or Spanish	Different language from English or Spanish
Higher education Indexed in WOS or SCOPUS Scientific articles	Educational level other than higher Does not appear in these databases Book chapters, conference proceedings, etc.

Table 2. Inclusion and exclusion criteria of the studies analysed (Zawacki-Richter, Marín, Bond & Gouverneur, 2019)

2.3. Coding System and Synthesis Method

Once the studies on which the analysis was to be performed were obtained, we proceeded by consensus and in parallel to implement a coding system that would allow for the synthesis of the results. In this way, three research questions were established based on the objectives set by the review. Table 3 shows the research questions of this systematic review.

Question number	Research question
RQ1	How did the digital divide affect virtual learning and ICTs implementation during the pandemic?
RQ2	What methods were used for its evaluation?
RQ3	What proposals are made to counteract the presence of the digital divide?

Table 3. Research questions of the systematic review

3.1. Selection and Characteristics of the Studies

The search strategies and inclusion criteria approached in this review have made it possible to obtain a sample that, first, has the characteristic of including many world regions. In this respect, considering the research included in our systematic review, the countries whose educational programmes are analysed are Spain (23%), Mexico (18%), Nigeria (12%), the United States (12%), Israel (6%), South Africa (6%), Zimbabwe (6%), Bangladesh (6%), Uganda (6%), Argentina (6%), and Pakistan (6%).

Table 4 shows a list of the selected articles, along with their title, the country where the research was carried out and the number of authors.

Article	Title	Country
Anyika, Anikelechi & Thobejane (2021)	The Impact of Covid-19 on Nigerian Education System	Nigeria
Astudillo (2021)	TIC en la Educación Superior para solventar una crisis sanitaria	Mexico
Barrientos-Báez, García, A.P., & Caldevilla-Domínguez (2021)	Technological digital literacy: volunteer training	Spain
Frei-Landau & Avidov-Ungar (2022)	Educational equity amidst COVID-19: Exploring the online learning challenges of Bedouin and Jewish Female Preservice Teachers in Israel	Israel
Gan & Sun (2022)	Digital Barriers and Individual Coping Behaviours in Distance Education During COVID-19	United States
Gómez & Martínez (2022)	Usos del internet por jóvenes estudiantes durante la pandemia de la covid-19 en México	Mexico
Jiménez, Garay & Santos (2021)	Vivencias y experiencias de estudiantes universitarios en ambientes virtuales de aprendizaje en tiempos de confinamiento educativo	Mexico
Katz, Jordan & Ognyanova (2021)	Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of U.S. undergraduates	United States
Majola & Mudau (2022)	Lecturers' Experiences of Administering Online Examinations at a South African Open Distance e-Learning University During the COVID-19 Pandemic	South Africa
Muchabaiwa & Gondo (2022)	Covid-19 and the virtual classroom conundrum in Zimbabwean universities	Zimbabwe
Rangel-Pérez, Gato-Bermúdez, Musico-Núñez, & B. (2022)	The Massive Implementation of ICT in Universities and Its Implications for Ensuring SDG 4: Challenges and Difficulties for	Spain

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Gómez & Martínez (2022)	Inequalities between environments; Usability problems; access problems	Quantitative; Survey Analysis	Improvement of digital literacy; Address sociocultural factors
Jiménez et al. (2021)	Usability problems; Appropriation issues	Qualitative; Study of cases	Develop self-regulation programs; teacher training
Katz et al. (2021)	Access problems; Usability problems; Appropriation issues	Quantitative; Questionnaire analysis	Improve infrastructures; Digital literacy improvement
Majola & Mudau (2022)	Access problems; Inadequate infrastructure; Appropriation issues	Qualitative; Study of cases	Improvement of digital literacy; teacher training
Muchabaiwa & Gondo (2022)	Inadequate infrastructure; Access problems; Inequalities between environments; Usability problems; Limitations by gender; Poor academic staff training	Qualitative; exploratory study	Improve infrastructures; Improvement of digital literacy; Teacher training; Functional policy response
Rangel-Pérez et al. (2021)	Increased anxiety, frustration; Usage problems; Inequalities between environments	Mixed; Descriptive analysis; Questionnaire analysis	Teacher training; Ethical and humanistic perspective
Rodicio-García et al. (2020)	Access problems; Usability problems; Appropriation issues; Inequalities between environments	Quantitative; Questionnaire analysis	Functional policy response; Digital literacy improvement
Saha et al. (2021)	Access problems; Inadequate infrastructure; Usability problems	Mixed; descriptive analysis	Improve infrastructures; Functional policy response; Teacher training; Importance of emotions
Sebbowa (2022)	Usability problems; Access problems; Inadequate infrastructure; Inequalities between environments; Increased anxiety, frustration	Qualitative; Study of cases	Teacher training; Importance of emotions; functional policy response
Suárez et al. (2021)	Poor academic staff training; Increased anxiety, frustration; Usability problems; Adequate infrastructure; access problems	Qualitative; Survey analysis; Study of cases	Functional policy response; Improvement of digital literacy; Teacher training
Sumra et al. (2022)	Access problems, inadequate infrastructure; Inequalities between environments; Poor academic staff training	Quantitative; Questionnaire analysis	Teacher training; institutional organization; Improve infrastructures; Functional policy response
Ukaogo et al. (2021)	Inadequate infrastructure; Inequalities between environments; access problems	Qualitative; Study of cases	Functional policy response

Table 5. Coding and results of the variables identified in the studies

4. Discussion and Conclusions

The systematic review proposed in this work made it possible to trace a path that can give an answer to the questions formulated at the beginning: (i) what are the parameters the greatest impact of the digital divide showed during the years of the recent pandemic, (ii) what were the methods used to assess that impact, and, finally, (iii) what proposals can be made in order to minimize those consequences. In this section, an interpretation of the results obtained is made, emphasizing the evidence indicated in the studies.

4.1. Interpretation

From the data obtained in the analysis, it is evident that the first two levels of the digital divide continue to show their impact on e-learning. Although the number of computers and Internet connections continues to grow, especially in developed countries, the access gap is perpetuating, taking new forms. The devices used for digital learning do not always incorporate the necessary functionalities to meet the requirements of virtual learning. It can be stated then that the transition from information and communication instruments to meaningful tools (Sancho, 2008), is not achieved in many cases, or does not fulfil the functional character that is assumed for ICTs.

If the level of access to the digital divide was one of the great obstacles for virtual learning in the pandemic, the level of use has been revealed as another of the great problems exposed. The development of the essential skills for virtual learning is a still outstanding point in order to achieve digital inclusion, which also shows its impact on the essential communicative skills to achieve academic sufficiency. The workload, the location of materials and other aspects of virtual teaching require a fluid exchange between the actors in the teaching-learning process that is often paralyzed by the usability gap. In this sense, it is evident that the implementation of digital tools still requires training in digital competences for both teachers and students (Cabero-Almenara & Ruiz-Palmero, 2018; Rodicio-García et al., 2020).

The difficulties arising from the appropriation gap, that is, the results obtained through the use of digital tools, have been highlighted, although to a lesser extent. This specific gap, pointed out in studies of diverse geographical locations, represents an obstacle for which no specific measures have been proposed. Likewise, some studies report on the limitations derived from the digital gender gap: originating either from cultural restrictions, while the role of women in certain societies demands priorities that hinder the demands of virtual learning; or because training in certain technology-related skills has not traditionally been associated with women. There is a certain disagreement in some studies, however, about gender differences in terms of the usability gap (Frei-Landau & Avidov-Ungar, 2022; Muchabaiwa & Gondo, 2022).

Revisión sistemática

4.2. Limitations of the Evidence

Finally, it is pertinent to point out the limitations of the study. The main limitation of this systematic review is linked to the selection of studies, as the breadth of the sample, was reduced to the WOS and SCOPUS databases in order to seek the highest possible quality. On the other hand, the search strategies and inclusion criteria used may have excluded some works of relevance to this review. Our initial question about the impact on higher education may have also limited the number of studies that could have been considered, amongst which it is possible to find numerous research studies dedicated to other educational stages. In this respect, the decision adopted for this review does not address the full impact of the digital divide in the educational field during the pandemic, consequently, we plan to expand this search strategy to the entire education system in future research. On the other hand, this research has not conditioned its analysis to the impact of the digital divide on social groups with certain characteristics. Economic, cultural and gender criteria, among others, are significant parameters of analysis in the study of the digital divide.

4.3. Future Research

With the above observations in mind, we believe it would be interesting to conduct a systematic review that focuses specifically on analysing the gender digital divide consequences during the pandemic years. It would also be necessary to carry out research to compare the results obtained in this study with studies focusing on the effects of the post-COVID digital divide. We believe that both the use of digital tools for teaching and communication among those who make up the educational context, maintain high levels of frequency of use although not with the same intensity.

It would also be valuable to include as a criterion for future research to describe certain variables that condition the characteristics of certain social groups. In this way, we could identify the presence or absence of certain consequences of the digital divide or the magnitude of proposed solutions taking into account such distinctions.

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