

Socio-formative competencies for non-certified teachers in technology and informatics: challenges in Colombia

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Introduction

The lack of pedagogical training among basic education teachers in Colombia highlights the global need for 69 million new teachers to achieve SDG 4.

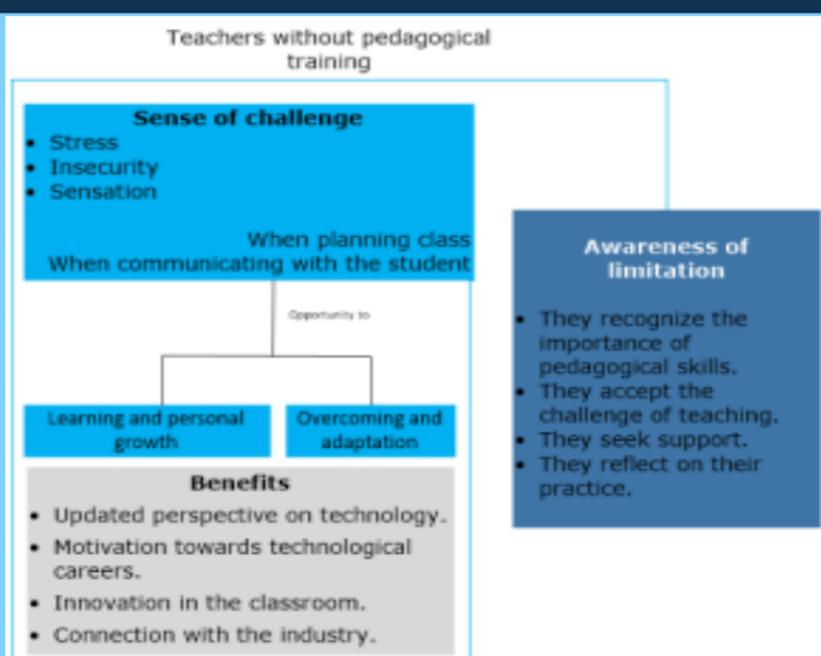
Pedagogical competencies are essential for maintaining student interest and improving educational quality, especially for technology professionals without teaching preparation.



Methodology

The study used an interpretative postpositivist approach and a phenomenological-interpretative method to explore experiences. It included 8 informatics teachers, respecting ethics and confidentiality. Coding-categorization and triangulation were used to ensure the validity and reliability of the results.

Results



Conclusions

- In Colombia, it is crucial to strengthen the pedagogical training of non-certified teachers in technology and informatics by integrating both technical and pedagogical aspects.
- Continuous updating, collaborative learning, and the provision of adequate resources should be encouraged.

