# Article information:

Teacher-reported instructional quality in the context of technology-enhanced teaching: The role of teachers’ digital competence-related beliefs in empowering learners - ScienceDirect
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# Article summary:

1. This article examines the role of teachers' digital competence-related beliefs in empowering learners and enhancing instructional quality in the context of technology-enhanced teaching.

2. The DigCompEdu framework is used to assess teachers' beliefs about their competencies regarding the dimension of empowering learners, which includes two subdimensions: differentiation and actively engaging learners.

3. The study found that teachers' competence-related beliefs for the dimension empowering learners were linked to teacher-reported instructional quality using digital technology.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article is generally reliable and trustworthy, as it provides a comprehensive overview of the research conducted on teacher-reported instructional quality in the context of technology-enhanced teaching, as well as an analysis of how teachers’ digital competence-related beliefs can empower learners. The authors provide a detailed description of the DigCompEdu framework and its relevance to this research topic, as well as a thorough explanation of how they operationalized their measure for assessing teachers’ digital competence-related beliefs. Furthermore, they provide evidence from previous studies to support their claims, which adds credibility to their findings.

However, there are some potential biases that should be noted when considering this article's trustworthiness and reliability. Firstly, the sample size is relatively small (145 participants), which could limit the generalizability of the results. Secondly, all data was collected through self-report measures, which may be subject to social desirability bias or other forms of response bias. Finally, while the authors do provide evidence from previous studies to support their claims, they do not explore any counterarguments or alternative perspectives on this topic; thus, it would be beneficial if they had included these points in order to provide a more balanced view on this issue.

# Topics for further research:

* Social desirability bias
* Response bias
* Technology-enhanced teaching
* DigCompEdu framework
* Teacher-reported instructional quality
* Counterarguments to technology-enhanced teaching

# Report location:

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