Digital literacy among phonoaudiology undergraduates [Alfabetización digital en alumnos de la carrera de Fonoaudiología]

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Introduction: Information and communications technologies are an active component of global education. These are times of great technological transformations which modify the way people teach and learn. Access to and generation of knowledge have become the driving forces of development aimed at creating long-lasting competences. Objective: Evaluate the effectiveness of a digital literacy program for first year phonoaudiology undergraduates. Methods: A quantitative pre-experimental design study was conducted of a population of 393 students. Non-probability sampling was used with 48 students, who were taught a digital literacy program which included an initial evaluation, an intervention period of 13 weekly sessions, and a final evaluation. Pre- and post-test data were processed and analyzed with thet-test for related samples, which admitted a significance level of p < 0.01. Results: Results show that knowledge and management of information and communications technologies increased upon implementation of the digital literacy program, notably in Database, Excel® and Publisher® (p < 0.01). Conclusions: The digital literacy program was associated to greater knowledge about and use of information and communications technologies when these were linked to teaching-learning processes among first year phonoaudiology undergraduates. It could therefore be expected that curricula would consider its inclusion as a didactic resource.

Digital literacy

Education

Healthcare students