

Abstract

The current international landscape shows that the most common alternative for the continuity of formative learning processes during the coronavirus pandemic has been the use of e-learning to support children's learning in environments outside of school. This forced change in teaching methods has consolidated the recognition that the digital skills of teachers are a relevant factor for the sustainability of education, both during the pandemic and in a future post-pandemic period or in other emergencies. In this sense, the objective of this study carried out between May and September 2020 was to determine the perceptions of 427 teachers from 15 countries about their digital competences in working with m-learning in primary education using a Montessori approach. The results of the questionnaire showed that teachers perceive their digital competences as inert and not very effective for innovation compared with the subsistence of traditional pedagogical practices, to deal with unpredictable situations or to generate differentiated adaptations for an inclusive education. The results of this study also serve as empirical support for establishing four training dimensions that can be considered priorities for the construction and implementation of a teacher training model that contributes to the sustainable development of education.