

## Reviewing the Digital Competence of Teachers in the Post-Corona Era

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### Introduction

Digital competence includes safe use of information technology, exchange of information and communication and participation through internet networks. Therefore, teachers' familiarity with competences leads to the use and exploitation of these skills as well as their acquisition and strengthening.

### Method

Considering that the purpose of the current research is to review the digital competence of teachers in the post-corona era, the research approach is applied qualitative, phenomenological and descriptive method. For this purpose, by using semi-structured in-depth interview technique of perception and lived experience, 27 primary school teachers of Sari city, who were selected by purposeful sampling with maximum changes and criterion-oriented methods, were examined and analyzed. It should be noted that in order to validate the findings, the method of review by members and examination of two external experts was used to control the data. The data was analyzed based on the seven-step strategy of Collaizi.

### Results

The research findings in the interview section with primary school teachers showed that teachers' perceptions of digital competencies in the

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post-corona era include 20 themes (information and digital literacy, creating digital content, digital resources, technology and information skills, digital communication and collaboration, digital interaction, activity Digital team, digital collaboration, digital creativity and innovation, individual empowerment, power of inference, digital behavioral action, teaching and learning, classroom management, teaching methods based on digital conditions, digital evaluation, digital problem solving, data safety and protection, and digital environment. search, digital research and development, increasing knowledge) and 60 sub-themes.

### **Discussion**

Although Corona caused a big shock to the education system of the country, this shock caused significant growth in different dimensions and in many cases turned into an opportunity. School teachers who add the experience of Corona to their field of possibility, bring a new type of education, teaching, learning, assignment, evaluation, companionship and cooperation to the field in addition to the previous possibilities. Thus, in the post-corona era, new tasks have been assigned to teachers due to digital competences and technological skills, as a result, teachers must have the necessary digital competence and increase their professional credibility.

**Keywords:** digital competence, teacher, post-corona, primary, phenomenology.

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