

Fecha del CVA	31/10/2025
---------------	------------

Parte A. DATOS PERSONALES

Nombre	Francisco David		
Apellidos	Guillén Gámez		
Sexo	Hombre	Fecha de Nacimiento	
DNI/NIE/Pasaporte			
URL Web	https://cvn.fecyt.es/0000-0001-6470-526X		
Dirección Email	davidguillen@uma.es		
Open Researcher and Contributor ID (ORCID)	0000-0001-6470-526X		

A.1. Situación profesional actual

Puesto	Profesor Titular		
Fecha inicio	2024		
Organismo / Institución	Universidad de Málaga (UMA)		
Departamento / Centro	Didáctica y Organización Educativa / Facultad Ciencias de la Educación		
País	España	Teléfono	
Palabras clave			

A.3. Formación académica

Grado/Master/Tesis	Universidad / País	Año
Programa Oficial de Doctorado en Educación	Universidad Autónoma de Madrid (UAM)	2025
Máster en Metodología de las Ciencias del Comportamiento y la Salud	Universidad Nacional de Educación a Distancia (UNED)	2021
Máster en Investigación Educativa	Universidad Complutense de Madrid (UCM)	2018
Doctorado en Derecho y Sociedad	Universidad a Distancia de Madrid (UDIMA)	2016
Máster en Nuevas Tecnologías en Educación	Universidad a Distancia de Madrid (UDIMA)	2013
Maestro/a: Especialidad en Educación Primaria	Universidad de Málaga (UMA) / España	2011

Parte C. LISTADO DE APORTACIONES MÁS RELEVANTES

C.1. Publicaciones más importantes en libros y revistas con “peer review” y conferencias

AC: Autor de correspondencia; (nº x / nº y): posición firma solicitante / total autores. Si aplica, indique el número de citaciones

- Artículo científico.** (1/4) Francisco David Guillén-Gámez (AC); Elena Sánchez-Vega; Ernesto Colomo-Magaña; Enrique Sánchez-Rivas. 2025. Incident factors in the use of ChatGPT and dishonest practices as a system of academic plagiarism: The creation of a PLS-SEM model. Research and Practice in Technology Enhanced Learning. 20-1, pp.1-24. <https://doi.org/10.58459/rptel.2025.20028>
- Artículo científico.** (1/3) Francisco D. Guillén Gámez (AC); Julio Ruiz Palmero; Melchor Gómez García. 2023. Digital competences in research: creativity and entrepreneurship as essential predictors for teacher training. Journal of Computers in Education. Springer. 11-4, pp.1263-1282. <https://doi.org/10.1007/s40692-023-00299-3>

- 3 **Artículo científico.** (1/4) Francisco D. Guillén Gámez (AC); Julio Ruiz Palmero; Ernesto Colomo Magaña; Andrea Cívico Ariza. 2023. Construction of an instrument on the digital competences of the teacher to use YouTube as a didactic resource: analysis of reliability and validity. *Revista de Educación a Distancia (RED)*. 23-76, pp.1-23. <https://doi.org/10.6018/red.549501>
- 4 **Artículo científico.** (1/4) Francisco D. Guillén-Gámez (AC); Ernesto Colomo-Magana; Julio Ruiz-Palmero; Łukasz Tomczyk. 2023. The digital competence of the rural teacher of primary education in the mentoring process: a study by teaching speciality and gender. *Journal of Research in Innovative Teaching & Learning*. Emerald Publishing Limited. pp.1-17. <https://doi.org/10.1108/JRIT-05-2023-0050>
- 5 **Artículo científico.** (1/4) Francisco D Guillén-Gámez (AC); Ernesto Colomo-Magaña; Julio Ruiz- Palmero; Łukasz Tomczyk. 2023. Teaching digital competence in the use of YouTube and its incidental factors: Development of an instrument based on the UTAUT model from a higher order PLS-SEM approach. *British Journal of Educational Technology*. BERA. 55-1, pp.340-362. <https://doi.org/10.1111/bjet.13365>
- 6 **Artículo científico.** (1/3) Francisco D. Guillén-Gámez (AC); Julio Ruiz-Palmero; Melchor Gómez García. 2023. Digital competence of teachers in the use of ICT for research work: development of an instrument from a PLS-SEM approach. *Education and Information Technologies*. Springer. 28-12, pp.16509-16529. <https://doi.org/10.1007/s10639-023-11895-2>
- 7 **Artículo científico.** (1/2) Francisco David Guillén Gamez (AC); Maria Jose Mayorga-Fernández. 2022. Measuring rural teachers' digital competence to communicate with the educational community: a study with research methods. *Journal of New Approaches in Educational Research*. 11-1, pp.1-19. <https://doi.org/10.7821/naer.2022.7.1053>
- 8 **Artículo científico.** (1/3) Francisco David Guillén Gamez (AC); Maria Jose Mayorga Fernandez; Jose A. Rosado Contreras. 2021. Validity and reliability of an instrument to evaluate the digital competence of teachers in relation to online tutorials in the stages of Early Childhood Education and Primary Education. *RED. Revista de Educación a Distancia*. 66-21, pp.1-20. <https://doi.org/10.6018/red.474981>
- 9 **Artículo científico.** Julio Cabero Almenara; (2/4) Francisco David Guillén Gamez (AC); Julio Ruiz- Palmero; Antonio Palacios-Rodríguez. 2021. Teachers' digital competence to assist students with functional diversity: Identification of factors through logistic regression methods. *British Journal of Educational Technology*. BERA. pp.41-57. <https://doi.org/10.1111/bjet.13151>
- 10 **Artículo científico.** (1/2) Francisco David Guillen Gamez (AC); Marta Baz. 2021. Competency profile on the use of ICT resources by Spanish music teachers: descriptive and inferential analyses with logistic regression to detect significant predictors. *Technology Pedagogy and Education*. Routledge, Taylor & Francis. 30-4, pp.611-523. <https://doi.org/10.1080/1475939X.2021.1927164>
- 11 **Artículo científico.** (1/4) Francisco David Guillen-Gamez (AC); Maria Jose Mayorga-Fernández; Javier Bravo-Agapito; David Escribano-Ortiz. 2020. Analysis of Teachers' Pedagogical Digital Competence: Identification of Factors Predicting Their Acquisition. *Technology, Knowledge and Learning*. Springer. 1, pp.1-16. ISSN 2211-1662. <https://doi.org/10.1007/s10758-019-09432-7>
- 12 **Artículo científico.** Enrique Alastor; (2/3) Francisco David Guillén-Gámez; Julio Ruiz-Palmero. 2025. STUDY ON THE DIGITAL COMPETENCIES OF PROSPECTIVE PRESCHOOL AND PRIMARY SCHOOL TEACHERS AND THE INFLUENCE OF GENDER AND ACADEMIC PERFORMANCE. *Journal of Technology and Science Education*. 15-1, pp.64-77. <https://doi.org/10.3926/jotse.2856>
- 13 **Artículo científico.** (1/3) Francisco David Guillén Gámez (AC); Iván Quintero Rodríguez; Ernesto Colomo Magaña. 2025. Exploring the use of YouTube across different teaching groups: a digital profile analysis. *RIED-Revista Iberoamericana de Educación a Distancia*. 28-1, pp.157-176. <https://doi.org/10.5944/ried.28.1.41334>
- 14 **Artículo científico.** Jesús Manuel Soriano-Alcantara; (2/3) Francisco D. Guillén-Gámez (AC); Julio Ruiz-Palmero. 2024. Digital Transformation in the Educational Community of the Dominican Republic: Exploring the Role of Sociodemographic Environments and Gender in Digital Competence. *IEEE Revista Iberoamericana de Tecnologías del Aprendizaje*. 19, pp.379-388. <https://doi.org/10.1109/RITA.2024.3513702>

- 15 Artículo científico.** Amr M. Mohamed; Tahany S. Shaaban; Sameh H. Bakry; (4/5) Francisco D. Guillén-Gámez; Artur Strzelecki. 2024. Empowering the Faculty of Education Students: Applying AI's Potential for Motivating and Enhancing Learning. Innovative Higher Education. Springer. pp.1-23. <https://doi.org/10.1007/s10755-024-09747-z>
- 16 Artículo científico.** (1/4) Francisco D. Guillén Gámez (AC); Łukasz Tomczyk; Ernesto Colomo-Magaña; Maria Lidia Mascia. 2024. Digital competence of Higher Education teachers in research work: validation of an explanatory and confirmatory model. Journal of E-Learning and Knowledge Society. 20-3, pp.1-12. <https://doi.org/10.20368/1971-8829/1135963>
- 17 Artículo científico.** (1/4) Francisco D. Guillén Gámez (AC); Inmaculada Martínez García; Enrique Alastor; Łukasz Tomczyk. 2024. Digital Competences in Cybersecurity of Teachers in Training. Computers in the Schools. Taylor & Francis. 41-3, pp.281-306. <https://doi.org/10.1080/07380569.2024.2361614>
- 18 Artículo científico.** Łukasz Tomczyk; (2/4) Francisco D. Guillén-Gámez; Maria Lidia Mascia; Vicente J. Llorent. 2024. How are teachers being attacked online? On cyberbullying and cyberaggression that targets school educators from the student's perspective. Online Journal of Communication and Media Technologies. 14-3, pp.e202431. <https://doi.org/10.30935/ojcm/14602>
- 19 Artículo científico.** (1/3) Francisco David Guillén-Gámez (AC); Melchor Gómez-García; Julio Ruiz-Palmero. 2024. Digital competence in research work: predictors that have an impact on it according to the type of university and gender of the Higher Education teacher. Pixel-Bit. Revista de Medios y Educación. 66, pp.7-34. <https://doi.org/10.12795/pixelbit.99992>
- 20 Artículo científico.** Julio Ruiz-Palmero; (2/3) Francisco D. Guillén-Gámez; Ernesto Colomo-Magaña. 2023. Effectiveness of the Flipped Classroom in the Teaching of Mathematics in an Online Environment: Identification of Factors Affecting the Learning Process. Online Learning Journal. 27-2, pp.304-323. <https://doi.org/10.24059/olj.v27i2.3239>
- 21 Artículo científico.** (1/4) Francisco D. Guillén-Gámez (AC); Ernesto Colomo-Magaña; Andrea Cívico-Ariza; Terea Linde-Valenzuela. 2023. Which is the Digital Competence of Each Member of Educational Community to Use the Computer? Which Predictors Have a Greater Influence?. Technology, Knowledge and Learning. Springer Netherlands. <https://doi.org/10.1007/s10758-023-09646-w>
- 22 Artículo científico.** (1/2) Francisco David Guillén Gámez (AC); Raquel Rodriguez Fernandez. 2021. Meta-Analysis on the Attitudes of Active Teachers About the Use of Educational Technology According to Gender. CONTEMPORARY EDUCATIONAL TECHNOLOGY. 14, pp.1-18. <https://doi.org/10.30935/cedtech/11408>
- 23 Artículo científico.** Julio Cabero-Almenara; (2/4) Francisco. D. Guillén-Gámez (AC); Julio Ruiz-Palmero; Antonio Palacios-Rodríguez. 2021. Classification models in the digital competence of higher education teachers based on the DigCompEdu Framework: logistic regression and segment tree. JOURNAL OF E-LEARNING AND KNOWLEDGE SOCIETY. 17-1, pp.49-61. <https://doi.org/10.20368/1971-8829/1135472>
- 24 Artículo científico.** (1/3) Francisco D. Guillen-Gamez (AC); Maria Jose Mayorga-Fernández; María Teresa Del Moral. 2020. Comparative research in the digital competence of the pre-service education teacher: face-to-face vs blended education and gende. JOURNAL OF E-LEARNING AND KNOWLEDGE SOCIETY. 16-3, pp.1-9. <https://doi.org/10.20368/1971-8829/1135214>
- 25 Artículo científico.** (1/3) Francisco David Guillén Gámez (AC); Ana Lugones; Maria José Mayorga Fernandez. 2019. ICT use by pre-service foreign languages teachers according to gender, age and motivation. Cogent Education. 6, pp.1-17. <https://doi.org/10.1080/2331186X.2019.1574693>
- 26 Libro o monografía científica.** Łukasz Tomczyk; (2/4) Francisco D. Guillén Gámez (AC); Julio Ruiz Palmero; Akhmad Habibi. 2024. From Digital Divide to Digital Inclusion. Lecture notes in educational technology. Springer Singapore. <https://doi.org/10.1007/978-981-99-7645-4>

C.3. Proyectos o líneas de investigación

- 1 **Contrato.** Digital Storytelling in Supporting Immigrant University Students' Language and Technology Use Skills 01/09/2023-01/09/2026. 25.000.000 €.
- 2 **Contrato.** Erasmus + DIGital competences for engaGING future educators -DIGGING- 01/01/2022-01/01/2024. 21.329.400 €.
- 3 **Contrato.** Erasmus+ Using digital tools for dialogue and inclusion -eDialogue 01/01/2022-01/01/2024. 17.609.800 €.
- 4 **Contrato.** Design, production and evaluation of t-mooc for the acquisition by teachers of teaching digital skills (competitive) JULIO CABERO ALMENARA. (Universidad de Sevilla). 01/09/2019-01/09/2022. 24.684.000 €.
- 5 **Contrato.** Erasmus+ KA201 IMAS: Increasing Mathematical Attainment in Schools (COMPETITIVO) (Erasmus+ Programme of the European Union). 01/09/2019-01/09/2022. 258.844.400 €.