

Fecha del CVA	12/04/2026
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## 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		
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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 B. RESUMEN DEL CV

## 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. Scholar (1) <https://doi.org/10.58459/rptel.2025.20028>

- 2 **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. Scholar (11) <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. Scholar (17) <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. Scholar (7) <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. Scholar (34) <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. Scholar (37) <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. Scholar (31) <https://doi.org/10.7821/naer.2022.7.1053>
- 8 **Artículo científico.** (1/4) Francisco David Guillen Gamez (AC); Teresa Linde Valenzuela; Marta Ramos; Maria J. Mayorga Fernandez. 2022. Identifying predictors of digital competence of educators and their impact on online guidance. *Research and Practice in Technology Enhanced Learning*. Springer. 17-1, pp.1-19. Scholar (38) <https://doi.org/10.1186/s41039-022-00197-9>
- 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. Scholar (178) <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. Scholar (20) <https://doi.org/10.1080/1475939X.2021.1927164>
- 11 **Artículo científico.** (1/3) Francisco David Guillén Gamez (AC); Maria Jose; Marta Baz. 2020. Examining the Use Self-perceived by University Teachers about ICT Resources: Measurement and Comparative Analysis in a One-way ANOVA Design. *CONTEMPORARY EDUCATIONAL TECHNOLOGY*. 13-1, pp.ep282. Scholar (19) <https://doi.org/10.30935/cedtech/8707>
- 12 **Artículo científico.** (1/2) Francisco David Guillén Gamez (AC); Maria Jose. 2020. Design and validation of an instrument of self-perception regarding the lecturers' use of ICT resources: to teach, evaluate and research. *Education and Information Technologies*. Springer. 26, pp.1627-1646. Scholar (24) <https://doi.org/10.1007/s10639-020-10321-1>

- 13 **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. Scholar (248) <https://doi.org/10.1007/s10758-019-09432-7>
- 14 **Artículo científico.** (1/4) Francisco David Guillén-Gómez (AC); Esther Mena-Rodríguez; Francisco Recio-Muñoz; Bethy Linoska Díaz-Vargas. 2026. Empowering Teachers for the AI-GenAI Era: Predictors of Digital Competence in Curriculum Innovation. *TechTrends*. Springer. pp.1-19. <https://doi.org/10.1007/s11528-026-01185-2>
- 15 **Artículo científico.** (1/4) Francisco David Guillén Gómez (AC); Ana Maria Pinto-Llorente; Monika Mladenović; Amr M. Mohamed. 2026. Design and validation of an instrument to evaluate transformational and managerial leadership in the responsible use of artificial intelligence in educational centers. *RED: Revista de educación a distancia*. 83-26, pp.1-24. <https://doi.org/10.6018/red.676211>
- 16 **Artículo científico.** (1/3) Francisco David Guillén Gómez (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>
- 17 **Artículo científico.** Jesús Manuel Soriano-Alcantara; (2/3) Francisco D. Guillén-Gómez (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>
- 18 **Artículo científico.** Amr M. Mohamed; Tahany S. Shaaban; Sameh H. Bakry; (4/5) Francisco D. Guillén-Gómez; 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. Scholar (24) <https://doi.org/10.1007/s10755-024-09747-z>
- 19 **Artículo científico.** (1/4) Francisco D. Guillén Gómez (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. Scholar (2) <https://doi.org/10.20368/1971-8829/1135963>
- 20 **Artículo científico.** (1/4) Francisco D. Guillén Gómez (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. Scholar (3) <https://doi.org/10.1080/07380569.2024.2361614>
- 21 **Artículo científico.** Łukasz Tomczyk; (2/4) Francisco D. Guillén-Gómez; 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. Scholar (5) <https://doi.org/10.30935/ojcm/14602>
- 22 **Artículo científico.** (1/3) Francisco David Guillén-Gómez (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. Scholar (21) <https://doi.org/10.12795/pixelbit.99992>
- 23 **Artículo científico.** Julio Cabero-Almenara; Juan Jesús Gutiérrez-Castillo; (3/4) Francisco D. Guillén-Gómez (AC); Alejandra F. Gaete-Bravo. 2023. Digital Competence of Higher Education Students as a Predictor of Academic Success. *Technology, Knowledge and Learning*. Springer. 28, pp.683-702. Scholar (88) <https://doi.org/10.1007/s10758-022-09624-8>
- 24 **Artículo científico.** (1/4) Francisco D. Guillén-Gómez (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. Scholar (11) <https://doi.org/10.1007/s10758-023-09646-w>

- 25 Artículo científico.** Julio Ruiz-Palmero; (2/3) Francisco D. Guillén-Gámez (AC); Łukasz Tomczyk. 2023. Permanent training as a predictor of success in the digital competence of Education teachers carrying out the online tutorial action. *Revista electrónica interuniversitaria de formación del profesorado: REIFOP*. pp.1-12.
- 26 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. Scholar (5) <https://doi.org/10.30935/cedtech/11408>
- 27 Artículo científico.** (1/3) Francisco David Guillén-Gamez (AC); Francisco J Álvarez-García; Irene Maldonado Rodríguez. 2018. Digital tablets in the music classroom: A study about the academic performance of students in the BYOD context. *Journal of Music, Technology & Education. INtellec*. 11-2, pp.171-182. ISSN 1752-7074. Scholar (47) [https://doi.org/10.1386/jmte.11.2.171\\_1](https://doi.org/10.1386/jmte.11.2.171_1)
- 28 Capítulo de libro.** Pablo de la Flor Bancalero; (2/4) Francisco David Guillén Gámez (AC); Lazar Stošić; Ana M. Giménez-Gualdo. *Teacher Competencies in the Willingness to Use Artificial Intelligence Pedagogically in the Educational Process: Good Strategies for the Smart Teacher. The Role of Smart Education in a Complex World*. IGI Global Scientific Publishing. pp.65-92. <https://doi.org/10.4018/979-8-3373-7912-8.ch005>
- 29 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.2. Congresos

- 1 Francisco David. Member of the Organizing Committee. 9th International Congress on Good Practices with ICT. 2023. España. Congreso.
- 2 Francisco David. Member of the organizing committee. New Media Pedagogy NMP 22: research trends, methodological challenges and successful implementations. 2022. Polonia. Congreso.
- 3 Francisco David. Member of the organizing committee. III Congreso Internacional de Innovación y Tecnología Educativa en Educación Infantil. 2022. España. Congreso.
- 4 Francisco David. Member of the scientific committee. Congreso Internacional de Innovación y Equidad Educativa. Una visión integradora desde las IES. National Autonomous University of Mexico (UNAM). 2021. México. Congreso.
- 5 Francisco David. Member of the organizing committee. XXIII Congreso Internacional EDUTEC 2020. University of Malaga. 2020. España. Congreso.

## C.3. Proyectos o líneas de investigación

- 1 **Contrato.** Inteligencia Artificial Generativa en la Educación: Uso Responsable para los docentes en formación (Conciencia) Julio Ruiz Palmero. 01/09/2025-01/09/2028. 55.125 €.
- 2 **Contrato.** Digital Storytelling in Supporting Immigrant University Students' Language and Technology Use Skills 01/09/2023-01/09/2026. 25.000.000 €.
- 3 **Contrato.** Erasmus + DIGital competences for engaGING future educators -DIGGING- 01/01/2022-01/01/2024. 21.329.400 €.
- 4 **Contrato.** Erasmus+ Using digital tools for dialogue and inclusion -eDialogue 01/01/2022-01/01/2024. 17.609.800 €.
- 5 **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 €.
- 6 **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 €.