

Aligning initial teacher education learning outcomes and the program for professional development as a prerequisite for the development of digital competences



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Abstract

Digital competences of teachers are recognized as a prerequisite for a successful teaching process. The initial teacher education aims to ensure the development of competences necessary for entry to the profession, including teacher digital competence, which is considered the fundamental competence of all teachers today.

The European Commission has developed the European Framework for Teachers' Digital Competences (DigCompEdu, 2017) which includes and describes 22 digital competences specific to teachers in six areas: professional engagement, digital resources, and materials, learning and teaching, monitoring and evaluation, empowering students, enabling development and directing students' digital competences.

The complexity of social processes and the accelerated development of knowledge impose the need for constant professional development and continuous learning, which is necessary so that teachers can follow and implement innovations in their performance curricula, as well as in their daily work with students.

In order to enable the continuum in the development of digital competences following initial teacher education, the ContinueUP project created a model for harmonizing the learning outcomes of digital competence in the area of professional engagement, at the level of initial teacher education and its further development at professional development programs. The competence development model is based on the development of digital competences at the levels recognized in DigCompEd and ensures a continuum in the development of the digital competence of teachers. The model is applicable in an international context and meets the needs of teachers across Europe.

Key words

ContinueUP, continuous professional development, digital competences, initial teacher training, professional engagement

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Sažetak

Digitalne kompetencije učitelja prepoznate su kao preduvjet za uspješan nastavni proces. Inicijalno obrazovanje učitelja ima za cilj osigurati razvoj kompetencija nužnih za ulazak u profesiju, pa tako i digitalne kompetencije učitelja koja se danas smatra temeljnom kompetencijom svih učitelja. Europska komisija razvila je Europski okvir za digitalne kompetencije nastavnika (DigCompEdu, 2017) koji obuhvaća i opisuje 22 digitalne kompetencije specifične za učitelje u šest područja: profesionalni angažman, digitalni izvori i materijali, učenje i poučavanje, praćenje i vrednovanje, osnaživanje učenika, omogućavanje razvoja i usmjeravanje digitalnih kompetencija učenika. Kompleksnost društvenih procesa i ubrzani razvoj znanja nameću potrebu za stalnim profesionalnim razvojem i kontinuiranim učenjem koje je neophodno kako bi učitelji mogli pratiti i implementirati inovacije u svoje izvedbene kurikulume, kao i u svakodnevni rad s učenicima. Kako bi se omogućio nastavak razvoja digitalnih kompetencija nakon inicijalnog obrazovanja učitelja, u projektu ContinueUP, kreiran je model usklađivanja ishoda učenja digitalne kompetencije u području profesionalnog angažmana, na razini inicijalnog obrazovanja učitelja i njenog razvoja u programima profesionalnog razvoja. Model razvoja kompetencije se temelji na razvoju digitalnih kompetencija na razinama prepoznatim u DigCompEdu i osigurava kontinuum u razvoju digitalne kompetencije učitelja. Također, primjenjiv je u međunarodnom kontekstu i odgovara potrebama učitelja diljem Europe.

Ključne riječi

ContinueUP; digitalne kompetencije; inicijalno obrazovanje učitelja; profesionalni angažman; profesionalni razvoj

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