

ICT-related Educational Competencies of Teacher Educators from an Intercultural Perspective A Systematic Analysis of Competency Frameworks

Kristina Förster
SILKE GRAFE | CHAIR OF SCHOOL PEDAGOGY
UNIVERSITY OF WUERZBURG, GERMANY

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Motivation



Teacher educators

- Play a vital role in future teachers' **media-related educational competencies** development
(Tondeur et al., 2019)
- Are **role models** for prospective teachers
(Uerz et al., 2018)
- Need to prepare preservice teachers for teaching and learning in a world marked by **globalization and diversity**
(Baroni et al., 2019)

Motivation



Competency models/frameworks

- Have become helpful means to **define ICT-related educational competencies**
(Tiede, 2020)
- **Research focus on teacher educators'** competency requirements
(Foulger et al., 2017)
- **International comparative research** has emerged
(Foulger et al., 2017; Tiede and Grafe, 2020; Schröter and Grafe, 2020)

Motivation



Competency models/frameworks

- Further **international comparative research** needed
(Borthwick and Hansen, 2017; Foulger et al., 2017, Tiede and Grafe, 2020)
- Further explication of **underlying theoretical concepts** required
(Schröter and Grafe, 2020)
- Haven't been analyzed in terms of their **approach to intercultural aspects** yet

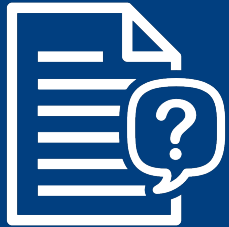
Motivation



And what about intercultural competency models?

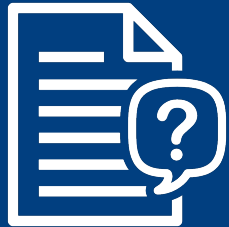
- “Intercultural Research“ denotes a **complex multidisciplinary field**
(Deardorff and Arasaratnam-Smith, 2017; Spitzberg and Chagnon, 2009)
- **Teacher educators** aren’t specifically targeted
- **Explication of Concepts remains challenging** as various labels are used
(Deardorff and Arasaratnam-Smith, 2017; Fantini, 2020)
- **Anglocentricity Critique**
(Fantini, 2020; Dervin et al., 2020)

Research Question



(How) Do ICT-related competency frameworks for teacher educators include intercultural aspects?

Research Objectives



(How) Do ICT-related competency frameworks for teacher educators include intercultural aspects?

- Identification of ICT-related educational **competence models** for teacher educators
- Selection of **search terms** linked to intercultural research discourses
- **Analysis** of selected frameworks by means of the chosen search terms
- **Explication** of key concepts

Model Identification & Selection

Process

- Combination of findings from previous literature reviews on ICT-related competence frameworks for teacher educators / teachers in Higher Education (Joint Research Centre, 2017; Foulger et al., 2017; Tiede and Grafe, 2020; Schröter and Grafe, 2020)
- Additional literature review through ERIC, Web of Science & Google Scholar

Inclusion Criteria

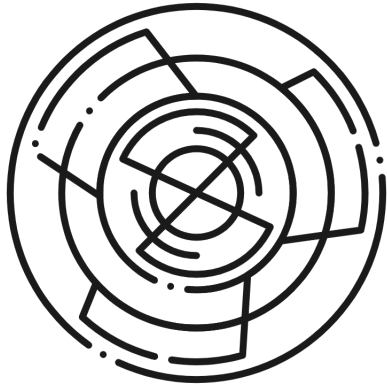
published in English | publication date | international relevance

Model Identification & Selection

Frameworks selected for analysis

- ✓ TETCs (Foulger et al. 2017)
- ✓ DigCompEdu (Redecker 2017)
- ✓ Media Didactica (Meeus et al. 2014)
- ✓ Digital Capabilities (Jisc 2014)

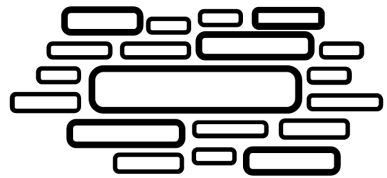
Search Term Identification & Selection



Recap: Complexity of Intercultural Research Field

50+ terms to denote „abilities needed for intercultural interaction“

(Fantini, 2020)



Search Terms for the Present Study

Terminology identified by Fantini (2020) was used to analyze the selected ICT-related competence models for teacher educators

Analysis I: Media Didactica (Meeus et al., 2014)



Publication: Published by Belgian researchers

Scope: 3 competency dimensions, each containing 1-3 competency aspects; which are further specified through learning goals and examples



- One relevant example found on learning goal level
- No reference to intercultural or related research discourses

Analysis II: Digital Capabilities (Jisc, n.d.)



Publication: Published by UK-based government-funded organization
Scope: 6 dimensions, each of which is subdivided into 2-3 capabilities followed by 3-5 operationalizations



- Two relevant examples were found on the operationalisation level
- No reference to intercultural or related research discourses

Analysis III: DigCompEdu (Redecker, 2017)



Publication: Published by Joint Research Centre (Service to the EU)

Scope: 6 competency areas, each including 3-5 competences, which are each explicated by 10-15 examples



- One relevant example was found at the example level
- References are made to „21century skills“ (Binkley et al., 2012), which include a) Global Citizenship and b) cultural awareness and competence

Analysis IV: TETCs (Foulger et al., 2017)



Publication: Published by US-Researchers

Scope: 12 competencies, each comprising 3-5 competency aspects



- One relevant example found at **competency-level**
- Direct references to Global Competence discourse can be found

Discussion | All Frameworks at a Glance

Media Didactica | Digital Capabilities | DigCompEdu

References to culture are made on the **microlevel** and occur **sporadically**

TETCs

Address culture through one **competence**, which is further specified into **three competence aspects**

Discussion | TETC 8 (Foulger et al., 2017, 433)

Teacher Educators will **use technology to connect globally** with a variety of regions and cultures

- 8.1 [Teacher educators will **m]odel engagement** using technologies to connect teacher candidates with other cultures and locations.
- 8.2 [Teacher educators will] will **design instruction** in which teacher candidates use technology to collaborate with learners from a variety of backgrounds and cultures
- 8.3 [Teacher educators will **a]dress strategies needed for** cultures and regions having **different levels of technological connectivity.**

Discussion | TETC 8 (Foulger et al., 2017, 433)

Teacher Educators will use technology to connect **globally** with a variety of **regions and cultures**

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Discussion | TETC 8: Theoretical Foundations

Crowdsourcing Process

“Global Competence“

(van Roekel, 2010; Mansilla & Jackson, 2011)

- Awareness of global issues
- Appreciation of cultural diversity
- Global competitiveness

Delphi Process

Theoretical backgrounds of Delphi participants **may be diverse** and remain **implicit**.

Discussion | TETC 8: Theoretical Foundations

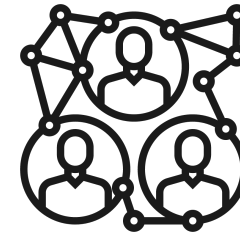
→ The construct of culture itself remains undefined within the framework



“Closed” / structure oriented

- nationality and culture are closely linked
- perceived homogeneity
- allows for comparability and measurability in research

→ Reduces complexity

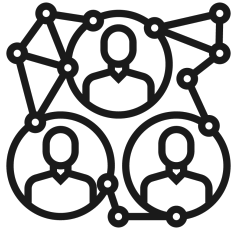


“Open” / process oriented

- Culture as „shared sense of normality“ between members of a group
- individuals belong to various cultures / networks

→ Acknowledges complexity

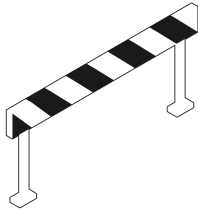
Discussion | TETC 8: Theoretical Foundations



Consequences of an „Open“ concept of culture

- „Zooming in & out“ becomes possible (global cultures, national cultures, sub-/co-cultures)
→ **Digital communities / cultures**
- Stereotypes & biases are actively addressed
- Prerequisite for meaningful intercultural dialogue within „global communities“

Limitations & Outlook



- **Few analysis objects:** In-depth analysis, but limited frameworks
- **Narrow focus of analysis:** In depth analysis, but only one main construct is explored



- The **TETCs** best meet the need to integrate an intercultural dimension into ICT-related educational competency discourse.
- Further **international and diverse discourse** is needed
- **Training formats** with TETC 8 as a guiding principle needed to foster teacher educators ICT-related & intercultural competencies

Contact

Questions or comments?

We are looking forward to your feedback.
Please contact us via AcademicExperts or at:



KRISTINA FÖRSTER

Chair of School Pedagogy
University of Würzburg, Germany
<https://go.uniwue.de/schoolpedagogy>



SILKE GRAFE

Chair of School Pedagogy
University of Würzburg, Germany
<https://go.uniwue.de/schoolpedagogy>

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