

Digital transformation of higher education. What competencies do teachers (and students need?) A tale from Norway

Webinar 28 April 2022: National and institutional approaches of using digital tools to stimulate learning and professionalisation among higher education teachers.

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**CENTRE FOR
DIGITAL TRANSFORMATION**

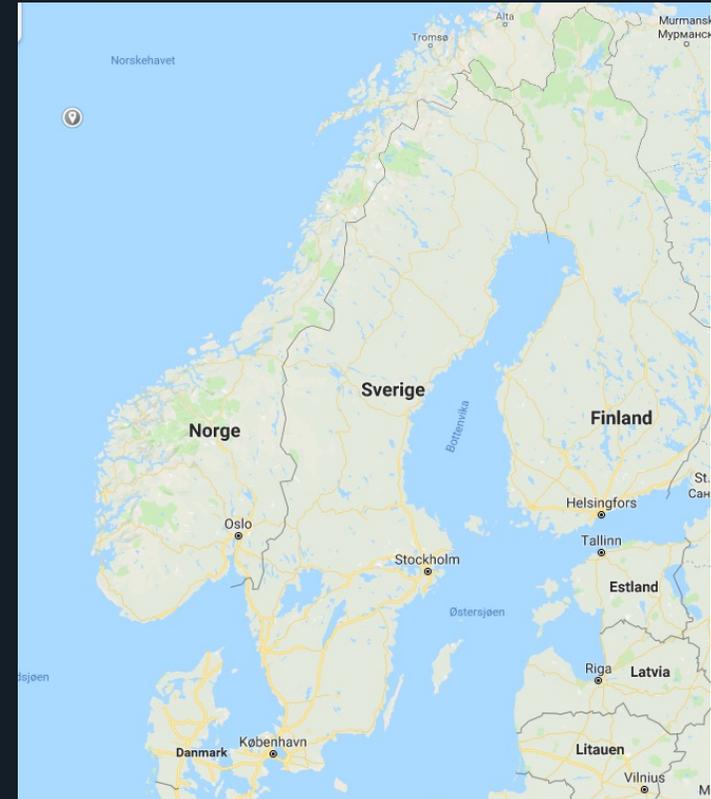


Agenda

- Digital transformation in the Nordic higher education
- Digital competence ... for teachers and students
- Lessons learnt from the pandemic
- Some examples from teacher education at the University of Agder

The Scandinavian HE landscape

- Public
- Financial support
- Autonomy
- Reforms
- Mergers



Digital transformation in higher education in Scandinavia



Solid digital infrastructure that support teaching and learning



Digital competence varies among faculty staff



Top-down; administrative led, less involvement of faculty staff except from early adopters

Professional Digital Competence for teachers 'PDC'



generic digital competence,



didactical digital competence,



professionally oriented digital
competence



transformative digital
competence

...a complex and reciprocally interplaying set of resources—i.e., knowledge, skills and attitudes—concerning teaching-and-learning *with* media and *about* media. The professional component includes the knowledge and skills related to the technological, pedagogical and content dimensions, as well as the attitudes (including beliefs, values, motivation and awareness) related to the digital world.

Digital competence & the covid19-pandemic: “Emergency remote online teaching” *

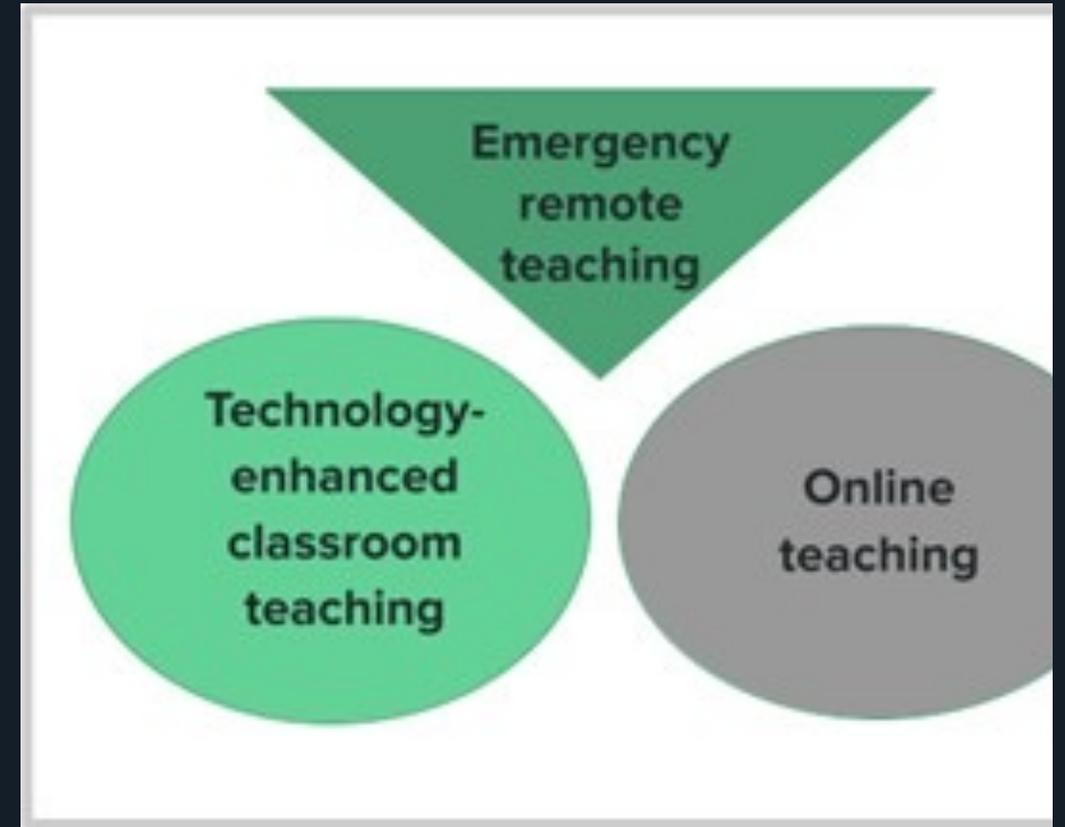


Figure 1. Emergency remote teaching. Source: Zanazzi & Tømte, 2021
* Barbour et al., 2020

To what extent do you agree with the following statements about your digital competence? (N=2503)

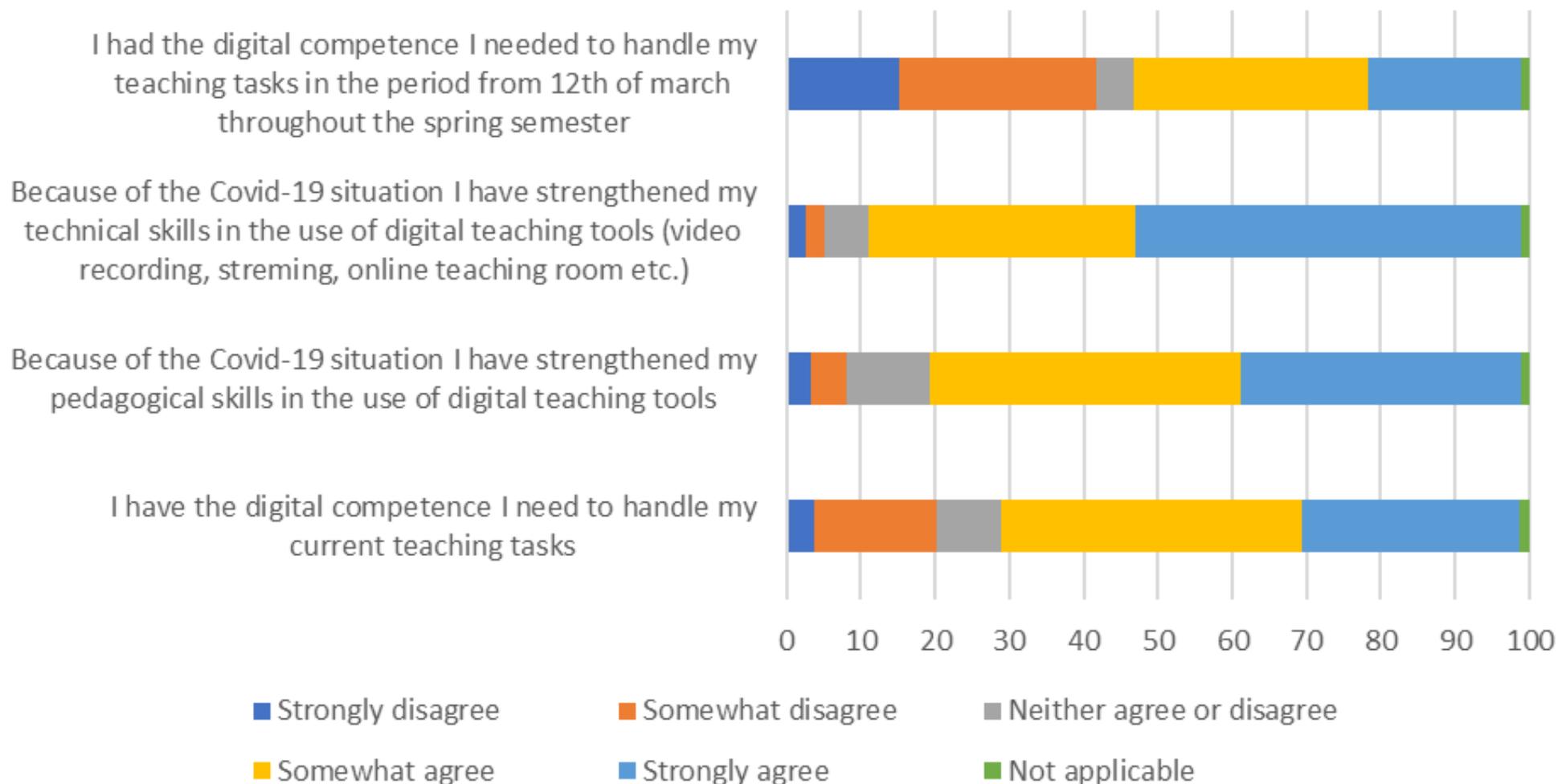


Figure 2: Reported changes in digital competence among academic staff in Norwegian HEI's 2020. Source: Solberg et al., 2021.

Digital competence in higher education

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Besides, the institutions of higher education are encouraged to focus on the development students and teachers’ digital competence, create relevant learning strategies and use appropriate tools to improve the quality of education.”

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Digital competence in higher education research: A systematic literature review

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ABSTRACT

In the information and knowledge society, where technology develops rapidly and penetrates deeply into our lives, the discussion about digital competence has become a hot topic today. After the emergence of the Coronavirus (Covid-19) and with its huge impact on the education industry, the concern about digital competence has reached a new height. This systematic literature review uses Web of science and Scopus as databases to store and analyze the existing research on digital competence in higher education settings. The purpose of this review is to provide the scholar community with a current overview of digital competence research from 2015 to 2021 in the context of higher education regarding the definition of digital competence, dimensions used to evaluate digital competence, research purposes, methodologies, and results and limitations. Major findings include that the majority of publications cited both research and EU policy in describing the definition of digital competence. The review indicates that most university students and teachers have a basic level of digital competence. Besides, the institutions of higher education are encouraged to focus on the development students and teachers’ digital competence, create relevant learning strategies and use appropriate tools to improve the quality of education.

The development students' and teachers' digital competence

Tales from teacher education at UiA

Tales from teacher educators at UiA (i)

Local platforms and network: website & blog

The screenshot shows a website with a teal header and a dark navigation bar. The main content area is divided into two columns. The left column features a photo of a group of people in a kitchen setting, with the text 'KRLE på kjøkkenet' and a short paragraph. The right column has a grid of colorful avatars and a text block about 'Erfaringer med bruk av breakout room i Zoom'. Below this is another photo of students using VR headsets, with text about 'Digitale oppdrag i skolen'.

Studentaktiv læring i lærerutdanningene

OM STALU AKTUELT BLOGG KONTAKT OSS

AKTUELT

BLOGGINNLEGG

KRLE på kjøkkenet
Uka før påske møttes lærerstudenter fra KRLE sine medstudenter på mat og helse for å holde påskemåltid sammen. Festmåltidet seder ble laget, feiret og ... [Les mer](#)

Erfaringer med bruk av breakout room i Zoom til studentaktiv læring i kunst og håndverksundervisning
De siste to årene har digital undervisning delvis dominert studentenes hverdag. Universitetet i Agder har i stor grad benyttet seg av Zoom som digital ... [Les mer](#)

Digitale oppdrag i skolen – et glim inn i et praksisnært EVU-tilbud for lærere
I etter- og videreutdanningsemnet "Fremtidens profesjonsfaglige digitale kompetanse for lærere" (IS 912-913, EVU) har lærere navigert seg gjennom ... [Les mer](#)

Elever besøkte synagogen i Oslo fra klasserommet i Vennesla

International platform: TTI eTwinning

The screenshot shows the eTwinning website interface. It includes the eTwinning logo, navigation links for Benefits, Get started, Community, and Newsroom, and a project listing for 'The Use of Technology in Education - a TTI-project' dated 19.03.2020. The project description mentions university professors and teaching education degree courses. Below the description is a group photo of lecturers and a section titled 'HOW CAN WE USE ETWINNING FOR OUR TEACHING?' with some ideas of activities.

eTwinning Benefits Get started Community Newsroom

The Use of Technology in Education – a TTI-project

The use of technology in education- a TTI-project
19.03.2020

We are a group of university professors and we teach in Primary Teaching Education degree courses. Our students will become pre-school, primary and/or lower secondary school teachers. We would like them to take this opportunity to reflect on the role of technologies in their work, having a chance to exchange...

A group of lecturers from teacher training colleges in Denmark, Norway and Italy have created an eTwinning project for student teachers. The project is about the use of technology in education. University College Southern Denmark (UC Syd) has recently joined the TTI network and Ms Sofia Rontini, a lecturer of English, has been one of the initiators of the project.

HOW CAN WE USE ETWINNING FOR OUR TEACHING?
Some ideas of activities:
- Another activity we could realize with children around five/six years old and, obviously, with eTwinning it concerns the sharing of the customs and habits of one's country: "All the world is the stage". With the help...

Tales from teacher educators at UiA (ii)

Educating for professional digital competence? Exploring teacher education in a new learning space (2020-21)

Funded by Faculty of Teacher Education, UiA

Cathrine E. Tømte & Aleksandra Lazareva

Contribution/ impact:

Provide teacher educators, teachers, teacher students and researchers with updated knowledge of the potential of future classroom labs – how to prepare for teaching and learning? How to learn about the teacher profession?



Multimodal assignments and assessments (2021-2022)

*Funded by Faculty of Teacher
Education, UiA*

Maria Skotte Wassmuth

Contribution/impact:

Provide researchers and practitioners with updated knowledge and competencies on design and assessment on multimodal assignments



And now?



- How can HEIs foster and further develop teachers' experiences with emergency remote online teaching into professional digital competence for teachers?
- Pedagogical change? Teacher oriented – student oriented teaching?

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Thank you!

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