



**WHAT IS eCOMPETENCE? THEORETICAL CONSIDERATIONS
ON THE CONCEPT OF eCOMPETENCE IN AN EDUCATIONAL
PERSPECTIVE**

PROPOSAL FOR AN OPEN AND INTERACTIVE WORKSHOP IN THE EDEN
2006 ANNUAL CONFERENCE IN VIENNA



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EU[eComp]Int: Workshop Proposal for EDEN 2006 Conference

Dear Andras Szucs,

in cooperation with our colleagues Wim van Petegem and Ulf - Daniel Ehlers, we would like to propose an open workshop on the concept of eCompetence for the EDEN 2006 conference in Vienna. An open discussion between invited experts with active participation from the audience on theoretical considerations of the concept of eCompetence will be in focus of the workshop. The conceptual input for the theoretical discussion is result of research activities of the European eCompetence Initiative (<http://www.ecompetence.info>). Please find the detailed workshop proposal in the attached pdf - file.

Please do not hesitate to contact me for any additional information.

Best regards from Dortmund,

Dirk Schneckenberg

A. AIM

In the higher education context, the topic of eCompetence is closely linked to recent discussions that have evolved in eLearning on the strategic challenge to implement new technologies in a sustainable way into universities. Desideratum is the eStrategy which guides the efforts universities undertake to integrate ICT into their work processes. This strategic challenge reflects the situation many universities currently face in the area of eLearning.

eCompetence research represents one aspect within the discussion of integrating new technologies into universities. Its main interest is on the role of the human factor in this technological innovation process. Nonetheless the term 'eCompetence' is and remains a fashionable buzzword without concrete meaning, if its main implications are not detailed and discussed within specified contexts. The main challenge for a theoretical discussion of eCompetence in this workshop is to relate the general term of competence to the specific "eContext" - which will be in our case the electronic context that is gradually evolving and changing the work culture in higher education.

B. WORKSHOP TITLE

What is eCompetence? Theoretical Considerations on the Concept of eCompetence in an Educational Perspective

C. INVITED WORKSHOP EXPERTS

Dr. Ulf-Daniel Ehlers, Project Coordinator European Quality Observatory, University of Duisburg Essen, Germany

M.A. Dirk Schneckenberg, Project Coordinator of the European eCompetence Initiative, University of Dortmund, Germany

Prof. Wim van Petegem, EUROPAce, University of Leuven, Belgium

M.A. Thomas Pfeffer, Institute for Interdisciplinary Research and Continuing Education of Austrian Universities (IFF), Vienna, Austria

Prof. Dr. Dr. h.c. Johannes Wildt, Center for Research on Higher Education and Faculty Development, University of Dortmund, Germany

D. OPEN AND INTERACTIVE WORKSHOP

Proposed as open and interactive workshop in the EDEN conference. Open means that we want all participants to be able to share their thoughts in a free discussion. Interactive means that the invited experts will give a short introductory presentation of 5 max. time for each presentation on the basis of one presentation

slide. After which we aim to form four work groups, in which the workshop participants interact with each other on a specific topic of the theoretical eCompetence concept. The proposed time for our workshop is 90 minutes.

E. PROPOSED WORKSHOP STRUCTURE

E.1. INTRODUCTION OF eCOMPETENCE CONCEPT (20 MIN.)

The invited experts will, as workshop input, propose and present a model for the theoretical construction of the eCompetence concept. This conceptual approach differentiates between the individual and the organisational level of eCompetence, the individual level representing personal competence development of the academic teacher and institutional competence representing the structures, processes and policies in place, by which a university aims to embed its ICT use.

E.2. DISTRIBUTION OF WORKSHOP PARTICIPANTS IN FOUR WORKGROUPS (45 MIN.)

After the short input presentations the workshop audience will be divided into four work groups. Each work group will be moderated by one expert and discuss one key component of the theoretical eCompetence concept. The key points of the discussion will be collected and structured on whiteboards.

E.3. PRESENTATION OF THE WORK GROUP RESULTS (20 MIN.)

The results of the parallel discussions on the four key components of the theoretical eCompetence concept are presented by each moderator to the workshop plenary.

E.4. CONCLUDING REMARKS (5 MIN.)

The invited workshop experts will summarise the discussion results on the theoretical eCompetence concept and draw final conclusions.

F. RELEVANCE FOR EDEN CONFERENCE

The general concept of competence is used in many different and inconsistent ways in the research literature. The eCompetence term is facing the same conceptual fuzziness. A meaningful definition of the competence term can only be reached, when it is applied to and embedded into a specific context. In higher education this context for eCompetence research is set by the conditions, in which technological innovation processes in universities take place. A concept of competence that is appropriate for this research context, will be introduced into the workshop and its main components and influence factors will be detailed. The resulting competence concept will be applied in the workshop discussion to the specific eContext, which is sketched as the electronic context that is gradually evolving and changing the work culture in higher education.

By introducing one specific theoretical concept for eCompetence in the higher education context, this workshop will contribute to a conceptual clarification of the eCompetence term and give one specific example, how this theoretical concept can be applied for a better understanding of competence development and competence management processes in the educational sector.

G. ADDITIONAL BACKGROUND INFORMATION

The workshop aims to present a summarised perspective on eCompetence research in the field of higher education. A more detailed description of the theoretical eCompetence concept on the individual level of the academic teacher can be found in the article "Towards a Conceptualisation of eCompetence in Higher Education", which has been submitted for publication in the EDEN 2006 Proceedings. We aim to deepen the research in this field and to work out a more complex model for eCompetence, which will include the organisational level of competence development and apply this theoretical framework to empirical data that stems from ongoing research which is taking place in the European eCompetence Initiative (<http://www.ecompetence.info>).

H. FURTHER INFORMATION AND CONTACT

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