
NEW COMPETENCES FOR ACADEMIC STAFF

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A FIRST CONCEPT FOR eCOMPETENCE IN HIGHER EDUCATION

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eCompetence Panel

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WHAT IS COMPETENCE?

Competence is not limited to the acquisition of skills. Competences are expressed in an act of **performance** and are always related to a specific social **context**.

With a focus on performance, competence can be defined as

"... the ability to act within a given context in a responsible and adequate way, while integrating complex knowledge, skills and attitudes (Van der Blij, 2002)".

COMPETENCE DEFINITION

COMPONENTS

CHARACTERISTICA

LEVELS OF OBSERVATION

**individual
dispositions**

**abilities, aptitudes,
motivations
attitudes , values**

psychological theory



to act in



**context-bound
situations**

**complex, undefined,
not routinised
dynamic**

action theory



according to

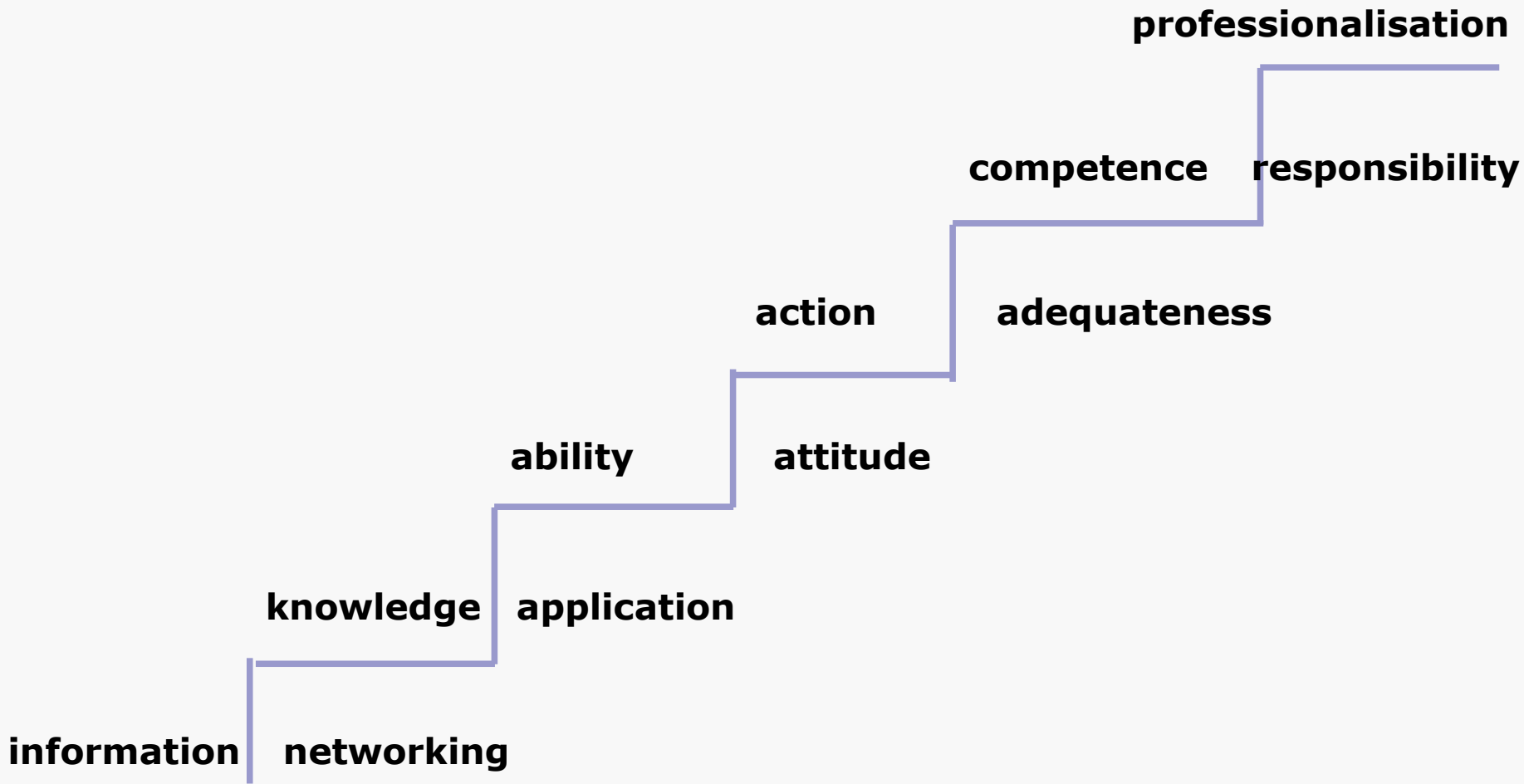


**consensual
standards**

**adequateness,
responsibility**

sociological theory

STEPS TOWARDS PROFESSIONAL DEVELOPMENT



WORK DEFINITION OF eCOMPETENCE

THE ABILITY TO USE ICT IN TEACHING AND LEARNING IN A MEANINGFUL WAY

The definition of e-Competence distinguishes between INDIVIDUAL and ORGANISATIONAL eCompetence. Both, however, describe the ability to successfully use e-Learning technologies in routine educational practice.

For example,

- INDIVIDUAL eCOMPETENCE of an individual teacher describes his/ her ability in using ICT in teaching and course delivery.
- INSTITUTIONAL eCOMPETENCE describes the structures, processes and policies in place that embed ICT use.

KEY ELEMENTS IN DEFINITION

INDIVIDUAL eCOMPETENCE

- to use ICT**
- in teaching and learning scenarios**

ORGANISATIONAL eCOMPETENCE

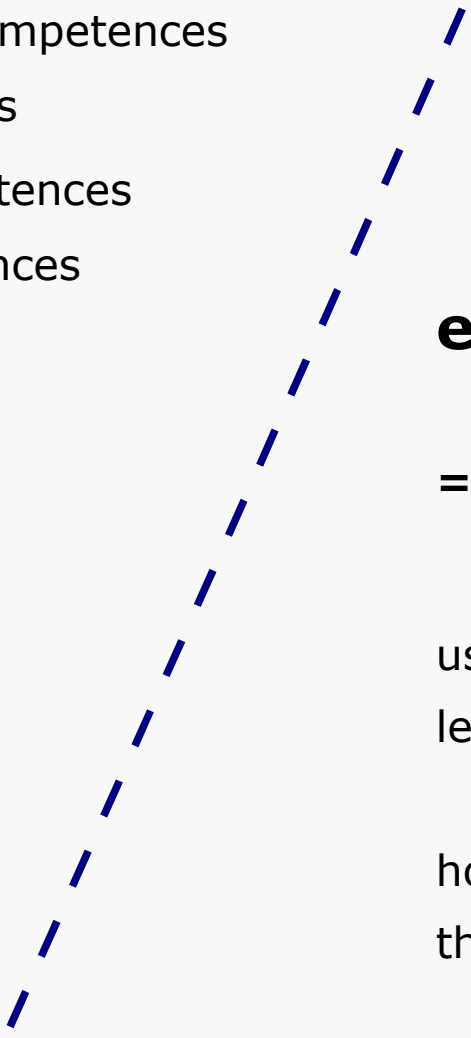
- institutional measures to**
- embed ICT use**

1. CHART INDIVIDUAL eCOMPETENCE

- subject-specific competences
- social competences
- methodical competences
- personal competences



LECTURER



eContext

=

use of ICT in teaching and learning scenarios

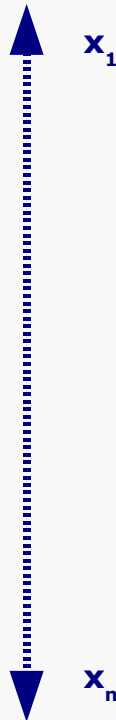
how to detail and specify the eContext?

2. APPROACH TAKEN FROM RESEARCH ON HIGHER EDUCATION

TEACHING AND LEARNING SCENARIOS AS REFERENCE POINT

models of learning in case studies + ICT options

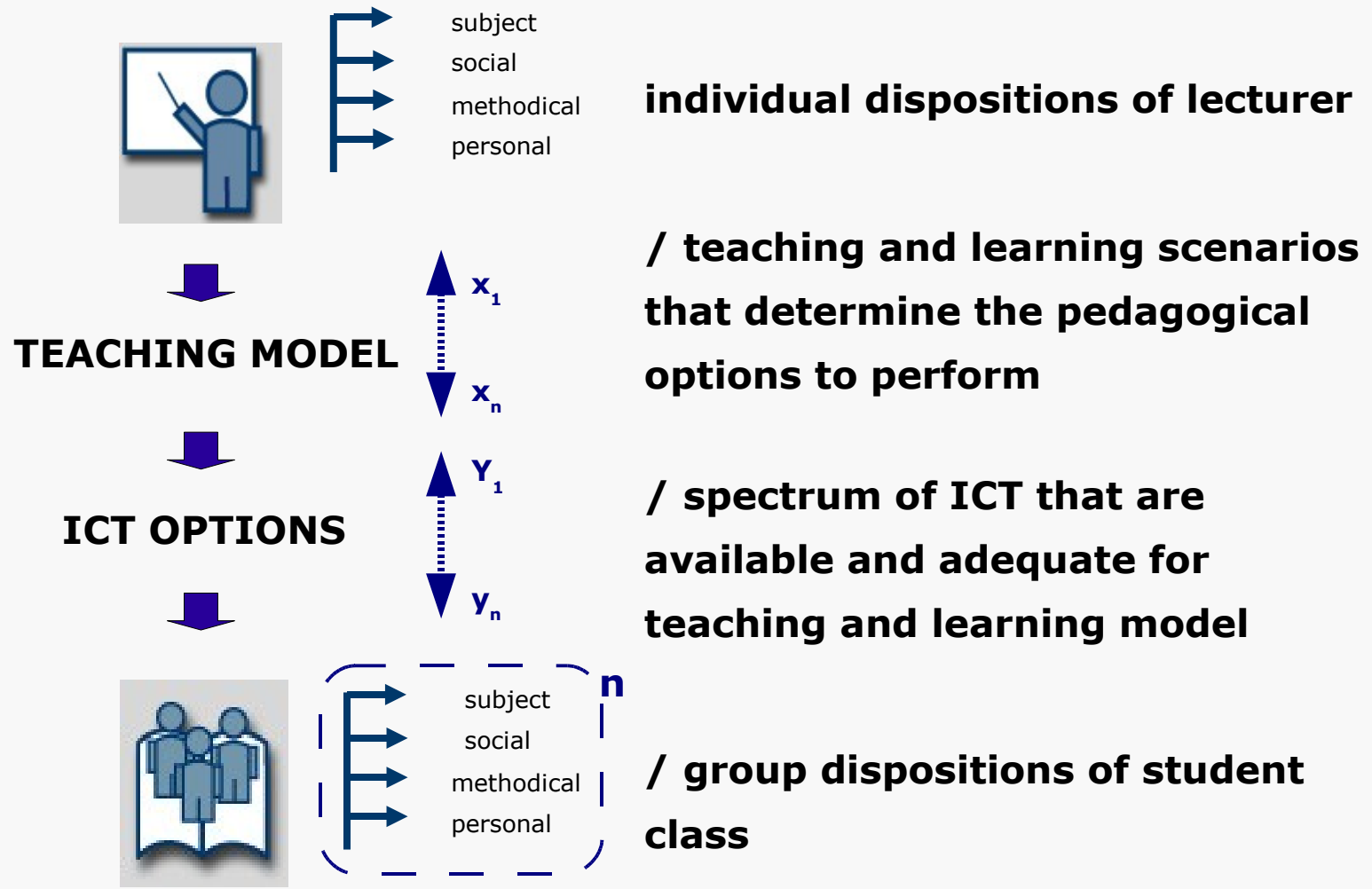
spontaneous learning
 practise-oriented learning
 exercise-based learning
 experience-based learning
 problem-based learning
 explorative learning
 performance-oriented learning
 case-oriented learning
 project-oriented learning
 research-based learning



ICT options = spectrum of
 electronic variables from pdf
 to virtual classroom

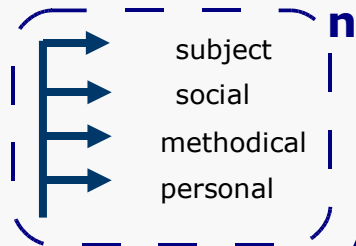
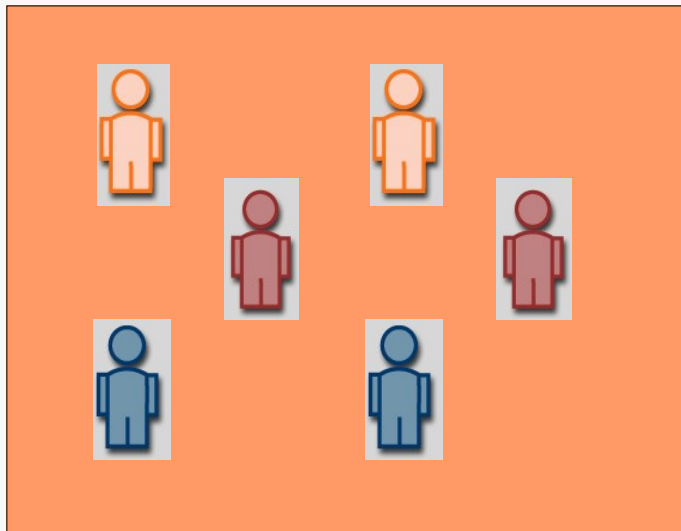


3. SYNERGY MODEL FOR INDIVIDUAL eCOMPETENCE



4. DRAFT MODEL FOR ORGANISATIONAL eCOMPETENCE

Organisational eCompetence
 = \sum individual eCompetence



eContext

=

organisational measures to embed ICT use -> **SCIL** Model

focus on org. measures to develop and foster ind. Competences of their academic teachers

DISCUSSION

Thank you for your attention!