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eCOMPETENCE FOR ACADEMIC STAFF  
-  
FROM CONCEPT OF COMPETENCE TO  
SPECIFICATION OF eCOMPETENCE PROFILES

M.A. Dirk Schneckenberg

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## 1. RESEARCH BACKGROUND AND CONTEXT

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### EUROPEAN eCOMPETENCE INITIATIVE

Aim has been identification and comparative analysis of *eCompetence development measures* in 23 universities of project consortium.

### DISSERTATION

New Competences for Academic Staff - An International Investigation on eCompetence in Higher Education

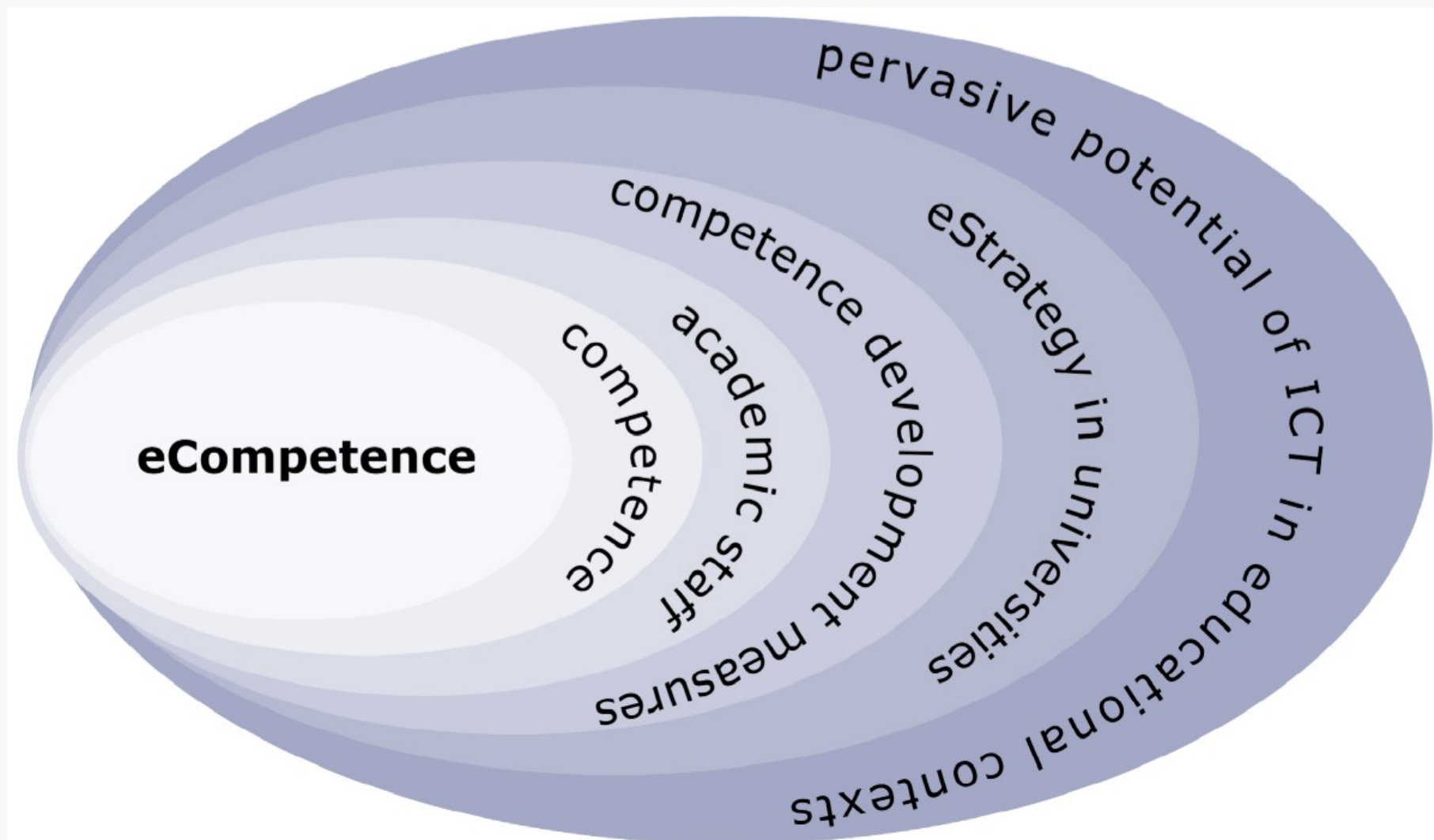
### WORKPLAN

#### A. Conceptual Part

A.1. The concept of competence

A.2. Development of a theoretical eCompetence concept

## 1. RESEARCH BACKGROUND - THEORETICAL eCOMPETENCE CONCEPT



## 2. CENTRAL RESEARCH QUESTIONS

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2.1. What is *competence*?

2.2. What is *eCompetence*?

2.1. How do we *specify* eCompetence of academic staff?

### 3. GUIDING IDEAS

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#### CORE ASSUMPTION

We can only interpret competence through the analysis of performance patterns which validate theoretical assumptions on specific competence profiles

#### THREE RESEARCH STEPS

1. *Theoretical assumptions* on competence/ eCompetence
2. *Specification* of eCompetence profiles in distinct eLearning scenarios
3. *Validation* of theoretical concepts and eCompetence profiles through analysis of performance patterns

## 4. RESEARCH METHODS - DESKTOP STUDY ON COMPETENCE/ eCOMPETENCE

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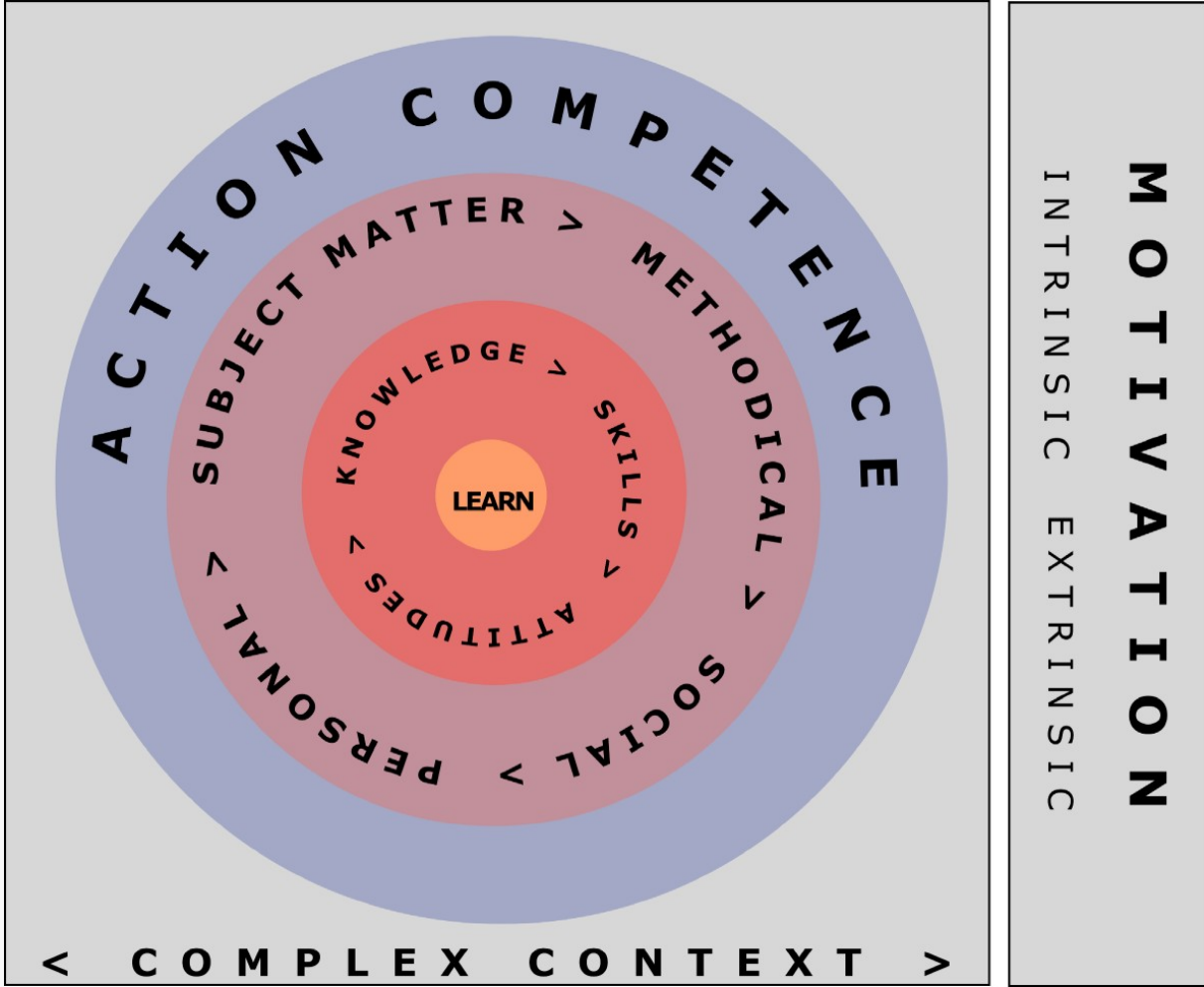
### COMPETENCE

- Competence research, motivational and cognitive studies in psychology
- Learning theories and models in pedagogy
- External competence standards/ wider contextual factors for competence management in organisational and business sciences

### eCOMPETENCE

- Media pedagogy
- Research in wider eLearning community

## 5. MAIN FINDINGS - MODEL OF ACTION COMPETENCE



### KEY COMPONENTS

- learning -> process
- KSA -> dispositions
- 4 key competences -> areas
- action competence -> performance
- context -> complex, unstable
- motivation -> intrinsic/ extrinsic

## 5. MAIN FINDINGS - CONTEXT ANALYSIS FOR eCOMPETENCE PROFILES

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As analysis of *performance requirements* in a set of specific eLearning scenarios.

Performance requirements = contextual norms and regulations which define *competent behaviour*.

*Deduction* of specific eCompetence profiles on basis of specified performance requirements.

## **5. MAIN FINDINGS - KEY ELEMENTS IN eCOMPETENCE DEFINITION**

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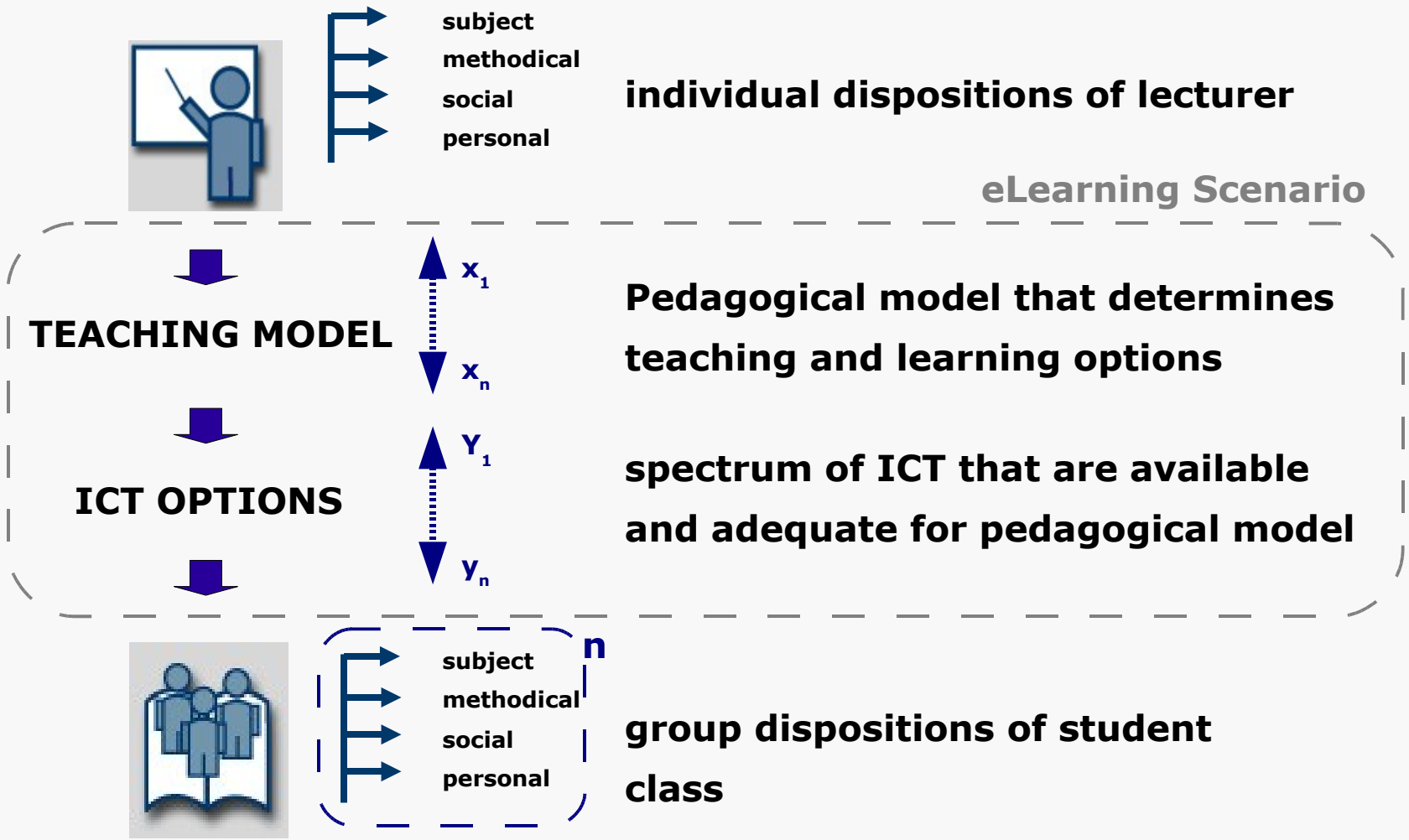
### **INDIVIDUAL eCOMPETENCE**

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

### **ORGANISATIONAL eCOMPETENCE**

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

# 5. MAIN FINDINGS - GENERIC CONCEPT OF eCOMPETENCE



## 5. MAIN FINDINGS - SPECIFIED eCOMPETENCE PROFILES

Table A: 3x4 Field Competence Matrix

	KNOWLEDGE	SKILLS	ATTITUDES
SUBJECT MATTER			
METHODICAL			
SOCIAL			
PERSONAL			

Table B: eCompetence Matrix for Collaborative eLearning Scenario

----- CAFÉLATTIA - COLLABORATIVE LEARNING -----			
	KNOWLEDGE	SKILLS	ATTITUDES
<b>SUBJECT MATTER</b>	x understand collaborative and interactive learning processes		
<b>METHODICAL</b>		x moderate, facilitate, mediate and mentor learning within communities	
<b>SOCIAL</b>	x be an efficient networker	x manage group x take leadership role	x foster peer-to-peer support x steer interaction between learners
<b>PERSONAL</b>		x be able to change roles	x be self-reflective

## 6. CONCLUSIONS

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1. Competence and eCompetence not concepts we can define independent from the *context of performance*.
2. Context of performance is *distinct* within different universities, different disciplines, different courses of same study program, and even within different *eLearning scenarios* which vary in degree of technology use.
3. A unified, scalable macro-level approach for concept of eCompetence in society and education is *highly improbable*.
4. We primarily need to think in terms of *specified eCompetence approaches* for academic staff in universities that fit specific meso- and micro-contexts in which they are required.

## 7. NEXT STEPS AND ADDITIONAL REFERENCES

EU [eComp]Int THE EUROPEAN eCOMPETENCE INITIATIVE		
-- SURVEY AREA --		
EFFECTIVE PRACTICES DATABASE		
<a href="#"><u>Training the Trainers - Government Funding Scheme</u></a>	Iain Mac Labhrainn CELT NUI, Galway	iain.maclaren@nuigalway.ie
<a href="#"><u>e-class: asynchronous learning solution</u></a>	Dr George Chryssochoidis, Agricultural University of Athens, Laboratory of Agribusiness Management 75 Iera Odos GR-11855 Tel. +30-210 5294766. Email: chryssochoidis@aua.gr Mr Thanassis Makrandreou, Chief Technician, Laboratory of Informatics, 75 Iera Odos GR-11855 Tel. +30-210 5294202. Email: thanos@aua.gr	kehagia@aua.gr
<a href="#"><u>Integrating Campus Systems</u></a>	Irene le Roux, Deputy Director, Telematic Learning and Education Innovation Dolf Jordaan, Project Manager, Telematic Learning and Education Innovation	irene.leroux@up.ac.za dolf.jordaan@up.ac.za
<a href="#"><u>Training for academic staff in the use of WebCT and the facilitation of e-learning.</u></a>	Mrs Jill Fresen Project Manager Department of Telematic Learning and Education Innovation University of Pretoria Pretoria South Africa	jill.fresen@up.ac.za
<a href="#"><u>Innovatic: A project designed to integrate ICT tools in the teaching practice of Education Faculty teachers at UAB (Autonomous University of Barcelona)</u></a>	Dra. Marina Tomàs Innovatic Project Coordinator Autonomous University of Barcelona (UAB) Faculty of Education Edific G-6 08193- Cerdanyola del Vallès (Spain) tel. +34 93 581 3197	marina.tomas@uab.es
<a href="#"><u>Web Support: Faculty wide roll out</u></a>	Dr Dolf Steyn, Chief education consultant, TLEI, University of Pretoria	dolf.steyn@up.ac.za
<a href="#"><u>Applying CRM Techniques in a eLearning solutions</u></a>	Altran SDB, Miguel Arjona, Technical Director, +34 91 744 05 17	marjona@altransdb.com
<a href="#"><u>Using e-content to enhance learning in traditional classroom based teaching</u></a>	Maria Grigoriadou, Associate Professor, head of the "Educational and Language Technology" group, Department of Informatics and Telecommunications, University of Athens, Greece, Panepistimiopolis, GR-15784 Athens, Greece, Phone: +301 7275205; Fax: +301 7275214, gregor@di.uoa.gr	gregor@di.uoa.gr
<a href="#"><u>Personalised learning environments accommodating learners' individual differences</u></a>	Dr. Kyparisia Papanikolaou, Research Assistant, member of the "Educational and Language Technology" group, Department of Informatics and Telecommunications, University of Athens, Greece, Panepistimiopolis, GR-15784 Athens, Greece, Phone: +301 7275205; Fax: +301 7275214, spap@di.uoa.gr, Home page: http://hermes.di.uoa.gr/lab/CVs/Papanikolaou.html	spap@di.uoa.gr
<a href="#"><u>Evaluation of group works in eLearning</u></a>	Esko Marjomaa University of Joensuu Department of Computer Science P.O. Box 111 FIN-80101 Joensuu, Finland tel. +358 13 251 7957 fax +358 13 251 7955	esko.marjomaa@joensuu.fi
<a href="#"><u>E-learning environment, Master and short courses</u></a>	Carlo Giovannella, MIFAV e ISIM Lab University of Tor Vergata, via della ricerca Scientifica 1, 00133 Rome, +39-06 72594524/4775	info@mifav.uniroma2.it
<a href="#"><u>The e-class platform: a web-based open and cost-effective e-learning service.</u></a>	Costas Tsibanis, Univ. of Athens & Gunet, Technical Manager, Network Operation Center, University of Athens Panepistimiopolis Ilission 15784 Athens, Greece tel.: +30 210 7275631 k.tsibanis@noc.uoa.gr Lazaros Merakos Profesor Department of Informatics and Telecommunications University of Athens Panepistimiopolis Ilission 15784 Athens, Greece tel.: +30 210 7275323 merakos@di.uoa.gr	balaoura@noc.uoa.gr

## 7. NEXT STEPS AND ADDITIONAL REFERENCES

### Tables: Types, Patterns and Processes

Table: types of measures for eTeaching competence development

-- DIRECT MEASURES --	-- INDIRECT MEASURES --
x provide information	x <b>increase action readiness</b>
x develop interest	x design learner-friendly quality development
x organise educational supplies	x foster dialogue and collaboration
x <b>offer consulting support</b>	x <b>make innovation mandatory</b>

Table: Patterns and Processes of Practice – eCompetence at K.U. Leuven

TYPE OF MEASURE	PATTERNS IN PRACTICE	PROCESSES IN PRACTICE
make innovation mandatory	GIL concept, TOLEDO platform	Educational consulting, leadership commitment in mission statement...
increase action readiness	eLearning Grants, Funding Schemes	Yearly funding scheme for eLearning projects...
offer consulting support	Central ICT services, Embedded units	Digital Chalk, personal consultation...

## ADDITIONAL REFERENCES AND DISCUSSION

### eCompetence Book (Creative Commons)

*The Challenge of eCompetence in Academic Staff Development*

### eCompetence Website and Newsletter

including book/ effective practices + link database/  
videoconferences/ magazines etc...

### Ph.D. Thesis

supported by

Hans Böckler  
Stiftung 

*New Competences for Academic Staff – An International Investigation on eCompetence in Higher Education*

### Contact

Web: <http://www.ecompetence.info>

Mail: [dirk.schneckenberg@uni-dortmund.de](mailto:dirk.schneckenberg@uni-dortmund.de)

Tel.: +49 231 755 55 37

