



# 12th Edition of the International Conference on the Quality of Education and Training (CIMQUSEF)



## **New ICT and changing roles of teachers**

Marek Frankowicz

Jagiellonian University in Krakow, Poland,  
& State Higher Vocational School in Tarnow, Poland,



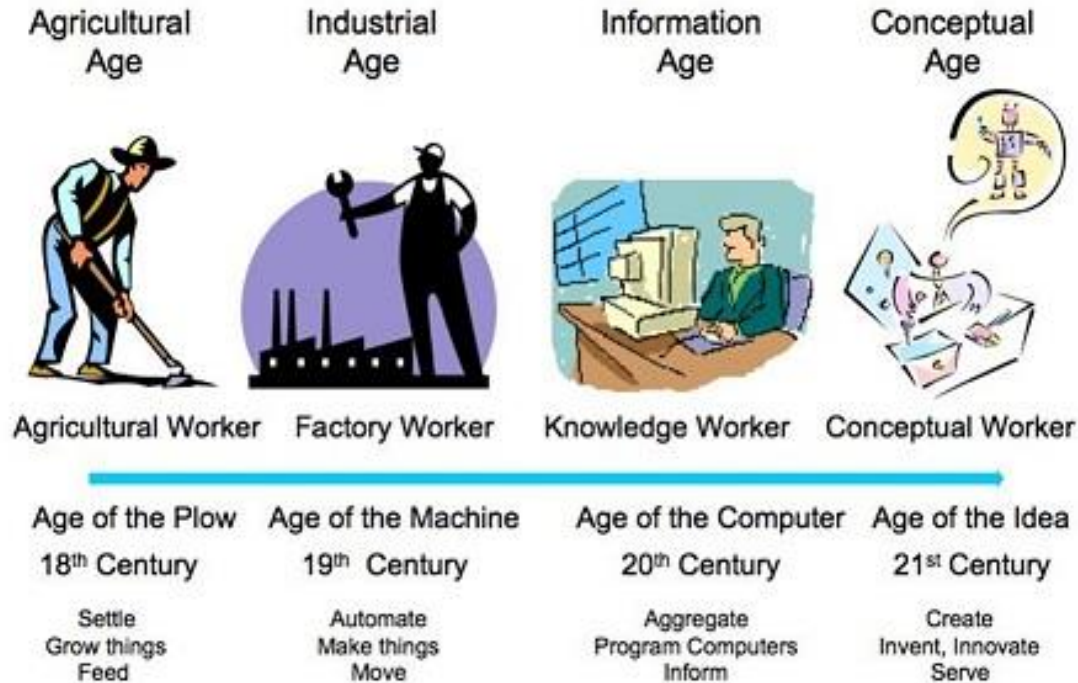
12th Edition of the International Conference on the Quality of Education and Training (CIMQUSEF)

# New challenges for teachers



- New skills for learners
- New teaching and learning methods
- Dawn of the „conceptual age”

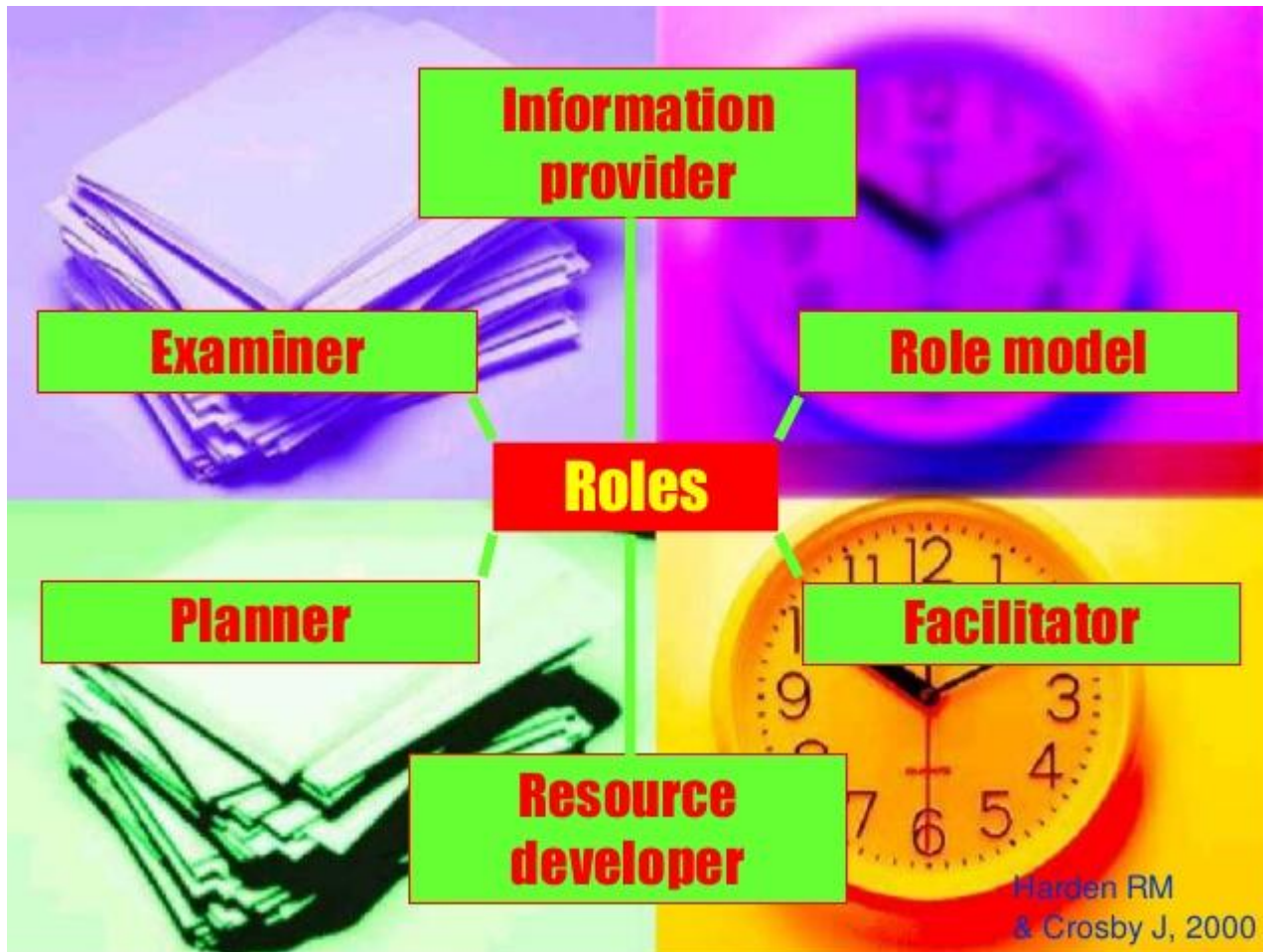
# Conceptual Age



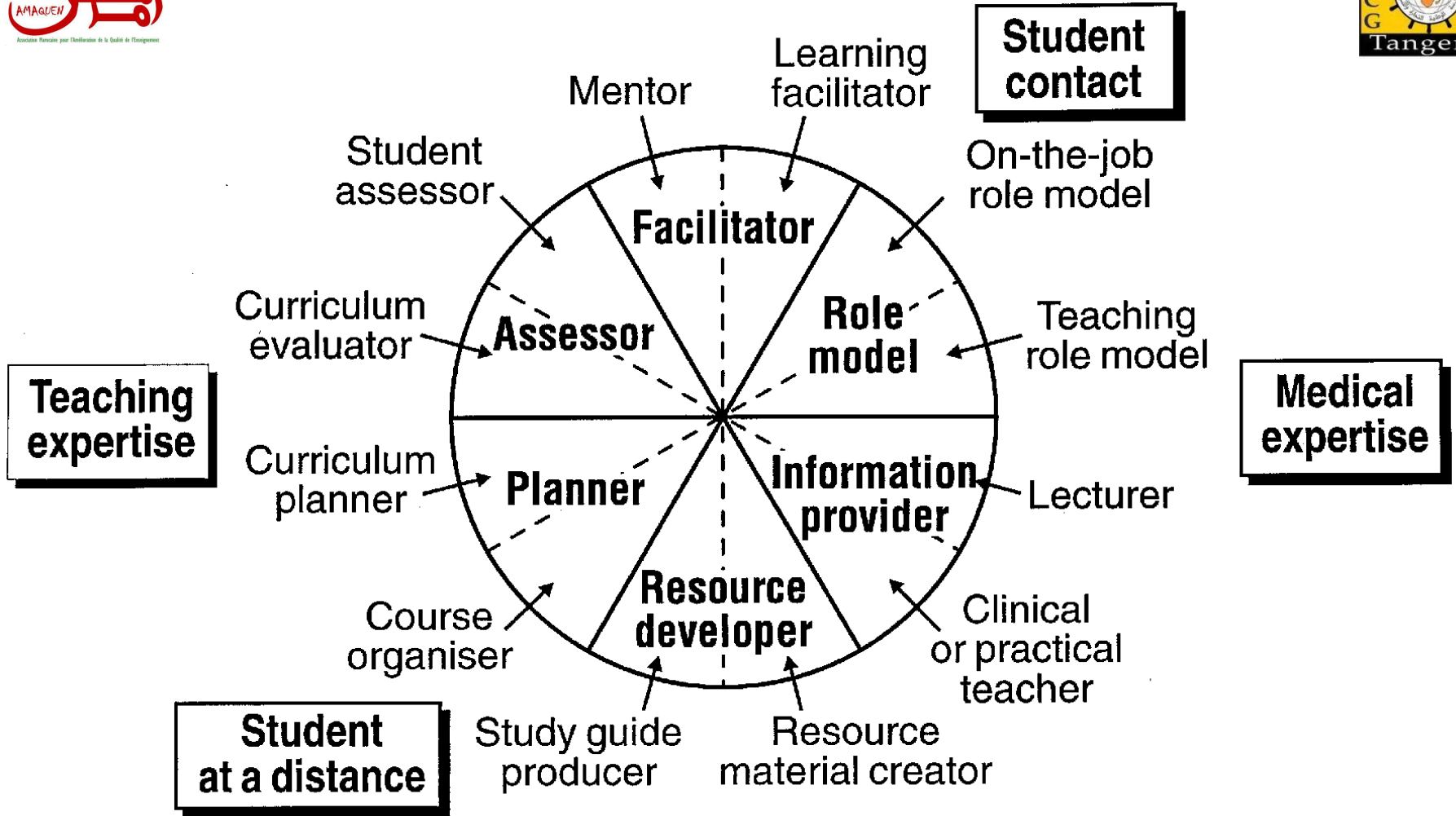
<http://www.evollution.com/wp-content/uploads/2012/08/ages.jpg>

When we formulate new teaching/learning objectives, we have to take into account new emerging needs and conditions, such as

- necessity of full **integration of ICT and teaching aids** in realisation of appropriately designed learning schemes,
- necessity of **interdisciplinary approach** to subject-specific competencies in the framework of given specialisation areas,
- necessity of shaping appropriate **information and communication competencies**, important for active participation in the global knowledge society, in the framework of regular courses concerning various subject areas



# Teacher's Roles



Harden and Crosby, 2000

# Teacher – Learner Interaction

Teacher's Function	Role	ICT Context
Educator	Information provider, Learning facilitator, Planner, Assessor	ICT competencies as a basis for rational and efficient collection, processing and use of information for individual knowledge and wisdom
Preparation for Labour Market	Practical teacher, role model	Good knowledge of ICT helps to find a job and increases efficiency of work
Preparation for life in civil society in the context of continuing socio-economic changes	Role model, mentor	ICT competencies (and "information literacy") help in responsible, ethical and efficient realisation of new tasks and duties

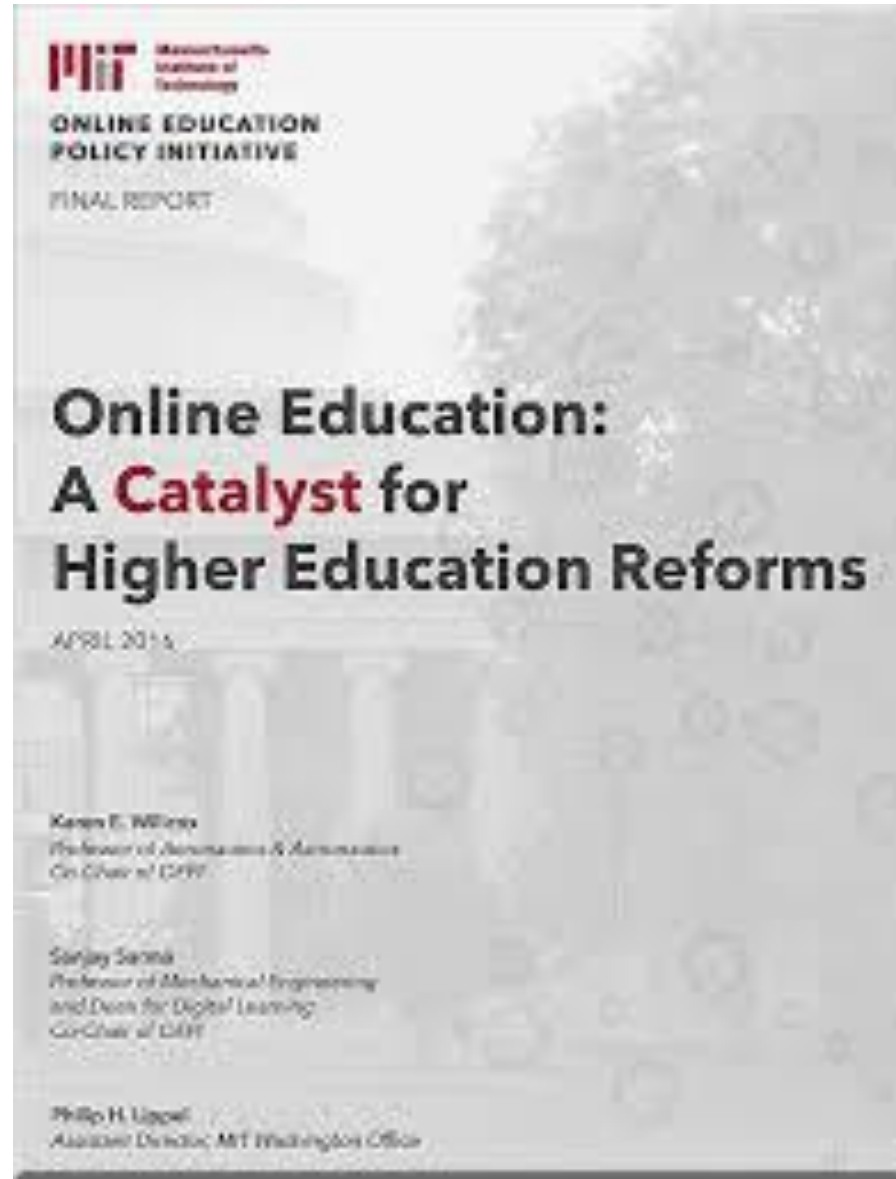


# Teacher – School Interaction

Teacher's Function	Role	ICT Context
Realization of teaching process	Course organiser Curriculum planner	ICT in organization and management of teaching process
Development of didactics	Resource developer Curriculum evaluator Practical teacher	Electronic communication, computer simulations, multimedia systems offer an important support for subject didactics based on ICT competencies of teacher and learner.

# Teacher – School Environment Interaction

Teacher's Function	Role	ICT Context
Partner of parents in pupils' education and upbringing	Planner Evaluator	e-communication as a basis of efficient contact and co-operation
Citizen – member of local community	Planner Role model Information provider	ICT competencies as a guarantee of ethical and efficient activities of citizens in the knowledge society







# MIT Online Education Policy Initiative

- Recommendation 1: Increase Interdisciplinary Collaboration Across Fields of Research in Higher Education, Using an Integrated Research Agenda
- Recommendation 2: Promote Online as an Important Facilitator in Higher Education
- Recommendation 3: Support the Expanding Profession of the “Learning Engineer”
- Recommendation 4: Foster Institutional and Organizational Change in Higher Education to Implement These Reforms

# Pedagogical Variation Model



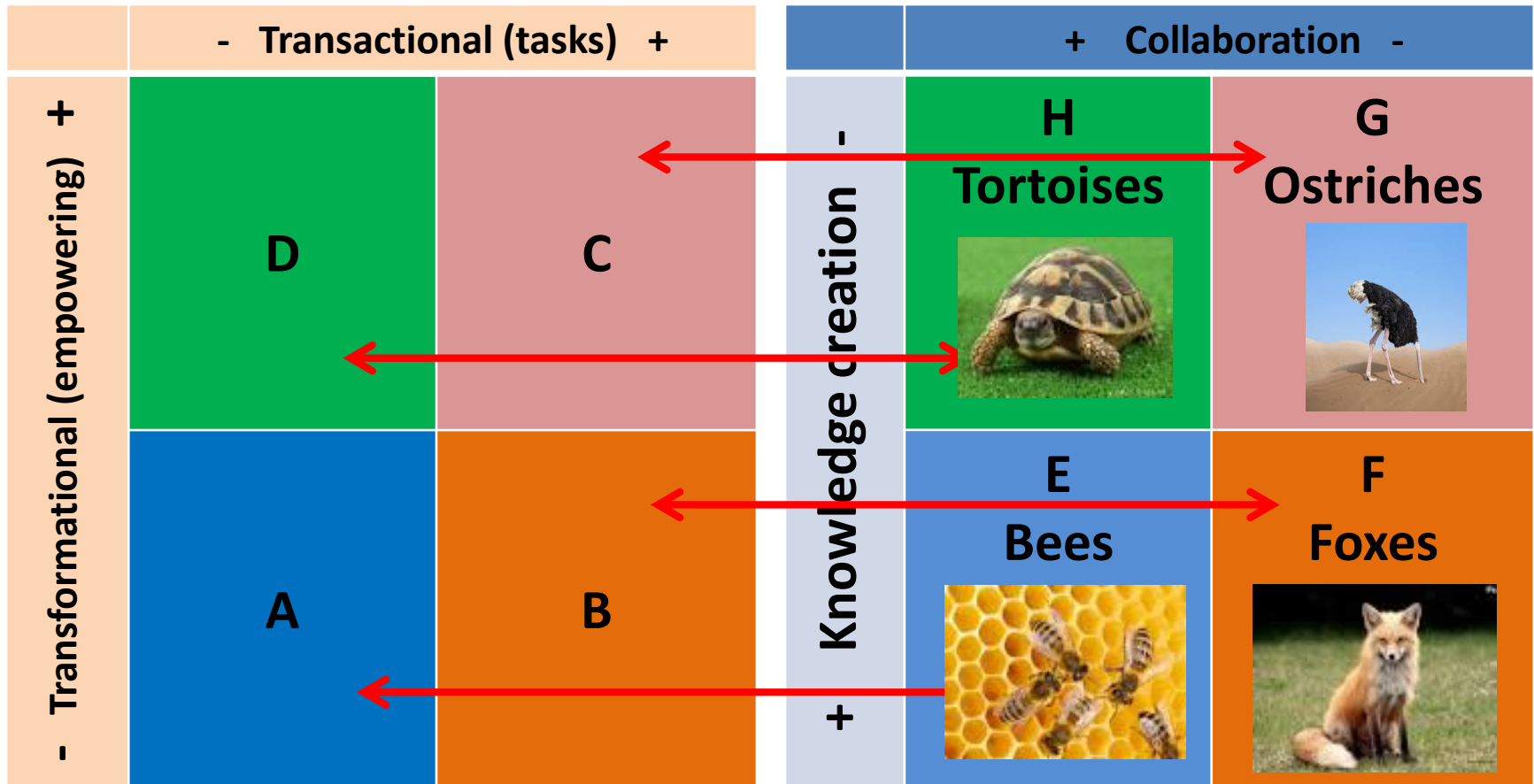
# PVM Model (Dr. Susy Rogers)

	- Transactional (tasks) +		+ Collaboration -	
+ Transformational (empowering)	D	C	<b>H</b> <b>Tortoises</b> 	<b>G</b> <b>Ostriches</b> 
	A	B	<b>E</b> <b>Bees</b> 	<b>F</b> <b>Foxes</b> 
- Transformational (empowering)			<b>-</b> <b>Knowledge creation</b> <b>+</b>	

## E-Moderators

## E-Learners

# PVM Model (Dr. Susy Rogers)



## E-Moderators

## E-Learners

## Virtualizability – examples of quality criteria

- Is **there institutional policy and strategy** to support virtualizability?
- Is curriculum structure and contents **adaptable** for e-learning/blended learning provision?
- Are course modules **adaptable** for e-learning/blended learning provision?
- Are academic teachers **prepared** for e-learning/blended learning?
- Is there an appropriate **infrastructure**?
- Are there appropriate **quality measures** foreseen for e-learning/ blended learning courses?



## Practical Questions (examples):

- Academic decision maker: Is it profitable to get engaged in e-learning? How much will it cost? What will be the added value?
- Curriculum planner: Will it make sense to „virtualize” our study program? How to ensure quality of new provisions?
- Academic teacher: Shall I „virtualize” my course? Will students approve changes? How will my workload increase?
- Student: are all these ICT user friendly?

# Conclusions

- New ICT are very important in the present-day life and work of the teacher. They contribute to changes and shifts in the importance of various roles played by the teacher both in the teaching process as in the interactions with external environment.

# Conclusions

- The notion of **“Active Walker in an Adaptive Landscape”** (Lam 1998): *“An active walker changes the landscape as it walks, and is influenced by the changed landscape in choosing its next step”*.
- A modern school teacher, in the process of continuous transformations, should not be “a passive walker”

# Conclusions

- Educational institutions, being *per se* “teaching organisations” shall become also “learning organisations” (Senge 1990) and learn how to apply their great potential for organisational improvement and self-development.
- The modern ICT can be the most powerful lever to do so, and the **“12 roles” may serve as reference co-ordinates in the multidimensional space of educational changes.**



12th Edition of the International Conference on the Quality of Education and Training (CIMQUSEF)

Thank you very much  
for your attention!

[marek.frankowicz@gmail.com](mailto:marek.frankowicz@gmail.com)

Skype: marek.frankowicz