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DIGGING

DIGital competences for engaGING future educators

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NEEDS ANALYSIS

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For further information related to the DIGGING project please visit http://digging-project.eu

Introduction

Since the publication in 2006 of the Recommendation of the European Parliament and the Council on critical competencies for lifelong learning, competencies have become a central concept in the essential documents, curricula, and research that define public education in Hungary. Digital competence is one of these key competencies.

European and national strategies in place

In 2016, Hungary adopted a government decree on the digital transformation of the public education, vocational education and training, higher education, and adult education systems and on Hungary's Digital Education Strategy (Digital Education Strategy, 2016. https://digitalisjoletprogram.hu/hu/tartalom/dos-magyarorszag-digitalis-oktatasi-strategiaja), which highlights the need to develop digital competence.

National frameworks underlying the development

The Infocommunication Common Framework of Reference (ICFR) was developed due to the TÁMOP 2.1.2/12-1 priority project "Development of foreign language and IT competencies" in 2012. It aimed to support the development of training programs to enhance ICT competencies, and its four levels followed the division of the IKER.

The IKER is a tool for interpreting and self-assessing digital competencies as key competencies, using the five main areas of the DIGCOMP, with four levels aligned to the Hungarian Qualifications Framework levels 1-4.

In addition, one of the objectives of the Digital Education Strategy is the development of the Digital Name Record (DNR) system in Hungary, in line with the DigCompOrg framework, which was launched in 2020 to provide information on the level of digital maturity of public education institutions. The Self-Assessment and Monitoring module of the system will assess the digital maturity of the school through questions on its digital practices and capabilities.

Tools commonly used to support teachers' self-assessment of digital competence in Hungary:

MENTEP (Mentoring Technology-Enhanced Pedagogy - http://mentep-sat-runner.eun.org/) is a self-assessment tool in 4 areas (Digital Pedagogy, Digital Content Use and Creation, Digital Communication and Collaboration, Digital Citizenship), with 30 questions and five progression levels (Beginner, Novice, Proficient, Experienced, Expert), designed to help teachers analyze their knowledge and attitudes, on a pilot basis from 2015 in Hungarian.

SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies - https://education.ec.europa.eu/selfie/registration-procedure) is an online European self-evaluation tool, which the European Commission proposed in January 2018 as one of the initiatives of the Digital Education Action Plan (DEAP). In Hungary, institutions and non-individual educators register to use the tool.

Developing teachers' digital competence

In September 2009, the Master's level teacher training was launched in Hungary. ICT training was introduced in the founding document of the unified Master's degree in teaching, valid for institutions across the country, as a one-semester, 2-credit subject.

Another change affecting teacher education is the introduction of ICT competence in the description of the professional competencies of teachers in the teacher career model (2011), not as a separate competence area but embedded in the eight competencies (Kotschy, 2011)

In 2003, the Ministry of Education organized a free training course for 10,000 teachers with twenty-two teacher training modules. Since then, every year, many teachers have access to this opportunity (Zagyváné, 2020).

EFOP 3.2.4 Developing Digital Competences from 01.01.2017 to 30.06.2023 aimed to contribute to the development of a quality and equitable public education system and to promote successful participation in the labor market/higher education/ lifelong learning by supporting the acquisition of digital competencies expected by society and the labor market (https://kk.gov.hu/digitalis-kompetencia-fejlesztese)

Sources:

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Beáta Kotschy (ed.) (2011) Standards for becoming a teacher and professional development. Eger : Eszterházy Károly College.