



Report: Capability Approach in Technology-Enhanced Tertiary Education: Looking for New Directions.

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The content of presentation. The Latvian-Ukrainian project “Gender aspects of digital readiness and development of human capital in regions” (LV-UA/2018/3) highlighted some peculiarities in educator and student attitude to Information Technologies (IT) that is positive in major but currently their appropriate usage lacks behind the possibilities Digital Technologies (DT). This study, among others, raised two questions that are addressed in this article: “Does gender significantly affect educator and student attitude to DT?” and “Is educators’ current digital competence a comprehensive and sufficient target to meet modern rapid changes?” Some findings have pointed out essentialities in competence development and attracted the researcher attention to sources of attitudes, as well as challenged looking for a new direction to an appropriate pedagogical provision for further development of educator and tertiary student digital competence. The aim is to provide a theoretically-based introduction to the capability approach in using DT while building the capacity of the internal and external environment of higher education. The theoretical investigation draws on the theory of attitude sources and capability approach of educators and students; the empirical data illustrate the theoretical statements of attitude to IT. The empirical research methods and tools to illustrate theoretical considerations are questionnaires “Personal cultural orientations”, “Cultural values scale”, and “Scale to measure attitudes toward IT”; data processing followed the procedure suggested by the methodology of each tool. The research base is made up of 1013 respondents (n=260 in Latvia; n=753 –in Ukraine). The article advances arguments in favour of the capability approach to be discussed as a possibility to introduce a new pedagogical direction to further improve educators’ competencies.

Keywords: educator, student, gender, attitude sources, capability approach in university education.