FOCUS ON CURRICULUM TRANSFORMATION BY EDUCATOR AND STUDENT ATTITUDE DEVELOPMENT TO DIGITAL COMPETENCE

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Presentation (slides- concise)

Investigations indicate that huge quantities of information processed by digital technologies have shifted the goals of education in general which dominated at the beginning of the 21st century have shifted from the accent on scoring disciplinary knowledge of facts to in-depth understanding of scientific ideas and concepts and to high order thinking of educators and students that are integrated with the transformational impact of technologies; curricula offer students innovative knowledge and tools for deeper understanding and implementing digital technologies, as well as emphasize the development of creativity (Chai, & Kong, 2017).

Educators' attitudes to technologies that have become decisive educational tools differ across countries, cultural settings and universities; even more, educators and students identify differences in their attitudes towards the digital technologies and their usage. Much of the students' possible success in digital competence development depends on the educators' attitude to evolving number of technologies to achieve a deep understanding of its transforming nature and appropriate changes of curricula; therefore, an effective usage of technologies for educational purposes needs a constant investigation to keep in a balance all that constitute inseparable parts of education at its tertiary stage and thus keep targeted the transforming process.

The findings: The present paper uses a part of the empirical data collected by the Latvian-Ukrainian project „Gender aspects of digital readiness and development of human capital in region" (LV-UA, Nr.LV-UA/2018/3) and "Implementation of Transformative Digital Learning in Doctoral Program of Pedagogical Science in Latvia" (LZP-2018/2-0180) to trace if there are any significant differences in educators' and tertiary students' attitude to digital technologies (Glokhale et.al, 2013; Hofstede et.al, 2011) and competence development, that might interfere with the transforming nature of technologies and students' digital competence improvement.

The underpinning of the educators' attitude to digital technologies and their usage are discussed, as well as the transformational and transformative character of digital technologies that interfere with the educators' attitudes, general and unique qualities which a tertiary curriculum aims to nurture and educators' further learning helps to keep balanced.

Discussion: Educational principles being a background for creating a model of educators' attitude development in further learning; these are grouped around the three quality levels of the digital competence, highlight their essence and transformative character: (a) instrumental competence as an ability of completing one's job, (b) mastery level of one's competence and (c) educators' expert's level or even excellence in creative innovations that promote the development of a tertiary institution or tertiary education in general.