Migrant teachers’ self-estimated digital competence: A study within Swedish teacher education

# Details

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* Learning
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## Sample

228 teachers actively enrolled migrant teachers from 57 countries and regions in the Swedish government-mandated project Further Education for Foreign Teachers in Sweden.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Digital competence in teacher training for foreign-born students

# Abstract

An increasing number of migrant teachers with a foreign teaching degree enter Swedish teacher education to complement their studies to become eligible to teach in Swedish schools. Digital competence is one of the central skills required of teachers in today’s digitized information society. Within teacher education few studies examine how migrant teachers estimate their ability and skills within digital competence. Hence, in the present study, migrant teachers’ digital competence is investigated applying the framework of technology, pedagogy, and content knowledge (TPACK), the European Digital Competence Framework for Citizens (DigComp 2.1), and the Digital Competence of Educators framework (DigCompEdu). A convergent mixed-methods research design was used. The combined datasets consisted of a web survey, focus groups, individual interviews, and reflective texts, which were analyzed both quantitatively and qualitatively. The respondents’ initial teacher education was obtained in 57 countries/regions. The findings highlight that migrant teachers’ digital competence is diverse, scoring from both very low to high in TPACK, as well as in DigComp 2.1, from a foundation proficiency level to a highly specialized one. This result implies that further development to enhance migrant teachers’ digital competence must be diversified.

# Outcome

"Migrant teachers are not a homogenous group; their education and experience with the use of digital technologies varies widely. The content and pedagogical use of digital technologies must be transparent as well, given that the way teaching is understood and conducted depends on embedded cultural aspects that can sometimes be experienced as unfamiliar.... Intercultural aspects, such as how teaching and learning are practiced and understood, must be addressed during the further development of digital competence." (Authors, 271, 273)