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SHAPING THE DIGITAL COMPETENCES OF TEACHERS IN THE SYSTEM OF SUPPORTING THE DEVELOPMENT OF EDUCATION

Doctoral thesis written under the supervision of
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Abstract

In the doctoral dissertation, the digital competences of pedagogues are considered in relation to the main purpose of education, which is to prepare students for efficient functioning - living in the information society. Modern school needs teachers investing in their own development, understood as a lifelong learning. Professional development encourages teachers to gain further levels of professional promotion, learn throughout their professional career, deepen knowledge and skills, introduce innovations supporting the improvement of the workplace. Meanwhile, creating conditions for the support of pedagogues on the way of development is the task of the system of supporting the development of education, the core of which consists of teacher training centres, pedagogical libraries and psychological and pedagogical counselling centres. The doctoral dissertation focuses on issues aimed at recognizing the phenomenon of shaping the digital competences of teachers in the system of supporting the development of education. It was adopted to analyze the subject of research in three areas, such as subject-methodological competences, competences of learning over the Internet and competences of creating educational resources and sharing them.

There are three goals in the work undertaken. The theoretical goal was to develop premises regarding the specificity of shaping digital competences of teachers against the background of contemporary concepts of professional development of teachers. The cognitive goal was directed at learning the model of shaping digital competences in the system of supporting the development of education. It was planned to learn the needs of teachers in the field of shaping digital competences and the level of satisfaction of teachers using the

training offer of the system of supporting the development of education in the field of shaping digital competences. An exploration of the ODN training offer aimed at shaping the digital competences of teachers was assumed. As a complement to the research, it was planned to learn about the organizational and environmental conditions accompanying the processes of building and implementing this offer. The practical goal was to develop recommendations for the system of supporting the development of education, which will result from the analysis of the needs and expectations of teachers in the field of shaping digital competences. In detail: thematic areas of professional development, preferred by teachers training forms and organizational conditions conducive to shaping digital competences.

The thesis contains four main chapters. The first two constitute the theoretical basis of the author's own research. The first concerns issues related to the process of shaping digital competences of teachers in the perspective of social needs. The place of digital competences in education was described in the context of transformations taking place in the educational environment. The second chapter is devoted to the issues of the system of supporting the development of education, which are considered in the context of the humanistic approach (humanistic orientation). The resources of the system supporting the development of education were characterized and the tasks carried out by the system were analyzed. The third chapter contains a methodological concept of the author's own research. In this part, the adopted qualitative research strategy resulting from the humanistic paradigm of social sciences was explained in detail. It pointed to the interpretative paradigm as a way of learning about reality. Triangulation of methods and sources was used. The following methods were used as research methods: interview, observation, examination of documents, ~~and~~ materials and products of the studied environment. The last part of the dissertation presents the results of the author's own research. Teachers' needs for acquisition and improvement of digital competences were analysed. The results of the research on the training offer of the system supporting the development of education supporting the development of digital competences of teachers were submitted. In the summary, conclusions were formulated, which became the basis for the development of recommendations for the system of supporting the development of education in the area of shaping digital competences of teachers.

The creation of this study was accompanied by the author's awareness that the work does not close any of the issues undertaken in the dissertation and a deep conviction about the legitimacy of the continuation of activities.