

Maintaining satisfaction in the changing profession

Teachers' curiosity and willingness to consider new ideas and ways of working to foster students' digital competence are maintained by **accepting change as a continuous process**. Spontaneous situations during lessons are positive opportunities to involve students in active study.

Continuum and autonomy in teaching

The freedom to test digital technology and make one's own choices in a working community that supports autonomy form the basis for teachers to learn from previous experiences and create good pedagogical practices. Daring to focus on a manageable but rich set of digital technology allows teachers to support students as they seek to relate positively with digital technology, contributing to students' **motivation to participate actively in a digital society**.



SOCIAL SKILLS

Teachers need skills to interact and collaborate with others who have unique digital communication preferences.

Incorporation of new understanding

Putting new ideas into practice

Flexibility

Tailoring

instruction in

different situations

to learners with

varying needs

Openness

Responding to teaching situations in novel and innovative ways

PROFESSIONAL WELL-BEING

Advancing professional expertise helps teachers to respond to new and changing circumstances in a digital society.

Orchestrating communication and collaboration practices

Competent teachers guide

interaction with students, parents, colleagues and other stakeholders by blending digital, non-digital, face-to-face and online situations. This means, for example, showing empathy and giving written and recorded feedforward comments to students, including in digital learning environments.

The Active and Reflective Digiteacher

professional skills and knowledge Actively

Developing

Actively influencing one's work



Criticality

Daring to change

while also

maintaining

existing practices

Supporting students' versatile needs

Competent teachers respect different attitudes towards digital learning by encouraging individual students to recognise and expand their own strengths and preferences as digital learners. Socially competent teachers organise socially versatile digital learning experiences. Teachers and students together create a positive learning atmosphere in which to complete demanding tasks.

Having the curiosity to investigate opportunities to support students in becoming confident digital citizens

Positive future orientation

HIGHER-ORDER

THINKING SKILLS

Teachers need to outline entities by analysing and assessing students' learning from multiple perspectives and by combining digital and non-digital ways of working.

Fostering coherence in students' learning

Competent teachers implement lessons that **create continuity** in students' digital learning in the short and long term. Fostering students' technology skills at school forms a basis from which they can apply digital technology efficiently to learning and working activities. Age-appropriate ways of working are needed in promoting students' conceptual understanding of digital phenomena (e.g., the safe use of digital technology).

Increasing home-school co-operation

Teachers **take responsibility** for designing novel and easy digital practices to foster home–school co-operation; the focus is on making students' learning visible at home.

University of Eastern Finland

Susanna Pöntinen // susanna.pontinen@uef.fi)// **Sinikka Räty-Záborszky** // sinikka.raty@uef.fi // **Sini Kontkanen** // sini.kontkanen@uef.fi // **Mira Kummunmäki** // mira.kummunmaki@uef.fi

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Implementing the central idea of formative assessment

Competent teachers **modify their instruction and give feedforward** while monitoring students' progress, both in the long term (e.g., using e-portfolios) and as teaching occurs (e.g., using tablets). Competent teachers **involve students** in ongoing assessment using student-generated digital photos, text, audio and video as resources to help them reflect on, understand and guide their own learning paths.

Executing balanced instruction

Competent teachers combine digital and traditional teaching methods and avoid isolated digital lessons. Students' digital learning can be fostered through structured, open-ended and creative digital processes implemented regularly while they learn subject content and general competences (e.g., collaboration skills). Digital ways of working support face-to-face interactions and vice versa.