# UNDERSTANDING SOCIAL AND CULTURAL ASPECTS OF TEACHERS' DIGITAL COMPETENCIES

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## INTRODUCTION

**Digitalisation and new competencies**
Rationalisation and innovation: new products, new services and new cultures

**Professional digital competencies**
require practical skills in translating and making digital devices applicable to different subjects and situations

**Domestication of technology**
the process of how people adapted (media) technology in their homes: appropriation, objectivization, incorporation and conversion

## METHODS AND RESULTS

The need for a greater understanding of professional digital competence, one which takes into consideration various social and cultural aspects with regard to technology, schools and the teaching profession

Constructivist understanding of technology, namely, the 'domestication of technology'

### Designing practices with tablets and wearables

- 2011 -2014: project focusing on the implementation and use of the iPad in a primary school in Oslo, Norway ( follow-up study - 2015)

  observation, with video recording and interviews

- 2015: the use of smartwatches in another school in Norway

  The teacher was also interviewed

## RESULTS

These empirical examples tell us that the incorporation and conversion phases for new kinds of technology in a school context are rather long than that the private consumer market

Teacher's professional digital competencies are about much more than being able to use a specific digital device. Instead, it is more closely related to the ability to reconnect and redefine the relationship between schools and the outside world

Technologies emphasises how the process of appropriation, reconfiguration and conversion of digital technology in the classroom is entangled in the normative beliefs and cultural practices

## CONCLUSIONS

The ability of education to adapt to and use digital technology is articulated as decisive in order to fulfil these goals. Deterministic understanding of technology fails to understand the uptake of ICT in schools
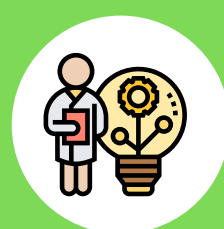
What policy makers is slow appropriation of technology in school, is instead about the fact that the teacher is having a professional value-oriented approach in order to contextualise the use of technology shaped by emerging pedagogies

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