MULTICULTURAL COMPETENCE MODEL OF A MODERN ACADEMIC TEACHER

The model is really lively, and its creators are passionate. We took anything the modern science says about learning. We created a set of tools which can be used virtually right away. The only thing needed by the university is the teachers' readiness for professional development. The world is rushing forward and the universities must not stay behind. If they do science, they cannot ignore what science says about learning. The times of lectures read from a sheet of paper finished a few decades ago. Those who don't not know how to substitute the unsuccessful, obsolete methods dating back to 19th century, can use the MOCAT model! Those are cutting-edge recipes for academic teaching which are collected in one place and based on the latest scientific data. If you do not know what to use, use the MOCAT model. If you do not know when to start developing, start it today. If you are not sure if you can cope, we whisper the answer: you will surely succeed with us. Experts, academics and methodology consultants from various parts of the world guarantee MOCAT, meaning the model and courses, is the latest supply of knowledge and skills fit for an academic teacher!

In the MOCAT project, we show the academic teacher's job can be described simply and clearly. We have created tools easy to use. The university can adopt it in whole, but it can also develop its own descriptions based thereon.

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SMART TEACHING – THE FUTURE OF TEACHING

TEACHERS APPLY A VARIETY OF EMPOWERING METHODS ADAPTED TO ADULT LEARNERS' NEEDS

The academic teacher's work may not be a sum of random activities. A lecturer plays a highly important role in the society and has vital objectives to achieve. There must not be consent for them to use random tools. The studies of teaching processes have told us for many decades what happens in the learner's brain. A modern lecturer uses modern teaching techniques and it is probably impossible to negate the logic behind this statement.

Why have we termed the teaching "smart"? As its modern edition enchants with its logic and simplicity. Applying modern teaching does not require any specialist and tedious preparation. A short instruction is enough to make the world in the lecture hall change 180 degrees!

The main areas:

1. Adult people in a classroom
2. Intentional (focused) learning
3. From learning outcomes to evaluation of student's achievements
4. Methods addressed to student-centred approach

The modern academic teacher is able to:

- Explain what learning outcomes are
- Create learning outcomes using Bloom's taxonomy (revised version)
- Create assessments for evaluation
    o define assessment criteria
    o use a range of assessment strategies and differentiate the way of instruction (such as formative, portfolio-based, curriculum-embedded and summative)
    o deliver formative assessment with effective feedback
    o manage student's fears of being evaluated
- Be a facilitator
    o use modern teaching methods (game-based, story-based, scenario-based, simulation-based, project-based, problem-based, flipped classroom)
    o use frameworks for course designing (CCAF, Kolb's cycle, ASSURE, Kemp Design Model)
- Conduct active learning in big and small groups
- Involve students in learning inside and outside the classroom
- Deliver an instruction for students
    o provide students with processes where they develop metacognitive skills to engage in self-reflection and self-learning
    o involve the prior experience of students
    o deliver needed knowledge without cognitive overload
- Create a powerful learning environment and develop competences of the 21st century
    o create challenges through which students can develop cognitive skills
    o engage in critical thinking
    o encourage problem solving

DIGITAL SMART TEACHING – "YES" FOR TECHNOLOGY IN A CLASSROOM

TEACHERS APPLY TECHNOLOGY SOLUTIONS SKILFULLY TO LEARNING NEEDS

Where does a modern student stay? How to reach their world? Those are the two ways: a lecturer may ignore the development of the technology and the digital world or may enter it boldly and use it for its professional purposes. In the previous century, lecturers invited their students to the lecture hall. Today, they should follow their students to the digital world and make themselves comfortable there. Or, more specifically, they should obliterate boundaries between the two worlds. A teacher and an e-teacher are the same person, with the same values, knowledge and mission. None of the digital and analogue world tools may be strange to them. Teaching is always the same, but the highest-quality professionals have tools from those and other worlds in their portfolio.

The main areas:

1. Variety of technology solutions for learning
2. Using technologies for learning outcomes

The teacher is able to:

- integrate educational technology effectively with the use of frameworks such as TPACK
- use ICT tools to allow active learning
- support students to make meaning and engage in higher order thinking skills through the use of ICT
- use ICT tools to let students engage in active experimentation and meaning-making
- provide students with opportunities to develop their cognitive, metacognitive, and technological competencies
- Use an e-learning platform
- Use online assessments tools
- Use online resources
- Use mobile apps
- Use multimedia
- Use a variety of content presentation through PowerPoint, prezi, powtoon, emaze, etc.
- Use tools to share work (Google Docs etc.)
- Identify the rules of the Netiquette and fundamentals of the ethical/legal issues
- Use a variety of tools (online whiteboard, presentation tools, digital whiteboard, video lectures, discussion platform, Google tools, Padlet, twitter, Mindmaps)

MCU-LICENCE (MULTICULTURAL UNDERSTANDING) – THE CAPTAIN OF A MULTICULTURAL SHIP

TEACHERS CONDUCT A MULTICULTURAL CLASS WITHOUT ANY BIAS

Courage and openness are the properties of a true citizen of the world. With a licence of a multicultural ship captain, you may boldly face the challenge of the modern academic education, with a broad exchange of students from different countries, continents and cultures. Meeting other people is the greatest opportunity to learn about them and about oneself. To make this learning easy and pleasant, it is worth understanding what the culture is and how much it can penetrate all aspects of life.

The main areas

1. Understanding diversity in a multicultural class
2. Dynamics in a multicultural class
3. Conducting multicultural class

The teacher is able to:

- Name and define cultural differences
- Characterize the main features of students' cultures
- Collaborate with respect, develop social skills for collaboration, work effectively with people from different social and cultural backgrounds
- Avoid cultural stereotypes
- Perform events like "Week of … culture"
- Present opportunities for effective multicultural communication
- Lead classes with students from different cultures
- Support learners from different countries
- Display sensitivity to other cultures by avoiding bias
- Discover the potential of other cultures
- Develop social skills for conflict resolution
- Present cultural awareness and expression towards the development of cultural intelligence
- Respond open-mindedly to different ideas and values
- Create new ideas and increase innovation & quality of work by leveraging social and cultural differences

TEACHER POWER — EMPOWERING THROUGH LEADERSHIP

TEACHERS ARE POWERFUL PERSONALITIES AND LEADERS FOR THEIR STUDENTS

A mentor and a leader — even if this is not what you thought about yourself, be aware the role of the academic teacher requires that. The clearly defined values, a personal mission, consistency, a sense of personal success, trust in the power of knowledge are the properties characteristic of a perfect academic teacher. A human learns through imitation. Your students will imitate you. Develop your strengths, practice showing respect by correct communication, use tools for setting goals and managing them. Using teaching methods, you become a guide for your students. Using the technology, you become their partner. Managing a multicultural group, you become a citizen of the world. You become a leader and a mentor when you shape the image your students want to follow consciously.

The main areas:

1. Self-management
2. Effective class(room) communication
3. Leadership, inspiring, motivating
4. Power of creative & innovative thinking

The teacher is able to:

- Build self-resilience, cope with the burnout syndrome
- Manage their own tasks in time
- Set smart goals
- Balance short-term & long-term goals
- Apply emotional intelligence techniques (intrapersonal and interpersonal awareness, develop empathy and emotional connections, mindfulness)
- Manage the stress situations in the private and professional life
- Identify techniques of how to moderate a discussion
- Give feedback and ask for feedback
- Use coaching techniques
- Lead an effective pair / group work
- Create synergy
- Use problem-solving-methods
- Provide case studies
- Use project-based methods
- Listen actively, paraphrasing,
- Motivate the students (show bigger context)
- Speak in public
- Teach students how to ask questions
- Give students responsibility and freedom
- Use non-violent communication
- Recognize und develop emotional intelligence
- Use mentoring and coaching techniques with fellow academic teachers to support one another

SMART TEACHING — THE FUTURE OF TEACHING

TEACHERS APPLY A VARIETY OF EMPOWERING METHODS ADAPTED TO ADULT LEARNERS' NEEDS

1. **Course offers: Adult people in a classroom — teaching contemporary students**
   Learning outcomes
   The participant is able to:
   o Explain the specific needs and attitudes of contemporary students towards learning
   o Explain how to make contemporary students autonomous and motivated in their learning processes in order to empower their learning performance
   o Describe and adapt innovative teaching-learning methodologies

2. **Course offers: From learning outcomes to evaluation of student's achievements**
   Learning outcomes
   The participant is able to:
   o Create learning outcomes using Bloom's taxonomy (revised version)
   o Use a range of assessment strategies
   o Define assessment criteria

3. **Course offers: Techniques addressed to a student-centred approach — Teacher's Toolbox**
   Learning outcomes
   The participant is able to:
   o Describe and use teaching techniques to
   ▪ activate students' prior knowledge,
   ▪ deliver needed content and demonstrate needed skills,
   ▪ support students in the application of knowledge and skills
   o Provide effective learning opportunity in big and small groups

4. **Course offers: Active learning — go interactive with your teaching!**
   Learning outcomes
   The participant is able to:
   o describe and use teaching-learning frameworks
   o shift traditional passive lecture sessions into a more holistic learning environment

DIGITAL SMART TEACHING — "YES" FOR TECHNOLOGY IN A CLASSROOM
TEACHERS APPLY TECHNOLOGY SOLUTIONS SKILLFULLY TO LEARNING NEEDS

1. **Course offers: Online Teacher — Variety of technology solutions in learning**
   Learning outcomes
   The participant is able to:
   o Prepare and conduct online classes
   o Build and support an online learning community
   o Identify and utilize major LMS for online courses
   o Provide arguments for the importance of ethical guidelines applying to the internet, social media and smart technology.

2. **Course offers: Go digital with your teaching! — Using technologies for learning outcomes**
   Learning outcomes
   The participant is able to:
   o Present ideas with the proper use of digital technology
   o Utilize the possibilities of the internet, social media, different applications and smart devices in education
   o Apply tools that can be used for creation, expression, dissemination, collaboration and evaluation of the classes
   o Engage students in meaningful studying, developing cognitive skills through the use of ICT
   o Provide students with opportunities to develop their cognitive, metacognitive, and technological competencies using a variety of ITC tools

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TEACHERS CONDUCT A MULTICULTURAL CLASS WITHOUT ANY BIAS

1. **Course offers: Cultural Diversity — Inspiration in the Classroom**
   Learning outcomes
   The participant is able to:
   o Characterize the main features of students' cultures — peculiarities of different cultures; similarities, differences and sensitivities
   o Turn differences and similarities into positive exchanges in the classroom
   o Explain the meaning of values and respect to avoid cultural stereotypes
   o Collaborate with respect, develop social skills for collaboration and efficient work with people from different social and cultural backgrounds
   o Describe practical examples of organizational solutions supporting cooperation and understanding

TEACHER POWER — EMPOWERING THROUGH LEADERSHIP

TEACHERS ARE POWERFUL PERSONALITIES AND LEADERS FOR THEIR STUDENTS

1. **Course offers: The Art of Communication in Class Management**

   Learning outcomes

   The participant is able to:
   - define interpersonal & group processes in communication context
   - describe some communication traps and their suggested solutions
   - recognize patterns of some difficult situations and their suggested solutions
   - define concepts of coaching and mentoring with their differentiating features
   - make use of EI (Emotional Intelligence) techniques, e.g. empathy, in communication
   - use interpersonal communication techniques effectively both in individual and group context e.g. to avoid communication traps
   - apply some techniques to manage difficult situations
   - use basic coaching and mentoring techniques

2. **Course offers: The Art of Public Speaking**

   Learning outcomes

   The participant is able to:
   - Explain how to determine the audience listening;
   - Use hints & tricks, do's & don'ts when in the front of audience;
   - Organizing verbal and non-verbal communication to influence the audience;
   - Create, organize and support ideas in public presentations.