MULTICULTURAL COMPETENCE MODEL OF A MODERN ACADEMIC TEACHER

Creativity, discussions, challenge, learning the world, asking questions... If this is what you think about a university, you are in our team. Welcome to the international group of lecturers and methodology consultants who perceive immense learning value in universities.

We met to make university teaching what it should be, meaning a scientific model to support adult learners. We discussed the academic teacher job for a long time. We arrived at one conclusion. There is a great need to name and classify what an academic teacher needs to know about learning. There was a need to create a model describing the required teaching knowledge of an academic teacher.

We did it! We created such a model. **The MULTICULTURAL COMPETENCE MODEL OF A MODERN ACADEMIC TEACHER** is a detailed description of what a modern academic teacher should know about learning processes of an individual, a group of people or a group of people with different cultural backgrounds.

THE MAIN IDEA

We called our model MOCAT. This name refers to the fact that academic teachers resemble cats a bit, as they are autonomous, critical and independent. But they make also the best educated group of people worldwide, beyond any doubt. If they lacked something, it was the transposition of their scientific knowledge about learning to the everyday tools for working with their students.

Our design team has set itself a task important globally. Even if some universities have developed their own teacher support systems, there has still been no universal description of this profession. We have assumed science speaks a universal voice. And this is what our model should be like, meaning based on the latest scientific findings and thus universal. Thanks to it, it can be implemented by universities from different parts of the world.

The old paradigm of perceiving academic teaching releases the lecturer from responsibility for the student's success but enables them to sign under that success. Our model describes an academic teacher as a person having scientific background to teach and using student support tools consciously.

Thanks to our model, every university may try to improve teaching quality. It can offer dedicated development training, create criteria for recruitment and periodic assessment of teachers. Every teacher may also make an autonomous decision to develop specific areas. Teaching quality has been presented from the perspective of specific teachers' abilities for the first time.

Every university may decide today if it wants to stick to the old paradigm of thinking about academic teaching or shift to the modern one, based on scientific findings. To MOCAT

INSPIRATION

The inspiration for our model was derived from the Association for Talent Development. It associates specialists in the field of professional development of workers (those are trainers, methodology consultants, HR specialists). The organisation created a professional development path for such specialists. It presents it as follows: "(…) skills and knowledge required for trainers to be successful now and in the future. It captures changes driven by digital, mobile, and social technology; demographic shifts; globalization; and economic forces"[1].

PURPOSE

In the countries represented in the MOCAT project, the teacher's job is important and enjoys social respect. Unfortunately, there are no clear premises to assess the quality of the academic teacher's work. There are also no defined tools and methods they should use. If there are any, they come from the times when the knowledge of how a human learns was scarce. An example of the anachronistic understanding of the learning process is the belief that students acquire knowledge actively during a lecture. Nothing like that happens which we know thanks to the studies of a brain and memory processes.

Any academic teacher responsible for the quality of their work wants to develop in their job. What stands in their way is the absence of precise descriptions of what and how they would have to learn to improve the quality of their work. The absence of any formal professional education is, therefore, replaced by some haphazard reference works and imitating other lecturers. In this way, the academic milieu still cherishes some psychoeducational myths (e.g. learning styles) and the same mistakes are repeated (e.g. reading the text displayed in slides aloud).

MOCAT, meaning the model of competence of a contemporary academic teacher, is the tool to ensure quality and professional development. It includes a description of knowledge, skills and attitudes making up the academic teacher profession. Thanks to this description, universities will know what to expect from the lecturers and will be able to support them in their professional development. Knowledge, skills and attitudes were described precisely enough to facilitate specific professional development courses. The MOCAL team has created some of them. They do not cover the entire model, but provide the knowledge and skills being the basic kit of any lecturer.

The model was constructed to ensure its users (universities) are free to devise other training consistently with their own current needs.

---

[1] https://www.td.org/certification/atd-competency-model

CONTENT

The MOCAT model contains a description of teaching competences. They were divided into four areas, meaning the methodology of teaching, using technology in teaching, interpersonal communication and intercultural management. Each of those areas was defined and filled with a precise list of knowledge items, skills and attitudes.

The teaching competence division into four areas resulted from the project partners' experiences. Regardless of the country of origin or the university type, each partner pointed to specific aspects of teaching students, namely being a guide, mentor, partner and the citizen of the world. As we understand it, a university teacher is:

- A guide setting tasks, which corresponds to the teaching methodology area;
- A mentor who understands, accepts, provides advice and is a role model, which corresponds to the interpersonal communication area;
- A partner who speaks the same language, which corresponds to the technology in teaching area;
- A citizen of the world who is open and unbiased, which corresponds to the intercultural competence area.

Every area has proposed development courses thanks to which the academic teacher (or a candidate for this job) may acquire knowledge and skills of a modern teacher. The MOCAT courses enable to acquire some selected competences we considered to be of key importance. The training is described in the subsequent part of the document, called "Courses created by MOCAT authors".

AUTHORS AND HOW THEY WORKED

The model was developed by a team comprising representatives of partner universities.

- Academic teachers and scientists from the university in Salerno were experts on the modern student profile. At a later project stage, they devised a course devoted to the modern approach to learning.
- The teaching methodology consultants from the WSB University in Poznań were experts on formulating learning objectives, evaluation and memory processes. Later on, they developed courses devoted to teaching tools, formulating educational objectives and evaluating them.
- Academic teachers and scientists from the university in Kutahya were experts on the interpersonal communication. At a subsequent project stage, they created a course devoted to managing interpersonal processes in a lecture hall.
- Academic teachers and scientists from the university in Akureyri were experts on the technology in teaching. At a later project stage, they developed courses devoted to Internet tools in teaching and the e-teacher competences.
- Academic teachers and scientists from the Spiru Haret university in Bucharest were experts on public speaking. At a subsequent project stage, they created a course on public speaking.
- Academic teachers and scientists from Kenyatta University were experts on teaching methodology. At a later project stage, they devised a course devoted to the active learning models.

- Academic teachers from Muhammadiyah Malang University were the model evaluators and evaluated the courses both with respect to their substantive content and form (online) at a later stage.

The team was supported by a business coach and online training developer. All the creative work took place at the University of Salerno (Italy). During the workshops, the partners decided in a discussion what areas are included in teaching of a modern academic teacher. Each area was named and defined. It had also characteristic competences ascribed.

THE MODEL

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.

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
    - define assessment criteria
    - use a range of assessment strategies and differentiate the way of instruction (such as formative, portfolio-based, curriculum-embedded and summative)
    - deliver formative assessment with effective feedback
    - manage student's fears of being evaluated
- Be a facilitator
    - use modern teaching methods (game-based, story-based, scenario-based, simulation-based, project-based, problem-based, flipped classroom)
    - 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
    - provide students with processes where they develop metacognitive skills to engage in self-reflection and self-learning
    - involve the prior experience of students
    - deliver needed knowledge without cognitive overload
- Create a powerful learning environment and develop competences of the 21st century
    - create challenges through which students can develop cognitive skills
    - engage in critical thinking
    - 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

COURSES CREATED BY MOCAT AUTHORS

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:
   - Explain the specific needs and attitudes of contemporary students towards learning
   - Explain how to make contemporary students autonomous and motivated in their learning processes in order to empower their learning performance
   - 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:
   - Create learning outcomes using Bloom's taxonomy (revised version)
   - Use a range of assessment strategies
   - Define assessment criteria

3. **Course offers: Techniques addressed to a student-centred approach — Teacher's Toolbox**
   Learning outcomes
   The participant is able to:
   - 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
   - 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:
   - describe and use teaching-learning frameworks
   - 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:
   - Prepare and conduct online classes
   - Build and support an online learning community
   - Identify and utilize major LMS for online courses
   - 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:
   - Present ideas with the proper use of digital technology
   - Utilize the possibilities of the internet, social media, different applications and smart devices in education
   - Apply tools that can be used for creation, expression, dissemination, collaboration and evaluation of the classes
   - Engage students in meaningful studying, developing cognitive skills through the use of ICT
   - Provide students with opportunities to develop their cognitive, metacognitive, and technological competencies using a variety of ITC tools

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

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.