



Hanne-Lore Bobáková, Janusz Karpeta

The Czech Republic

Teachers' Competencies and Their Impact on the Evaluation of Teaching

Abstract

The paper describes the research on teachers' competencies with regard to two forms of learning, i.e. a full-time form of study and blended learning. The research was also tasked to document a difference in the evaluation of these partial competencies in the full-time form and in the blended learning form. This paper deals with the research on the competence assessment of English teachers at the School of Business Administration in Karvina among students in both forms of studies. The introduction outlines the issue of competencies as a result of political, social, and economic changes affecting education in the 21st century. Education is given to deeper relations, in particular with regard to the growing meritocratic aspect. The next part of the paper provides a selection in the list of the most important outcomes of a conceptual nature of key competencies and these are followed by the terminology scope of teachers' competences. The aim of the research is the analysis of data focused on teachers' competencies affecting the assessment of the quality of teaching foreign languages. Competencies examined were the readiness of teachers to teach and the clarity of their interpretation, erudition, communicability and suitability of transmitting information, and the flexibility of the individual approach to students and their inspiration.

K e y w o r d s: competencies, teacher, assessment of teaching, blended learning, full-time study, teaching foreign languages

Introduction

Education in the 21st century is influenced by political, social, and economic factors. Emerging realities in the European area (information society, information technology, multicultural environment, population migration, etc.) offer a space for competence debates in the Czech Republic and abroad.

The results of an international comparative study “Programme for International Student Assessment” – also known as the results of the PISA study – may seem to be the impetus for numerous discussions. Other triggering mechanisms were the results of the OECD research, which were supposed to reveal possible human potentials in various contexts. The polythematic nature of the human potential is best described by means of the concept of competencies (i.e., core competencies), since the former educational terms, such as the “performance of a student” and “learning outcomes,” do not encompass the scope of the concept of competence and its dimensionality.

Problematic aspects in the implementation of key competencies may become important for universities of the 21st century. The society of the last decade is subject to economic and social developments. Education focused on acquiring knowledge will become obsolete in a short time (Kramárová, 2011, p. 20).

It is pragmatic to assume that the meritocratic aspect of education (understood as an emphasis on the skills and knowledge) will be gaining in importance in the future. Changing paradigms of science (Král, 1994) affect education. Changes in education can be seen in the changing attitudes towards learning (from teaching to learning) and teaching-oriented competencies.

The above statement opens the possibility of research centres at universities and their interrelated or common research objectives. The common denominator of activities is the prosperity of both the society and the individual. Prosperity, social cohesion, and opportunities for social development largely depend on acquired competencies of its members (Fleischer, Koeppen, Kenk, Klieme & Leutner, 2013, p. 6). Thus, there is an increasing importance of teachers as well as their responsibility for the educational process.

Publication Outputs of the Conceptual Nature Related to Core Competencies

Although the concept of competence itself is not absolutely new, it became popular not until the last decade (Fleischer et al., 2013, p. 6). Competencies are defined as “cognitive dispositions of the performance specific to the context,

which relate to the situation and functional requirements in certain domains” (Klieme & Leutner, 2006, p. 22). It is also emphasised that competence is “more or less knowledge, skills and strategies specific for the area, which are learnable” (Baumert, Stanat, & Demmrich, 2001, p. 22). This research area predominantly deals with structured competence models investigating the possibility of modelling competencies with regard to requirements in specific situations (Klieme & Hartig, 2007). From this perspective, competence models can be also specified further as:

- structural competence models (Winkelmann, Robitzsch, Stanat & Köller, 2012), and
- models of competence levels (Klieme & Hartig, 2007).

Differences between structural competence models and models of competence levels lie in the fact that the former models deal with the number and types of partial competencies, while the latter ones focus on a detailed qualitative description.

In a scientific expression, there is the modelling concept increasingly used. Constructs of the educational reality are created in a diagrammatic, structured form, and thus it may happen that the description of the model reality omits some aspects of the educational reality. As stated by Skalková (2004, p. 41), modelling is based on the principle *pars pro toto* and shows a significant element, yet not all characteristics of the displayed unit.

Terminology

The terminology encompassing the determinative characteristics of teachers in terms of the educational process is heterogeneous. We can come across the designation of teachers' competence, personality traits, and beliefs (in German *Lehrekompetenzen, Persönlichkeitseigenschaften, Beliefs*). Helmke describes teaching as a “provision of learning opportunities, which are used depending on the individual student starting points for learning” (Lipowski, 2006, p. 69). The following figure shows the central position in the teaching–learning process:

As indicated by Hardy et al. (2011, p. 821), in order to shape teaching suitably, it is necessary for teachers to possess appropriate professional competencies which are marked as knowledge, beliefs, and motivational orientations.

We assume that teachers' competencies are crucial not only for the full-time form of studies but also for blended learning, given the fact that this form of studies has direct tutorials. The competence model is a set of competencies essential for the exercise of the profession. It is related to the business, HR strategies, and HR activities. It has two components, namely, a vertical integration and a horizontal one. The vertical integration has its application in the field of strategic management and is connected with the business. The horizontal integration implies

the interconnectedness of personal activities with the competence model. Hroník defines the competence model as a bridge between business strategy and HR strategies (2007, p. 68).

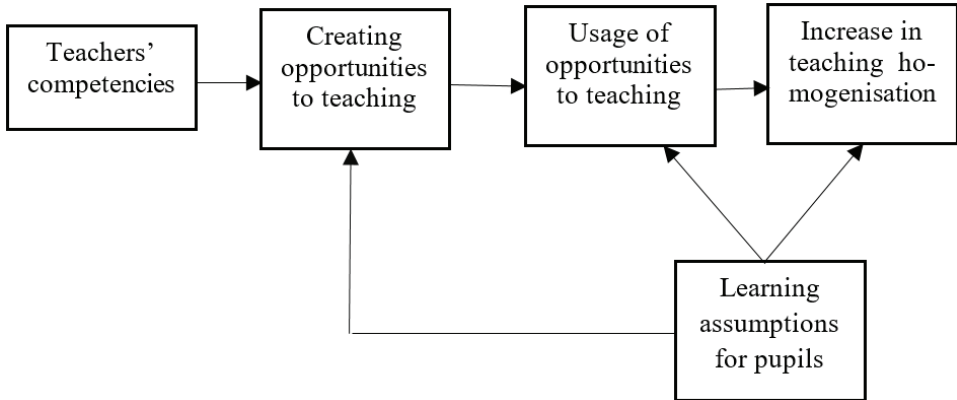


Figure 1. Offer and usage model according to Helmke, 2003.

Source: Lipowski, 2006.

For the needs of our research, we tend to approach teachers' competencies relating to professional competencies as a set of knowledge, beliefs, and motivational orientation. In this respect, we have carried out our fractional research (see below).

The Objective, Hypotheses, and Models

The research was focused on the data analysis aimed at teachers' competencies affecting the assessment of the quality of teaching foreign languages. We proceeded from the results of the survey, which was attended by 320 students (i.e. 269 full-time and 61 blended learning students) of School of Business Administration in Karvina, who began studying English at the faculty. This course is abbreviated as BPAJ1 (English 1 for the full-time Bachelor study) and BEAJ1 (English 1 for blended learning).

Owing to the fact that teachers' competencies in the area of foreign languages are extensive from the point of the broad sense of the word itself, we have focused on the research, which was thematically divided into five blocks; hence the paper restricts its analysis to the following sub-areas of teachers' competencies:

1. teachers' readiness to teach and the clarity of their interpretation;
2. teachers' erudition;

3. communication skills of teachers and the ability to communicate knowledge;
4. teachers' flexibility and individual approach to students; and
5. teachers' ability to inspire.

The above-delineated competencies were evaluated by students, including a range of ratings from 1 (best) to 5 (worst). The evaluation was conducted anonymously after the end of the term tuition.

The research was implemented simultaneously in both forms of study, i.e. full-time and blended learning. The evaluation of the research was carried out in two stages. In the first stage, we analysed data collected from the full-time form of study; in the second stage, we analysed data from blended learning. Both forms of education were subsequently compared according to the five above-specified aspects of competencies which foreign language teachers should possess. We took into account the data from both forms of study, since we aimed to determine whether a particular form of study affects the evaluation of teachers.

The aim of the research was to analyse the aforementioned data to assess their positive or negative connotations and seek closer determinants of these phenomena.

Results

Concerning teachers' readiness and the clarity of their interpretation, 63.20% of full-time students rated 1, 29.74% rated 2, whereas 5.95% of them rated 3 highest. Only 0.74% rated 4 and 0.37% – 5. As regards blended learning students, 68.85% rated 1. Rating 2 was given by 21.31% of the questioned students. 6.56% of the students rated 3, and rating 4 and 5 was given by 1.64% of them in each case. Table 1 illustrates a comparison of teachers' preparedness and the clarity of their interpretation.

Table 1.

Teachers' readiness and the clarity of their interpretation (full-time and blended learning)

	Full-time form of study	Course BPAJ1 %	Blended learning	Course BEAJ1 %
1		63.20	1	68.85
2		29.74	2	21.31
3		5.95	3	6.56
4		0.74	4	1.64
5		0.37	5	1.64

Source: Own work.

When it comes to teachers' erudition, 97.78% of the questioned students rated 1 highest. A mere 2.22% of them rated 2. No full-time students rated 3, 4, or 5. 83.61% of blended learning students rated 1, whereas 9.84% of them rated 2 and 6.55% rated 3. The results are illustrated in Table 2.

Table 2.
Teachers' erudition (full-time and blended learning)

Full-time form of study	Course BPAJ1 %	Blended learning	Course BEAJ1 %
1	97.78	1	83.61
2	2.22	2	9.84
3	0.00	3	6.55
4	0.00	4	0.00
5	0.00	5	0.00

Source: Own work

Another area of research was teachers' communication skills along with the ability to communicate knowledge to full-time and blended learning students. 95.56% of full-time students rated 1 to teachers' communication skills and appropriateness of the methods of transmitting information. 4.44% of the questioned students decided to rate 2. No students rated 3, 4, or 5. In blended learning, teachers' communication skills and the ability to communicate knowledge were more diverse in terms of the use of the scale menu. Only 75.41% of the respondents were satisfied with the above and thus rated 1. 16.39% of the students rated 2, while 3.28% rated 3, and 4.92% of the students rated 4. No respondents rated 5. Table 3 shows the results.

Table 3.
Teachers' communication skills and suitability of transmitting information (full-time and blended learning)

Full-time form of study	Course BPAJ1 %	Blended learning	Course BEAJ1 %
1	95.56	1	75.41
2	4.44	2	16.39
3	0.00	3	3.28
4	0.00	4	4.92
5	0.00	5	0.00

Source: Own work.

Teachers' flexibility and their individual approach to students are other competencies which deserved our attention. In this way, 63.94% of the questioned students rated 1 to teachers' competence, 30.86% rated 2, and only 5.2% rated 3. Ratings 4 and 5 did not occur in the questionnaire. Regarding blended learning students, 59.02% of them rated 1 to teachers' flexibility and their individual approach to students. 27.87% of them rated 2, and 13.11% rated 3. As was in the case of full-time students, no respondent rated 4 and 5. The results are shown in Table 4.

Table 4.
Teachers' flexibility and their individual approach to students (full-time and blended learning)

Full-time form of study	Course BPAJ1 %	Blended learning	Course BEAJ1 %
1	63.94	1	59.02
2	30.86	2	27.87
3	5.20	3	13.11
4	0.00	4	0.00
5	0.00	5	0.00

Source: Own work

The last examined competence was teachers' ability to inspire. 60.22% of the full-time students rated 1. 32.71% rated 2, and 1.49% rated 4. Rating 5 was not represented in the questionnaire. As far as blended learning is concerned, 59.02% of the respondents rated 1, 29.51% rated 2, 6.56% rated 3, and 4.91% – 4.

Table 5.
Teachers' ability to inspire (full-time and blended learning)

Full-time form of study	Course BPAJ1 %	Blended learning	Course BEAJ1 %
1	60.22	1	59.02
2	32.71	2	29.51
3	5.58	3	6.56
4	1.49	4	4.91
5	0.00	5	0.00

Source: Own work

Discussion

The assessment of “teachers’ readiness to teaching and the clarity of teachers’ interpretation” competence with ranking 1 was higher with blended learning by 5.65%. In contrast, rating 2 was higher for full-time students by 8.43%. For e-learners, ratings 3, 4, and 5 were higher than with full-time students, i.e. by 0.61%, as for rating 4 it was 0.90, and finally rating 5 amounted to even 1.27%.

When assessing “teachers’ erudition” competence, 14.17% of the full-time students rated 1, which is more than in the case of blended learning students. 7.62% of blended learning students rated 2 which is more than full-time students. 6.55% of e-learners rated 3.

In the assessment of “teachers’ communication skills and suitability to transmit information” competence, full-time students evaluated it higher than blended learning students, i.e. by 20.15% in the case of rating 1. The latter ones rated 2 by 11.95% more than full-time students. The assessment given by ratings 3 and 4 were lower in blended learning, as for rating 3, there was a result of 3.28% for this form of study as well as rating 4 in this form of study with a result of 4.92%.

In the assessment of “teachers’ flexibility and their individual approach to students” competence in the case of the full-time students, 4.92% rated 1, which showed higher results than in blended learning. Regarding rating 2, better assessments were achieved with full-time students by 2.99%. Rating 3 was given more again by full-time students, as this rating was given by 7.91% more e-learners than full-time students.

Concerning the assessment of competence teachers’ ability to inspire, again this competence was assessed better by the full-time students than by blended learning ones. With rating 1, there was a difference of 1.20% in favour of the full-time form of study. With rating 2, teachers’ ability to inspire was assessed by 3.2% more than the full-time form of study. Blended learning was reported worse ratings 3 and 4, in the case of ranking 3 it amounted to about 0.98% more than in the full-time form of study; finally, as for rating 4, it was by 3.42% more than in the full-time form of study.

Conclusion

Teachers’ competencies – which undoubtedly include the teachers’ readiness to teach along with the clarity of their interpretation, teachers’ erudition, teachers’ communication skills, as well as the ability to communicate knowledge, teachers’ flexibility and individual approach to students, and teachers’ abilities to inspire

– are ranked among one of the key competencies that affect the evaluation of teaching and teachers.

Basing on the research on these sub-competencies, we can assume that blended learning puts greater demands on teachers if its focus is on meeting the students' halfway in this form of study. Especially teachers' erudition, flexibility, and communication skills belong to the competencies that need further and more precise development in blended learning.

References

- Baumert, J., Stanat, P., & Demmrich, A. (2001). Untersuchungsgegenstand, theoretische Grundlagen und Durchführung der Studie. Deutsches PISA – Konsortium (Hrgs.). *PISA 2000. Basiskompetenzen von Schülerinnen und Schülern im internationalen Vergleich* (pp. 15–68). Opladen: Leske und + Budrich.
- Fleischer, J., Koeppen, K., Kenk, M., Klieme, E., & Leutner, D. (2013). Kompetenzmodellierung: Struktur, Konzepte und Forschungszugänge des DFG – Schwerpunktprogramms. *Zeitschrift für Erziehungswissenschaft*, 16(1), 5–22.
- Hardy, I., Hertel, S., Kunter, M., Klieme, E., Warwas, J., Büttner, G., & Lühken, A. (2011). Adaptive Lerngelegenheiten in der Grundschule. Merkmale, methodisch-didaktische Schwerpunktsetzungen und erforderliche Lehrerkompetenz. *Zeitschrift für Pädagogik*, 57(6), 819–833.
- Helmke, A. (2010). *Unterrichtqualität und Lehrerprofessionalität. Diagnose, Evaluation und Verbesserung des Unterrichts*. Kallmeyer Verlag.
- Hronik, F. (2007). *Rozvoj a vzdělávání pracovníků*. Praha: Grada.
- Klieme, E. (2004). Was sind und wie misst man Kompetenzen? *Pädagogik*, 56(6), 10–13.
- Klieme, E., & Hartig, J. (2007). Kompetenzkonzepte in den Sozialwissenschaften und im erziehungswissenschaftlichen Discurs. *Zeitschrift für Erziehungswissenschaft. Sonderheft*, 8, 11–33.
- Klieme, E., & Leutner, D. (2006). Kompetenzmodelle zur Erfassung individueller Lernergebnisse und nur Bilanzierung von Bildungsprozessen. Beschreibung eines neu eingerichteten Schwerpunktprogramms der DFG. *Zeitschrift für Pädagogik*, 52(6), 876–903.
- Král, M. (1994). *Změna paradigma*. Filozofia, Praha, 51–52.
- Kramárová, M. (2011). Uplatnenie konceptu kľúčových kompetencií v cudzojazyčnej edukácii primarneho vzdelávania. *Acta Facultatis Paedagogicae Universitatis Tyrnaviensis*, 17–34.
- Lipowski, F. (2006). Auf den Lehrer kommt es an. Empirische Evidenzen für Zusammenhänge zwischen Lehrerkompetenzen, Lehrerhandeln und dem Lernen der Schüler. In *Zeitschrift für Pädagogik. 51. Beiheft. Beiheft Kompetenzen und Kompetenzentwicklung von Lehrerinnen und Lehrern: Ausbildung und Beruf* (pp. 47–70). Weinheim und Basel: Beltz Verlag.
- Skalková, J. (2004). *Pedagogika a výzvy nové doby*. Brno: Paido.
- Winkelmann, H., Robitzsch, A., Stanat, P., & Köller, initial missing. (2012). Mathematische Kompetenzen in der Grundschule. Struktur, Validierung und Zusammenspiel mit allgemeinen kognitiven Fähigkeiten. *Diagnostica*, 58, 15–30.

Hanne-Lore Bobáková, Janusz Karpeta

Porównanie kompetencji nauczycieli w kształceniu w pełnym wymiarze czasu i w blended learningu

Streszczenie

Artykuł opisuje badanie kompetencji nauczycieli w zakresie dwóch form kształcenia: studiów stacjonarnych oraz nauczania hybrydowego (*blended learning*). Celem badań było udokumentowanie różnicy w ewaluacji tych częściowych kompetencji w trybie stacjonarnym oraz w blended learningu. Artykuł analizuje ocenę kompetencji nauczycieli języka angielskiego przeprowadzoną w Szkole Administracji w Karwinie, dokonaną wśród studentów w objętych obiema formami kształcenia. Wstęp stanowi zarys problematyki kompetencji jako rezultatu politycznych, społecznych i ekonomicznych zmian wpływających na obraz edukacji w XXI wieku. W kolejnej części autorzy przedstawiają wybrane z najważniejszych efekty koncepcji kompetencji kluczowych, a następnie podają terminologiczny zakres kompetencji nauczycieli. Celem badań była analiza danych pod kątem kompetencji nauczycieli wpływających na ocenę jakości nauczania języków obcych. Badane kompetencje obejmowały przygotowanie zawodowe nauczycieli, jasność przekazu, erudycję, komunikatywność i zdolność do przekazywania informacji oraz elastyczność w indywidualnym podejściu do studentów i ich motywowanie.

Słowa kluczowe: kompetencje, nauczyciel, ocena nauczania, blended learning, nauka w pełnym wymiarze czasu, nauczanie języków obcych

Hanne-Lore Bobáková, Janusz Karpeta

Сравнительный анализ компетенций преподавателей в условиях очного и смешанного обучения

Аннотация

В статье описывается исследование компетенций преподавателей, в отношении двух форм обучения, очной формы обучения и смешанного обучения. Кроме того, исследование было направлено на выявление различий в оценивании этих компетенций в условиях очного и смешанного обучения. Статья посвящена оценке компетентности учителей английского языка в школе делового администрирования в Карвина студентами двух форм обучения. Во введении излагается содержание компетенций как результат политических, социальных и экономических изменений, влияющих на образование в 21-м веке. Образование включает более глубокие отношения, в частности, с учетом растущего значения меритократического аспекта. В следующей части статьи приведен перечень самых важных ключевых компетенций концептуального характера и приведены соотношения с терминологией сферы компетенций учителей. Целью исследования является анализ данных, связанных с педагогическими компетенциями, влияющими на оценку качества преподавания иностранных языков. Исследованы следующие компетенции: готовность учителей учить и объяснять, эрудиция, коммуникабельность и способность передавать информацию, а также гибкость индивидуального подхода к студентам и способность их вдохновлять.

Ключевые слова: компетенции, учитель, оценивание педагогической деятельности, смешанное обучение, очное обучение, обучение иностранным языкам

Hanne-Lore Bobáková, Janusz Karpeta

Comparación de las competencias docentes en la enseñanza tradicional y en blended learning

Resumen

En el documento se describe la investigación de las competencias que deben poseer los docentes en relación a dos formas de aprendizaje, la forma tradicional y el blended learning. Además, la investigación documentó una diferencia en la evaluación de estas competencias parcialmente y en su totalidad. En este sentido, este artículo analizó la evaluación de la competencia en lengua inglesa concretamente en la Escuela de Administración de Empresas en Karvina entre los estudiantes de ambas modalidades indicadas. La introducción describe las competencias como consecuencia de los cambios políticos, sociales y económicos que afectan a la educación en el siglo XXI. Si se analiza la educación en profundidad se ve que ha crecido la cuestión meritocrática. La siguiente parte del documento hace una selección de los resultados más importantes de carácter conceptual de las competencias clave y se completa con terminología de las competencias docentes. Por ello, el objetivo de la investigación es el análisis de datos centrados en las competencias de los docentes que afectan a la evaluación de la calidad de la enseñanza de lenguas extranjeras. Entre las competencias examinadas estaban la disposición de los maestros para enseñar y la claridad de la interpretación, la erudición, la comunicación y la idoneidad de la información que se transmite. Además de la flexibilidad de la atención individualizada a los estudiantes y su inspiración.

Palabras clave: competencias, maestro, evaluación, *blended learning*, enseñanza tradicional, enseñanza de lenguas