

What is missing between Teachers' duties and Teachers' aspirations? – the need of digital competence to fill the gap in-between.

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Abstract: This study aims to explore ways to fill the gap in-between the teachers' aspirations and reality. To do so, first, the contents of the current situation of teachers' duties shown in literature have been analyzed. Then based on this, Korean pre-service teachers' future aspirations, that was appeared in the pre-service teachers' International Teaching Practicum (ITP), were compared and contrasted. As a result of the study, there was a gap in-between the Korean pre-service teachers' future aspirations and the actuality listed as 'teachers' duties'. A competency strengthening program is needed to fill this gap, and in particular, a teacher training program that helps to strengthen digital competency should be developed.

Keywords: Digital competence, Duties, E-learning, Korean teachers, Teacher training

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Introduction

Corona has made a huge difference in the world. Instead of the existing face-to-face method, various fields of society had to work through a non-face-to-face method. Classes were conducted using online materials and platforms in schools, and over time, the need for classes using online spaces such as metaverse and virtual reality emerged. The beginning of learning by gathering in an online space promised more freely each space may have caused confusion for many teachers and learners, but it is now recognized as another new learning environment that is more familiar and convenient. However, teaching using technology is still not easy for teachers (Koehler et al., 2013). Due to COVID-19, teachers in the world have been facing a situation that urgently shifts the classroom from offline to online, and they have had to teach via online. This was not easy for the in-service teachers who are not familiar with computers, technology, and digital equipment. Now, the situation has been rather stable, and many schools have reopened their school gate. At the same time, the convenience and efficiency that students and teachers experienced last few years have been strengthened, and even though the face-to-face format of teaching is being conducted, the importance of utilising digital equipment and online platforms has not ceased. Rather than that, digital competence now has been more spotlighted as one of the competencies that teachers should possess.

Between the teacher's job (reality) and the ideal, there is a gap – a program for capacity building. I looked at the job description and found this missing. Digital capabilities are important in the future, and the competence needs to be subsidized by teachers. In this study, we would like to explore the gap in-between teachers' duties and aspiration. The research questions are: What kinds of teachers' duties were narrated via the Korean pre-service teachers? And how their future aspirations were narrated?

Digital Competence

There have been also various studies in relation to the effectiveness of a programme in terms of enhancing certain aspects of competencies. In Kim et al. (2020)'s study, they studied the whole International Teaching Practicum

programme of one university (G University). To enhance the effectiveness of the ITP, G university designed and facilitated a domestic pre-orientation (DPO) programme in advance of pre-service teachers' actual participation to ITP. In their study, they examined whether the Korean pre-service teachers' multicultural knowledge achievement appeared different accordingly the phase of the following: pre-DPO, post-DPO, and Finishing-ITP(F-ITP). The research outcome appeared as the programme itself was effective in terms of providing the multicultural knowledge to the Korean pre-service teachers, so that grasp images about schools, classrooms, and culture abroad. In addition to this, the actual exposure to the scene offered them the concrete representation of the reality and that became the procedure of concept formation of multicultural classroom (Kim et al., 2020).

In Doering et al. (2014, p.223)'s study, they designed technology integrated programme to enhance "in-service geography teachers' technological, pedagogical, and content knowledge (TPACK) through content-specific learning tools and resources". The research outcome represented that "TPACK-based instructional technology tools (e.g., online learning environments, software programs, mobile phone applications) can be powerful aids for teachers to implement technology successfully and meaningfully in their classes" (Doering et al., 2014, p.235) in terms of scaffold building. There were some barriers, but the teachers reported positive feedback on the technology integrated lesson. Moreover, the technological tool integrated lesson was helpful not only technology facilitating ability achievement for geography inquiry, but also in terms of understanding concepts in geography (Doering et al., 2014).

Research Design & Methods

In this research, we compared.

The participants of this study all belong to a middle-sized university in South Korea. The university is in Chungcheong-buk-do which is southern middle part of South Korea. The participants of this study are 2nd graders of a university.

Results

The whole procedure of learners holding an abstract idea, play with learning aids, interact with other resources, then grasp concrete representations, is the process of concept formation (Kim, 2010). This is also learners' achievement of "embodied cognition" (Sapiro, 2011, cited in Kim, 2016, p.2). This means, though people's recognition, understanding, and judgement seems not related to emotional experience, but actually, it does closely relate to the learners' physical experience and actual interaction with the given situation (Kim, 2016). The concepts that students already possess, and the newly created understandings of concepts are connected, combined, and constructed in various ways. Those concepts are cooperated to resolve the given task, at this point, the structure of these concepts is the "schema" (Kim, 2010, p.599).

In-service Teachers' duties

The following table shows the questions of the questionnaire used in the research related to the analysis of teachers' job performance and the development of standards.

Table 1

Teachers' instruction

Description	
1.1	Write a study plan.
1.2	Study the textbook and prepare the teaching and learning process plan

Description	
1.3	Produce teaching and learning materials conduct a class
1.4	Examine your study assignments
1.5	Evaluate students' academic achievement (regular examination and performance evaluation).
1.6	Assess students' learning attitudes and affective behavior. Instruct self-study in the morning.
1.7	Instruct after-school learning (e.g., guidance for children with learning difficulties).

Table 2

Teachers' instruction

2.1	Instruct self-study in the morning.
2.2	Instruct after-school learning (e.g., guidance for children with learning difficulties).
2.3	Conduct reading instruction.
2.4	Conduct safety accident and violence prevention education.
2.5	Teach basic lifestyle habits.
2.6	Counseling and career guidance are provided.
2.7	Conduct health and sex education.
2.8	Conduct environmental education.

2.9	Instruct field experiential learning (excursions, retreats, etc.).
2.10	Instruct special aptitude education.
2.11	Lead the development group.
2.12	Guidance of school special activities.

Table 3

Teachers' instruction

	Description
3.1	Set up training and classroom management policies.
3.2	Establish a plan for class events and weekly activities. instruct cleaning.
3.3	Manage attachments, furnishings, and equipment in the classroom.
3.4	Guide the operation of class meetings.
3.5	Instruct student-centered class activities (such as class newspaper production).

Table 4

Teachers' instruction

Description	
4.1	Participate in the preparation of the weekly school education plan.
4.2	Participate in the preparation of plans for each department and grade level.
4.3	Participate in school curriculum planning.
4.4	Curriculum Activities Participate in the fair operation of the curriculum.
4.5	Participate in the organization and operation of the discretionary activity curriculum.
4.6	Participate in organizing and operating special activities curriculum.

Table 5

Teachers' instruction

Description	
5.1	Conduct parent meetings and open classes.
5.2	Respond to and cooperate with parental advice.
5.3	Cooperate with school district visits or requests.
5.4	Instruct students in community service activities.
5.5	Instruct students to participate in community-connected events.

Table 6

Teachers' instruction

Description	
6.1	Performs various committee tasks (scholarship committee, personnel committee, etc.).
6.2	Execute the duties of various councils (grade, subject, department).
6.3	Execute work for school events (sports competitions, festivals, etc.).
6.4	Handles various official documents and organizes documents.
6.5	Manage campus facilities and facilities.
6.6	Buy study materials.
6.7	Perform website-related tasks (notice, answer, data loading, etc.).

Table 7

Teachers' instruction

Description	
7.1	Participate in on-campus training conducted by inviting external instructors.
7.2	Participate in training provided by fellow faculty members on campus.
7.3	Observe the class of a fellow teacher.
7.4	Receive a scholarship administered by the school district.
7.5	Participate in training organized by the school district.
7.6	Participate in training organized by private institutions.

Description	
7.7	Participate in training organized by other institutions (society, research groups, university-affiliated training institutions, etc.).
7.8	Observe public classes at other schools.

Pre-service Teachers' experience at the ITP

But experiencing a new country's school, the U.S., has helped in this regard. First of all, I knew that there could be a slightly different educational perspective even in what I took for granted. For example, he once did volunteer work in Korea in charge of mentoring for children with poor grades. At that time, the child in charge was a first-year elementary school student who could not read Hangeul, and the student himself, even his parents, had a lot of stress about it. I also thought that students should read Hangeul quickly, so I remember continuing the class regardless of a few tearful winds.(Lee, ITP report)

Pre-service Teachers' aspirations for the future

Discussion

There was a gap in-between the Korean pre-service teachers' future aspirations and the actuality listed as 'teachers' duties'. A competency strengthening program is needed to fill this gap, and in particular, a teacher training program that helps to strengthen digital competency should be developed.

Conclusion

Not only the COVID-19, but also its original value on concept understanding, in education, various kind of digital technologies (Doering et al., 2014) and resources such as internet, graphics, and applications has been applied as atool to strengthen the effectiveness of subject teaching (Lemke & Ritter, 2000). In addition to this, to see the interrelation of 'location, human and environment', intuition on spatial relationships is required (Baroody & Coslick, 1998, cited in Lee & Choi, 2013).

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