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# **Student teachers, ICT and cyber ethics across four European countries**



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# Background

- Wide use of ICT within school and outside of school
- Consumption/entertainment vs. productive use
- Increased need for ethical and safe use
- Understanding of privacy rights and copyright issues

# The Professional Digital Competence (PDC) framework in teacher education

- Generic digital competence
- Subject specific digital competence
- Profession related digital competence



# Cyber ethics - part of PDC



## Methods and empirical data

- 1494 first year student teachers in Ireland, Norway and Spain (Malta)
- Pilot survey on Professional digital competence and cyber ethics
- Autumn 2017



# To aspects of cyber ethics

- **Perceived competence**
  - I know how to use
- **Practice**
  - When I search for information on the internet for study purposes...

## I know how to:

- apply copyright rules
- protect my privacy online
- apply privacy rules
- detect cyber bullying and online harassment
- deal with cyber bullying and online harassment
- evaluate the credibility of digital information

## When I search for information on the internet for study purposes...:

- I cite the source in order to ensure that the original source is accredited
- I check the source behind the information
- I am concerned about the reliability of the information
- I check that content is not sponsored
- I use social media as sources for information

*Strongly disagree / disagree / agree / strongly agree*

# Findings

- Confirmatory factor analysis of the cyber ethics framework in all the participating universities (separately) is supported
- Cyber ethics as a phenomena can be identified in all the teacher education programmes





## Findings cont.

- Comparing means (spss) and comparing cyber ethic latent models (mplus) indicate similarities between the two Norwegian universities
  - Data from the two Norwegian universities are merged
- Comparing means (spss) indicate differences between
  - University of Malta and the other universities

## Findings cont.

- Comparing means (spss) and comparing cyber ethic latent models (mplus) indicate differences between
  - University of Valencia and the Norwegian universities
  - University of Valencia and the University of Limerick
  - University of Limerick and the Norwegian universities

# Implications of findings

- There are challenges regarding cultural differences with regards to:
  - access to ICT
  - use of ICT
  - curriculum
- Cultural comparison is challenging because of
  - different understanding of the items
  - different understanding of response options

## Limitations and future research

- The need to organize independent back-translation
- The challenge to create a one-size fits all model
- Next step - to conduct in-depth interviews with the student teachers from all the participating universities



# References

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