



Brief

A blind spot in curricula? An analysis of professional digital competence in subject curricula for early childhood teacher education

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One of the first references about early childhood education and digital technology in Norway was the publication *Kvardagsteknologi og edb i barnehagen* (translates to «everyday-technology and EDP in early childhood education»). This was published over 30 years ago, and subsequently the emphasis on digital technology has increased. Digital technology and digital practices are now a mandatory element in the framework plan for early childhood education in Norway. Graduating students becoming early childhood teachers therefore need a high level of professional digital competence to be prepared for their future occupation. National guidelines for early childhood teacher education in Norway states that the teacher programs are to emphasise professional digital competence, as one of six main themes. Nevertheless, several research- and literature reviews revealed a lack of focus on and actual implementation of digital technology in both teacher education and early childhood education. This discrepancy led us to conduct a systematic investigation on how professional digital competence is implemented in descriptions of learning outcomes (categorized as skills, knowledge or general competencies) for mandatory subjects in early childhood teacher education in Norway. In this article we present results of content analysis of subject curricula for the 15 different study programs for early childhood teacher education in Norway, which has resulted in a total of 100 different local subject curricula. Even though national guidelines state that professional digital competence is to be emphasized in the

study program, it is mainly expressed through learning outcomes defined as knowledge and skills. Only two of 14 institutions have developed descriptions of learning outcomes defined as general competency. In this article we conclude that there is an existing gap between national guidelines for Norwegian early childhood teacher education and the developed learning outcomes in local subject curricula.

Keywords: *professional digital competence; early childhood teacher education; learning outcomes; attitudes; curricula analysis*