

Book Review
**Handbook of Teaching Competency Development in
Higher Education**

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This open-access book, available on the Springer website, serves as a comprehensive resource for higher education stakeholders, including government officials, institutional administrators, and educators. Divided into five chapters, it aims to enhance teaching quality, strengthen higher education standards, facilitate the transition to digital learning, and advance the competency-oriented development of higher education. The book explores the historical context of digital transformation in education, higher education reforms, and the role of artificial intelligence. It further introduces a standardized and integrative higher education framework that synthesizes digital pedagogical principles, structured competency indicators, and evaluation instruments. Additionally, the book outlines implementation strategies and demonstrates how teaching competency development operates at international, governmental, societal, institutional, and individual levels, supported by practical examples from diverse educational contexts.

The first chapter provides an engaging and insightful introduction to the core concepts of the book. The author effectively set the stage by outlining the key ideas, goals, and scope of the research, emphasizing the importance of the subject matter. By clarifying the conceptual foundation of teaching competency development, the chapter enables readers to grasp the broader implications of improving teaching skills in higher education. The chapter explores the increasing accessibility of emerging technologies, highlighting both the opportunities and challenges they pose for higher education. It emphasizes the critical need to equip educators with essential teaching competencies to navigate these challenges in a digital era. This well-rounded discussion offers a balanced perspective on the opportunities and challenges of emerging technologies in higher education. Furthermore, the chapter demonstrates how teaching competency development operates at international, governmental, societal, institutional, and individual levels, illustrated through examples of current practices. This systemic orientation strengthens the handbook's purpose by offering policymakers strategic insight, institutional leaders practical direction, and educators a clearer pathway for professional growth.

The second chapter offers an in-depth exploration of the definitions and theoretical foundations related to teacher competence development, covering aspects such as teaching competence, digital teaching competence, and the components of teaching proficiency. The authors delve into key theoretical frameworks, including the organization of teacher knowledge,

the Technological Pedagogical and Content Knowledge (TPACK) model, personal practical knowledge, teaching scholarships, teacher learning theories, academic teaching expertise, and models for enhancing teaching competence. By providing clear explanations of essential concepts, the chapter lays a strong groundwork for understanding the multifaceted nature of the topic. Serving as a comprehensive literature review, it synthesizes relevant theories and frameworks to support further research. The collaboration of multiple authors contributes diverse perspectives, enriching the discussion and content. By blending theoretical insights with practical applications, this chapter offers valuable guidance for educators, researchers, and practitioners seeking effective strategies for professional development in a technology-driven era. Overall, it significantly contributes to the scholarly depth of the book by introducing the theoretical underpinnings that shape teacher competence development.

The third chapter offers valuable insights into the development of teaching competencies in higher education. It begins by analyzing existing research on established teaching competency frameworks and then introduces an innovative framework tailored for higher education, accompanied by practical recommendations for its implementation. The collaborative effort of the authors ensures a holistic approach that integrates theoretical concepts with practical tools. The chapter also provides a detailed overview of various assessment instruments, including digital teaching competency questionnaires, behavioral observation scales, self-assessment tools, and single-item knowledge and skill evaluations for teaching competencies. By focusing on the Standard Framework and Evaluation Instruments, this chapter serves as an essential resource for educators and policymakers. It bridges the gap between theoretical understanding and practical application, offering a foundational structure and assessment tools for effectively enhancing teaching competencies in real-world contexts.

The fourth chapter provides a detailed and practical guide for developing a structured approach to improving teaching competencies in higher education. Renowned for its systematic methodology, this chapter outlines a framework that includes key components such as action targets, subjects, objects, content, methods, and evaluation. The authors thoughtfully explore strategies for enhancing teaching skills on a global scale, emphasizing the role of international collaboration in advancing higher education teaching competencies worldwide. They also propose approaches for fostering teaching competencies at various levels, including international, government, societal, institutional, and individual. The collaborative contributions of multiple authors bring diverse perspectives, enriching the discussion with varied experiences. This chapter serves as a vital resource for educators, administrators, and policymakers, offering practical solutions to strengthen teaching competencies. Its ultimate goal is to cultivate a skilled and adaptable workforce equipped to navigate the dynamic landscape of higher education.

The fifth chapter provides a compelling exploration of practical approaches to teaching competence development. Through diverse examples, the authors illustrate how teaching competencies can guide educators with strategies, practices, and actionable guidelines to improve both student outcomes and the overall teaching experience. The chapter offers a wealth of real-world examples from international, institutional, and individual practices, providing educators, administrators, and policymakers with valuable insights into effective teaching competence

development. Emphasizing adaptability, the authors highlight successful practices across various educational settings and address the contextual challenges faced in higher education. In this regard, a key innovation lies in its integration of policy-level initiatives, institutional programs, and individual professional practices, thereby illustrating how competency development can function as a coordinated, system-wide process. By presenting replicable models grounded in real-world implementation, the chapter provides not only inspiration but also practical direction for sustainable improvement in teaching quality.

The Handbook of Teaching Competency Development in Higher Education serves as a comprehensive resource for educators looking to enhance their teaching practices and digital skills. The book combines a strong theoretical foundation with practical strategies, offering clear guidance on integrating digital tools, designing engaging learning environments, and applying teaching competency frameworks in practical settings. It also provides useful resources, such as lesson planning templates, assessment rubrics, and reflective exercises, to support educators' development efforts. Although the book excels in critiquing existing theories, defining essential concepts, and presenting diverse international case studies, it has some shortcomings. In particular, it could offer a more explicit discussion of the content and construct validity of its evaluation instruments, especially the digital teaching competency questionnaires and behavioral observation scales introduced in Chapter 3. A clearer examination of how these instruments were validated would strengthen the credibility of the proposed framework. Furthermore, the book could engage more deeply with the contextual challenges of implementing competency development and provide more differentiated strategies for online or blended learning environments. While occasional repetitive phrasing and less cohesive chapter transitions slightly affect the flow, the handbook nevertheless remains a valuable guide for educators navigating the rapidly evolving landscape of higher education. Its practical orientation and emphasis on continuous professional growth make it a significant contribution to the discourse on teaching competency development in the digital age.

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