E-LEARNING COMPETENCIES
FOR TEACHERS IN
SECONDARY AND HIGHER
EDUCATION

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PART I: Theoretical backgrounds

- ICT as a tool for teaching
  - in a traditional teaching practice
  - Can be proven by ECDL / ICDL
- ICT-competencies for teachers
- Reformulated ICT-competencies for teachers
Learn to use technology to teach

Integrating ICT into the Classroom
European Computer Driving License

Module 1 - Concepts of Information Technology (IT)
Module 2 - Using the Computer and Managing Files
Module 3 - Word Processing
Module 4 - Spreadsheets
Module 5 - Database
Module 6 - Presentation
Module 7 - Information and Communication
ICT-competencies for teachers: 3 dimensions

1. The teacher knows for what learning activities ICT can be set in (awareness).
2. The teacher has the necessary skills for using hard- and software (readiness).
3. The teacher knows the pedagogical-didactical elements of ICT (e.g. drill and practice programs).
Reformulated ICT-competencies for teachers
(Zwaneveld B., Bastiaans T.)

Individual media-competencies
This includes the basic knowledge and skills for handling the required hard- and software. These media-competencies also include the use of ict-means, like beamer, … in a traditional teaching practice.
Critical media-competencies
This includes the skills to select critically the media in the learning process of learners. The criteria are educational, human and social.
A lifelong learning competence

This means that teachers have to be aware of all the new technologies that are developed and can be integrated in the daily teaching and learning practice. We think e.g. at the PDA (Personal Digital Assistant) and i-phone.
“Supervising learning process” - competencies
Educational-design competencies

This includes to develop in a right way the necessary learning materials and didactical activities by means of ICT and new media.
Part II Practical Examples
Introduction

- Just-in-time learning for mechanics
- Cooperation between the work field and the schools
- Why?
  - Courses are NOT up-to-date
  - Pupils are NOT motivated
Learning Management System

- Ilias
- OpenSource
- Website
Reformulated ICT-competencies for teachers

- Individual media-competencies
  - Learning to work with a LMS
- Critical media-competencies
  - Translate the content for pupils
- A lifelong learning competence
  - New technologies
    - BioFuel, etc.
Supervising learning process”-competencies
- Practice out of school
- Content from work field
- Online communication
- Learning path

Educational-design competencies
- Who has to create content?
- Individual help
Part III Postgraduate E-Learning & Digital Didactics
Basic information

- Why this postgraduate?
- 2 year formation
- 4 modules
  - Pedagogical - Didactical module
  - Technical module
  - CCC module
  - Project module
Pedagogical - Didactical module

- Learning theories & learning styles in relation to the E-component
- The cognitive multimedia theory (Mayer 2001)
- Einstein-generation
- Digital didactics
- E-inclusion
Technical module

- Virtual Learning Environments
- WEB 2.0 applications
- Commercial vs. Open source software
  - Blackboard vs. Moodle
  - WebCT vs. Dokeos
- Own E-creation
Communication, Consultancy & Change management

- E-moderating

Dr. Gilly Salmon
Change & resistance

- How to deal with resistance against ICT, E-learning, WEB 2.0...
- Guidelines for leading organisations into innovation.
Project module

- Learners make their own project in which they show the following competencies:
  - Individual media competencies
  - Critical media competencies
  - Life Long Learning competence
  - “Supervising learning process”-competencies
  - Educational design competencies.
Other initiatives

- E-learning, Multimedia and Consultancy
  - Who is it for?
  - Awards
  - Consultancy
  - Related research
  - Fees

MSc/Postgraduate Diploma/Postgraduate Certificate