



NET-TRAINERS 2

*Job-Profile Net-Trainer*

# European Job-Profile Net-Trainer



Education and Culture

**Leonardo da Vinci**

Pilot projects

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# 1 DEFINITION

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The following titles used in the partner countries have been retained: Formateur en Réseau in France, Online Tutor in England, Tele Trainer in Germany. The title used for the project is Net-Trainer.

There are four main distinguishable periods in the Net-Trainer's work which structure the duration of the course: pre-course, induction phase, on-course and post-course.

Prior to the course, the Net-Trainer is involved in pre-enrollment and career counselling processes. During the induction phase the Net-Trainer **welcomes** potential learners (employees, students, jobseekers, life long learners) and **provides appropriate information** through group meetings and/or individual interviews which take place face-to-face or via ICT. In order to assess the learner's personal and professional situation, the Net-Trainer **analyses the student's expectations and needs, evaluates their educational and professional knowledge, and proposes a learning solution.** Then, in collaboration with the learner, s/he can draw up an individual learning plan. This contract includes course content, guidance, evaluation and validation.

During the course itself, s/he presents different learning methods, which will have been previously defined during the course design and set up. These methods respond to a predicted learning progression and make use of technical means and appropriate resources. Throughout the teaching input, the Net-Trainer uses, implements and updates tools, materials and equipment linked to the learning content and course evolution.

S/he **organises and administers** the course.

S/he **guides both individual and group progression.**

S/he **maintains professional relationships** with the close educational and professional environment.

During and following the course, the **individual learner's performance is evaluated** in order to **update the course content** and to assess whether the learner has achieved his/her objectives (formative assessment). S/he analyses the results in detail in order **to assess the course management in general** and **to validate the learner's progress** (summative assessment). To do this, appropriate documents are produced (intermediate evaluation, final evaluation).

*The Net-Trainer is often involved in the **recruitment of learners** and in **promoting the training**.*

The Net-Trainer is able to understand the pedagogical principals of web course design, and to plan and choose resources for the course either under supervision of a manager or in a work team or in a third case as a freelancing trainer in his own responsibility.

The course manager is responsible for responding to invitations to tender, market negotiations, budgeting, course administration documentation even if the Net-Trainer sometimes assists as part of the training team in his company.

The open learning advisor (tuteur, tele tutor) does not have the same skills as the Net-Trainer. The advisor welcomes the public and gives them information about the training set. Generally s/he does not provide pre-course guidance or set up the course, nor does s/he take part in assessing the learner and drawing up individual learning plans. As part of the individual learning process, the tutor supports the learner in accessing course material and didactic resources. In order to do this s/he must understand the how the course functions and be familiar with the bank of available resources. S/he may also clarify the work instructions and the exercises that the learner has to develop.

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## 2 CONDITIONS OF WORK

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The Net-Trainer's work generally takes place within a training organisation or department, be it private or public. Operational competence in Information and Communication Technology is a prerequisite. The use of ICT involves a change in learning culture (face-to-face/ distance, oral/ written etc.) and assumes flexibility and good organisational skills *including awareness of possible own technical shortcomings as compared to the students.*

### 3 GENERAL OUTLINE OF TRAINING PROCESS

Stages in the course delivery	Tasks of a Net-Trainer
Pre-Course	<ul style="list-style-type: none"> <li>▪ Pre-enrollment and career counselling</li> </ul>
Induction Phase	<ul style="list-style-type: none"> <li>▪ Welcome learners</li> <li>▪ Provide learners with relevant information</li> <li>▪ Assess learners:               <ul style="list-style-type: none"> <li>▪ needs and expectations</li> <li>▪ level of online learning skills</li> <li>▪ educational knowledge</li> <li>▪ professional knowledge</li> </ul> </li> <li>▪ Draw up individual learning plan</li> </ul>
Training Delivery	<ul style="list-style-type: none"> <li>▪ Develop students online training skills</li> <li>▪ Teach course materials (use and update learning contents)</li> <li>▪ Organise and administer the course</li> <li>▪ Follow progress of individual learners</li> <li>▪ Manage professional relationships</li> </ul>
Closing the training session	<ul style="list-style-type: none"> <li>▪ Assess course results (Amend course contents, Formative assessment, Evaluate course as a whole)</li> <li>▪ Validate course (summative assessment)</li> <li>▪ Formalise Assessments</li> </ul>

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## 4 INVENTORY OF NET TRAINER TUTOR'S SKILLS AND KNOWLEDGE

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### 4.1 CONCEPTUAL COMPETENCIES

#### **Adapt course content and materials**

- Be familiar with course structure and content.
- Recognise the issues and challenges of integrating a variety of media in online learning.
- Know the fundamental principles of designing learning materials (have some understanding of navigation, user-friendliness etc. to have informed discussions with multimedia producing experts).

#### **Have a firm grasp of one or more disciplinary subjects**

- Maintain specialised subject knowledge relevant to the course.

#### **Understand the principles of designing learning for adults**

- Be aware of the potential and the challenges of online learning.
- Be aware of the potential and the challenges of self-guided learning.
- Understand learning theories, distance learning models and teaching methods.
- Know the potentials of synchronous/asynchronous/blended learning solutions.
- Understand the role of teacher as facilitator in relationship to the learner in online courses.
- Understand the relationship between learning outcomes and course design.
- Understand the influence course design has on the learning experience and results.
- Be familiar with design principles for an online learning environment (needs analysis, individualisation, self-directed learning, etc.).
- Understand the use of a variety of methods to stimulate communication.
- Understand the principles of virtual team working and communication.
- Understand the principles of how to build a community of practice.

#### **Recognise and understand economic, social and cultural environments**

- Recognise and understand current economic, social and cultural environments.
- Critically analyse own role as a “catalyst in society” taking into consideration economic, social and cultural phenomena.
- Have good knowledge of local economy in order to assess employment opportunities for learners.
- Identify and understand the roles of the different social structures involved in the course (pre-course : groups of potential learners, and post-course : employment opportunities).
- Identify organisations (distance and other) able to provide further resources.

#### **Understand the issues concerning the globalisation of information**

- Be aware of the issues and challenges of online learning.
- Evaluate the credibility and accuracy of all information and encourage learners to do the same.
- Be aware of the implications of the immediacy of information available on the www.

#### **Use techniques for differentiation**

- Understand the concepts of differentiation and learning styles in order to assess individual needs and provide appropriate individual learning methods.
- Understand the expectations of the target group.
- Assess learners to establish their level of knowledge, skills and competencies.

#### **Embrace a reflective approach to the acquisition of knowledge**

- Understand the principles of knowledge construction in individual and group learning processes.
- Facilitate learner reflection and consolidation of learning.
- Develop a critical and reflective approach to networking tools and techniques.

#### **Supplementary conceptual competence - only for Net-Trainers who want to work on a multilingual European level :**

- Have good knowledge in one or more foreign languages.

## **4.2 OPERATIONAL COMPETENCIES OF NET-TRAINERS**

### **Implement the course**

- To understand the goal and the expected results of the activity, course or training program
- Design the course management documents and processes (for example, learning contract, pre-course information, assessment and course management documents).
- Implement the different stages of the course (for example, pre-course information and welcome, initial assessment, individual contracts, evaluations).

### **Practice different types of learner assessment**

- Implement the processes and methods of learner assessment : formative and summative.
- Provide constructive and suitably detailed criticism of work submitted.
- Assess learner progress through the course

### **Evaluate and improve the course**

- Implement the planning and evaluation cycle.
- Collect and collate information relating to the course.
- Analyse and interpret the data and modify the course as necessary.
- Be able to adapt an ongoing course according to the change of context and to the groups needs

### **Facilitate individual and group learning processes**

- Facilitate icebreaking activities
- Facilitate and guide group discussions and encourage the sharing of individual knowledge and resources.
- Facilitate and guide reflection and knowledge construction within the group.
- Exploit the potential and advantages of a collaborative approach
- Facilitate participation.
- Establish a “learning community” through collaborating tools.

### **Carry out administrative tasks**

- Practise effective email management.
- Accurately maintain required records.
- Keep the course manager informed of significant problems which may affect the delivery of the course.
- Familiarise themselves with all relevant documents.
- Meet achievement targets for the course.
- Meet all course related deadlines.
- Work to the requirements of the current tutor guide.

- Participate in all aspects of the moderation process in a speedy and efficient manner.
- Observe requirements of Data Protection Act.

#### **Ensure data protection**

- Establish strategies for securing systems against viruses and other threats.
- Ensure there is an efficient and regular system of backup.
- Comply with data protection requirements.

#### **Design course content**

- Relate the course content and activities to actual economic, social and cultural contexts.
- Keep up to date with subject knowledge
- Ensure that content is accurate and engaging.
- Design learner activities which are relevant and rewarding

#### **Use information and communications technology fluently**

- Be a competent computer user.
- Select and deploy appropriate online learning technologies.
- Update and improve technical skills

### **4.3 PERSONAL SKILLS**

#### **Report and provide feedback**

- Provide explicit and constructive feedback to learners.
- Provide feedback to course team and training organisations.
- Track and document learners' progress in a clear and transparent fashion.
- Share and transfer experience within own organisation or network (via tutor/peer training, i.e. "train the trainer").

#### **Demonstrate inclusivity**

- Be aware of accessibility issues for learners with special needs.
- Be sensitive to and promote equal opportunities.
- Attend to the individual needs of learners taking into account the different background and circumstances of each learner.

### **Demonstrate flexibility**

- Show understanding for the demands that online learning make on the learner.
- Respond speedily to learning and technical problems as they occur.
- To be creative.

### **Be organised**

- Organise own work and plan activities: for example, define own objectives, the resources and means to achieve them within a timescale.
- Respond to messages with due speed.
- Be a model of good practice.

### **Motivate and support learners**

- Adopt an appropriate tone and language in all communication e.g. be diplomatic, enthusiastic, friendly clear.
- Provide advice in an appropriate and constructive manner
- Mediate in case of conflict
- Identify and intervene if communication problems arise
- Provide encouragement and support
- Encourage learners to work autonomously

### **Take responsibility for own professional development**

- Identify and participate in opportunities for professional development.
- Confront one's own prejudices and fear of change

### **Be an effective team member**

- Contribute constructively to team discussions.
- Be responsive to messages from fellow tutors seeking support and advice
- Challenge peers in the positive sense.
- Utilise the team as a source of shared expertise.

## 5 GLOBAL TABLE OF COMPETENCIES ACCORDING TO EACH STAGE OF COURSE

Conceptual competencies	Before				During				After		
	Welcome	Info.	Assessment	Contract	Teaching	Organisation Administrat.	Follow up	Management Prof. Rel.	Evaluation	Validat.	Assessment
▪ Adapt course content and materials											
▪ Have a firm grasp of one or more disciplinary subjects											
▪ Understand the principles of designing learning for adults											
▪ Recognise and understand economic, social and cultural environments											
▪ Understand the issues concerning the globalisation of information											
▪ Use techniques for differentiation											
▪ Embrace a reflective approach to the acquisition of knowledge											
▪ Supplementary conceptual competence – only for net Trainers who want to work on a multilingual European level											
▪ Have good knowledge of one or more foreign languages											

Operational competencies	Before				During				After		
	Welcome	Info.	Assessment	Contract	Teaching	Organisation Administrat.	Follow up	Management Prof. Rel.	Evaluation	Validat.	Assessment
▪ Implement the course											
▪ Practice different types of learner assessment											
▪ Evaluate and improve the course											
▪ Facilitate individual and group learning processes											
▪ Carry out administrative tasks											
▪ Ensure data protection											
▪ Design course content											
▪ Use information & communications technology fluently											

Personal competencies	Before				During				After		
	Welcome	Info.	Assessment	Contract	Teaching	Organisation Administrat.	Follow up	Management Prof. Rel.	Evaluation	Validat.	Assessment
▪ Report and provide feedback											
▪ Demonstrate inclusivity											
▪ Demonstrate flexibility											
▪ Be organised											
▪ Motivate and support learners											
▪ Take responsibility for own professional development											
▪ Be an effective team member											