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**SLOT**

**Sectorial Learning Outcome Transparency**

**Leonardo da Vinci – Transfer of Innovation**

**D 5.2: Learning outcomes toolbox**

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- José Antonio Espi Poves,
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### **Summary**

This deliverable gathers the tools each partners used to deploy the methodology in their respective institution as well as other tools that has inspired partners during the deployment phase.

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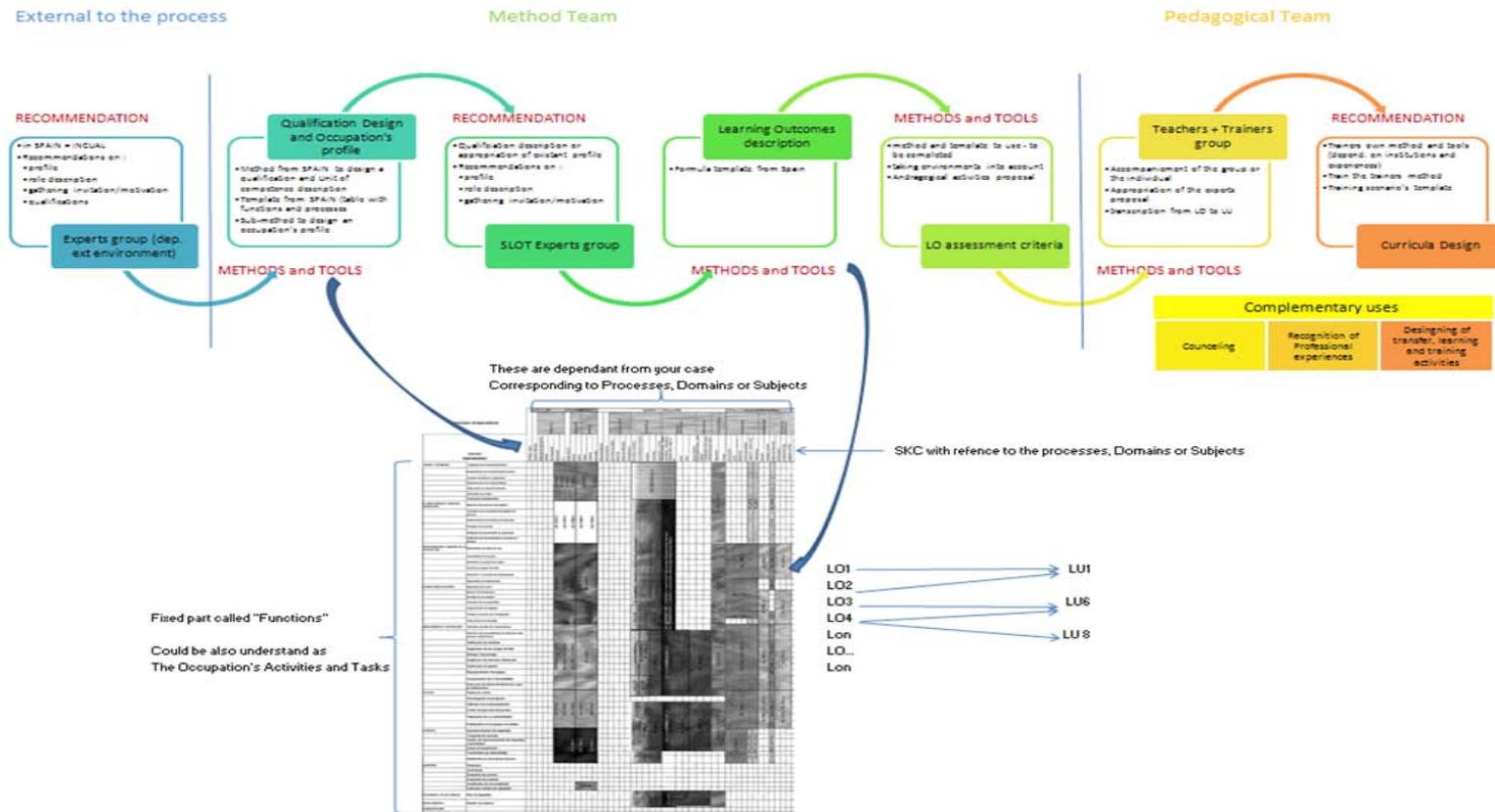
<b>1</b>	<b>COMMON TOOLS.....</b>	<b>6</b>
1.1	SLOT METHODOLOGY .....	6
1.2	LEARNING OUTCOMES DESCRIPTION REGARDING THE SLOT METHODOLOGY .....	7
1.3	BLOOM TAXONOMY .....	7
1.4	THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING .....	8
<b>2</b>	<b>SPECIFIC TOOLS .....</b>	<b>9</b>
2.1	LINK BETWEEN SPANISH NATIONAL SYSTEM AND LEARNING OUTCOMES .....	9
2.2	TRAINING CO-DESIGNING METHOD .....	10
2.3	EXPERTS MEETING – JOB PROFILE - PROFESSIONAL QUALIFICATION DESCRIPTION.....	12
2.4	PROFESSIONAL ACTIVITY REFERENCE .....	15
2.5	LEARNING OUTCOMES DEFINITION .....	16
2.6	LEARNING UNIT DESCRIPTION .....	17
2.7	SKILL CARD BUILDING METHOD .....	19
	<i>Method Description.....</i>	<i>19</i>
	<i>2.7.1 Step 1: Build the structure of the skill card from a watch on the job .....</i>	<i>19</i>
	<i>2.7.2 Step 2: Contextualization of skill-card with experts interviews and analysis .....</i>	<i>20</i>
	<i>2.7.3 Step 3: Assessment of skill's expertise (Optional).....</i>	<i>20</i>
	<i>2.7.4 Step 4: Skill card validation .....</i>	<i>21</i>
2.8	SKILL CARD FRAME .....	22
2.9	EVOLUTIVE SKILL CARD .....	23
2.10	EXPERTS INTERVIEW GUIDE LINE .....	28



# 1 COMMON TOOLS

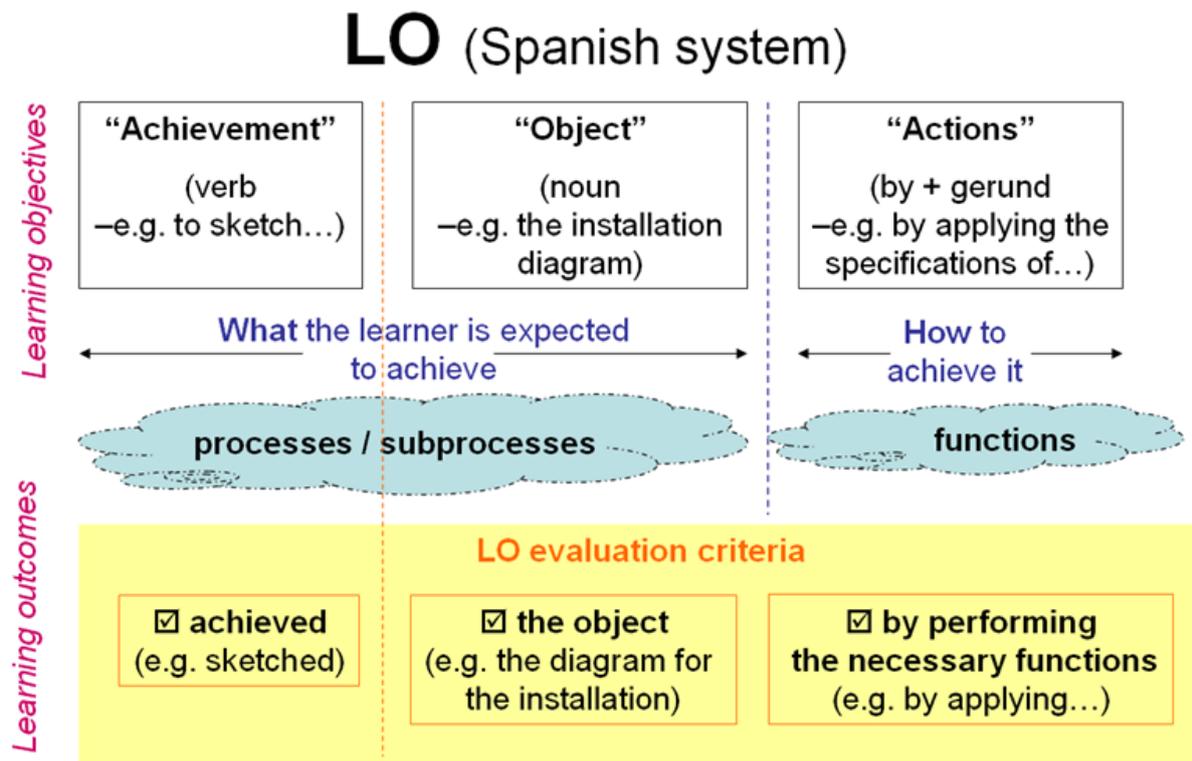
## 1.1 SLOT Methodology

SLOT methodology of learning outcomes definition



## 1.2 Learning Outcomes description regarding the SLOT methodology

Learning outcome definition proposition



## 1.3 Bloom Taxonomy

To define learning outcomes, partners have chosen to use the Bloom’s taxonomy that classifies learning objectives. It is a well-known way used by educators, trainers and teachers to define pedagogical objectives.

This taxonomy divides these objectives into 3 domains: cognitive, affective and psychomotor. This is near the ECVET’s knowledge, skills and competences used to described learning outcomes.

An explanation of this taxonomy can be found on the internet. Example:

- [http://en.wikipedia.org/wiki/Bloom's\\_Taxonomy](http://en.wikipedia.org/wiki/Bloom's_Taxonomy)
- <http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/blooms-taxonomy-educational-objectives>

## 1.4 The European Qualifications Framework for Lifelong Learning

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	KNOWLEDGE	SKILLS	COMPETENCE
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
<b>LEVEL 1</b> The learning outcomes relevant to <b>Level 1</b> are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
<b>LEVEL 2</b> The learning outcomes relevant to <b>Level 2</b> are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
<b>LEVEL 3</b> The learning outcomes relevant to <b>Level 3</b> are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
<b>LEVEL 4</b> The learning outcomes relevant to <b>Level 4</b> are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
<b>LEVEL 5*</b> The learning outcomes relevant to <b>Level 5</b> are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
<b>LEVEL 6**</b> The learning outcomes relevant to <b>Level 6</b> are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
<b>LEVEL 7***</b> The learning outcomes relevant to <b>Level 7</b> are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<b>LEVEL 8****</b> The learning outcomes relevant to <b>Level 8</b> are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

See also for more details the EU recommendation concerning ECVET:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

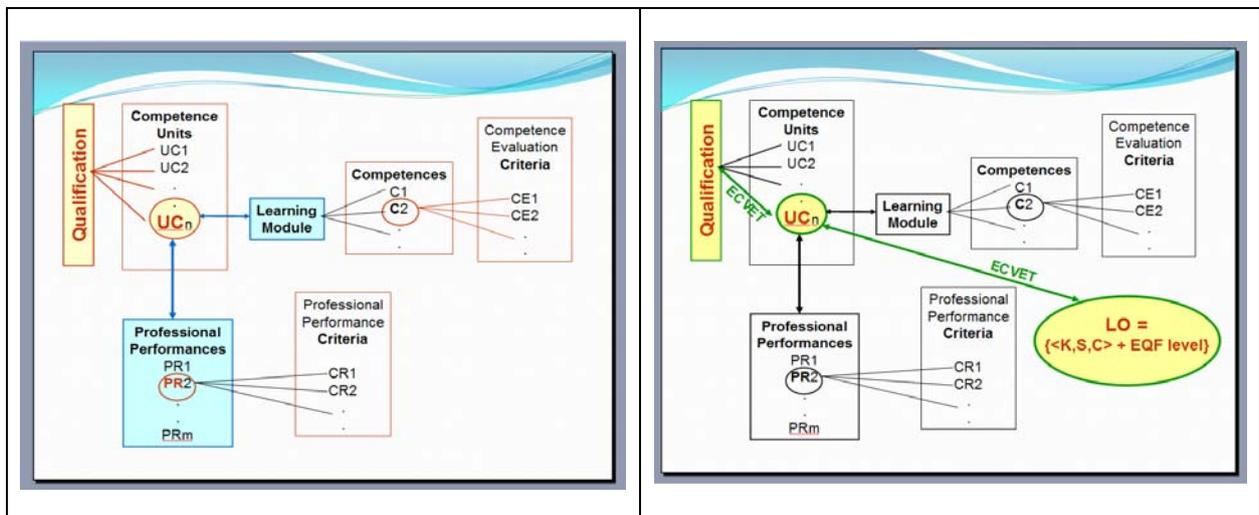
## 2 SPECIFIC TOOLS

### 2.1 Link between Spanish national system and learning outcomes

Autor(s)/email : Nena.Kagianni - krgianni@cti.gr, Computer Technology Institute & Press «Diophantus»

Context of use: This presentation has been used by some partners to explain links between the Spanish national system and learning outcomes definition to external people and especially to gather experts at the beginning of the deployment phase.

Short description: This presentation has been built at the beginning of the project. It was meant to have a common understanding of the Spanish national system that was transferred to all partners. The objectives was also to understand links between qualifications and learning outcomes, and how it was possible to define learning outcomes from a qualification framework.



## 2.2 Training co-designing Method

Autor(s)/email : Sandra Grunewald, Senior Training Officer, [sandra.grunewald@tudor.lu](mailto:sandra.grunewald@tudor.lu), CRP Henri Tudor

Context of use: The CRP HT uses this method to involve experts in the review of existing training programs or to define new ones. This method was defined in the European Social Funds project [CALIFORM](#)

Short description: This method has been developed to organize the involvement of experts with complementary profile such as sectoral experts, pedagogue, professional organization, academics, etc. This method was identified as being a part of the needs analysis and context analysis phase of the educational lifecycle process.

This method is used to identify:

- Lack of information from companies and sector needs
- Lack of information from workers profiles
- New training program or existing training program reviewed
- Collaborative work with training providers to develop a complete training program
- Learning outcomes and assessment criteria
- Training specifications

The CALIFORM methodology has been developed between 2003 and 2006. It has been implemented in CRP Henri Tudor since then in order to support its training department in the development of its trainings activities.

This method is used to design new training programs or to review existing ones. It contributes to guarantee the evolution, innovation, professional- and customer-orientation of the trainings offer.

Its progress goes as follow:

- Step one: CONCEPTION. 3 workshop sessions are needed to define the competences needs for the sector, the context and its evolution.
- Step Two: DRAFTING. The trainer(s) is accompanied by a coach/pedagogue to implement the conception workshops outcomes in his training program.
- Step three: REALIZATION. The program is given in “prime time” to the experts group to confirm the understanding of the workshops outcomes, improve and validate the final product.



- Step four: IMPROVEMENT. The trainer takes into account all the feedback, and upgrade the program before its publication

Experts taking part in the workshops are selected regarding the following criteria:

- Thematic experts level and their recognition by peers
- Motivation to contribute to the quality of the offer and its evolution in the sector

The training program is evaluated regarding the following criteria:

- Content:
  - o Compliance to the market needs
  - o Innovative content
  - o Conformity between offer range and experts demand
- Method:
  - o Trainers skills
  - o Quality of the pedagogical activities
- Effects:
  - o Concept applicability
  - o Participants satisfaction

This method is meant to answer the needs of:

- Employees : by proposing trainings that update their competences and by offering them new skills needed in the labor market – and specifically in Luxembourg enterprises
- Enterprises: by offering them the opportunity to inform the national VET<sup>i</sup> actors about their training needs and to contribute in the upgrading of training offers related to market and job needs
- Trainings companies: by offering them inputs to adapt their programs in a complete matching with their customers' needs
- Trainers: by offering them the opportunity to receive professional inputs and to be coached during the different phases of the training engineering

In this way, CALIFORM is a method that is compliant with EU recommendations in the field of quality in vocational education and training.

## 2.3 Experts meeting – job profile - professional qualification description

Context of use: RDA and CTI used this document as a guideline during the skill card phase

Short description: Method developed by the project partners to deploy the 2 step of the SLOT method concerning the way to draw a skill card. This document, a list of questions and text boxes used to prepare and structure the skill card elaboration.

### **Definition of the occupation – job definition (if it exists at national level or not)**

Can you give a broad definition of the job?

--

### **Needs for this job in the economical market**

--

### **Types of jobs that a person can have regarding his/her degrees, experience, responsibilities (while applying the training outputs):**

What are the formal and/or informal qualification prerequisites?	
What is the possible previous professional occupation?	
What is the potential future professional occupation?	

### **Technical and economic environment - Professional context**

<b>How do these elements influence your job?</b>	<b>Answers</b>
Internationalisation , globalisation	
Technologies, technological progress	
Environmental context (constraints,...)	
Social context	

### **Definition of the professional activity(ies)**

### **Definition of the professional activity(ies) addressed by the training**

### **Professional activities**

An activity is a set of actions needed to the completion of a job, in relation with the training object.

Activities can be summarized by the questions: What are (would be) the main activities? Can you describe what the professional (will) do? With what means? With which interlocutors?

Activities are expressed in terms of action verbs: define, view, check, plan, do, manage...

An activity includes a family of tasks for a job. There are maximum 5 to 6 activities.



The professional does the following activities:

These activities require the professional to

Have sound knowledge in the following areas:

Have command of the following skills:

Display the following aptitudes / personal competences:

## 2.4 Professional activity reference

Context of use: Used by RDA and CTI to describe activities and associated tasks of a professional qualification.

Short description: Guideline to finalize the description of a professional qualification.

Activity number and name	A1.
Activity purpose	
Activity's inputs	To realize the activity, we need
Tasks to perform the activity	A1.Task1: A1.Task2:
Activity expected results	As a result of successful realization of the activity

### Task:

Activities are divided into tasks: to perform an activity, an agent must accomplish several tasks. The task is therefore understood as a subdivision of the activity.

A task means the basic operation (intellectual or manual) to be performed by an agent.

There are maximum 5 to 6 tasks per activity.



## 2.5 Learning outcomes definition

Context of use: Used by all partners.

Short description: This tool is a guide to structure the Learning Outcomes description. It help experts to structure Learning Outcomes in terms of knowledge, skills and competences linked with activities and tasks described in the previous step of the SLOT methodology.

EQF level addressed:

Training unit 1

***A1 – Activity 1:***

List of tasks:

A1.Task 1:

A1.Task 2:

<b>Achievement</b>	<b>Object of activity</b>	<b>Actions in learning environment</b>



## 2.6 Learning Unit description

Context of use : Used by our UdL and CRP HT as a grid to structure the Training Unit description

Short description: This tool helps to structure the description of a Training Unit, including tasks and Learning Outcomes regarding the specific competence unit of the qualification

<b>Title :</b>	
<b>Target audience :</b>	
<b>Kind of learning unit:</b>	
<b>Objective :</b> This training aims to ...	
<b>Link with job description or skillcard:</b> <i>(job description or occupation)</i> <u>Associated activities or tasks:</u>  o o	
<b>Learning Outcomes</b>	
<b>category</b> <i>Cf Bloom taxonomy</i>	<b>Object</b>
	<i>To be able to...</i>
	<i>To be able to ...</i>
<b>Total length :</b> Nb of hours	



<b>Schedule :</b>
<b>Prerequisite :</b>
<b>Evaluation :</b>

## 2.7 Skill card building method

Autor(s)/email : CRP Henri Tudor – Contact person Sandrine Reiter,  
sandrine.reiter@tudor.lu,

Context of use: All partners used the method principles to give valuable input to their activities with experts (interview and workshops)

Short description: This method gather information regarding the activities, tasks and competences of a specific job, a group of job or a part of job. This method is use to structure the work of training engineering. It gives valuable input to the professional workshop about competences needs, work conditions as well as jobs links.

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### Method Description

#### 2.7.1 Step 1: Build the structure of the skill card from a watch on the job

##### 2.7.1.1 GOAL:

The watch/intelligence cycle is "*observation and analysis of the scientific, technological and economic environment of a company to detect threats and opportunities of development*". [JAKOBIAK, 91]

The watch/intelligence cycle consists of collection and continuous use of information concerning the business environment. The watch is cyclical; it is divided into several steps:

→ the first step is to clearly define the information being sought; this step is a needs analysis,

→ once the needs clearly expressed by the client and understood by the watcher, will begin the research of relevant information and the data collection in those sources,

→ the third step is analyzing the information. Following the collection, sorting information is achieved; their significance and relevance are assessed,

→ Finally analyzed information is disseminated to the client in the desired form and format. Then the client analyzes the results of the watcher. This result may bring new issues or questions, new information search of the topic being studied to enable an alert based on its development.

##### 2.7.1.2 INPUT:

Documents provided by the different partners and experts



### **2.7.1.3 OUTPUT:**

First skill-card's draft.

## **2.7.2 Step 2: Contextualization of skill-card with experts interviews and analysis**

### **2.7.2.1 GOAL:**

The goal is to compare the current state of the skill-card to experts' speech. Experts have to deliver the vision of their job through the description of their working practices. These experts must do/know the job or have a role linked (all linked role? Or critical linked role? ) to it.

Prior, an e-mail is sent to professionals to present the conditions and interview's process. It is specified that they will be asked to describe their daily work, their working environment.

Content analysis refers to two levels of analysis: the *manifesto* or what appears and what is *latent* or underlying or what can be read between lines, where the researcher tries to codify the meaning of the answer or the underlying motivation of the behavior described.

### **2.7.2.2 INPUT:**

First skill-card's draft.

Interview guide.

### **2.7.2.3 OUTPUT:**

Interview audiotape and/or written notes

Second version of the skill-card, adapted with experts' comments

## **2.7.3 Step 3: Assessment of skill's expertise (Optional)**

### **2.7.3.1 GOAL:**

The goal is to determine the level of expertise/responsibility for each skill, according to the a predefine scale (Bloom taxonomy, SFIA levels (Skills Framework for the Information Age),....) This scale depends on the domain, and the future use of the skill card.

This step is most of the time done by mail for logistics reasons.

### **2.7.3.2 INPUT:**

A copy of the skill-card produced in step 2

A copy of the scale levels with definitions for each level.



### **2.7.3.3 OUTPUT:**

Third version of the skill-card with the associated levels

## **2.7.4 Step 4: Skill card validation**

### **2.7.4.1 GOAL:**

The goal is to validate the skill-card during a FG of experts from services sciences.

For the CRPHT, this focus group is an accompanying committee, *Comité d'accompagnement* (Cap), composed of professionals in connection with the job/area. This validation is the final step in the skill-card's building.

Presentation of the method used for building the skill-card

(Approximate duration: 20 minutes)

Process for validate the skill-card:

Oral presentation of the skill-card (precise explanation of the content).

Collection of the experts' feedback on the content, by brainstorming.

Take feedback one by one in order to validate by the entire FG.

(Average duration: 45 minutes)

### **2.7.4.2 INPUT:**

Presentation of the method used for building skill-card.

Third version of the skill-card: adapted with "field's vision".

### **2.7.4.3 OUTPUT:**

Fourth and final version of the skill-card

## 2.8 Skill card frame

Autor(s)/email : Claire Tixier, [stephane.creusot@univ-lorraine.fr](mailto:stephane.creusot@univ-lorraine.fr), UdL

Context of use: Used by partners to structure the description of the selected qualification profile

Short description: This grid helps to structure the information related to the skill card regarding the job activities to manage

<b>Title</b>			
<b>Other names :</b>			
<b>Mission</b>			
<b>Activities</b>			
activities			
<b>Activity 1</b>			
<b>Tasks</b>	<b>Knowledge</b>	<b>Know-how</b>	<b>Soft skills</b>
<i>Task 1</i>			
<i>Task 2</i>			
<i>Task 3</i>			



## 2.9 Evolutive Skill Card

Autor(s)/email : Nena.Kagianni - krgianni@cti.gr, Computer Technology Institute & Press «Diophantus»

Context of use: Tool been used by CTI to build a skill card

Short description: The skill card production follows the 3 formal steps:

- First draft given as input to workshops or interview with the professional
- Skillcard review that ensure the follow up of the professional input
- Final skillcard validated by expert and valuable qualification grid and training engineering input

*Skill card template:*



# SKILL CARD

**Professional Sector:** \_\_\_\_\_

**EQF Level:**  
\_\_\_\_\_

**Professional Profile:** \_\_\_\_\_

			Professional domains			
Qualification	Activities	Tasks	Domain 1	Domain 2	...	Domain x

*1<sup>st</sup> draft of the skill card:*

		SKILL CARD				
<b>Professional Sector:</b> Contemporary School Teacher		<b>EQF Level:</b> 6				
<b>Professional Profile:</b> Teacher trainer for the incorporation of ICT in the everyday didactic practice						
Qualification	Activities	Tasks	Learning Theories	Didactics	ICT	Specialized SW
Intergation of ICT in education; Educational policies, and scientific foundation.	Modell ICT integration in the educational process					
	Didactic and pedagogic approach of the use of ICT in various subjects					
Modern conceptions of learning and teaching, and application with computational and networking tools	Categorize and assess educational s/w					
	Approach the use of network and communication technology in education					
	Put the issue of utilizing ICT in the evolution of educational practice and the transformation of the process of teaching and learning, according to modern learning theories and pedagogical perceptions					
	Perceive the evolution					
	Interdependence between Information Technology and Learning theories					
	Know methods to enhance, by the use of ICT, the active managing of learning and the heyristic confrontation of knowledge					
Know the characteristics of the roles of teacher and student, as they are shaped though the modern perceptions for teaching and learning						
Organize classroom and teaching based on the principles of pedagogical use of ICT						
Know to design interdisciplinary and project type educational activities						

Supporting docs: CTI\_skillCard\_template.pdf, CTI\_skillCard\_v1.pdf

Revision of Skill Card

Validation of the first draft:

			Professional domains			
			Learning Theories	Didactics	ICT	Specialized S/W
Qualification	Activities	Tasks				
Use of ICT and web 2.0 tools and services	Use effectively office applications	<ul style="list-style-type: none"> <li>- create and/or modify lesson plans</li> <li>- produce activity sheets and learning supporting material</li> <li>- collect, analyse and present data and outcomes</li> <li>- organise and present resources</li> </ul>				
	Use effectively internet and communication tools	<ul style="list-style-type: none"> <li>- browse effectively the web for resources</li> <li>- communicate with peers and students</li> <li>- organise material in repositories</li> <li>- exploit social software for educational purposes</li> </ul>				
	Understand and utilize (pedagogically) web 2.0 collaborative tools and services	<ul style="list-style-type: none"> <li>- Create and share multimedia and interactive content (e.g. podcasts, multimedia portfolios, interactive presentations)</li> <li>- utilize synchronous web 2.0 collaborative tools and services (e.g. VOIP, chats)</li> </ul>				
	Utilize interactive whiteboards (iWB) in the teaching process	<ul style="list-style-type: none"> <li>- understand and use iWB software</li> <li>- design and implement learning activities with the use of iWB</li> <li>- design and implement assessment activities with the use of iWB</li> </ul>				
	Exploit web content appropriately	<ul style="list-style-type: none"> <li>- Assess the validity of web content and resources</li> <li>- Understand and respect copyrights and use licenses</li> <li>- Practice a non-plagiarism, no-copyheft attitude</li> <li>- Promote and actively support openness in education</li> </ul>				
	Create web content	<ul style="list-style-type: none"> <li>- Create and manage e-portfolios</li> <li>- Add content to web pages</li> <li>- Create and maintain blogs and web-sites</li> <li>- Create and provide open educational resources</li> </ul>				

Supporting doc: CTI\_skillCard\_v2.pdf

Finalization of Skill Card

Final version of the skill card

		<h1 style="color: yellow; margin: 0;">SKILL CARD</h1>			
<b>Professional Sector:</b>	Contemporary School Teacher	<b>ISCO-88 Code:</b>	<b>EQF Level:</b>		
		2351	6		
<b>Professional Profile:</b>	Teacher trainer for the incorporation of ICT in the everyday didactic practice				
<b>Qualification</b>	Use of ICT and web 2.0 tools and services	<b>Professional domains</b>			
		Learning Theories	Didactics	ICT	Specialized S/M
<b>Activities / Functions</b>	<b>Tasks</b>				
Use effectively office applications	<ul style="list-style-type: none"> <li>- create and/or modify lesson plans</li> <li>- produce activity sheets and learning supporting material</li> <li>- collect, analyse and present data and outcomes</li> <li>- organise and present resources</li> </ul>				
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Understand and utilize (pedagogically) web 2.0 collaborative tools and services	<ul style="list-style-type: none"> <li>- exploit social software for educational purposes</li> <li>- Create and share multimedia and interactive content (e.g. podcasts, multimedia portfolios, interactive presentations)</li> <li>- utilize synchronous web 2.0 collaborative tools and services (e.g. VOIP, chats)</li> </ul>				
Utilize Interactive whiteboards (IWB) in the teaching process	<ul style="list-style-type: none"> <li>- understand and use IWB software</li> <li>- design and implement learning activities with the use of IWB</li> <li>- design and implement assessment activities with the use of IWB</li> </ul>				
Exploit web content appropriately	<ul style="list-style-type: none"> <li>- Assess the validity of web content and resources</li> <li>- Understand and respect copyrights and use licenses</li> <li>- Practice a non-plagiarism, no-copy/heft attitude</li> <li>- Promote and actively support openness in education</li> </ul>				
Create web content	<ul style="list-style-type: none"> <li>- Create and manage e-portfolios</li> <li>- Add content to web pages</li> <li>- Create and maintain blogs and web-sites</li> <li>- Create and provide open educational resources</li> </ul>				



## 2.10 Experts Interview guide line

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Context of use: Used by UdL during group of experts' meeting to draw skill cards.

Short description: Check list of items. This list was used as a guide line during experts' interview.

- ▶ Contact / context
  - ✓ **Identity of the company**  
Name, sector of activity, numbers of employees ...
  - ✓ **Identity of the « expert »**  
Name, function, function, addresses, phone number,...
- ▶ The “ ....” position
  - ✓ It's a job/position/occupation that already exists?  
Y / N  
Comments:
  - ✓ Do you think that it's an emerging job?  
Y / N  
Comments:
  - ✓ What is / would be his main mission (global role within the company)?  
What are / would be the main activities?  
Specifically what does he do? What is expected?
- ▶ Profile
  - ✓ What would be the “ideal” profile?
    - Level of education
    - Kind of training or education
    - Previous experience
    - Skills / qualities  
*(your opinion as potential employers)*
  - ✓ What would be the recruitment strategy?
    - Internal redeployment?
    - Specific recruitment?
- ▶ Training specifications or expectations  
According to you, which skills should be developed to support :
  - In your company?
  - In your activity sector ?
  - ....



For each thematic to developed, could you precise:

- ✓ Target audience
  - Kind of company
  - Kind of occupation / position
  - Profiles
- ✓ Training axes or areas
- ✓ Objectives and expected learning outcomes

