



EUROPEAN DISTANCE AND E-LEARNING NETWORK

*Network of Academics and Professionals*

# Teaching Online Competences: Debate in a Post Confinement Scenario

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EDEN NAP Webinar

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# Rationale

- Need to perform online without proper training.
- Not enough to place materials on the web or use Zoom!
- Teacher online reference framework?
- Proposal at EDEN Executive Committee
- CALOHEE ([www.calohee.eu](http://www.calohee.eu)) - "Guidelines and Reference Points for the Design and Delivery of Degree Programmes in Teacher Education", Julia M. González Ferreras and Maria Yarosh
- Workshop proposal in 2020 EDEN conference, Airina Volungeviciene



# Reference Framework of General Descriptors of a Bachelor Programme, Level 6 EQF descriptors

## **Knowledge (K)**

Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

## **Skills (S)**

Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

## **Autonomy and Responsibility (A)**

Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts

# 1. Knowledge management and creation

- Advanced knowledge of **major conceptual elements** required of an online teacher as knowledge manager and creator. (K)
- Ability to develop **different types of thinking** and apply these to different situations determined by online, curricular, pedagogical and policy needs. (S)
- Capacity to **envisage consequences** of position taking and commitment to act with intellectual consistency. (A)

## 2. Design and management of processes of learning, teaching and assessment

- Knowledge of **online management** and digital content and format design and enhancement: teaching, learning and assessment processes. (K)
- Ability to evaluate and select **appropriate techniques and strategies** of online management and content syllabus enhancement: teaching, learning and assessment processes. (S)
- Capacity and commitment to ensure that the different elements of the online course contribute to the development of **desired learner profile** (A)

### 3. Learner empowerment, potential and creativity

- Advanced knowledge of **theories, strategies and tools** in online context that can support learner empowerment, and development of learner fullest potential and creativity. (K)
- Ability to apply theories, strategies and tools in online context that can foster the development of the fullest **potential and creativity** of each learner. (S)
- Capacity and commitment to contribute to maintenance of online contexts of engagement with each **learner holistic growth and development**. (A)

## 4. Values and social leadership

- Advanced knowledge of **different value systems** and of how to identify and promote those which can foster the fulfilment of the online teacher's professional mission. (K)
- Ability to identify and implement online approaches and actions required to address the **social needs**; ability to analyse consequences of different value choices and to **manage diversity**. (S)
- Capacity and commitment to build a sense of **social responsibility** in the choices made at personal, professional and contextual levels and act on needs and potentialities identified. (A)



## 5. Communication

- Advanced understanding of different critical elements, methods and tools for **communicating at online** level, as well as in groups and society as a whole. (K)
- Ability to identify and apply resources for improving online communication at different levels, as well as stay **upto-date** with digital developments. (S)
- Capacity and commitment to foster **transparency and responsibility** in online interactions, in teams and groups, as well as in social media. (A)



## 6. Development as online professionals and life-long learners

- Advanced knowledge of sources, tools, mechanisms and main digital trends of personal and professional **updating**. (K)
- Ability to critically examine applied educational research and improve own practice following **evidence based approaches**. (S)
- Capacity and commitment to act as a critically reflective member of an international online **teaching community** that values evidence-based practice. (A)



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Your **contribution** is  
welcome and needed!

Thank you in the name of  
**learners.**



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