

EUROPEAN DISTANCE AND E-LEARNING NETWORK

Teacher Online Qualification Framework

Based on CALOHEE Publication:

Guidelines and Reference Points for the Design and Delivery of Degree Programmes in Teacher Education Edition 2018 Julia M. González Ferreras and Maria Yarosh, eds. 2018 University of Groningen Groningen

Qualifications Reference Framework of General Descriptors of a Bachelor Programme, Level 6 EQF, 1st cycle descriptors

Implementation of digital technologies into education process is nothing new, distance and online education has been present for the decades. But with the COVID-19 pandemic educational institutions, teachers and educators had to move suddenly to fully online teaching and learning. And many of them has not been prepared for that, especially lacking skills in digital pedagogy. How to implement digital technologies skillfully, equitably and effectively to support high quality and inclusive education is one of the most important issue now. Currently, the demand for teachers and educators to act in an online environment to address their students has become unavoidable at all levels of teaching and training. What is necessary it is to have teachers and trainers working online with the necessary pedagogical didactical competences to perform with quality. EDEN has worked on the development of a set of personal competences to ensure quality of online teaching and training. It is structured as the European Qualification Framework in terms of knowledge, skills and autonomy and responsibility (attitudes). These personal competence requirements to teach and to train online considered the European Framework for the Digital Competence of Educators of the European Commission in terms of handling digital tools. These two frameworks are complimentary with the latter addressing the mode and depth of the use of the digital tools while the former encompasses the recommended acquired competences in digital teaching and training. EDEN hopes that these terms of reference contribute to proper training of teachers and trainers online. This EDEN framework may also be used to the verification if those delivering digital courses are qualified to perform these activities. It is probably a major setback for learners to have teachers and trainers unprepared or prepared to deliver online teaching and training depending just on odds.

A – Definitions

Knowledge Level 6 (K)

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

Skills Level 6 (S)

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

Autonomy and Responsibility (Wider Competences) Level 6 (A)

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

B – Descriptors for each dimension

Dimension 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)

Dimension 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)

Dimension 3. Learner empowerment, potential and creativity

Advanced knowledge of theories, strategies and tools that can support learner empowerment, and development of learner fullest potential and creativity. (K)

Ability to apply theories, strategies and tools that can foster the development of the

fullest potential and creativity of each learner. (S)

Capacity and commitment to contribute to maintenance of contexts of engagement with each learner holistic growth and development. (A)

Dimension 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 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)

Dimension 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 up-to-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)

Dimension 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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