

Susanne Lattke, DIE

The profile of knowledge, skills and abilities of virtual learning facilitators

faville
facilitators of virtual learning

www.faville-project.eu

Discuss Learning, 25 November 2021

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FAVILLE – Goals

- Improve the **quality** of virtual learning facilitation
- Support the **development** of **professional competencies** for virtual learning facilitation
- Increase the **visibility** of the VLF professional **profile**

What is a Virtual Learning Facilitator (VLF)?

Anyone who supports learning processes (of adults) in online („virtual“) environments



Where do VLFs work?

... higher education; VET; adult education; companies; NGOs, ...

FAVILLE - Research on VLF Competence

Research Questions

What are the professional **tasks** that virtual learning facilitators have to perform?

What professional **competences** (knowledge, skills, attitudes) are required for virtual learning facilitation?

The FAVILLE research

Methodology

- **document search** (EU documents, national documents from DE, GR, IT, PT, SK)
- **36 expert interviews** (5 DE, 10 GR, 5 IT, 5 PT, 11 SK)
- Qualitative **content analysis**

FAVILLE research findings

Tasks related to virtual learning facilitation:

- There are many ways to **structure** these tasks, but with a considerable agreement on the core **content**:

Pre-Course preparatory + planning work

- Introduction to course
- Structuring the learning process
- Course management
- Creating atmosphere and motivation
- Facilitating discussions, (collaborative) learning processes and knowledge building
- Provide guidance and support to learners
- Monitor and evaluate learning processes and outcomes

Post-Course follow-up Management

FAVILLE research findings

Professional **competences** needed for VLF



Competence Profile:

5 Competence Areas

15 Competence Aspects



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E-learning Competence (Conceptual, Technical, Legal)



- Theoretical Knowledge of E-Learning Concepts
- Application of E-Learning Tools
- Data protection
- Work with Open Educational Resources (OER)



- Theoretical Understanding
- Professional Attitude
- Adherence to Adult Learning Principles



Didactic-Methodical Skills

- Facilitation Methods and Techniques
- Didactic Use of E-Learning Content and Media Formats



Managing, Planning, Organisational Skills

- Course Planning and Implementation
- Managing Different Courses Phases
- Use of Monitoring Tools



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E-learning Competence (Conceptual, Technical, Legal)



Socio-communicative and facilitation competence

- (Specificities of) Virtual Communication in an online environment
- Creating and Sustaining Learner Motivation and Engagement
- Facilitation of (online) discussions and group learning processes

- Facilitation Methods and Techniques
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Professional awareness and adherence to adult learning principles

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- Professional Attitude
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Professional awareness and adherence to adult learning principles



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The FAVILLE Competence Profile

- **Profile is generic**
 - applies to any context of (virtual) adult learning (VET, HE, Popular ALE, ...)
 - applies to any teaching subject matter

- But: **context sensitivity** is part of the profile
 - the ability to cater for needs and expectations of different learner groups is required (as part of the „Planning“ and „Prof. Awareness“ competence areas)

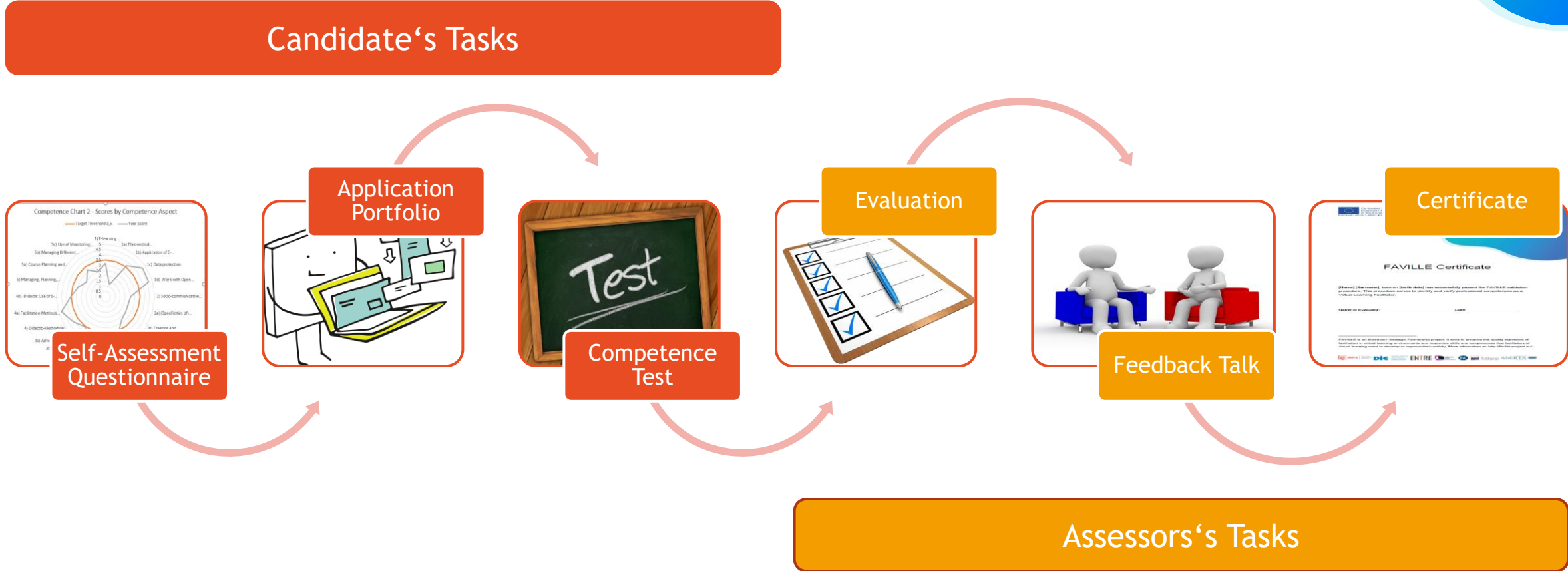
The FAVILLE Competence Profile as a basis for ...

- FAVILLE **Training** Course (MOOC)
- FAVILLE **Validation** Framework

The FAVILLE Validation Framework

- supports **assessment and recognition** of professional VLF competences
- addresses **experienced** VLFs, who have acquired their VLF competence **nonformally or informally** (learning by doing, self-study, ...)

FAVILLE validation framework – The process



FAVILLE Validation Space on Moodle

The screenshot shows a Moodle course interface. The browser address bar displays 'https://e-trainin...'. The course name is 'FAVILLE - Validation Space'. A left-hand navigation menu includes items like 'Participants', 'Badges', 'Competencies', 'Grades', 'General', 'Welcome and Introduction', 'Step 1 - Self Assessment Questionnaire', 'Step 2 - Application Portfolio', 'Step 3 - Competence Test', 'Assessors' Section', 'Dashboard', and 'Site home'. The main content area features a 'General' section with a large blue banner containing the 'faville' logo and the text 'facilitators of virtual learning'. Below the banner are logos for various partners: the European Union (Erasmus+ Programme), astra, DIE (German Institute for Adult Education), ENTRE, ht (Leibniz Centre for Lifelong Learning), HELLENIC OPEN UNIVERSITY, idec, and AbERTA. An 'Announcements' section follows, with the heading 'Welcome and Introduction'. The text in this section reads: 'You are an experienced Virtual Learning Facilitator, but you have not undergone a specific training for this task? You have acquired your skills and competences "on the job", through "learning by doing", or through informal self-study? You do not have a certificate confirming your professional competences as a VLF? Then the FAVILLE Validation could be the right thing for you.' Below this, it states: 'The FAVILLE validation process will guide you to systematically **reflect on, document** and **demonstrate** your own competences in several steps. For this purpose, different instruments - a self-evaluation questionnaire, an

Thank you for your attention!

Contact: lattke@die-bonn.de

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