Digital learners' facilitator micro-profile

Authors: Stefania Aceto (UNIR) and Henri Pirkkalainen (TUNI)

Persona definition

Name: Peter Peterson

Age: 38 years old

Highest level of education*: Master degree, level 7*

Job responsibilities: Full-day teacher/lecturer in a European Higher Education institution. Is responsible for 1 full module (5 ECTS) on Engineering and is currently joining the faculty's study guidance support unit that is responsible for providing teachers with up-to-date know-how on facilitating learning and especially hybrid and online learning.

Goals: Main ambition to improve his skills in digital pedagogy and specifically in motivation-boosting approaches to actively engage learners. And his main priorities are especially:

- To ensure accessibility to learning resources and activities, for all learners, including those with special needs (EdDiCo competences 5.1)
- To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different (EdDiCo competences 5.2)
- To use digital technologies to foster learners' active and creative engagement with a subject matter. (EdDiCo competences 5.3)
- To incorporate learning activities, assignments and assessments which require learners to articulate information needs and to compare and critically evaluate the credibility and reliability of information and their sources. (EdDiCo competences 6.1), and
- To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation (EdDiCo competences 6.2).

Frustrations: He has lectured online and has good ideas on creating online content. However, he is inexperienced in accessibility and differentiation approaches (EdDiCo competences 5.1). He doesn't know much about different ways to personalize learning (EdDiCo competences 5.2) and motivate learners coming from different backgrounds (EdDiCo competences 5.3). He needs to know more about the trade-offs between giving too much or too little guide and support for learners who

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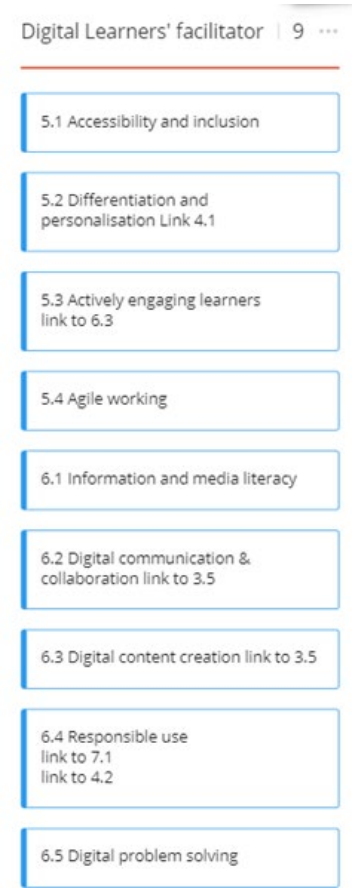
participate in education online (EdDiCo competences 6.2). He is familiar with using Moodle and LMSs but not too aware of the choices learners could take in online communication and collaboration depending on the type of activity they're working on (EdDiCo competences 6.5).

Competences addressed by this micro-profile

A Digital learners' facilitator can be any educator who masters any or all of the digital competences next described.



5.1 Accessibility and inclusion: Is defined as competences to ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies (from DigCompEdu). Its definition can be found in the IO2 Learning Maturity Model for Digital Education report on page 23.

5.2 Differentiation and personalisation: Is defined as competences related to the use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives (from DigCompEdu) Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on pages 23 and 24. These competences contribute to developing the 4.1 Assessment strategies, which definition is available on page 20 of the previously mentioned report.

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5.3 Actively engaging learners: Is defined as competences to use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking, and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters. ((from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on page 24. These competences contribute to developing competences 4.1 Assessment strategies, which definition is available on page 20 of the previously mentioned report.

5.4 Agile working is defined as competences to empower learners in an interdisciplinary team to collaboratively develop a rapid prototype of problem solving, that creates value for the user, by employing agile and iterative methods. (EdDiCo suggestion). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on page 24.

6.1 Information and media literacy is defined as competences to incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on page 25.

6.2 Digital communication and collaboration are defined as competences to incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on pages 25 and 26.
These competences are enhanced when educators have developed 3.5 Gamification competences, which definition is available on page 20 of the previously mentioned report.

6.3 Digital content creation is defined as competences to incorporate assignments and learning activities, which require learners to express themselves through digital means and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources, and attribute licenses. (DigCompEdu). Its full definition

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can be found in the IO2 Learning Maturity Model for Digital Education report on page 26. These competences are enhanced when educators have developed 3.5 Gamification competences, which definition is available on page 20 of the previously mentioned report.

6.4 Responsible use is defined as competences to take measures to ensure learners' physical, psychological and social well-being while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly. (DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report Page 27. These competences contribute to foster the development of 7.1 Dealing with Health information and conditions related to the use of Digital Technologies, which definition is available on page 28 of the previously mentioned report. Moreover, these 6.4 competences are enhanced when educators have developed 4.2 Analysing evidence competences, which definition is available on page 21 of the previously mentioned report.

6.5 Digital problem solving is defined as competences to incorporate learning and assessment activities which require learners to identify and solve technical problems or to transfer technological knowledge creatively to new situations. (DigCompEdu).Its full definition can be found in the IO2 Learning Maturity Model for Digital Education report on Page 27.

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