

Digital Learning designer micro-profile

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Persona definition

Name: Clara

Age: 25 to 30 years old

Highest level of education: She has a Master's degree level 7 (ideally in education, instructional design, or related or equivalent work experience).

Job responsibilities: Design and manage the production of high-quality digital learning content and rich learning activities/experiences across a broad range of subjects. Work with faculty and professional colleagues to develop engaging, educationally sound learning experiences.

(See examples: <https://www.jbs.cam.ac.uk/wp-content/uploads/2021/04/2021-05-11-digital-learning-designer.pdf>) or <https://jobs.theguardian.com/job/7795001/digital-learning-designer> or <https://www.timeshighereducation.com/unijobs/listing/280140/learning-designer/>)

Goals: Clara wants to improve her digital competences in Digital education and be able to select digital resources for specific themes, learning audiences, and activities (*2.1 Selecting digital resources*) and to be in the position to properly modify those resources or create new ones applying gamification principles to ensure the implementation of gamified learning experiences (*6.3: Digital content creation & (3.5: Gamification)*). She is also interested in developing skills that will allow her to protect sensitive content by setting the required licensing and privacy restrictions to share those with her peers and eventually learners (*2.3 Managing, protecting, and sharing digital resources*). Clara is interested in improving her skills to develop new mechanisms or ways to offer support and guidance to her colleagues in the deployment of gamified learning experiences (*3.2 Guidance*)

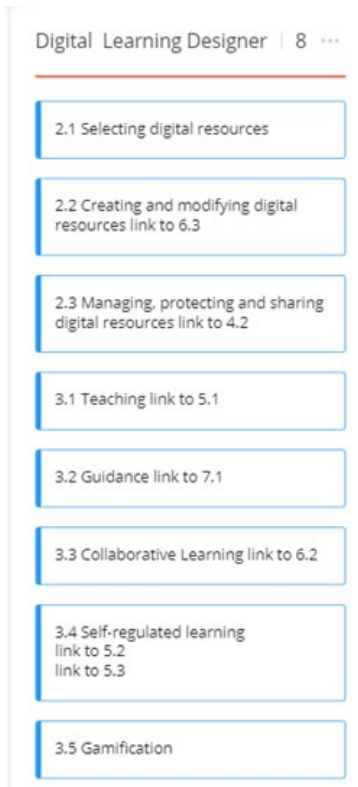
Frustrations:

Clara has some frustrations when trying to perform her work duties as she

- Doesn't know how to build storyboards and scripts to apply gamification(6.3)
- Has doubts about how to edit/refine content and media to produce a coherent piece of learning (2.1 & 2.2 & 2.3 & 6.3)
- Still have issues with how to better develop systems for evaluation. (4.1 & 4.4)
- Doesn't have experience including accessibility and inclusion principles as part of an effective learning design approach. (5.1)

Competences addressed by this micro-profile

A Digital Learning designer can be any educator who masters any or all of the digital competences next described.



2.1 Selecting digital resources: Is defined as competences to identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use. (from DigCompEdu). It represents the basic digital competence required for any of the Digital resources competence sub-dimensions and its definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) pages 16 and 17

2.2 Creating and modifying digital resources: Is defined as competences to modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use. (from DigCompEdu) Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 17. These competences are needed or are a pre-condition developing the 6.3 Digital content creation competences which definition is available on page 26 of the previously mentioned report.

2.3 Managing, protecting and sharing digital resources: Is defined as competences to organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 17. These competences are needed or are a pre-condition for developing competences for developing 4.2 Analysing evidence competences, which definition is available on page 21 of the previously mentioned report.

3.1 Teaching is defined as competences to plan for and implement digital devices and resources in the teaching process to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction. (from DigCompEdu) link (is needed/pre-condition for). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 18. These competences are needed or are a pre-condition for developing 5.1 Accessibility and inclusion competences, which definition is available on page 23 of the previously mentioned report.

3.2 Guidance is defined as competences to use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 18. These competences are needed or are a pre-condition for developing competences 7.1 Dealing with Health Information and Health Conditions related to the use of Digital Technologies, which definition is available on page 28 of the previously mentioned report.

3.3 Collaborative Learning is defined as competences to use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 19.

These competences are needed or are a pre-condition for developing 6.2 Digital communication and collaboration competences, which definition is available on pages 25 and 26 of the previously mentioned report.

3.4 Self-regulated learning is defined as competences to use digital technologies to support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 19.

The 5.2 Differentiation and personalization competences, defined in page 23 of the mentioned report, are needed or are a pre-condition for developing **3.4 Self-regulated learning** competences.

While *3.4 Self-regulated learning* competences contribute to enhance the competences for 5.3 Active engaging learners which details are specified in page 24 of the previously mentioned O2 report.

3.5 Gamification is defined as competences to game elements such as challenges, competitions, points, badges, and leaderboards to make the learning experience more enjoyable and the learning outcome more sustainable (EdDiCo suggestion). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 19.

Those gamification competences contribute enhance the competences for 5.3 Active engaging learners which details are specified in page 24 of the previously mentioned O2 report.