



SEL CERT

Skills Development and Certification  
for Trainers of Synchronous  
Electronic Learning



# UNIT 1.1

## Core Elements of SEL

# UNIT OVERVIEW

**Summary:** This unit acts as an introductory unit and considers the core elements of Synchronous Electronic Learning by recognizing the differences between online and face-to-face learning. In addition, it highlights positive and negative aspects of SEL. After completing the unit you will be able to:

- Compare online learning with face-to-face learning indicating the positive and negative aspects of SEL;
- Analyse, design, implement, and evaluate training programmes to be implemented through SEL;
- Demonstrate ability to design, and implement the educational offer in SEL context.

The unit contains 31 slides.

**Duration of the unit:** 1 h 5 min

# UNIT OBJECTIVES

## In terms of knowledge:

1. List the key features and characteristics of online learning and face-to-face learning in the context of SEL.
2. Define the positive and negative aspects of synchronous electronic learning (SEL) compared to traditional face-to-face learning.

## In terms of skills:

1. Analyze the specific requirements and considerations for designing training programs to be delivered through SEL.
2. Design effective training programs tailored for SEL, considering the unique characteristics and constraints of the online environment.
3. Implement training programs using SEL methods, including selecting appropriate instructional strategies, materials, and technologies.
4. Improve the effectiveness and efficiency of training programs delivered through synchronous electronic learning (SEL), using appropriate assessment tools and techniques.

## In terms of competencies:

1. Demonstrate the ability to plan, organise, and deliver educational offerings in the context of SEL.
2. Apply pedagogical principles and strategies to engage and support learners effectively in SEL environments.
3. Adapt and customize instructional materials and resources for effective delivery through SEL.

# UNIT TOPICS



1. Introduction to Synchronous Electronic Learning (SEL)

2. Comparing Online Learning and Face-to-Face Learning

3. Designing Effective Training Programs for SEL

4. Assessing and Evaluating SEL Training Programs

# INTRODUCTION TO SEL

## Learning Objectives

- Know the key characteristics of SEL;
- Recognize the importance of understanding the SEL environments.

SEL

## Digital based techniques be used for the training:

- Group discussion on web;
- Brainstorming session;

## Digital evaluation techniques:

Multiple choice questions in Mentimeter

# RELEVANCE

After engaging with these practical exercises, you will acquire a more profound understanding of the SEL concept compared to a purely theoretical explanation. You will recognize the intrinsic worth of real-time engagement and gain a clearer perspective on the distinctions between SEL and traditional learning methods. This instance additionally exemplifies SEL's capacity to promote active participation and elevate learning outcomes.

Furthermore, armed with a solid comprehension of the fundamental attributes of SEL, you will be adept at discerning synchronous electronic learning from other forms. This aptitude will facilitate the development of advanced learning strategies and enable you to judiciously select suitable approaches for delivering quality education.

# WHAT IS SEL?

Elizabeth Murphy, María A. Rodríguez Manzanares, Michael K. Barbour consider SEL as a *temporally dependent arrangement between students and teachers, defined as weekly courses with fixed timeslots, whereas asynchronous teaching was defined by the absence of fixed weekly time slots, that is, temporally independent.*<sup>[1]</sup>

Ina Blau, Orli Weiser and Yoram Eshet-Alkalai characterize the synchronous online learning as the real-time interpersonal communication, the use of natural language, and immediate feedback.<sup>[2]</sup>

1. [Fabríz, S., Mendzheritskaya, J., & Stehle, S. \(2021\). Impact of Synchronous and Asynchronous Settings of Online Teaching and Learning in Higher Education on Students' Learning Experience During COVID-19. \*Frontiers in Psychology\*, 12.](#)
2. [Blau, I., Weiser, O., & Eshet-Alkalai, Y. \(2017\). How do medium naturalness and personality traits shape academic achievement and perceived learning? An experimental study of face-to-face and synchronous e-learning. \*Research in Learning Technology\*, 25.](#)

# WHAT IS SEL?

Take a moment, either individually or as a group, to contemplate the key characteristics. Jot down as many as you can in miro board. Following that, engage in a brief discussion with fellow participants.





# COMPARING ONLINE LEARNING AND FACE-TO-FACE LEARNING

## Learning Objectives

- Know the positive and negative aspects of online and F2F learning;
- Identify the key differences between online and F2F learning.

SEL

## Digital based techniques be used for the training:

- Group Exercise on web;
- Brainstorming session;

## Digital evaluation techniques:

Multiple choice questions in Mentimeter

# RELEVANCE

By directly comparing the two learning environments, you will gain a deeper understanding of the unique benefits and challenges associated with SEL. The offered exercises prompt critical thinking and enable you to anticipate potential obstacles and opportunities when transitioning to an online learning environment.

It also will help you recognize how SEL can overcome limitations of traditional methods, such as enabling remote participation and accommodating diverse schedules.

# GROUP EXERCISE



## Comparative analysis activity

Work in small groups/individually and fill in the template by noting down your personal experience and observations related to each mode of learning. Compare your results.

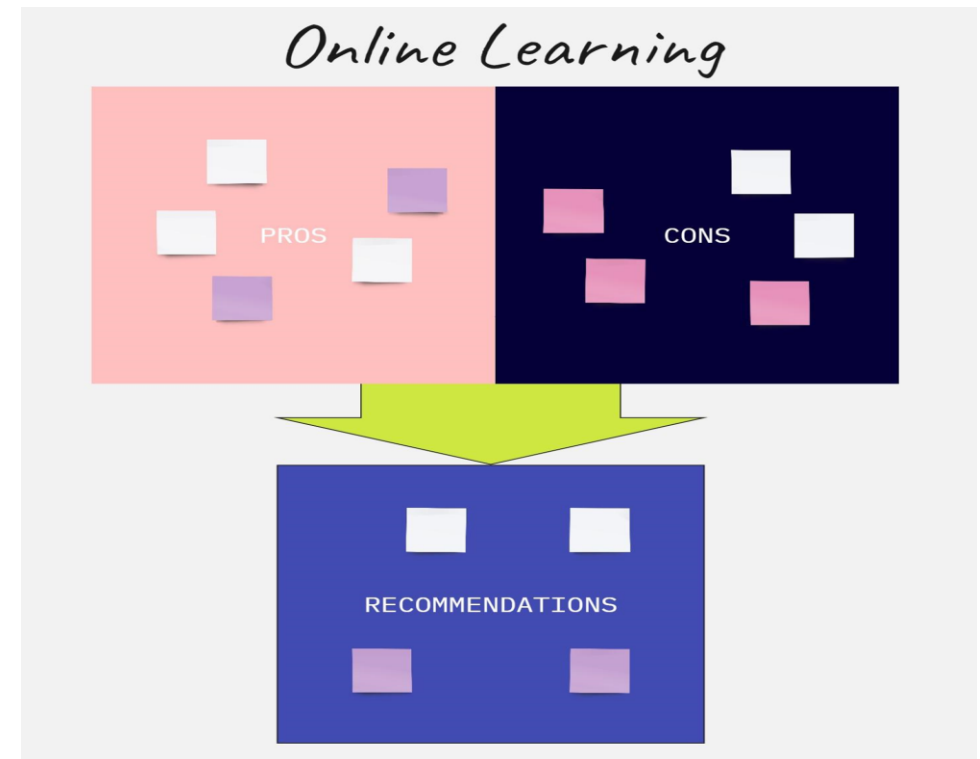
# GROUP EXERCISE

	F2F Learning	Online Learning
Communication and Interaction		
Learning Environment		
Flexibility and Scheduling		
Digital skills requirements		
Student motivation and engagement		
Assessment methods		
Instructional Design Considerations		

# BRAINSTORMING ACTIVITY

## Pros and Cons Matrix

Brainstorm in groups (2-4 persons) and write down as many positive and negative aspects of SEL as you can think of within the given time (10 minutes), and evaluate them using the matrix.



# DESIGNING EFFECTIVE TRAINING PROGRAMS FOR SEL

## Learning Objective

- Design effective training programs tailored for SEL, considering the unique characteristics and constraints of the online environment.

SEL

## Digital based techniques be used for the training:

- Lecture on web.

## Digital evaluation techniques:

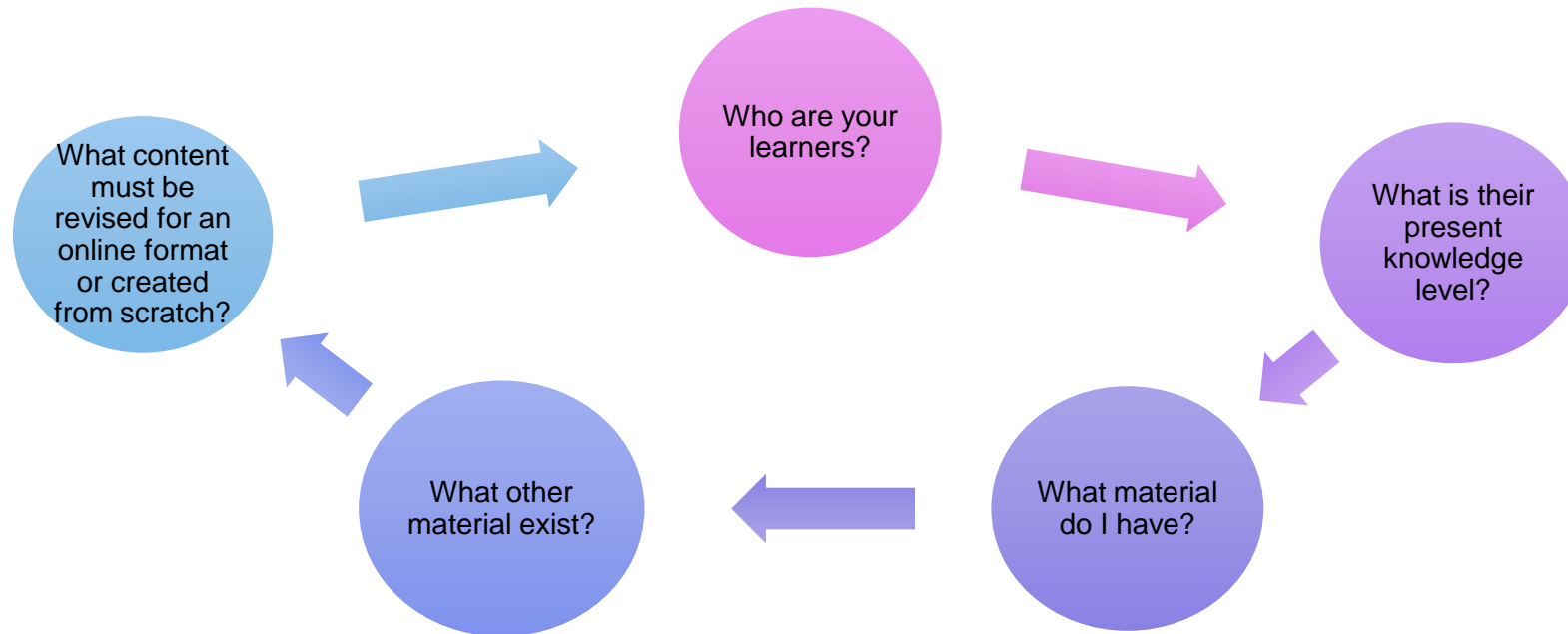
Multiple choice questions in Mentimeter

# RELEVANCE

This working area highlights the importance of adapting materials for the online context. You will learn how to modify existing resources to maximize engagement and interaction in the virtual setting.

You practically apply your understanding of tailoring content for the online environment. You will learn how to create engaging and interactive modules that promote active participation and skill development.

# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT



Lecture text



# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT



# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT

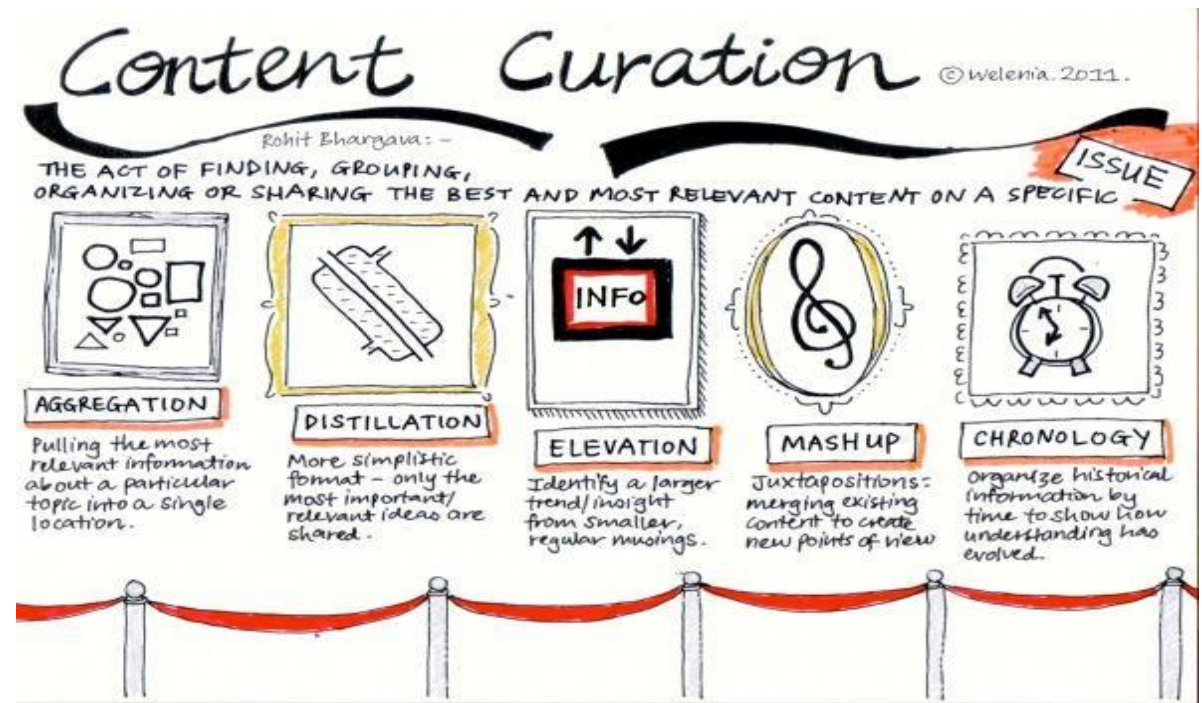
## Quality indicators for Online design and preparation

	Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate because of successfully completing the course.	1	2	3	4	5
Online design and preparation	The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The learning objectives or competencies are aligned with state standards and/or other accepted content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Learning objectives or competencies are designed and written for the target student audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Prior knowledge in the discipline and/or required competencies are clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Instructions make clear to learners how to get started and where to find essential course components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Introduction for learners to the purpose and structure of the course developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational material and curation	The program/course materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT

## Content Curation Process

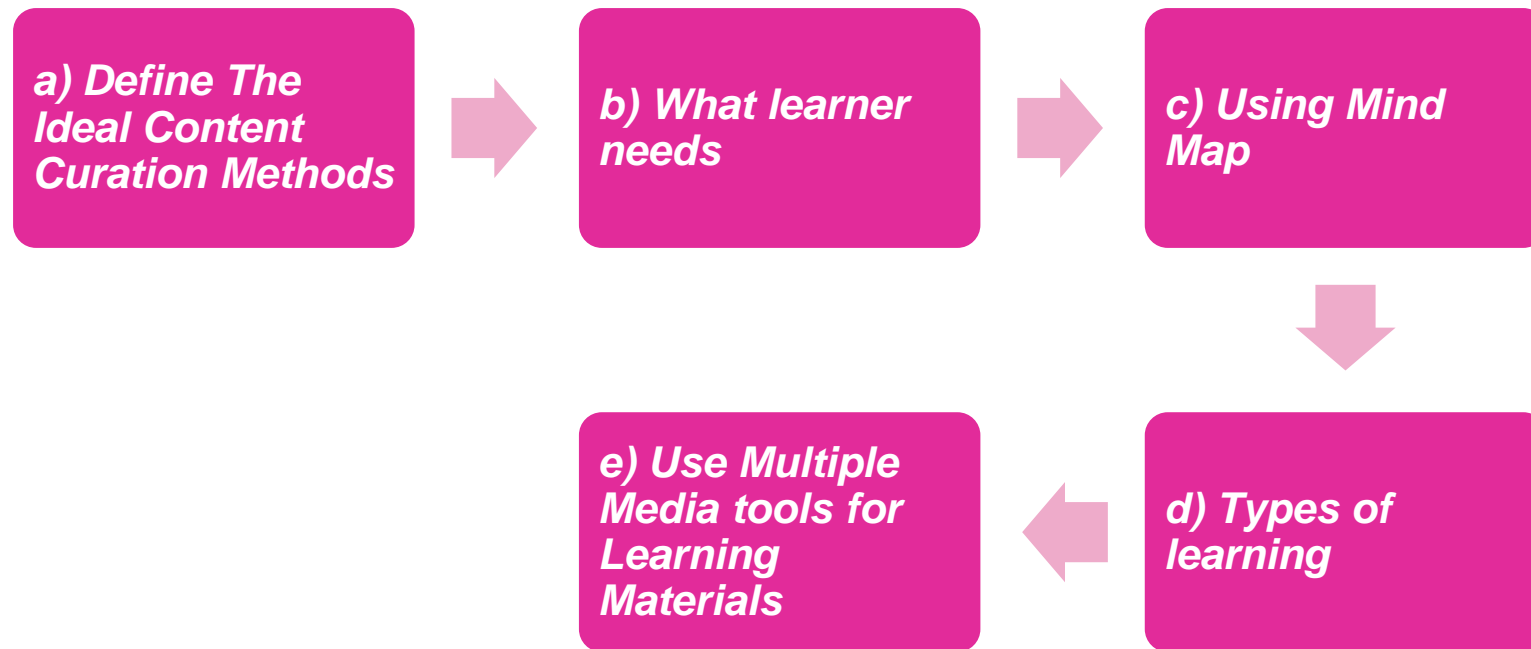
Content Curation is a term that describes the act of finding, grouping, organizing or sharing the best and most relevant organising of a specific issue. It is a powerful idea because curation does NOT focus on adding more content/noise to the chaotic information overload of social media.



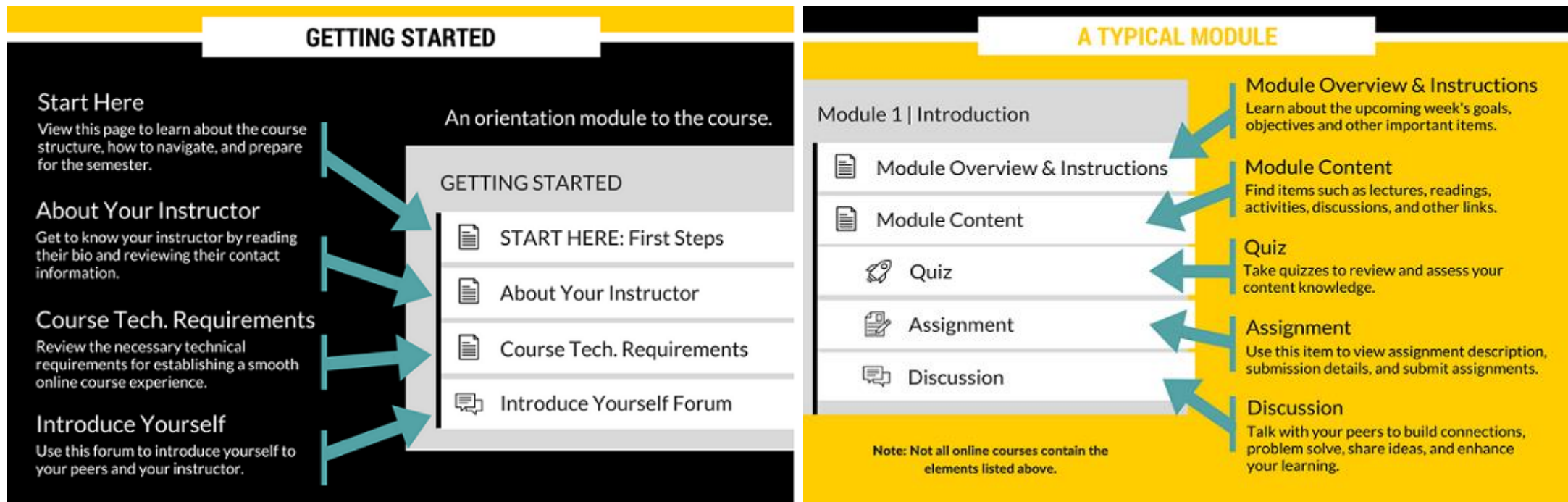
Source: Content Curation (infographics from Welenia Studios, 2011).

# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT

## A Step-By-Step Guide To online learning Content Curation



# DESIGNING TRAINING PROGRAMS FOR THE ONLINE ENVIRONMENT



Source: Sample online course. Distance and Online Education - the University of Iowa. <https://distance.uiowa.edu/learning-online/prepare-online-learning/sample-online-course>

# ASSESSING AND EVALUATING SEL TRAINING PROGRAMS

## Learning Objective

- Evaluate the effectiveness and efficiency of training programs delivered through SEL, using appropriate assessment tools and techniques.

SEL

## Digital based techniques be used for the training:

- Lecture on web.

## Digital evaluation techniques:

Multiple choice questions in Mentimeter

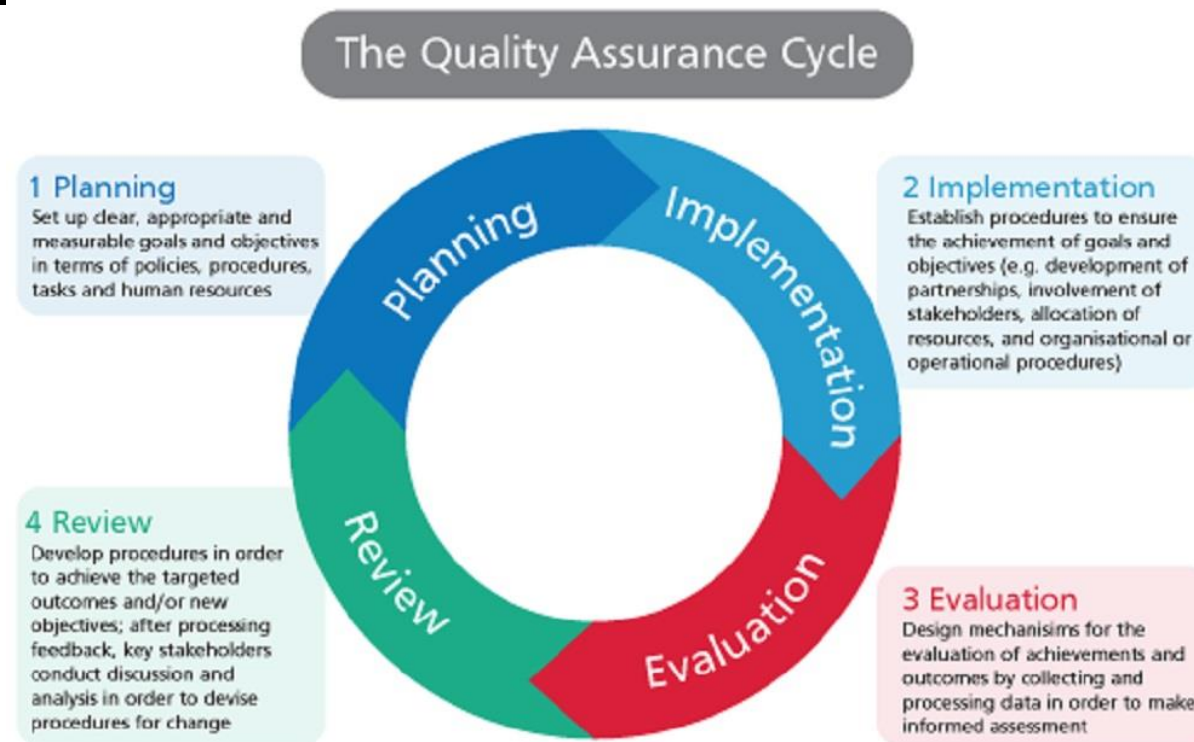
# RELEVANCE

As online education methods grow and diversify, the need to ensure that these new forms of delivery support rather than reduce the value, quality and validity of education qualifications is essential.

The usefulness of these activities lies in their ability to help you understand the significance of assessing and evaluating SEL training programs. You gain practical insights into measuring the impact of SEL interventions, recognizing the value of self-assessment, peer feedback, and student evaluation.



# DEVELOPING ASSESSMENT MECHANISMS FOR MEASURING EFFECTIVENESS IN SEL



Source: EQAVET quality assurance cycle. Employment, Social Affairs & Inclusion – European Commission. <https://ec.europa.eu/social/main.jsp?catId=1546&langId=en>



# DEVELOPING ASSESSMENT MECHANISMS FOR MEASURING EFFECTIVENESS IN SEL

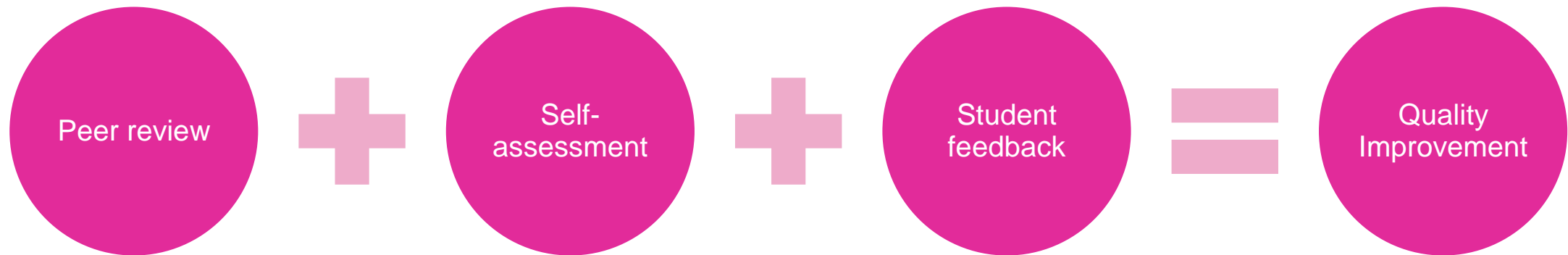
## Quality attention areas

What is quality in online learning? Existing quality assurance frameworks, guidelines, and benchmarks show that quality in online learning has many dimensions. But here we focus on these several common issues practitioners and students should attend to, namely attention areas.

The Quality attention areas represent areas of institutional practice that quality assurance practitioners can assess about online and blended education delivery. They represent distinct operational but interconnected facets of education practice that can be evaluated and integrated into internal institutional systems. The Quality attention areas should not be organised in hierarchical order. That means the areas are all equally important.

Lecture text

# DEVELOPING ASSESSMENT MECHANISMS FOR MEASURING EFFECTIVENESS IN SEL



# DEVELOPING ASSESSMENT MECHANISMS FOR MEASURING EFFECTIVENESS IN SEL

## **Performance Indicators (P.I.) for Quality Assurance**

Performance Indicators are tools to evaluate performance trends in the institution/programme/course and to initiate continuous improvement. In developing the P.I.s, the you have to ensure that they would:

- provide comprehensive coverage of the most relevant domains of quality in online education of the institutions;
- capture essential aspects of performance;
- impact on overall programme quality improvement;
- focus on the effects of trainer's activities on learners;
- make sense logically and in practice;
- be realistic and implementable.

# GROUP EXERCISE



Work in small groups to identify the main areas that require quality attention for assessing your learning program and teaching. Create a list of indicators corresponding to each attention area and engage in group discussions. Finally, recommend a suitable digital tool for implementing these assessments.

# ASSESSMENT OF LEARNING OUTCOMES

**Test of knowledge - Multiple choice questionnaire online and Practical exam - oral exam in SEL**

To assess your understanding of this unit, you will be presented with 5 multiple-choice questions. Prior to your exam, you will be capable of:

- Defining the significance of SEL (Social and Emotional Learning).
- Identifying the advantages and disadvantages of both SEL and face-to-face (F2F) learning.
- Modifying training programs to account for the distinct characteristics of SEL.
- Integrating captivating activities into training programs to enhance student engagement.
- Evaluating the effectiveness of the conducted training program by conducting a comprehensive analysis of performance indicators.

# HYPERLINKS IN TABLE OF CONTENTS



1. Introduction to Synchronous Electronic Learning (SEL)

2. Comparing Online Learning and Face-to-Face Learning

3. Designing Effective Training Programs for SEL

4. Implementing SEL Training Programs through Synchronous Electronic Learning

5. Assessing and Evaluating SEL Training Programs

YOU ARE USING TRAINING MATERIALS  
FOR SKILLS DEVELOPMENT AND CERTIFICATION FOR TRAINERS OF SYNCHRONOUS ELECTRONIC LEARNING .

SELCERT PROJECT BROUGHT TOGETHER A GROUP OF PARTNERS WITH DIVERSE EXPERTISE TO DEVELOP A QUALIFICATION FRAMEWORK,  
A PROGRAMME AND CERTIFICATION SCHEMES FOR THE TRAINER OF SYNCHRONOUS ELECTRONIC TRAINING.

OUR PARTNERS HAVE EXTENSIVE EXPERTISE IN EDUCATION, VET EDUCATION AND LIFE-LONG LEARNING, BUT ALSO EXPERTISE IN TECHNOLOGICAL AND CERTIFICATION MATTERS.

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CONSISTS OF COLLEAGUES FROM SEVEN DIFFERENT ORGANIZATIONS,  
REPRESENTING FIVE DIFFERENT COUNTRIES OF THE EUROPEAN UNION.

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