

# SKILLS DEVELOPMENT AND CERTIFICATION FOR TRAINERS OF SYNCHRONOUS ELECTRONIC LEARNING



SELCERT

Skills Development and Certification  
for Trainers of Synchronous  
Electronic Learning

## RESULT [1]: QUALIFICATION FRAMEWORK FOR THE TRAINERS OF SYNCHRONOUS ELECTRONIC LEARNING

**ACTIVITY ID AND TITLE: R1A5 COMPOSITION OF THE QUALIFICATION FRAMEWORK**

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PARTNER RESPONSIBLE FOR THIS ACTIVITY

M.M.C Management Center Ltd



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## PROJECT MAIN DETAILS

<b>Programme:</b>	Erasmus+
<b>Key Action:</b>	Cooperation partnerships in vocational education and training
<b>Project title:</b>	Skills Development and Certification for Trainers of Synchronous Electronic Learning
<b>Project Acronym:</b>	SELCERT
<b>Project Agreement Number:</b>	KA220-VET-16111E33
<b>Start Date:</b>	01-03-2022
<b>End Date:</b>	01-06-2024

## COORDINATED BY:



## PARTNERS:



<b>UNIT:</b>	<b>1.1 Core Elements of SEL</b>	
<b>SUMMARY:</b>	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.	
<b>WORK AREA ID:</b>	<b>Planning &amp; Analysis</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>
1. Compare online learning with face-to-face learning indicating the positive and negative aspects of SEL	2. Analyse, design, implement, and evaluate training programmes to be implemented through SEL	3. Demonstrate ability to design, and implement the educational offer in SEL context

<b>UNIT:</b>	<b>1.2 Needs Analysis</b>	
<b>SUMMARY:</b>	This unit considers the need for training needs analysis. Specifically, it determines the necessary characteristics of potential online learners and the techniques used to examine the personal needs of online learners. The unit entails an initial understanding of online training tools.	
<b>WORK AREA ID:</b>	<b>Planning &amp; Analysis</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	

LEARNING OUTCOMES		
Knowledge	Skills	Competencies
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>
4. Name the characteristics of potential online learners (social, demographic) 5. Define techniques of collecting data for investigating the personal needs of online learners	6. Set learning goals using the standards of e-learning environments 7. Design and use appropriate digital diagnostic tools for investigating the personal needs of online learners	8. Identify learning needs and set learning goals to meet these needs

<b>UNIT:</b>	<b>2.1 Technological Literacy in the SEL Environment</b>	
<b>SUMMARY:</b>	This unit focuses on following recommended technological standards (e.g., official and unofficial guidelines). It also refers to the changes needed for the learning activities in the technological domain to be transformed into electronic ones. Additionally, the unit indicates the importance of engagement and the proper design of inaugural and closing meetings in SEL.	
<b>WORK AREA ID:</b>	<b>Design &amp; Development</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
LEARNING OUTCOMES		
Knowledge	Skills	Competencies
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>
9. Define minimum digital skills for the trainer that will deliver SEL 10. Name the training techniques (e.g., lecture role play, experiential workshops, etc.) applicable in synchronous electronic learning	11. Design, use, and moderate chat messaging tools 12. Design an online inaugural (including guidelines for the learners to SEL tools, interoperability of platforms, etc.) and closing meeting	15. Model and deliver effective ICT literacy

	<p>13. Design engagement strategies and approaches for the involvement to the participation (including ice breakers, energizers, team collaboration and learning, and other strategies)</p> <p>14. Integrate asynchronous/face to face elements to SEL context</p>	
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<b>UNIT:</b>	<b>2.2 Determining the Tools</b>	
<b>SUMMARY:</b>	This unit is firmly related to the previous unit. However, this unit considers the appropriate <b>tools</b> for e-learning. It focuses on choosing the appropriate platform(s) for the e-learning (e.g., Moodle, blackboard etc.) and other material and apps that will make the synchronous electronic learning more interactive and exciting. It also refers on the changes needed for the learning activities in the technological domain to be <b>transformed</b> into electronic ones.	
<b>WORK ARE ID:</b>	<b>Design &amp; Development</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>
<p>16. List and name tools and equipment for synchronous online training and learning (e.g., multimedia, cartoons, etc.)</p> <p>17. List platforms that can be used for SEL (e.g., zoom, teams, google meet, miro)</p>	<p>18. Choose and/or produce the SEL tools and training techniques that will be used in the online environment (e.g., using kahoot, mentimeter, slido, pollev, and writing on screens)</p>	<p>20. Harmonize the learning elements in the digital context</p>

	19. Transform educational techniques from face-to-face to electronic ones (e.g., online material, online books, online assignments and tests, multimedia, online presentations, scenarios for role-playing, gamification etc.)	
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<b>UNIT:</b>	<b>3.1 Practical Delivery to Learners</b>	
<b>SUMMARY:</b>	This unit focuses on the practical delivery of the courses/programmes by the trainers and the preparatory work needed before delivering training. For instance, making sure that everything is free of errors before launching the training or the technical components of the training. It also refers to the ability of multitasking in SEL environment.	
<b>WORK AREA ID:</b>	<b>Implementation</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>
21. Describe the preparation process before the actual training including error-free access 22. List accessibility issues for synchronous online learning	23. Prepare before delivering the electronic training and upload the material beforehand (this includes the testing of the digital software used) 24. Manage interruptions that might be attributed to connectivity issues	26. Master the importance and responsibilities of their role as synchronous electronic trainers

	<p>25. Multitask successfully in an electronic synchronous environment (e.g., presenting, moderating the chat, facilitating the whiteboard option, etc.)</p>	
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<b>UNIT:</b>	<b>3.2 Learners' centered approach in SEL</b>	
<b>SUMMARY:</b>	<p>This unit focuses on designing the best online experience for all users including individuals with accessibility issues and transforming the programme into user-friendly and learner centred. It also concerns the equal participation and the management of heterogeneity in learners' groups.</p>	
<b>WORK AREA ID:</b>	<b>Implementation</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>

<p>27. List learners' expectations considering SEL</p>	<p>28. Manage heterogeneity and structure the learners' groups by ensuring equal participation</p> <p>29. Etiquette for the learners on how to be 'good' &amp; interactive learners (e.g., guideline materials, use good camera, microphone, and good wi-fi connection)</p>	<p>30. Facilitate and inspire quality learning and creativity in the digital environment</p> <p>31. Take inspiration from best practices in learner centred approaches in SEL</p>
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<b>UNIT:</b>	<b>3.3 Elements beyond the digital for SEL Training</b>	
<b>SUMMARY:</b>	This unit considers the social and other skills for the trainer in an online environment. For example, using non-verbal communication and body language, and time management skills. It also examines issues related to creativity, collaboration and interaction between learners and within group contexts.	
<b>WORK AREA ID:</b>	<b>Implementation</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>



<p>32. Describe the elements related to body language that need to be considered when implementing synchronous online learning</p>	<p>33. Use effectively non-verbal communication and body language within the digital environment</p> <p>34. Promote group interaction, collaboration and teamwork via the use of digital tools (e.g., breakout rooms)</p> <p>35. Demonstrate good time-management skills</p>	<p>36. Offer advice, suggestions, and encouragement in order to motivate the learners online</p> <p>37. Consider the importance of empathy when engaging with learners</p>
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<b>UNIT:</b>	<b><i>4.1 Developing Mechanisms of Assessment and Measuring the Efficiency &amp; Effectiveness of the Results of the Evaluation</i></b>	
<b>SUMMARY:</b>	This unit focuses on the different categories of evaluation. Also, it considers the analysis of data from the evaluation. Measuring whether learners found the training engaging, favourable, and relevant to their jobs. Finally, it measures whether learners were impacted by learning and if they are applying what they learnt considering the SEL modality.	
<b>WORK AREA ID:</b>	<b>Evaluation</b>	
<b>LEARNING OUTCOMES CORRESPOND TO EQF:</b>	<b>Level 5</b>	
<b>LEARNING OUTCOMES</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<i>They are able to:</i>	<i>They are able to:</i>	<i>They are able to:</i>

<p>38. Identify and define synchronous online approaches (reaction and learning), dimensions, tools and evaluation techniques</p>	<p>39. Develop evaluation tools &amp; appropriate analysis tools in electronic form (reaction and learning)</p>	<p>40. Sensitize the importance of implementing the evaluation in SEL, as a tool for improvement as trainers</p>
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