The Open Learning Space

for Educational Professionals to learn, collaborate and apply Competence Oriented Learning and Validation

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Preliminary remark:

The paper on hand is a short manual that explains the IMPACT "**Open Learning Space**", which is a growing repository of materials on competence oriented learning and validation. It also combines learning technologies (in this case mahara e-portfolio and moodle LMS) with validation. It facilitates a rather seamless journey starting at the e-Portfolio (my-VITA) with its IMPACT learning space (portfolio / course/repository / competence framework) via the moodle as container for the two stage assessment procedure up to the LEVEL5 validation system as provider for the self-assessment ratings and reasonings. A second manual deals with the validation pathway (IO2).

The **IMPACT Open Learning Space** is embedded in my-VITA, an e-Portfolio which is based on the open source software "mahara". The e-Portfolio part is a rather self-explaining and can also be explored via the tutorial "my-VITA – how to?" which is automatically provided to each user of the my-VITA platform
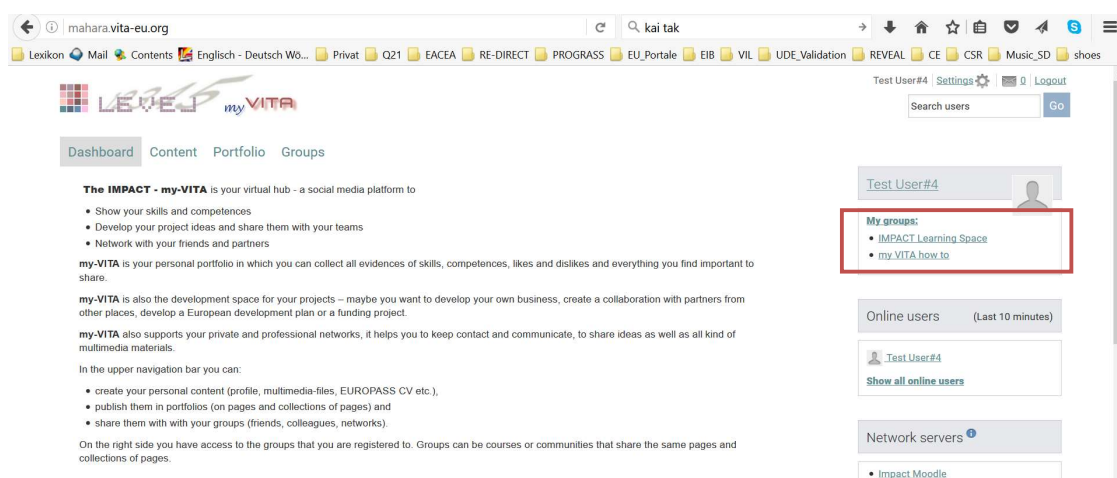
The manual on hand describes the learning space provided by IMPACT which relates on the one hand to the IMPACT courses for educational professionals who want to learn how to teach in a competence oriented and situative way and to embed validation of learning outcomes into these approaches.

On the other hand the open learning space offers a growing pool of learning and teaching materials and methods, competence frameworks and assessment methods to a growing community of interested European educational professionals.

1.   Dashboard

1.1   The IMPACT Group

Being registered in the institution "IMPACT" you will land on your dashboard page:

On the left upper corner you have access to your courses.

Click on "Impact learning space" and you land on the following page:

This is the start page of the learning space in which you get access to:

- to the *e-learning* part of the *IMPACT courses*
- to a *validation* area (with a self-assessment of your validation competences)
- to a *growing repository* of OER - materials, literature and tools related to VINFL and COL
- to the *outputs* of the IMPACT project, namely tools, instruments and platforms for VINFL

1.2   Navigation and Areas

The learning space consists of the **course, repository** and **validation** area:

In the **course area** we provide all necessary materials from the IMPACT course. The course is a continuing professional development (CPD) for educational professionals in the field of competence oriented and situative learning and validation.
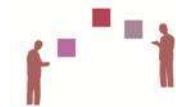
The course covers competence areas:

1. Planning
2. Delivery
3. Validation
4. Evaluation

of competence oriented and situated learning. Via the course icon you get access to this area.

The **repository** is a growing pool of materials related to the four main competence areas tackled by IMPACT: Planning, Delivery, Validation and Evaluation.

Here you find

- literature on those four fields
- tools (like a inventories for assessment methods and informal learning patterns)
- the competence framework of the 19 competences related to COL an validation

With the validation tool one may do a self-assessment of your competences regarding COL and VINFL, more specifically to your competence to:
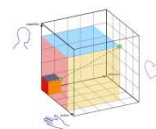
- *Assess and document learning outcomes with LEVEL5*

Your self-assessment is going to be checked by your tutor who will also issue the LEVEL5 documentations ("certificates") on this competence. You can save your LEVEL5 certificates in your individual portfolio section.
By clicking on the cube icon one gets access the validation pathway and will be automatically connected to the IMPACT Moodle, where no enrolment password is required for IMPACT course members.

The IMPACT outcomes are also available in the learning space to document the achievements of the project.
The output section is not subject of this manual and rather self explaining.

2   The Course Area

The course area contains all relevant course materials (programme, handouts, working forms).

Furthermore there is a block to the relevant competence areas (planning, delivery, validation and evaluation competences).

Background information are available and can be expanded by interested users.

Screenshot of the course area

There different other blocks that further link to relevant areas like catalogues of assessment methods, so called informal learning patterns.

Erasmus+

Via the competence framework one gets access to the description and the reference systems of all relevant competences related to COL and VINFL. It is the theoretical backbone of the whole LEVEL5 approach for educational professionals who are interested to know and learning more in this field.

The link to the LEVEL5 opens a complete pathway through the LEVEL5 validation procedure including an instructional video:

The inventory of assessment methods which describes suitable assessment methods that are clustered according to form and function (title fields on the following screenshot can be expanded)

An inventory of informal learning patterns which are clusters of actions and settings that are relevant in informal learning contexts. They are the counterparts of didactic models which are representative forms of teaching in formal learning.

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
1	**Explanatory and informative ILP**						
1	Artefakt (e.g. technical device, machine)	Artificial objects may have genuine functions for learning about and with them, the may be self-explanatory. Many things we do are developed on closer examination of details and their mechanisms.	producer, acting person, player	looking, trying out	ACT-NET project: CUBE model -> reduction of complexity	*Knowledge :* Understanding functionalities by an artificial haptic model, know how creation and deeper understanding *Active:* Trying out, activation *Affective:* Creation of curiosity	observation, questioning, tasks
2	Model	Demonstration models build a (mostly simplifying) copy of a reality for reasons of explanation or insight	producer, acting person, player trainer trainee visitor	looking, trying out Rather holistic learning	PROGRASS project, demonstration prototype Reduction of size of the final plant	*Knowledge:* Understanding functionalities by small size models, know how creation and deeper understanding *Active:* Trying out, activation, application and exercise *Affective:* Creation of curiosity	observation, questioning, tasks,

Informal Learning Patterns

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
9	Poster	**Poster learning** Poster learning means "learning from posters", i.e. documents with text and image, which present information and message on one page. They resemble in some way the public advertising; they normally have a central topic in	author, designer reader, observer	Reading and discussing with other readers A **poster** is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic	Project posters available on the ACT-NET Websites specimen	*Knowledge :* This is the major impact: Knowledge and understanding on the content matter *Active:* No impact except one designs a poster oneself *Affective:*	Questions do people remember it later? do people convert the message into practice?

Screenshot of the inventory of informal learning patterns

3   The Repository

In the repository **literature**, clustered along the four sub-competences and action fields Planning, Delivery, Validation and Evaluation and the related **competences** can be found. A **glossary** on relevant terms accomplishes this section.

It has to be noted that the repository is designed as growing pool of materials of the members of the REVEAL group. Hence this knowledge base is an integral part of the services rendered by the network.

Repository of materials

Ansicht bearbeiten

Repository of materials   Planning   Delivery   Evaluation   Validation   ...

von IMPACT Learning Space

The repository is a growing collection of materials related to competence oriented learning in respect to planning, delivery and evaluation.

Further the repository contains a section on learning technologies and instructional design for e-learning offers, didactics and mathetics and generic or transversal competences relevant in the field of education.

Introduction

The repository is a growing inventory of resources that support educational professionals to set up competence oriented learning and validation.
Those resources have been clustered along the main processes of educational planning, delivery, validation and evaluation, but also learning technologies, didactics and transversal competences.

They are aiming to support community members:

1. To gain knowledge or new ideas via texts, links to web resources and multimedia materials
2. To find useful materials that may be used for the own work
3. To support learning related these contents
4. To get to know practical examples

Each community member can contribute and enrich the repository.

Navigation

Home   Course   Repository   Outcomes   Validation

The Repository	Competence framework	Glossary
Repository of materials	Competence Framework for Professionals in Education	CPD
Planning	Planning	Key Competences
Delivery	Delivery	Learning Outcomes
Evaluation	Evaluation	Validation
Validation	Validation	EQF
Generic Competences	Generic Competences	NQF
IT for teaching and learning		ECTS
Didactics and Mathetics		ECVET
Assessment Methods		EUROPASS

Schlagworte: repository

Screenshot of the repository

Repository of materials

Ansicht bearbeiten

Repository of materials | Planning | Delivery | Evaluation | Validation | ...

von IMPACT Learning Space

Learning materials on Planning of learning activites

Navigation

Home | Course | Repository | Outcomes | Validation

Literature

Materials related to planning of learning offers.

Folder contents:

Name	Beschreibung
Aqueduct manual_competence oriented learning	excerpt, page 17-29
Asian Dev. Bank_Handbook designing open learning materials	
GINCO_Course_Quality_tool	Quality for planning transnational AE courses
Kennedy, Hyland, Ryan, Writing and using learning outcomes	P6, practical guide
Lakerveld, Jaap van, Competence Oriented Learning and Teaching	
OECD 2009_effective teachers and trainers.pdf	
Preparing teachers for competence based learning.pdf	

Tools to support planning

Kolb learning style inventory: assessment of learning styles

Open University: Assessment tool for learning styles

Characteristics of open learning environments

Links

Dutch websites about motivating students:

Gratis cursus Open Universiteit: Bevorderen van Motivatie

Omvang: 10 studieuren
Hoe kunnen leerlingen en studenten gemotiveerd worden om actief betrokken te zijn bij hun eigen leerproces? In deze cursus vertrekt u vanuit uw eigen ideeën over het bevorderen van motivatie bij leerlingen en studenten. Vervolgens reflecteert u op uw ideeën door deze te toetsen aan enkele theorieën over motivatie.

Gratis cursus Open Universiteit: Wanneer is onderwijs aan de maat?

Omvang: 10 studieuren
De consument van het onderwijs wil onderwijs kiezen dat aansluit bij de eigen wensen en behoeften en wil dus ook zich op de kwaliteit van het onderwijs. Maar wat is kwaliteit en is onderwijs aan de maat? Deze cursus licht een tipje van de sluier op.

Leerlingen motiveren: een onderzoek naar de rol van leraren

Een rapport van de Open Universiteit over de rol van leraren bij het motiveren van leerlingen. Gemotiveerde leraren kunnen bijdragen aan de motivatie van hun leerlingen. Om daarbij te helpen, staan hieronder vijf handreikingen waarvan de waarde per lessituatie kan verschillen. Ze zijn afkomstig uit RdMC-rapport 27

Repository of materials
Planning
Delivery
Evaluation
Validation
Generic Competences
IT for teaching and learning
Didactics and Mathetics
Assessment Methods

Competences for planning learning activities

P1: Assessing learners' needs and motivations
P2: Designing and constructing trainings and programmes
P3: Planning and designing the learning process
P4: Deploying different learning methods, styles and techniques
P5: Creating competence oriented learning
P6: Creating an open learning environment

Screenshot of the material store related to the action field "Planning of leaning activities"

Screenshot of the glossary