



The Open Learning Space

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

Table of Contents

| | |
|--------------------------------|---|
| Preliminary remark:..... | 1 |
| 1. Dashboard | 2 |
| 1.1 The IMPACT Group | 2 |
| 1.2 Navigation and Areas | 4 |
| 2 The Course Area | 5 |
| 3 The Repository | 8 |

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



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

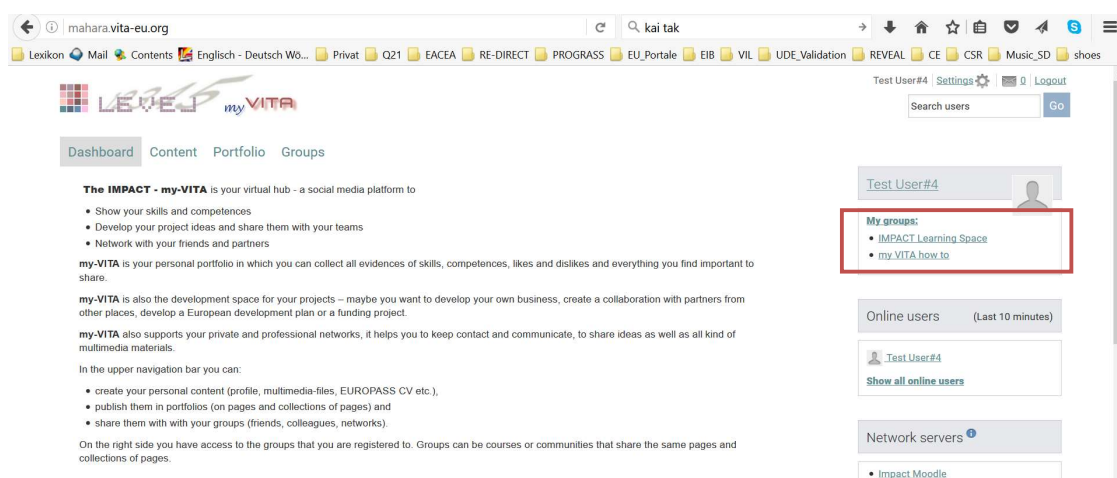
The manual on hand describes the learning space provided by IMPACT which relates on the one hand to the IMPACT courses for educational professionals who want to learn how to teach in a competence oriented and situative way and to embed validation of learning outcomes into these approaches.

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:



The screenshot displays the my-VITA dashboard. At the top, there's a navigation bar with links to various resources. The main content area is titled "The IMPACT - my-VITA" and describes it as a virtual hub. It lists features like showing skills, developing project ideas, and networking. On the right side, there is a sidebar with a search bar, a user profile for "Test User#4", and a section titled "My groups" which lists "IMPACT Learning Space" and "my-VITA how to". Below this, there are sections for "Online users" and "Network servers".

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

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

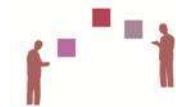
This is the start page of the learning space in which you get access to:

- 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.

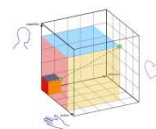
The **repository** is a growing pool of materials related to the four main competence areas tackled by IMPACT: Planning, Delivery, Validation and Evaluation.



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.

The screenshot displays the 'IMPACT Learning Space' interface. At the top, there is a navigation bar with tabs: 'Overview', 'VINFL', 'Informal Learning Patterns', 'ECVET', and 'Validation manifests'. Below this, the 'The IMPACT Concept' section is expanded, showing a description of the IMPACT learning concept as a 'continuing professional development (CPD)' for educational professionals, focusing on 'situative and competence oriented learning and validation of informal learning'. It also mentions that the concept is based on a 'learner driven approach' and collaborative learning. To the right of this text is a 'Navigation' section with icons for 'Home', 'Course', 'Repository', 'Outcomes', and 'Validation'. Below the concept section are 'Objectives' and 'Approach' sections, both with expandable arrows. The 'Course Units' section is expanded, listing four units: 1. Programme and introduction, 2. Unit: Competence oriented learning and planning informal learning in a competence oriented way, 3. Unit: VINFL - Validation of informal and non-formal learning, and 4. Unit: ECVET: Findings about technical ECVET specifications, Outcomes and their relevance for further ECVET developments. To the right of the course units is the 'IMPACT - Relevant Themes' section, which includes 'Overview', 'VINFL', 'Informal Learning Patterns', 'ECVET', and 'Validation manifests'. Further right is the 'Competence areas' section, which includes 'Competence framework', 'Competence Framework for Professionals in Education', 'Planning', 'Delivery', 'Evaluation', 'Validation', and 'Generic Competences'. To the right of the competence areas is the 'Methodology' section, which describes the IMPACT course as a blended learning concept and lists several key features: two F2F phases and monthly online conferences, an interactive IMPACT platform, a pilot project to introduce VINFL, competence validation and certification with the LEVEL5 software, and a presentation of pilot projects during a final conference in September 2016 in Thessaloniki. Below the methodology section is a 'Validation with LEVEL5' section, which includes links to 'Because learning happens everywhere', 'What is a competence?', 'LEVEL5 - What is it?', 'LEVEL5 - How to use it?', and 'LEVEL5 The video'. At the bottom of the interface, there are four more sections: 'Catalogue of Assessment Methods', 'Informal Learning patterns', 'Pilot Projects', and an 'UPLOAD' button. The 'Catalogue of Assessment Methods' section mentions that in order to assess competence developments, one can use a number of assessment methods. The 'Informal Learning patterns' section asks 'How can informal ("unplanned") learning be improved without "formalising" it too much?' and mentions a new planning device. The 'Pilot Projects' section states that the IMPACT pilots aim to explore approaches to introduce validation of non-formally or informally acquired competences in different fields of work.

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.



Competence framework

Ansicht bearbeiten

Competence Framework for Professionals in Education

Planning

Delivery

Evaluation

Validation

...

von IMPACT Learning Space

The competence framework consists of a set of competences relevant for the professional practice of educationalists. The competences are clustered into five areas: planning, delivery, evaluation, validation and generic competences.

Each competence is firstly described in a general way, followed by the description in terms of knowledge, skills and attitudes. They are also linked to LEVEL5 reference systems for validation in the repository you'll find learning materials connected to each of the competence areas.

Navigation



Competence Framework Navigation



1 Competences for planning learning activities

2 Competences for delivering learning activities

3 Evaluation competences

4 Validation competences

5 Generic competences

Feedback

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:

Validation with LEVEL5

Ansicht bearbeiten

Because learning happens everywhere...

What is a competence?

LEVEL5 - What is it?

LEVEL5 - How to use it?

LEVEL5: The video

von IMPACT Learning Space

...because learning happens everywhere...

Experts believe that more than 80% of human learning takes place outside formal educational institutions. Thus we learn, for example, in civic projects, at work, during internships, volunteering or in mobility projects.

We learn best when no one is forcing us to do so. When we learn we develop our competences, i.e. our capacities and potentials to meet challenges and achieve concrete tasks. Meeting these challenges, we grow - we are constantly evolving and therefore we hopefully never stop learning.

Learning is really only effective if it fulfills a specific purpose, if we are convinced of its benefits - so in well prepared learning situations, in real life, be it at work or at play - if real challenges or personal benefits are created in such "informal" learning contexts.

For these learning contexts, the network REVEAL with members from 22 European countries developed the system LEVEL5, to promote, visualise and validate informal learning. Since 2005 the system has been used successfully in over 100 European educational projects.

LEVEL5 facilitates the assessment, visualisation and evidence based validation of social personal and organisational competences.

Formal validation systems, applied in schools, universities and YET follow standardised qualification frameworks. In most cases they refer to formalised knowledge and skill standards and do not take into account the aforementioned key competences.

LEVEL5 aims to close this gap with its flexible visualisation system which is both able to document competence development in an evidence based way AND to adapt the instruments to different learning contexts.

Sitemap



Learning happens here:



Introducing LEVEL5

Because learning happens everywhere...

What is a competence?

LEVEL5 - What is it?

LEVEL5 - How to use it?

LEVEL5: The 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)

Repository of materials Ansicht bearbeiten

Repository of materials Planning Delivery Evaluation Validation Generic Competences IT for teaching and learning

Didactics and Mathematics **Assessment Methods**

von IMPACT Learning Space

On this page you find a number of assessment methods suitable for informal and non-formal learning settings.

Download Navigation

PROMOTE_assessment_toolbox.doc
1,3MB | Sonntag, 25. Oktober 2015 | [Erweiterbar](#)

[Home](#) [Course](#) [Repository](#) [Outcomes](#) [Validation](#)

Inventory of Assessment Methods

Catalogue of Assessment Methods for Competences acquired in informal and non-formal learning

This inventory is an open catalogue of assessment tools and methods that are applicable in different contexts of informal learning projects and suitable for different competence levels. The catalogue clusters different assessment methods in "classes" or "categories" such as games, tests, questionnaires etc.

In a first step the assessments are described along the following criteria:

- Method of data collection, summary description, recommendations, examples, advantages/disadvantages
- In the last column of each assessment class practical examples of assessment methods will be inserted to create a growing "inventory" of assessment methods. This is where we need your expertise!

As this is a collective learning and development tool, we are happy if you share your methods with the other learners. Please send your examples to the [my-VITA team](#) and we will upload them.

Reflective diary

Concept Map

Interview

Group Discussion

Role Play

Questionnaires

Texts, Open questions

Observation

Portfolio



Unobtrusive measurement



Self-Assessment

Case Studies

Games

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, they 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, |

| 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 mathematics 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



The Repository

Repository of materials
[Planning](#)
[Delivery](#)
[Evaluation](#)
[Validation](#)
[Generic Competences](#)
[IT for teaching and learning](#)
[Didactics and Mathematics](#)
[Assessment Methods](#)

Competence framework

[Competence Framework for Professionals in Education](#)
[Planning](#)
[Delivery](#)
[Evaluation](#)
[Validation](#)
[Generic Competences](#)

Glossary

[CPD](#)
[Key Competences](#)
[Learning Outcomes](#)
[Validation](#)
[EQF](#)
[NQF](#)
[ECTS](#)
[EQVET](#)
[EUROPASS](#)

Schlüsselwörter: 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 activities

Navigation



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 | |
| QMCO Course Quality tool | Quality for planning transnational AE courses |
| Kennedy, H/and Ryan Writing and using learning outcomes | P6, practical guide |
| Lakerveld, Jeroen van Competence Oriented Learning and Teaching | |
| OECD 2009 effective teachers and trainers.pdf | |
| Preparing teachers for competence based learning.pdf | |

Repository of materials

Planning

Delivery

Evaluation

Validation

Generic Competences

IT for teaching and learning

Didactics and Mathematics

Assessment Methods

Competences for planning learning activities

P1: Assessing learners' needs and motivations

P2: Designing and constructing training 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

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 leersituatie kan verschillen. Ze zijn afkomstig uit RbMC-rapport 27

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

Glossary of terms

Ansicht bearbeiten

CPD **Key Competences** Learning Outcomes Validation EQF ...

von IMPACT Learning Space

Navigation



CPD - Continuing Professional Development

Continuing Professional Development is the process by which professionals maintain their knowledge and skills related to their professional lives. It includes the continuous acquisition of new knowledge, skills, and attitudes to enable competent practice. CPD can involve any relevant learning activity, whether formal and structured or informal and self-directed, and is common to most professions. Thus, it is a process of lifelong learning in practice. For some professions there are international systems which vary in detail but are characterised by many common features of content and process. These common features allow international mutual recognition of activities in professional development – which applies above all to the medical and legal sector. Most systems are based on an hours related credit system.

A number of countries have recently introduced regulations which define adult learning and what adult learning practitioners should do for their professional development (including BE, DE, FR, UK).^[1] IST courses have not been taken into consideration so far.

[1] European Commission, "Action Plan on Adult Learning: From Policy to Practice", 2009.

Glossary of terms

CPD

[Key Competences](#)

[Learning Outcomes](#)

[Validation](#)

EQF

NQF

ECTS

ERVET

[EUROPASS](#)

Schlüsselwörter: CPD

Screenshot of the glossary