DEAL WITH DIGITAL WBL

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DEAL with Digital WBL Competence Framework

## The Emerging Digital Skills Model for VET trainers

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Introduction to the framework

- competence framework for **teachers and trainers in VET** (vocational education and training) and other applied and practice-related educational contexts such as dual study programmes and learning on the job
- created within the DEAL with Digital Work-Based Learning initiative, an Erasmus+ project
- competencies needed to provide learners with good, rich Digital Work-Based Learning experiences
- designed in a multi-step research process, including the analysis of resources and frameworks such as DigCompOrg and DigCompEdu
- builds on **three guiding principles**: Digital Transformation, new concepts of teaching and learning, and workplace learning
- **Future Competences (or Future Skills) and a Future WBL Teaching mindset serve as the foundation and background for the six Core Competences of the Digital WBL Teaching Competences Framework**

workplace learning (practice-oriented, dual, work-based)

digital transformation

new concepts of teaching and learning
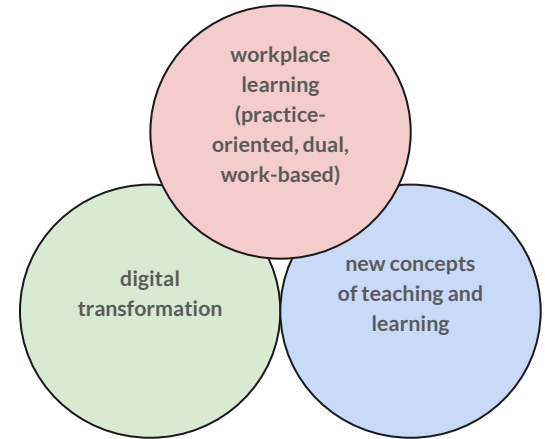
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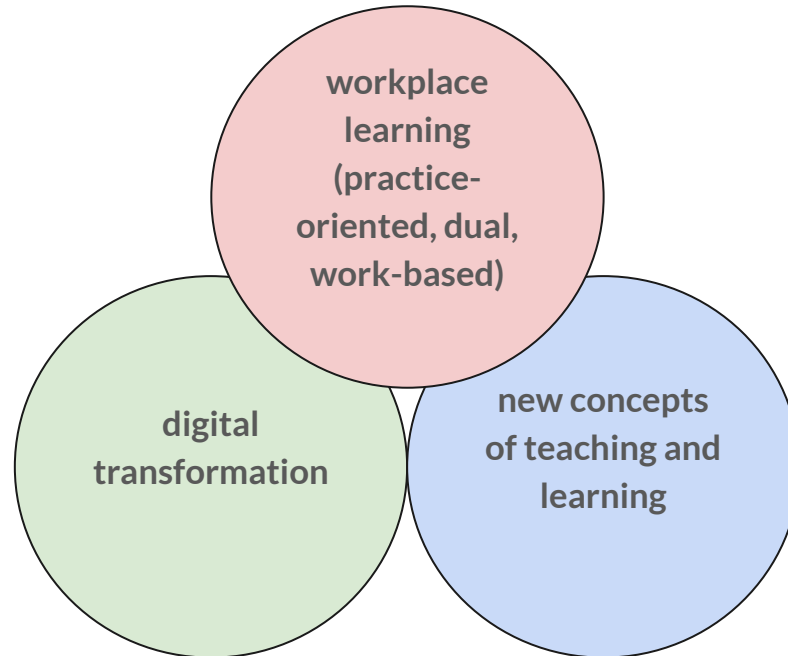
Digital WBL Teaching Competences

Future WBL Teaching Mindset

The future WBL teacher has the ability to guide professionals in open learning spaces to become autonomous lifelong learners while making valuable use of digital technologies.

CORE COMPETENCES

1. Collaborative Learning Design and Implementation

2. Resource Creation and Curation

3. Workplace Teaching

4. Collaboration and Networking

5. Technology, Tools and Resources

6. Teaching and Learning Reflection

CORE COMPETENCES

Future Competences

Future WBL Teaching Mindset

As a teacher, I have certain values and beliefs. I need values such as openness, passion for teaching and learning and a willingness to learn and unlearn in order to create new WBL learning experiences.

The Future WBL Teaching Mindset is an overarching cluster of values, attitudes and mindsets necessary to promote future-oriented Digital WBL. It features as the "attitudes" component of all core competences of the framework.

It comprises:

- awareness for relevance of Digital WBL and potentials of Digital WBL settings
- curiosity, open-mindedness & willingness to experiment
- courage & openness to make mistakes
- passion
- transparency
- sharing mindset
- willingness to learn and unlearn

Future Competences

Future Competences are related to promoting good Digital WBL experiences, but are not exclusive to Digital WBL. Together with a Future WBL Teaching Mindset, a Future WBL teacher should also be able to support learners to become autonomous learners and to develop their Future Skills.

They comprise:

- digital literacy
- self-organisation
- flexibility and adaptability
- resilience
- leadership
- initiative competence
- problem-solving
- communication
- learning competence and professional development
- design-thinking and imagination

1. Collaborative Learning Design and Implementation

As a teacher, I want to make sure that I design my courses and learning experiences in a way which motivates learners and is relevant to them. This is why I try to involve them in this process and collect feedback about their needs. I use digital technology and tools in order to support and enhance the learning experiences.

Collaborative Learning Design and Implementation describes the competence to design engaging, learner-centred and collaborative Digital WBL Learning and Assessment Settings and to guide learners in their learning process in Digital WBL spaces.

It comprises the following sub-competences:

- Student Guidance and Support
  - Guide and support learners in their individual learning process while using feedback to know about their needs and well-being
- Design collaborative learning spaces and experiences
  - Dispose of and use a variety of (digital) teaching scenarios and tools in order to design engaging, active and collaborative learning experiences
- Facilitate co-responsibility in the learning process
  - Apply Open Educational Practices to involve students in the whole learning process and thus promote co-responsibility

2. Resource Creation and Curation

As a teacher, I want to facilitate learning by curating resources: networks, contacts, materials, etc. for my courses and WBL learning experiences. For this, I need to creatively know about and use resources, facilitated by digital tools and technology.

Resource Creation and Curation describes the competence to design, adapt, edit, exchange and share learning materials and resources aligned with learners' needs in Digital WBL contexts and relevant to practice contexts.

It comprises the following sub-competences:

- Resource Creation
  - Create and recreate appreciate digital resources in a collaborative process
- Resource Curation
  - Search, use and remix existing digital resources and adapt them to the respective learning context
- Resource Sharing
  - Share created and curated resources with other stakeholders

3. Workplace Teaching

As a teacher, I want to make sure that the contents and topics addressed but also the methods used are relevant to learners in their practice - and that they learn as much as possible at the workplace. I thus need to think about integrating theory and practice in all steps of designing and realising a learning experience - and I also want to support learners to form professional peer networks.

Workplace Teaching describes the competence to create learning experiences that reflect practice- or work-based contexts and to guide learners to create their open learning environment at the workplace.

It comprises the following sub-competences:

- Practice Relevance Reflection
  - Reflect on the practice relevance for a specific professional field in all steps of the teaching and learning process
- Promote Professional Peer Networks
  - Support learners to form self-supporting peer networks to support their learning processes

4. Collaboration and Networking

Designing Digital WBL experiences can be challenging and a lot of knowledge and competences are needed. However, I don't need to do this all on my own - as a teacher, I want to use the possibilities of digital technology to successfully collaborate in all stages of the learning and teaching process as well as inspire and support others in this.

Collaboration and Networking describes the competence to collaborate with other stakeholders in education in order to realise successful Digital WBL experiences for learners.

It comprises the following sub-competences:

- Digital Collaboration
  - Successfully collaborate in hybrid and digital settings with educational stakeholders
- Professional Collaboration
  - Collaborate with other teaching stakeholders for realising Digital WBL practices

5. Technology, Tools and Resources

Staying up to date with technology can be a challenge. As a teacher, I want to know the possibilities of digital technology to enhance Digital WBL experiences and to understand their logic, challenges and conditions in order to make the right choices for my teaching settings and to enhance them.

Technology, Tools and Resources describes the competence to learn about, choose, use, adapt and stay updated on appropriate tools for Digital WBL experiences while reflecting the technical conditions and security aspects.

It comprises the following sub-competences:

- Know and Use Tools and Technology
  - Dispose of and apply a range of tools and technologies to create Digital WBL experiences
- Security and reflection of technical environment
  - Know about and reflect on aspects of data security and technical foundations when creating Digital WBL experiences

6. Teaching and Learning Reflection

As a teacher, I am working with today's and tomorrow's professionals and citizens and I want to make an impact with relevant Digital WBL experiences. For this, I need to make sure to reflect on and adapt my courses and experiences according to recent trends and societal developments, to make them accessible to all learners and to think about their impact to society and the planet.

Teaching and Learning Reflection describes the competence to be reflective of societal developments, trends and challenges and other conditions when designing Digital WBL experiences and interacting with learners.

It comprises the following sub-competences:

- General Reflection
  - Apply a culture of reflection and improvement on all aspects of Digital WBL teaching experiences
- Social Reflection
  - Reflect on social aspects within the Digital WBL experience and design adapt it accordingly
- Sustainability Reflection
  - Consider and reflect on different aspects of sustainability in all stages of the Digital WBL teaching process