



Teachers

Empowering VET practitioners to create
effective and engaging digital micro-learning
experiences through Instructional Design
PROJECT No: 2023-1-ES01-KA220-VET-000159464

EU Competence Matrix and Learning Outcomes

Learner-centred Instructional Design for micro-learning



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Introduction

The rapid evolution of digital technology is reshaping numerous aspects of our lives, including education. Recognising the significance of digital skills and literacy, the European Union's digital strategy emphasises enhancing digital competencies within Vocational Education and Training (VET). This initiative is vital for equipping both educators and learners with the necessary tools to thrive in an increasingly digital world. The urgency to adapt the VET system to digital education has been particularly underscored by the COVID-19 pandemic, which highlighted the need for effective and engaging digital learning experiences.

However, creating such experiences remains a challenging task for many VET practitioners. The Public Consultation on the Digital Education Action Plan 2021-2027 has revealed that education professionals are in dire need of practical guidelines for implementing inclusive and effective distance, online, and blended learning. Specific areas requiring guidance include the adaptation of content and assessments to fit the digital environment. Furthermore, the shift towards a digital society demands that educational content evolve to match learners' preferences for dynamic, interactive, and multimedia materials.

The changing landscape of teaching and learning, alongside the evolving demands of the labour market, necessitates that VET practitioners continually develop their skills. This includes designing and creating learner-centred digital experiences. Innovative approaches such as micro-learning and edutainment have been identified as effective methods to enhance engagement, interactivity, and motivation in digital learning contexts.

Introduction to the ID Teachers Project

The ID Teachers project is designed to empower VET practitioners by equipping them with the skills, pedagogies, and digital tools necessary for crafting effective and engaging micro-learning experiences. By focusing on instructional design, the project aims to support educators in transitioning to the digital environment, thus enhancing the overall learning experience for their students.

The project sets out to achieve several key objectives:

- Improved Learning Outcomes by developing micro-learning experiences designed with clear learning objectives, appropriate content, and engaging instructional strategies.
- Enhanced flexibility, with micro-learning experiences that can be accessed anytime, anywhere, and on any device, allowing learners to learn at their own pace and on their own schedule.
- Increased engagement by providing interactive and engaging micro-learning experiences which can help learners stay motivated and focused.

- Better assessment of learning outcomes aligned with the learning objectives and providing meaningful feedback to learners.
- Improved professional development by designing professional development opportunities for themselves and their colleagues, promoting a culture of continuous learning and improvement within the VET community.

Introduction to the Competence Framework

To ensure the success of the ID Teachers project, a robust Competence Framework has been developed. This framework draws on various methodological guidelines and established competency models, including:

- **European Skills/Competences, qualifications, and Occupations (ESCO)** for Instructional Designers.
- **Design Perspectives:** A design skills strategy launched by the Design Council.
- **OECD PISA Global Competence Framework** for students in an interconnected world.
- **EntreComp:** The Entrepreneurship Competence Framework by the European Commission.
- **DigComp 2.0:** The Digital Competence Framework for Citizens by the European Commission.
- **GreenComp:** The European Sustainability Competence Framework by the European Commission.

These frameworks collectively ensure that VET practitioners are well-equipped with the necessary scientific, empirical knowledge, key skills, and practical strategies required to design and deliver high-quality digital learning experiences. By aligning with these comprehensive guidelines, the ID Teachers project aims to foster a culture of continuous professional development and innovation within the VET sector, ultimately enhancing the quality and effectiveness of digital education across Europe.

Competence Units

The training is based on the following Competence Units:

Competence Unit 1 - Understanding Learner-Centred Instructional Design

Competence Unit 2 – Designing Micro-Learning Modules

Competence Unit 3 – Adapting Content for Micro-Learning

Competence Unit 4 – Technology Tools for Micro-Learning

Competence Unit 5 – Assessment Strategies

Competence Unit 6 – Accessibility and Inclusivity in Instructional Design

Competence Unit 7 – Facilitation and Support in VET

Competence Unit 8 - Ethical Considerations in Instructional Design

Learning Outcomes

Competence Unit 1			
Understanding Learner-Centred Instructional Design			
OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> understand the fundamental principles of learner-centred instructional design and its significance in education explore various learner-centred approaches and their application in designing effective instructional materials be able to analyse the benefits of learner-centred approaches and advocate for their implementation in educational settings 		
L.O. 1.1	Apply analytical skills to understand and advocate for learner-centred design principles	Skills	Analytical thinking, communication.
		Knowledge	Learner-centred design approaches, research evidence.
		Responsibility	Autonomy in design advocacy; Responsibility for applying principles effectively.
L.O. 1.2	Utilise differentiation and personalisation strategies to accommodate diverse learner needs and preferences.	Skills	Differentiation techniques, personalisation methods.
		Knowledge	Learner variability, personalised learning models.
		Responsibility	Autonomy in adaptation; Responsibility for designing personalised experiences.
L.O. 1.3	Design micro-learning modules aligned with learner-centred principles.	Skills	Module design, instructional alignment.
		Knowledge	Micro-learning best practices.
		Responsibility	Autonomy in module creation; Responsibility for alignment with principles.
L.O. 1.4	Create micro-learning content that fosters learner engagement and autonomy.	Skills	Content creation, engagement strategies.
		Knowledge	Micro-learning characteristics.
		Responsibility	Autonomy in content creation; Responsibility for engagement facilitation.
L.O. 1.5	Implement learner-centred instructional strategies to enhance the effectiveness of micro-learning experiences.	Skills	Instructional strategy application.
		Knowledge	Learner-centred methodologies.
		Responsibility	Autonomy in strategy implementation; Responsibility for effectiveness enhancement.

Competence Unit 2
Designing Micro-Learning Modules

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • gain proficiency in designing micro-learning modules tailored to specific learning objectives • learn to integrate multimedia elements and interactive features effectively into micro-learning content • develop skills in adapting content for micro-learning delivery, ensuring engagement and retention of learners
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L.O. 2.1	Develop micro-learning content that aligns with the characteristics and objectives of micro-learning.	Skills	Content development, alignment.
		Knowledge	Micro-learning principles.
		Responsibility	Autonomy in content development; Responsibility for alignment with objectives.
L.O. 2.2	Utilise multimedia elements effectively to enhance the engagement and effectiveness of micro-learning content.	Skills	Multimedia integration, engagement enhancement.
		Knowledge	Multimedia design principles.
		Responsibility	Autonomy in multimedia selection; Responsibility for engagement enhancement.
L.O. 2.3	Create bite-sized learning activities that promote focused and efficient learning experiences.	Skills	Activity creation, focus promotion.
		Knowledge	Bite-sized learning benefits.
		Responsibility	Autonomy in activity design; Responsibility for promoting focus.
L.O. 2.4	Adapt content for micro-learning delivery, ensuring that it is suitable for the targeted audience and context.	Skills	Content adaptation, audience targeting.
		Knowledge	Contextual factors.
		Responsibility	Autonomy in adaptation; Responsibility for audience suitability.
L.O. 2.5	Evaluate the effectiveness of micro-learning modules, making adjustments to improve learner outcomes.	Skills	Evaluation, adjustment.
		Knowledge	Evaluation criteria.
		Responsibility	Autonomy in evaluation; Responsibility for outcome improvement.

Competence Unit 3

Adapting Content for Micro-Learning

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • acquire techniques for chunking and sequencing content to optimise learning in micro-learning environments • explore storytelling techniques and gamification strategies to enhance the effectiveness of micro-learning content • learn to evaluate and select appropriate technology tools for creating and delivering micro-learning content
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L.O. 3.1	Employ content chunking and sequencing techniques to break down complex information and ensure logical progression.	Skills	Chunking, sequencing.
		Knowledge	Cognitive load theory, sequencing principles.
		Responsibility	Autonomy in chunking and sequencing; Responsibility for logical progression.
L.O. 3.2	Simplify complex concepts effectively while maintaining the integrity and depth of the content.	Skills	Simplification, content integrity.
		Knowledge	Simplification strategies.
		Responsibility	Autonomy in simplification; Responsibility for maintaining content integrity.
L.O. 3.3	Utilise storytelling techniques to engage learners and convey key concepts in a memorable and relatable manner.	Skills	Storytelling, engagement.
		Knowledge	Narrative structures.
		Responsibility	Autonomy in storytelling; Responsibility for engagement and relatability.
L.O. 3.4	Incorporate gamification elements into micro-learning design to enhance learner motivation and participation.	Skills	Gamification design, motivation enhancement.
		Knowledge	Gamification principles.
		Responsibility	Autonomy in gamification design; Responsibility for motivation enhancement.
L.O. 3.5	Evaluate the effectiveness of content adaptations in micro-learning, refining strategies based on learner feedback.	Skills	Evaluation, refinement.
		Knowledge	Adaptation strategies.
		Responsibility	Autonomy in evaluation; Responsibility for refinement based on feedback.

Competence Unit 4
Technology Tools for Micro-Learning

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • become proficient in using learning management systems (LMS) and authoring tools for micro-learning content creation • explore mobile learning platforms and social collaborative tools suitable for micro-learning delivery • learn to assess the effectiveness of technology tools and choose the most suitable ones for their micro-learning projects
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L.O. 4.1	Navigate and utilise Learning Management Systems (LMS) to deliver micro-learning content effectively.	Skills	LMS navigation, content delivery.
		Knowledge	LMS functionalities.
		Responsibility	Autonomy in navigation; Responsibility for effective content delivery.
L.O. 4.2	Utilise authoring tools proficiently to create engaging and interactive micro-learning content.	Skills	Authoring tool proficiency, content creation.
		Knowledge	Authoring tool capabilities.
		Responsibility	Autonomy in tool utilisation; Responsibility for content creation.
L.O. 4.3	Leverage mobile learning platforms to facilitate learning experiences accessible across various devices and locations.	Skills	Mobile platform utilisation, accessibility promotion.
		Knowledge	Mobile learning trends.
		Responsibility	Autonomy in platform utilisation; Responsibility for accessibility promotion.
L.O. 4.4	Integrate social and collaborative learning tools into micro-learning environments to foster interaction and knowledge sharing.	Skills	Tool integration, collaboration facilitation.
		Knowledge	Social learning theories.
		Responsibility	Autonomy in integration; Responsibility for fostering collaboration.
L.O. 4.5	Evaluate technology tools for micro-learning based on their suitability and effectiveness in enhancing learning experiences.	Skills	Tool evaluation, effectiveness assessment.
		Knowledge	Technology tool landscape.
		Responsibility	Autonomy in evaluation; Responsibility for enhancing learning experiences.

Competence Unit 5
Assessment Strategies

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • develop skills in designing formative and summative assessments tailored to micro-learning environments • explore adaptive assessment approaches and performance-based assessment methods for evaluating micro-learning outcomes • learn to provide constructive feedback and facilitate reflection to support learner progress in micro-learning activities
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L.O. 5.1	Design formative assessment techniques to monitor learner progress and provide timely feedback.	Skills	Assessment design, feedback provision.
		Knowledge	Formative assessment principles.
		Responsibility	Autonomy in design; Responsibility for feedback provision.
L.O. 5.2	Develop performance-based assessments to evaluate practical skills and application of knowledge in micro-learning contexts.	Skills	Performance assessment, skill evaluation.
		Knowledge	Performance assessment methods.
		Responsibility	Autonomy in assessment development; Responsibility for skill evaluation.
L.O. 5.3	Implement feedback mechanisms in micro-learning environments to encourage learner reflection and improvement.	Skills	Feedback implementation, reflection facilitation.
		Knowledge	Feedback strategies.
		Responsibility	Autonomy in implementation; Responsibility for reflection facilitation.
L.O. 5.4	Design adaptive assessment approaches to personalise learning experiences and accommodate individual learner needs.	Skills	Adaptive assessment design, personalization.
		Knowledge	Adaptive assessment principles.
		Responsibility	Autonomy in design; Responsibility for personalization.
L.O. 5.5	Utilise engagement techniques to create interactive and immersive micro-learning activities that enhance learner participation.	Skills	Engagement design, interaction facilitation.
		Knowledge	Engagement strategies.
		Responsibility	Autonomy in technique utilisation; Responsibility for participation enhancement.

Competence Unit 6
Accessibility and Inclusivity in Instructional Design

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • understand the principles of Universal Design for Learning (UDL) and apply them to create accessible micro-learning experiences • learn about accessibility standards and guidelines for digital content and ensure compliance in micro-learning design • develop strategies to address learner diversity and promote inclusivity in micro-learning environments
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L.O. 6.1	Apply Universal Design for Learning (UDL) principles to ensure accessibility and inclusivity in micro-learning design.	Skills	UDL application, accessibility promotion.
		Knowledge	UDL guidelines.
		Responsibility	Autonomy in application; Responsibility for accessibility and inclusivity.
L.O. 6.2	Implement accessibility standards for digital content creation, adhering to regulations and guidelines to ensure content is accessible to all learners.	Skills	Accessibility implementation, compliance.
		Knowledge	Accessibility standards.
		Responsibility	Autonomy in implementation; Responsibility for compliance.
L.O. 6.3	Address learner diversity by customising micro-learning content to accommodate different learning styles, preferences, and needs.	Skills	Customization, diversity accommodation.
		Knowledge	Learner diversity factors.
		Responsibility	Autonomy in customization; Responsibility for accommodation.
L.O. 6.4	Practise inclusive design by creating learning experiences that embrace and celebrate diversity, fostering a sense of belonging for all learners.	Skills	Inclusive design, diversity celebration.
		Knowledge	Inclusive design principles.
		Responsibility	Autonomy in design; Responsibility for fostering belonging.
L.O. 6.5	Evaluate the accessibility and inclusivity of micro-learning materials, identifying areas for improvement and implementing necessary adjustments.	Skills	Evaluation, adjustment implementation.
		Knowledge	Accessibility and inclusivity assessment criteria.
		Responsibility	Autonomy in evaluation; Responsibility for improvement and adjustment implementation.

Competence Unit 7
Facilitation and Support in VET

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • develop effective learner support mechanisms tailored to the unique needs of vocational education and training • acquire skills in facilitating collaborative learning activities and fostering teamwork among VET learners • learn to provide coaching and mentoring support to VET learners, guiding them through their vocational training journey
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L.O. 7.1	Provide effective learner support mechanisms in VET settings, demonstrating responsiveness to learner needs and challenges.	Skills	Support provision, responsiveness.
		Knowledge	VET support mechanisms, learner needs in vocational education.
		Responsibility	Autonomy in providing support; Responsibility for addressing learner needs.
L.O. 7.2	Facilitate collaborative learning activities among VET learners, fostering teamwork and knowledge exchange within vocational contexts.	Skills	Facilitation, collaboration.
		Knowledge	Collaborative learning theories in VET, vocational teamwork dynamics.
		Responsibility	Autonomy in facilitation; Responsibility for fostering collaboration.
L.O. 7.3	Build a supportive learning community within VET environments, promoting engagement and interaction among learners pursuing vocational training.	Skills	Community building, engagement promotion.
		Knowledge	Community-building strategies in VET, engagement techniques for vocational learners.
		Responsibility	Autonomy in community building; Responsibility for promoting engagement.
L.O. 7.4	Provide coaching and mentoring support to VET learners, guiding them through their vocational training journey and offering personalised assistance.	Skills	Coaching, mentoring.
		Knowledge	Coaching and mentoring principles in VET, vocational learner support strategies.
		Responsibility	Autonomy in providing support; Responsibility for personalised assistance.
L.O. 7.5	Foster self-directed learning skills among VET learners, empowering them to take ownership of their vocational development and career goals.	Skills	Self-directed learning promotion, goal-setting facilitation.
		Knowledge	Self-directed learning theories in VET, vocational career planning.
		Responsibility	Autonomy in fostering self-directed learning; Responsibility for goal-setting facilitation.

Competence Unit 8
Ethical Considerations in Instructional Design

OBJECTIVES	In this unit, learners will: <ul style="list-style-type: none"> • gain awareness of ethical considerations related to privacy, data protection, and intellectual property in micro-learning design • explore strategies for promoting digital citizenship and responsible use of technology in micro-learning environments • learn to navigate ethical dilemmas and make informed decisions regarding ethical issues in micro-learning design
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L.O. 8.1	Ensure privacy and data protection measures are implemented in micro-learning design and delivery, adhering to relevant regulations and guidelines.	Skills	Privacy protection, data security.
		Knowledge	Privacy laws, data protection regulations.
		Responsibility	Autonomy in implementation; Responsibility for compliance.
L.O. 8.2	Uphold intellectual property rights in micro-learning content creation, respecting copyright laws and acknowledging sources appropriately.	Skills	Intellectual property management, copyright adherence.
		Knowledge	Intellectual property laws, copyright principles.
		Responsibility	Autonomy in rights management; Responsibility for acknowledgment.
L.O. 8.3	Consider ethical implications of learning analytics usage in micro-learning, ensuring transparency and fairness in data collection and analysis.	Skills	Ethical analysis, transparency promotion.
		Knowledge	Learning analytics ethics.
		Responsibility	Autonomy in ethical considerations; Responsibility for transparency.
L.O. 8.4	Obtain learner consent for data collection and usage in micro-learning activities, respecting individual privacy preferences.	Skills	Consent management, privacy respect.
		Knowledge	Data collection regulations, privacy preferences.
		Responsibility	Autonomy in consent management; Responsibility for privacy respect.
L.O. 8.5	Promote digital citizenship and responsible use of technology among learners, fostering awareness of online ethics and digital rights.	Skills	Digital citizenship promotion, online ethics education.
		Knowledge	Digital rights, online ethical guidelines.
		Responsibility	Autonomy in promotion; Responsibility for education.