

EID Learning Outcomes	Self-assessment grid				Technical Review of Portfolio		
To be used as reference for RPL process	CANDIDATE NAME AND SURNAME:		DATE AND PLACE:		EVALUATION COMMITTEE:		
	With my <u>signature</u> I confirm the authenticity of the information and attachments:				DATE AND PLACE:		
	PROFESSIONAL EXPERIENCE	CERTIFICATE or DIPLOMA	N.A	EVIDENCES	In the portfolio assessment, the provider should identify candidate knowledge and skills in each Competence Unit		
Actions	Indicate where you gain knowledge and skills to perform the Action				YES	NO	
List the relevant evidence (e.g. Certificates, recommendation letters, etc.)							
Competence Unit 1 - Foundations for ID 101							
1.1. Acknowledging the recursive analysis problems and needs as part of the iterative instructional design process							
1.2. Organizing ID models for designing instruction with broad and heuristic usage based on the key elements in the ID models							
1.3. Reasoning and justifying the alignment between instructional situation and instructional solution with focus on learning objectives in instructional design system							
1.4. Using understandable and shareable design language providing effective multi-stakeholders (eg., customers, users, designers) communication							
1.5. Draw on theories of learning and instructional design to identify suitable instructional practices							
1.6. Identifying and explain the interconnection and dynamism of the essential components in the instructional design system.							
1.7. Constructing appropriate instructional technology integration solutions to given problem context							
1.8. Recognizing the roles and functions of technology in instructional design							
1.9. Developing awareness of the diverse interactions within a learning environment and develop skills of interdisciplinary design for developing functional instruction							
1.10. Developing awareness of multiple perspectives on culture, norms, formality, and needs in the local and global context through interdisciplinary collaborations among multiple stakeholders							
1.11. Recognize contributions of life-long learning in local and global ID professional learning communities to developing as reflective problem solver and to change agency in the community							
Competence Unit 2 - Learning Methodologies							
2.1. Identifying the impact of learner persona on the learning process and learning experience and use it to inform the instructional design decision							
2.2. Utilizing taxonomy of learning to analyze the learning content, learning process and expected learning outcomes based on learning theories							
2.3. Analyzing the learning process in terms of perspectives on learning and instructional design theories in relation to major learning outcomes							
2.4. Developing constructive alignment among learning needs and objectives, instructional methods, and assessments with informative feedback in instructional solutions							
2.5. Identifying relationship between instructional solution, expected instructional design tasks, and the development of learning objects							
2.6. Adapting instructional solution in compliance with given instructional situation(learning needs, target/potential learner persona, learning environment, and resource constraints							
2.7. Identify and integrating suitable and existing technology for rich-media learning and instruction(Presentation tools, graphics and infographics tools, video tools, interactive learning tools, etc)							
2.8. Reflecting on the previous experience of using technology and use technology to analyse and visualize instructional situation and diverse ideas and concepts in instructional solutions							
2.9. Using inclusive learning approach to design instructional scenarios that respond to the local, global, or intercultural realities.							
2.10. Reflecting on the decision-making in the problem-solving and collaboration process from intercultural and interdisciplinary perspectives.							

Competence Unit 3 - Design considerations									
3.1. Anticipating Data Security needs for the learning experience (RGPD, etc)									
3.2. Analysing and arranging main ideas to create a storyboard, based on the selected instructional theory for the learning experience									
3.3. Developing the storyboard by creating interactive interfaces, taking into consideration teaching strategies in designing the learning interaction									
3.4. Implementing an inclusive design approach when designing the storyboard and developing UX									
3.5. Illustrating the base for storytelling									
3.6. Including an indication of dynamics, sonoplasty and voice references in the storyboard									
3.7. Developing the scripts for the development of audio and videos, if included in the course									
3.8. Preparing the templates to collect the contents, according to the storyboard									
3.9. Writing notes for the developers' team to indicate specificities									
3.10. Sorting the different programs to use in the development of the storyboard and scenarios									
3.11. Defining, together with the development team, the final format of the various pieces of e-learning to be built (e.g. interactive screens, videos, pedagogical games, etc)									
3.12. Developing content with safety									
3.13. Using technology for organising the materials' references									
3.14. Leading a discussion with team members to achieve a common understanding of the project and the instructional solution									
3.15. Taking responsibility for the outcomes of the project									
3.16. Adjusting the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages									
Competence Unit 4 - ID Development									
4.1. Developing the scenarios for the learning experience that correlate with the storyboard, by considering cognitive engagement, affective response and social interaction									
4.2. Identifying the interactive and non-interactive processes of the training									
4.3. Constructing learning products by applying UX concepts, aligning with the instructional functions									
4.4. Predicting UI obstacles and presenting solutions to implement the training									
4.5. Passing development work to the development team (IT/coding) by providing all the necessary information for development									
4.6. Selecting an authoring software for developing prototypes									
4.7. Performing video, audio and image editing to apply to learning products									
4.8. Compressing videos to be uploaded in LMSs									
4.9. Generating communication protocols for tracking learning-related activity									
4.10. Leading a discussion with team members to achieve a common understanding of the project and the instructional solution									
4.11. Applying empathy skills & emotion design throughout									
4.12. Analysing with the development team, the most appropriate technology to develop the various pieces of e-learning and the different dynamics that are foreseen in the storyboard									
4.13. Taking responsibility for the outcomes of the project									
4.14. Adjusting the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages									

Competence Unit 5 - ID Implementation									
5.1. Making a checklist to ensure that all the needs and requirements defined for the project are implemented									
5.2. Testing products individually to assure they function correctly									
5.3. Performing validation tests to assure the LMS is reading the products correctly									
5.4. Debugging potential mal-functions									
5.5. Selecting the learning management systems to upload the products									
5.6. Assessing the sequence for uploading the products in the LMS									
5.7. Uploading communication protocols for tracking learning-related activity into LMS									
5.8. Reporting (to IT team) if malfunctions are identified									
5.9. Supervising the implementation of ID solutions, related to specific training, by the ID team									
Competence Unit 6 - ID Evaluation									
6.1. Defining and applying quality criteria for all the ID stages									
6.2. Organizing a validation stage to test the course by an Instructional Designer external to the project									
6.3. Revising the project to make the adjustments requested by the external validation									
6.4. Implementing pilots to test the project against the needs and requirements defined for that project									
6.5. Developing an evaluation tool for the client implementing the training to report on Key Performance Indicators									
6.6. Interpreting the data from the questionnaires and reporting based on that data									
6.7. Reporting on main obstacles and lessons learned through the project									
6.8. Operating software for quality assurance assisting the Quality Assurance team									
6.9. Taking responsibility for the quality evaluation of the project									
6.10. Managing multiple target groups and stakeholders to achieve overall satisfaction									



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Competence Unit 7 - Project Management									
7.1. Identifying the management methodology to apply in the project									
7.2. Identifying the scope of the project by discussing with the client and/or other relevant stakeholders (eg. Teachers) the needs and requirements of the project									
7.3. Performing a context analysis based on the needs and requirements identified by the stakeholders and target groups									
7.4. Planning the tasks and deadlines to share with the team and with the stakeholders for approval									
7.5. Monitoring the project tasks and deadlines to assure compliance									
7.6. Defining the overall budget and budget per task and communicating it to the stakeholders									
7.7. Managing the project costs to ensure budget compliance									
7.8. Managing the project team and reporting to the unit coordinator									
7.9. Communicating frequently with the stakeholders and team about the project status									
7.10. Implementing risk management tools and acting on identified risks									
7.11. Managing multi-step design paths to address the problems in authentic tasks									
7.12. Operating project management software									
7.13. Selecting and using multiple channels of communication with the different stakeholders of the project									
7.14. Selecting and using technology for problem-solving and design process									
7.15. Adapting to circumstances with resilience and focus on objectives by seeing challenges as a way to learn and applying other/new approaches									
7.16. Managing team and stakeholders' expectations about the project									
7.17. Choosing communication styles to apply with different stakeholders									
7.18. Incorporating sustainability values across the project management									
7.19. Keeping the project team motivated and focused on achieving the project scope, objectives and timings									
7.20. Designing with holistic project management perspectives in taking account of multi-stakeholders' perspectives, activity models, and improvement of problem situation									



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