























Technical Interview Guide	
DATE AND PLACE:	
Evaluation Committee:	
After the Portfolio analysis, a technical interview is conducted with focus on the key actions/themes addressed in each Unit. Each answer should be evaluated and scored with a minimum of 0 and a maximum of 5 points. The final score is the total sum of all the points, ranging from 0 to 100. To be approved, the candidate must achieve a score of at least 60 points.	
ACTIONS	QUESTION
Competence Unit 1- Foundations for ID 101	
1.1. Acknowledging the recursive analysis problems and needs as part of the iterative instructional design process	Why is it important to acknowledge the recursive analysis problems and needs, as a 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	What ID models do you use for designing instruction with broad and heuristic usage?
1.3. Reasoning and justifying the alignment between instructional situation and instructional solution with focus on learning objectives in instructional design system	Why there is an alignment between instructional situation and instructional solution within the learning objectives?
1.4. Using understandable and shareable design language providing effective multi-stakeholders (eg., customers, users, designers) communication	What understandable and shareable design language do you use to provide effective multi-stakeholders communication?
1.5. Drawing on theories of learning and instructional design to identify suitable instructional practices	Why draw 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	What are the essential components of the instructional design system?
1.7. Constructing appropriate instructional technology integration solutions to given problem context	How do you construct instructional technology integration solutions?
1.8. Recognizing the roles and functions of technology in instructional design	What is the role 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	Why is the Learning environment relevant to create awareness regarding interactions and skills development?
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	What is the importance of awareness and understanding of cultural diversity and communication in multicultural settings?
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	What is the relevance of life-long learning to the ID professional learning communities in fostering agency and problem-solving?
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	How do you build the Learner Persona?
2.2. Utilizing taxonomy of learning to analyze the learning content, learning process and expected learning outcomes based on learning theories	How do you use Bloom's taxonomy?
2.3. Analyzing the learning process in terms of perspectives on learning and instructional design theories in relation to major learning outcomes	What approaches do you use when designing a learning process in relation to a major learning outcome?
2.4. Developing constructive alignment among learning needs and objectives, instructional methods, and assessments with informative feedback in instructional solutions	Do you take into consideration constructive alignment when developing an ID project?
2.5. Identifying relationship between instructional solution, expected instructional design tasks, and the development of learning objects	How do you relate the instructional solution, the 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	How do you adapt the instructional solution with the instructional situation?
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)	How do you integrate suitable and existing technology for rich-media learning and instruction?
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	How do you learn from past experiences to improve current projects?
2.9. Using inclusive learning approach to design instructional scenarios that respond to the local, global, or intercultural realities.	How do you take into consideration local, global, or intercultural realities?
2.10. Reflecting on the decision-making in the problem-solving and collaboration process from intercultural and interdisciplinary perspectives	How do you take into consideration the intercultural and interdisciplinary perspectives during problem-solving?
  The European Commission support for the production of this publication does not constitute 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.  Project number 2021-1-PT01-KA220-V-ET-000034676	

Competence Unit 3 - Design considerations	
3.1. Anticipating Data Security needs for the learning experience (RGPD, etc)	How do you anticipate Data security needs for the learning experience?
3.2. Analysing and arranging main ideas to create a storyboard, based on the selected instructional theory for the learning experience	How do you create a storyboard?
3.3. Developing the storyboard by creating interactive interfaces, taking into consideration teaching strategies in designing the learning interaction	How do you make an interactive storyboard?
3.4. Implementing an inclusive design approach when designing the storyboard and developing UX	How can you implement an inclusive design approach while creating the storyboard?
3.5. Illustrating the base for storytelling	How do you illustrate the base for storytelling?
3.6. Including an indication of dynamics, sonoplasty and voice references in the storyboard	How do you include somnoplasty and voice references in the storyboard?
3.7. Developing the scripts for the development of audio and videos, if included in the course	If included, how do you develop scripts for the development of audio and videos regarding the storyboard?
3.8. Preparing the templates to collect the contents, according to the storyboard	What do you take into consideration when preparing templates to collect content from a client?
3.9. Writing notes for the developers' team to indicate specificities	Do you think it is important to write notes for the developer's team?
3.10. Sorting the different programs to use in the development of the storyboard and scenarios	What are the softwares that you use when developing 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)	What usually are the final formats of the products, developed by you and your team?
3.12. Developing content with safety	What do you take into consideration regarding the digital safety of users?
3.13. Using technology for organising the materials' references	How do you use technology for organizing the materials' references?
3.14. Leading a discussion with team members to achieve a common understanding of the project and the instructional solution	How do you lead a discussion with your team members, in order to achieve a common understanding of the project?
3.15. Taking responsibility for the outcomes of the project	How do you take responsibility for the outcomes of a 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	How do you adjust a product with the client's expectations and pedagogical needs?
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	How do you develop engaging scenarios in learning experience, considering cognitive engagement?
4.2. Identifying the interactive and non-interactive processes of the training	What are the interactive and non-interactive processes of training?
4.3. Constructing learning products by applying UX concepts, aligning with the instructional functions	How do you take into consideration UX design principles?
4.4. Predicting UI obstacles and presenting solutions to implement the training	How can you predict user interface (UI) obstacles and present solutions to implement the training?
4.5. Passing development work to the development team (IT/coding) by providing all the necessary information for development	How do you transfer to the IT team specific development work?
4.6. Selecting an authoring software for developing prototypes	What are the authoring tool(s) that you use for develop prototypes?
4.7. Performing video, audio and image editing to apply to learning products	How do you edit your contents (video,audio,image) into the learning products?
4.8. Compressing videos to be uploaded in LMSs	Why do you need to compress videos to be uploaded in LMS?
4.9. Generating communication protocols for tracking learning-related activity	How do you generate 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	Same learning outcome as CU3 - 3.14
4.11. Applying empathy skills & emotion design throughout	Why apply 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	How do you guide your project team in discussing the most appropriate technology in e-learning?
4.13. Taking responsibility for the outcomes of the project	Same learning outcome as CU3 - 3.15
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	Same learning outcome as CU3 - 3.16
<div>        </div> <div>  <p>The European Commission support for the production of this publication does not constitute 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.</p> </div> <div>  <p>Qualifying for the Ultimate Engaging Smart Training</p> <p>Project number 2021-1-PT01-KA220-VET-000034676</p> </div>	

Competence Unit 5 - ID Implementation	
5.1. Making a checklist to ensure that all the needs and requirements defined for the project are implemented	How do you create a needs and requirements' checklist for a project?
5.2. Testing products individually to assure they function correctly	How do you test individually the functionality of a product?
5.3. Performing validation tests to assure the LMS is reading the products correctly	How do you perform validation tests in LMS?
5.4. Debugging potential mal-functions	How do you debug potential mal-functions?
5.5. Selecting the learning management systems to upload the products	What LMS do you work with?
5.6. Assessing the sequence for uploading the products in the LMS	How do you assure the right sequence for uploading the products in LMS?
5.7. Uploading communication protocols for tracking learning-related activity into LMS	Wich protocols do you use for tracking learning activities into LMS?
5.8. Reporting (to IT team) if malfunctions are identified	How do you collaborate with the IT team in relation to the malfunctions in a product?
5.9. Supervising the implementation of ID solutions, related to specific training, by the ID team	How can you supervise ID team & solutions used?
Competence Unit 6 - ID Evaluation	
6.1. Defining and applying quality criteria for all the ID stages	How do you apply quality criteria in Instructional Design?
6.2. Organizing a validation stage to test the course by an Instructional Designer external to the project	How do you conduct an external validation of a ID project course?
6.3. Revising the project to make the adjustments requested by the external validation	How do you deal with adjustments needed in a project?
6.4. Implementing pilots to test the project against the needs and requirements defined for that project	Why should you implement pilot testing?
6.5. Developing an evaluation tool for the client implementing the training to report on Key Performance Indicators	What evaluation tools do you provide to your clients/stakeholders in order to report on KPIs?
6.6. Interpreting the data from the questionnaires and reporting based on that data	How do you interpret and report data from a questionnaire?
6.7. Reporting on main obstacles and lessons learned through the project	How do you report on main obstacles and lessons learned?
6.8. Operating software for quality assurance assisting the Quality Assurance team	What are the testing tools for operating in Quality Assurance?
6.9. Taking responsibility for the quality evaluation of the project	How do you evaluate the quality of a project?
6.10. Managing multiple target groups and stakeholders to achieve overall satisfaction	How do you manage to achieve the overall satisfaction of stakeholders and target groups?
<div>        </div> <div>  <p>The European Commission support for the production of this publication does not constitute 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.</p> </div> <div>  <p>Project number 2021-1-PT01-KA220-VET-000034676</p> </div>	

Competence Unit 7 - Project Management	
7.1. Identifying the management methodology to apply in the project	Which project management methodology do you apply in your projects?
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	How do you identify/close a project scope?
7.3. Performing a context analysis based on the needs and requirements identified by the stakeholders and target groups	How do you analyze stakeholders' and target groups needs and expectations?
7.4. Planning the tasks and deadlines to share with the team and with the stakeholders for approval	What methods do you use to plan tasks and deadlines with your team and with stakeholders?
7.5. Monitoring the project tasks and deadlines to assure compliance	What methods do you use to monitor tasks and deadlines with your team and with stakeholders?
7.6. Defining the overall budget and budget per task and communicating it to the stakeholders	What are the factors you take into account when building a projects' budget?
7.7. Managing the project costs to ensure budget compliance	How do you manage project costs and ensure budget compliance?
7.8. Managing the project team and reporting to the unit coordinator	Which practices do you use to effectively manage a project team?
7.9. Communicating frequently with the stakeholders and team about the project status	How often do you communicate with project stakeholders?
7.10. Implementing risk management tools and acting on identified risks	What kind of tools do you use to identify risk and apply risk management processes?
7.11. Managing multi-step design paths to address the problems in authentic tasks	What do you consider when constructing an authentic task (if necessary define Authentic Task(s))?
7.12. Operating project management software	Which software do you use for project management?
7.13. Selecting and using multiple channels of communication with the different stakeholders of the project	How do you communicate with your project stakeholders?
7.14. Selecting and using technology for problem-solving and design process	What kind of technology do you use for problem-solving/design process?
7.15. Adapting to circumstances with resilience and focus on objectives by seeing challenges as a way to learn and applying it to professional practice	How do you overcome project problems/challenges?
7.16. Managing team and stakeholders' expectations about the project	How do you Manage Stakeholders and Team Expectations during the project?
7.17. Choosing communication styles to apply with different stakeholders	How do your communication style adapt when engaging with different stakeholders?
7.18. Incorporating sustainability values across the project management	How do you incorporate sustainability values into your projects?
7.19. Keeping the project team motivated and focused on achieving the project scope, objectives and timings	How do you maintain your project team motivated in achieving project results?
7.20. Designing with holistic project management perspectives in taking account of multi-stakeholders' perspectives, activity models, and improvement of problem situation	How do you integrate a holistic perspective throughout the project?
<div>        </div> <div>   </div> <div> <p>The European Commission support for the production of this publication does not constitute 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.</p> </div> <div>  <p>Qualifying for the Ultimate Shaping Smart Training</p> <p>Project number 2021-1-PT01-KA220-VET-000054676</p> </div>	