



Qualifying for the Ultimate Engaging Smart Training

Instructional Designer Open Badge Competence Certification

Project n°: 2021-1PT01-KA220-VET-000034676



Co-funded by
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EFCoCert

A. e-Instructional Designer Competence Profile

The e-instructional designer competence profile is aligned with the competence units and course structure (ADDIE) and reads as follows:

1. Analysis

- ☐ understand the target group's training needs and level
- ☐ set clear pedagogical objectives and learning outcomes utilizing the learning taxonomy
- ☐ propose adequate solutions within the given context
- ☐ recognise the different cultural and inclusion perspectives in context analysis

2. Design

- ☐ design the learning process and tasks coherently with the expected learning outcomes and learners' knowledge and skill level
- ☐ shape a well-established learning content storyline and structure that assist the learner to understand the main topics and learning objectives
- ☐ select and combine adequate pedagogical and assessment approaches engaging and motivating the learner attaining the desired learning outcomes
- ☐ apply scenarios for the learning experience by considering cognitive engagement, affective response and social interaction
- ☐ include adequate and effective tutorate and feedback provisions
- ☐ recognise different cultural perspectives that may impact target-group learning experience, and
- ☐ provide an accordingly inclusive environment for participating the course

3. Development

- ☐ deliver course material easily understandable by trainees
- ☐ integrate suitable and existing technology for rich-media learning (presentation tools, graphics and infographics tools, video tools, interactive learning tools)
- ☐ develop the course materials aligning with the previous design and modification with intended instructional function, aesthetics, and usability
- ☐ prioritise learner-centred approaches

- ☐ pay special attention to the use of gender-inclusive language
- ☐ provide informative feedback throughout the course
- ☐ assure the necessary data security provisions

4. Implementation

- ☐ integrate technology to provide a satisfying learning experience
- ☐ provide effective instructions that engage learners in the learning activities to attain the desired learning outcomes
- ☐ provide communication and support channel/space to the trainee alongside the learning activities to achieve the learning objectives
- ☐ upload the course materials in a suitable and functioning LMS

5. Evaluation

- ☐ assess the achievement of the intended learning outcomes by valid assessment tools
- ☐ utilize the formative assessment to continuously adjust the instruction practice to assist learners' learning
- ☐ adjust the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages

6. Project management (client or sponsor only)

- ☐ identify the scope, needs and requirements of the project in interaction with the client
- ☐ monitor the project tasks and deadlines to assure compliance
- ☐ manage the project costs to ensure budget compliance
- ☐ implement risk management tools and acting on identified risks
- ☐ adapt to circumstances with resilience and focus on objectives by seeing challenges as a way to learn

B. e-Instructional Designer Competence recognition use cases

The competences shall be demonstrated and observed on the job, through the achieved results, i.e., regarding the instructional designer, through the delivered training materials.








People using or evaluating the delivered training materials can assess and recognise the demonstrated competences.

These are the so called “recognition use cases”, which involve the following profiles related to the e-instructional designer:

- trainees

- clients (in case of mandated development) or “sponsors” (e.g. educational institutions)
- peers
- school referent / principal
- employer

The e-instructional designer competence recognition ecosystem is the following blend of the above profiles:

Initial / Re	Category	Number
	Trainees	10
	Clients / Sponsors	2
	Peers (EIDes)	2
	School Referent / Principal	1
	Employer ? Others ?	1
Maintenance	Category	Number
	Trainees	5
	Clients / Sponsors	1

The open badge attesting the demonstrated competence can be granted once the corresponding numbers of confirmations have been delivered.

C. Activation of the competence recognition ecosystem

The e-instructional designer aiming to get certified is responsible for activating his recognition ecosystem as per the table above.

Each contributor involved in the ecosystem will tick the boxes corresponding to the demonstrated competences within the competence profile set under A. above.

The recognition ecosystem can only be activated after a certain level of practice, i.e. just attending the course is not enough.

Thus, the following cases or situations will apply, alternatively:

1. Recognition of prior experience, with or without attending the course,
2. Recognition (after the project's end) of developed competences, after applying the acquired knowledge by attending the course the course.

D. e-ID competence certification scheme implementation on Procertif

The e-instructional designer competence certification scheme has been implemented by EFCoCert on the Procertif platform, which allows managing the recognition ecosystem and delivering the corresponding open badges.

Any certification body interested in using the e-ID competence certification scheme for offering corresponding services can apply by either Procertif or EFCoCert.

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Consortium



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