



## E-learning skills matrix 2010

This skills matrix has been designed to help organisations to assess the impact of e-learning on the roles of learning & development professionals, subject experts, e-learning specialists and other personnel, to identify skills gaps, and to locate resources that would help in bridging any gaps. For this process to work well, each learning and development position has to be assessed against the matrix, to see which skills apply and at which level; each job holder has to be assessed against the skills applicable to their particular position; and each available learning resource and intervention has to be reviewed to determine the skills that it addresses and to which level. This cross-referencing can be accomplished easily using the new tool being developed by Onlignment.

*Clive Shepherd*

## A. Underpinning knowledge

This matrix is primarily concerned with skills as they apply to various tasks related to e-learning, but the successful application of these skills is dependent to some extent on some basic, underpinning knowledge, which is described here.

	Basic level	Intermediate level	Advanced level
<p><b>A.1: Know about computers and how they work.</b></p> <p>All e-learning involves the use in one way or another of computing devices, whether they're on the desktop, hooked up to a TV or handheld. Some basic familiarity with computers is an essential prerequisite for any work in e-learning.</p>	<p>Knows the main parts of a computer, the purpose they serve and how their size/performance is measured.</p> <p>Knows the difference between operating systems, applications, documents and data.</p> <p>Knows how to use the most common features of popular office applications and web browsers.</p>	<p>Knows how to diagnose most simple hardware, software and networking faults and to remedy them.</p> <p>Knows the causes of common computer security problems and how these can be avoided.</p> <p>Knows the difference between desktop and online applications, and their relative advantages and disadvantages.</p> <p>Knows how to use a wide range of features of popular office applications and web browsers.</p>	<p>Knows how computer software is developed.</p> <p>Knows how to diagnose and fix more complex hardware, software and networking faults.</p> <p>Knows about current trends in computing and the implications these might have for learning.</p>
<p><b>A.2: Know about the theory and practice of adult learning.</b></p> <p>Quite clearly, knowledge of the principles of effective learning is an essential prerequisite for work in e-learning.</p>	<p>Knows the most widely accepted principles of effective adult learning.</p>	<p>Knows the most important theoretical positions on learning (behaviourism, constructivism, etc.) and the arguments supporting these positions.</p> <p>Knows which learning principles are scientifically validated and which are untested ideas.</p>	<p>Knows the key principles of how the brain works, as currently understood.</p> <p>Knows the most significant findings arising out of cognitive neuroscience and their relevance to learning.</p> <p>Knows of the emerging theoretical positions on learning (connectivism, etc.) and their supporting arguments.</p> <p>Knows about the expectations of next generation learners and the relevance these have to workplace learning.</p>
<p><b>A.3: Know about the Internet and how it works.</b></p> <p>E-learning differs from previous forms of computer-assisted learning in that it makes extensive use of the Internet and employers' intranets to allow learners to interact with other learners and with trainers, as well as to access content. A knowledge of the Internet is therefore an essential prerequisite.</p>	<p>Knows the basic principles of how the Internet works.</p> <p>Knows about the principal online services that are supported by the Internet (email, the WWW, instant messaging, VOIP, web conferencing, etc.), their main characteristics and</p>	<p>Knows the key stages in the history and development of the Internet.</p> <p>Knows the key principles of the way that search engines work.</p> <p>Knows how online content and services can be designed to minimise use of bandwidth.</p>	<p>Knows current thinking about the future development of the Internet.</p> <p>Knows in detail the various ways in which online content and services can be designed, developed and deployed.</p> <p>Knows how to calculate the impact of online activity on available bandwidth.</p>

	<p>applications.</p> <p>Knows which media elements (text, images, audio, video, etc.) consume the most bandwidth.</p> <p>Knows how consumer behaviour is changing with regard to use of the Internet.</p>	<p>Knows how HTML, JavaScript, Flash and Java can be employed in the construction of web content, and the contributions that each of these makes.</p> <p>Knows the difference between delivering web pages as fully prepared entities and constructing them on demand.</p> <p>Knows about open source and free online services and their relevance to workplace learning.</p> <p>Knows the discriminating characteristics of Web 2.0 and its principle applications to workplace learning.</p> <p>Knows how the Internet can be used to support single-player and multi-player virtual worlds and the relevance this has to workplace learning.</p>	<p>Knows the particular issues associated with using the Internet to support 3D applications, including virtual worlds.</p>
<p><b>A.4: Know about e-learning and blended learning.</b></p> <p>E-learning brings together the three previous areas of underpinning knowledge, using the Internet to provide learners with access to content, fellow learners and trainers through a wide variety of computing devices.</p> <p>Blended learning is important as a concept because it shows how the various forms of e-learning can be integrated with other learning methods and media.</p>	<p>Knows what e-learning is and how it compares with previous forms of computer-assisted learning.</p> <p>Knows about the various forms that e-learning can take and the advantages and limitations of each of these.</p> <p>Knows about the various devices that learners can use to participate in e-learning.</p> <p>Knows what blended learning is and when it is most likely to be of benefit.</p>	<p>Knows what systems and tools are needed to support e-learning within an organisation.</p> <p>Knows what a reusable learning object is and how an object-oriented approach can be applied to content development.</p> <p>Knows about current interoperability standards (SCORM, etc.) and their relevance.</p> <p>Knows what rapid e-learning is and how rapid tools and processes can be applied to content development.</p> <p>Knows how online tools and services can be used to support informal</p>	<p>Knows in detail how e-learning has developed.</p> <p>Knows where e-learning has been most successful / least successful and why.</p> <p>Knows current thinking about the future development of e-learning.</p>

<p><b>A.5: Know about the human-computer interface.</b></p> <p>The human-computer interface is the space in which computer users interact with hardware and software in order to carry out some task. With e-learning, as with any other activity on a computer, the aim is to make the human-computer interface as smooth and simple as possible.</p>	<p>Knows how the experience of interacting with a computer differs from the use of other media, such as books.</p> <p>Knows the key principles of website usability.</p> <p>Knows in principle how website content needs to be designed to ensure accessibility by disabled users.</p>	<p>learning.</p> <p>Knows how textual content should be structured and laid out to improve usability.</p> <p>Knows how textual content should be displayed to improve legibility.</p> <p>Knows how navigational systems should be designed to improve usability.</p> <p>Knows what is required when localising online content to ensure suitability for the particular target group.</p>	<p>Knows the evidence supporting usability rules.</p> <p>Knows the detailed requirements of major accessibility standards and any applicable legislation.</p> <p>Knows why usability issues often get ignored until too late in the development process and how to avoid this.</p>
--	--	--	--

## B. Strategic skills

These managerial skills are applied in the development and implementation of an organisation's e-learning strategy. They may be applied by learning and development managers, other key stakeholders within an organisation, external consultants or some combination of these.

	Basic level	Intermediate level	Advanced level
<p><b>B.1: Analyse strengths, weaknesses, opportunities and threats with regard to the use of e-learning in the organisation.</b></p> <p>A SWOT (strengths, weaknesses, opportunities, threats) analysis is a frequently used starting point for any form of strategic review. It helps in identifying both the current state of play with e-learning and what possibilities exist for the future.</p>	<p>Contributes to the development of a simple SWOT analysis.</p>	<p>Conducts a SWOT analysis based on their own interpretation of the organisation's readiness for e-learning.</p>	<p>Uses a variety of research methods to bring together the views and perceptions of all major stakeholder groups with regard to the organisation's readiness for e-learning.</p>
<p><b>B.2: Establish an overall strategy for the use of e-learning.</b></p> <p>The creation of an e-learning strategy may be a one-off exercise or a regular commitment. It should be closely integrated with an organisation's overall learning and development strategy, which in itself should support the organisation's business strategy.</p>	<p>Contributes to the development of an e-learning strategy as part of a team or working with external consultants.</p>	<p>Develops an e-learning strategy in accordance with an established process.</p> <p>Explores the scope for using a variety of e-learning options, including self-paced learning, web conferencing, mobile learning, electronic performance support, collaborative distance learning, e-assessment, informal learning.</p> <p>Develops measurable objectives for the use of e-learning.</p> <p>Develops a plan for the achievement of these objectives, with milestones, budget and responsibilities.</p> <p>Develops a business case to support the investment required.</p>	<p>Conducts extensive benchmarking to determine what is achievable given the experience of comparable organisations.</p> <p>Works with a variety of stakeholders to explore the potential for using various forms of e-learning within the context of the overall learning and development strategy.</p> <p>Conducts extensive potential problem and risk analysis, and modifies the plan to include appropriate preventative and contingent action.</p>
<p><b>B.3: Determine e-learning skills gaps and plan to overcome these.</b></p> <p>A new e-learning strategy will make demands in terms of new skills. The aim here is to identify what skills are required in what positions, which skills need to be located in-house and which bought in on demand, and the actions needed to upgrade skills of existing</p>	<p>Works with an established e-learning expert to conduct an analysis of existing e-learning skills, identify skills gaps and plan interventions to address these gaps.</p>	<p>Conducts a systematic position-by-position analysis of the skills that will be required to support the e-learning strategy.</p> <p>Uses a systematic process to identify current skill levels for all current or prospective holders of these positions.</p>	<p>Identifies those skills which should ideally be resident in-house and those which should be bought-in as needed.</p> <p>Investigates and compares alternative means to address the skills gaps and commissions bespoke solutions where necessary.</p>

employees.		Identifies the resources and interventions available that will address each skills gap.	
<p><b>B.4: Determine gaps in the technical infrastructure and plan to overcome these.</b></p> <p>Typically, it will be necessary to put in place a new or revised technical infrastructure to support a new e-learning strategy. This infrastructure could include a learning management system / virtual learning environment, authoring tools, web conferencing tools, learning content management. It may also necessitate the purchase of additional equipment or facilities.</p>	<p>Assists IT and e-learning specialists in determining the functional specifications for required systems, tools and equipment.</p> <p>Assists in the selection of appropriate systems, tools and equipment.</p>	<p>Works in consultation with IT and e-learning specialists to develop functional specifications for required systems, tools and equipment.</p> <p>Develops the business case for the acquisition of new systems, tools and equipment.</p>	<p>Conducts extensive benchmarking to determine what systems, tools and equipment have proved successful in comparable organisations.</p> <p>Consults extensively to ascertain current trends in the use of e-learning systems, tools and equipment.</p> <p>Negotiates with vendors to ensure systems, tools and equipment meet the required specification within the available budget.</p>
<p><b>B.5: Analyse the sources of resistance among key stakeholders and plan to overcome these.</b></p> <p>The implementation of a new e-learning strategy can represent a major change from the status quo and can therefore generate resistance from key stakeholders such as learners, managers, IT and other trainers.</p>	<p>Assists in identifying key stakeholders and making plans to gain their commitment to the e-learning strategy.</p>	<p>Consults extensively with key stakeholders to obtain their input to the e-learning strategy and to identify potential sources of resistance.</p> <p>Develops a communication plan designed to overcome resistance and build commitment.</p>	<p>Conducts benchmarking to ascertain how other organisations have successfully gained the commitment of key stakeholders.</p> <p>Works continuously with key stakeholders to ensure the e-learning strategy is delivering meaningful benefits.</p>
<p><b>B.6: Develop a marketing plan to support the e-learning strategy and to maximise take-up.</b></p> <p>A new e-learning strategy must be communicated to all key stakeholders and marketed on an ongoing basis.</p>	<p>Uses all available communication channels to provide information to key stakeholders on new e- and blended learning interventions.</p>	<p>Plans marketing activities to support the launch of the overall e-learning strategy.</p> <p>Supports each major e- or blended learning intervention with marketing activities prior to launch, at launch and following launch.</p>	<p>Conducts benchmarking to ascertain how other organisations have successfully marketed their e-learning interventions.</p> <p>Continuously monitors and assesses the impact of each marketing programme, refining it as necessary.</p>
<p><b>B.7: Evaluate the effectiveness and efficiency of e- and blended learning programmes.</b></p> <p>A new e-learning strategy is likely to require a substantial investment of time, energy and budget. The aim here is to measure the return on this investment and to assess how the strategy should be enhanced going forward.</p>	<p>Uses data gathered automatically through a learning management system to monitor learner activity and assessments.</p>	<p>Analyses a wide variety of indicators to assess effectiveness (learning, transfer, performance) and efficiency (take-up, usage of capacity, cost, timeliness, etc.).</p> <p>Conducts studies to gather qualitative evidence of effectiveness and the</p>	<p>Conducts benchmarking to compare results with comparable organisations.</p> <p>Makes recommendations for changes to the e-learning strategy as a result of information acquired through evaluation and benchmarking studies.</p>



---

reactions of key stakeholders.

## C. Curriculum design skills

The skills described here apply to the design of any learning intervention, whether or not the decision is taken to include an e-learning element. However generic this process might be, these skills must be in place if e-learning is to be used appropriately.

	Basic level	Intermediate level	Advanced level
<p><b>C.1: Analyse the learning requirement.</b></p> <p>A major influences on the design for a new learning intervention is the type of learning required. This can be categorised in various ways, but is likely to distinguish between knowledge (concepts, procedures, processes, etc.), skills (problem-solving, physical, interpersonal, etc. ) and attitudinal. The assumption here is that different forms of learning require different pedagogical approaches.</p>	<p>Determines the broad category of learning requirement, (knowledge, skills, attitudes/behaviours, etc.) and appreciates the broad implications of these distinctions.</p>	<p>Conducts detailed research to determine the types of learning required for a particular intervention.</p> <p>Appreciates the fine distinctions between different types of learning and the implications these distinctions have for the design.</p>	<p>Utilises a wide variety of research methods to uncover the true nature of a learning requirement.</p> <p>Clearly separates the different types of learning required in complex and multi-faceted interventions, and fully appreciates the implications of these distinctions.</p>
<p><b>C.2: Analyse target audience characteristics.</b></p> <p>Another influence on the design for an intervention is the nature of the target audience – their demographics, prior knowledge, level of interest, independence as learners, and preferences.</p>	<p>Uses a pre-existing checklist or questionnaire to determine the characteristics of a particular target audience.</p>	<p>Goes beyond pre-existing checklists to follow-up and explore the implications of various audience characteristics.</p>	<p>Utilises a wide variety of research methods to determine the characteristics of a particular audience, particularly in non-standard situations.</p>
<p><b>C.3: Analyse practical constraints and opportunities.</b></p> <p>The third major influence on the design of an intervention comes from the practical constraints and opportunities inherent in the situation, in particular the availability of tools, skills, equipment, facilities, budget and time, as well as the geographical dispersion of the target audience.</p>	<p>Uses a pre-existing checklist or questionnaire to determine the constraints and opportunities associated with a particular requirement.</p>	<p>Goes beyond pre-existing checklists to follow-up and explore the implications of various constraints and opportunities.</p>	<p>Utilises a wide variety of research methods to determine exactly what constraints and opportunities are presented, particularly in non-standard situations.</p>
<p><b>C.4: Select effective methods for each key stage / element in the intervention.</b></p> <p>The effectiveness of a learning intervention is largely a function of the educational and training methods chosen to address the particular learning requirement. Of particular importance is the selection of the appropriate social context (self-study, one-to-one, group) for each stage in the intervention. More complex interventions are likely to require a blend of different contexts.</p>	<p>Follows pre-existing guidelines and conventions to select educational and training methods appropriate to the situation.</p>	<p>Goes beyond pre-existing guidelines and conventions to create richer blends that better meet the requirements of particular situations.</p>	<p>Draws on a rich understanding of the pedagogical characteristics of a wide range of alternative methods to create innovative new blends to meet non-standard requirements.</p>



**C.5: Select learning media to efficiently deliver each of these methods.**

The efficiency of a learning intervention (its cost, duration, timeliness, etc.) is heavily dependent on the choice of medium (face-to-face, online, print, telephone, etc.). Each medium has its own inherent efficiencies and capabilities which make it more or less suitable for use in the delivery of a particular method.

Follows pre-existing guidelines and conventions to select learning media, including various forms of e-learning, which are suited to the chosen methods.

Goes beyond pre-existing guidelines and conventions to bring in new media options that provide additional efficiencies and opportunities for learning.

Draws on a rich understanding of the latest media options to develop innovative new ways of delivering effective learning experiences.

## D. Content creation skills

E-learning content can take many forms, including tutorials, simulations, games, assessments, videos, podcasts, troubleshooting guides and simple reference material. This content may constitute the full extent of the intervention or, more commonly, represent an element in a blended solution that may well include components that are not delivered online. E-learning content creation skills may be applied by learning and development professionals, e-learning specialists and subject experts, with elements contributed by creative and technical specialists.

	Basic level	Intermediate level	Advanced level
<p><b>D.1: Project manage the process of content creation.</b></p> <p>Content creation can be a relatively informal job that a person can undertake on their own. Alternatively, it can represent a major project involving many different specialists and a considerable budget. In the latter case, project management becomes an essential element of the task and may be undertaken both within the user organisation and by specialist contractors.</p>	<p>Creates a simple project plan and communicates this with all team members.</p> <p>Obtains regular updates on project progress.</p> <p>Modifies the project plan to reflect changing circumstances.</p> <p>Evaluates the success of the project and draws lessons for use in future projects.</p>	<p>Defines the project in terms of the problem or need, objectives, scope, constraints and deliverables.</p> <p>Creates a detailed project plan including a task list, dependencies, responsibilities and time estimates.</p> <p>Prepares a risk analysis and builds preventative and contingent actions into the project plan.</p> <p>Monitors progress using timesheets, reports, quality checks, meetings, etc.</p> <p>Identifies the cause of any problems and adjusts the plan accordingly.</p> <p>Reviews the project thoroughly and systematically to identify successes and failures from which lessons can be learned.</p>	<p>Manages disputes over changes to project scope.</p> <p>Resolves conflict between team members.</p> <p>Handles relationships with clients, sponsors and other key stakeholders.</p>
<p><b>D.2: Design the content.</b></p> <p>Before the detailed work commences of preparing, developing and assembling e-learning content, consideration needs to be given to the objectives for the content, the approach to be taken and the way the content will be structured. This is particularly important when a team of people needs to co-operate in bringing the content together, or when approvals are needed.</p>	<p>Liaises with subject experts to develop a full understanding of the content that needs to be communicated.</p> <p>Establishes specific learning objectives for the content, based on the broader objectives for the intervention as a whole.</p> <p>Follows the instructional strategies, media mix, sequence and structure already established for previous, similar projects.</p>	<p>Determines appropriate instructional strategies depending on the unique nature of each learning objective and taking account of the particular audience characteristics.</p> <p>Selects the appropriate media to support these strategies.</p> <p>Structures and sequences the content to maximise effectiveness.</p>	<p>Working on the basis of the broad objectives for the intervention as a whole, works with multiple stakeholders to prototype and test alternative design approaches.</p> <p>Draws upon an extensive knowledge of learning theory and empirical research to suggest innovative new approaches.</p> <p>Reviews and refines the design until it is proven to be a workable way forward.</p> <p>Considers the design in the context of</p>

a broader architecture for reusable content.

**D.3: Prepare the written and spoken elements of the content.**

In most cases, e-learning content will include a written and/or spoken component that needs to be scripted carefully. The process of scripting may extend to the creation of storyboards that inform the work of creative and technical specialists in subsequent phases of development.

Prepares the first draft of the textual elements of the content.

Specifies where graphical and audio-visual assets are required to work alongside the written or spoken elements.

Edits textual material submitted by subject experts and others, to ensure the material is accurate, simple and concise.

Enriches written material with appropriate stories, examples, case histories, etc.

Writes scripts which are appropriate for delivery as audio narrations.

Prepares storyboards to show how the various auditory and visual elements work alongside each other.

Writes material which is both memorable and highly engaging for the particular target audience, Writes highly professional scripts for narration and drama.

**D.4: Prepare interactions and test items.**

Much e-learning content includes interactive elements such as questions, simulations, games, surveys or assessments. Where this is the case the interactions need to be scripted carefully, to include clear instructions for branching (where appropriate) and feedback.

Enriches the content with simple inductive questions.

Creates test items that check for achievement of the learning objectives.

Employs a wide variety of interactive techniques to stimulate learning.

Maximises opportunities for learning by providing helpful feedback to questions and other interactions.

Creates test items that constitute a highly reliable and valid assessment of achievement of the learning objectives.

Creates highly sophisticated interactive components, including games, scenarios and simulations.

Employs intelligent tutoring techniques to create highly adaptive and individualised learning experiences.

**D.5: Source audio-visual assets.**

Most e-learning content incorporates an audio-visual component, even if this extends no further than still images. In some cases these assets can be sourced from libraries or created with simple tools, although richer media assets are likely to require the support of specialists.

Locates suitable images in photo libraries and clip-art collections.

Uses a digital camera to capture additional still images.

Makes simple edits to still images using graphics software.

Creates simple charts and other diagrams using standard office applications.

Uses screen capture software to create software demonstrations.

Creates simple videos of people, events and processes, performs basic edits on these and then outputs to the appropriate formats.

Records audio for narrations or podcasts, performs basic edits and then outputs to the appropriate formats.

Creates very simple animations using standard features of graphical software tools.

Creates more complex, sophisticated or innovative still graphic material.

Creates sophisticated animations.

Generates 3D models.

Creates original illustrations.

Creates more sophisticated audio or video material, using professional equipment and software.

**D.6: Program any functionality that is not available in off-the-**

Makes minor adjustments to existing

Works in HTML and/or scripting

Works in a wide range of server- and

<p><b>shelf tools.</b></p> <p>In many cases, off-the-shelf authoring tools provide all the functionality required to implement an e-learning design. Sometimes, however, that functionality must be created using HTML and specialist programming languages. This is particularly likely when developing simulations or games that don't conform to simple templates.</p>	<p>HTML and/or programming code in scripting languages.</p>	<p>languages to create simple routines that enhance functionality.</p>	<p>client-side languages to create significant new functionality.</p>
<p><b>D.7: Use authoring tools to build the content.</b></p> <p>Authoring tools take many forms, from commonly-used office applications to specialist tools for creating tutorials, assessments, software demos, 3D scenarios, etc. These tools are used to assemble the application and then to export the finished material in the format (such as SCORM) required for the delivery platform (such as an LMS).</p>	<p>Uses standard authoring tool templates and wizards to assemble simple content and export this content into appropriate formats.</p>	<p>Works with a wide range of the functionality available within authoring tools to create more sophisticated content.</p>	<p>Uses an in-depth knowledge of authoring tool functionality to deliver the most advanced content possible, often making use of a range of tools in a single project.</p>
<p><b>D.8: Test and refine the content.</b></p> <p>Before release, it is good practice to test the content to ensure it is accurate, technically robust, compatible with the target platforms, usable and accessible. Although a thorough test normally takes place pre-release, ideally many of these issues will have been resolved at the scripting and/or prototype phases.</p>	<p>Carries out routine tests to check that the content conforms to the design specification under normal conditions. Acts on test findings to make simple corrections and enhancements to the content.</p>	<p>Works to a structured test plan to ensure that the content complies with industry standards for accessibility, interoperability and usability, is compatible across all target platforms, and is technically robust even when subjected to stress testing.</p> <p>Makes detailed recommendations for changes to address routine problems.</p>	<p>Formulates structured test plans to ensure all significant aspects of the performance of the content are adequately tested.</p> <p>Employs advanced troubleshooting techniques to determine the causes of non-routine problems.</p> <p>Makes recommendations for changes to address non-routine problems.</p>

## E. Facilitation skills

As e-learning evolves, it is likely to involve communication and collaboration between learners and facilitators, as it is e-content. These skills relate to the involvement of learning and development staff in the delivery of a learning intervention, with technology as an enabler.

	Basic level	Intermediate level	Advanced level
<p><b>E.1: Facilitate a live online session using web conferencing tools or virtual worlds.</b></p> <p>Web conferencing (often described in an educational or training context as a virtual classroom) makes it possible to deliver live sessions online for small groups or to large audiences. Similar functionality can be achieved using 3D virtual worlds such as SecondLife.</p>	<p>Operates the most common features of the conferencing software without difficulty.</p> <p>Supports the session with appropriate visual aids.</p> <p>Enriches the learning experience with simple interactions.</p>	<p>Employs a variety of interactions to maximise contributions.</p> <p>Uses the intonation of their voice to maintain interest and attention.</p> <p>Uses application sharing to support collaboration.</p> <p>Enriches the learning experience with a variety of media, including web sites, Flash animations and video.</p>	<p>Employs a wide range of techniques to maximise group interaction, including the use of break-out groups and role plays.</p> <p>Maximises the audio channel by making use of multiple voices, as with interviews, panel discussions, Q&amp;A sessions, etc.</p>
<p><b>E.2: Set up a learning intervention in a virtual learning environment (VLE) or learning management system (LMS).</b></p> <p>A VLE (or, to a lesser extent a LMS) provides a platform in which all the activities and resources relating to a particular intervention can be brought together online. When a new intervention is launched, the VLE/LMS must be configured accordingly.</p>	<p>Makes minor additions or adjustments to an existing intervention.</p> <p>Performs simple admin tasks such as enrolling students and forming groups.</p>	<p>Sets up new interventions in accordance with existing templates and guidelines.</p> <p>Lays out activities and resources in a clear and well-organised manner.</p>	<p>Establishes templates and guidelines for a whole series of interventions.</p> <p>Uses advanced VLE/LMS functionality, such as blogs, wikis, tagging and RSS, to enrich the learning experience.</p>
<p><b>E.3: Design and facilitate online learning activities.</b></p> <p>Distance and blended learning interventions will typically include activities for students to carry out online, and assignments for submission online. The facilitator plays a key role in ensuring that these activities achieve their objectives.</p>	<p>Responds to questions and queries in a timely manner.</p> <p>Ensures online activities are completed to schedule.</p> <p>Keeps students informed with regular announcements.</p> <p>Uses information provided by the VLE/LMS to monitor student progress.</p> <p>Provides constructive feedback and encouragement.</p> <p>Moderates discussions, ensuring they stay</p>	<p>Designs simple online activities in support of the learning objectives for the intervention.</p> <p>Refines and improves existing activities in response to feedback and experience.</p> <p>Assists students who are experiencing difficulty with the activities.</p> <p>Addresses any technical problems, in consultation with experts as necessary.</p> <p>Deals with conflicts between students or with students who are exhibiting difficult</p>	<p>Constructs clear guidelines for appropriate online behaviour.</p> <p>Draws upon an extensive knowledge of the dynamics of online communication in designing activities that maximise group collaboration while in the support of clear learning objectives.</p> <p>Constructs marking schemes which permit objective and transparent grading of student assignments.</p> <p>Employs a high degree of sensitivity in</p>

	focused and summarising as necessary.	behaviour.	deciding when and how to intervene in online activities.
<p><b>E.4: Employ computer technology effectively in the classroom.</b></p> <p>Technology plays an increasingly important role in the face-to-face classroom, whether as a support to the facilitator, or as tools that allow students to carry out research or develop skills.</p>	<p>Uses PowerPoint or similar applications to display appropriate visual aids.</p>	<p>Enriches the learning experience with a wide range of downloaded or online resources, including videos, animations, 3D models, web sites, etc.</p>	<p>Supports innovative group activities with interactive materials such as games, quizzes, simulations and scenarios, or by having groups conduct online research.</p>

Enquiries to: Clive Shepherd, [clive@onlignment.com](mailto:clive@onlignment.com)