

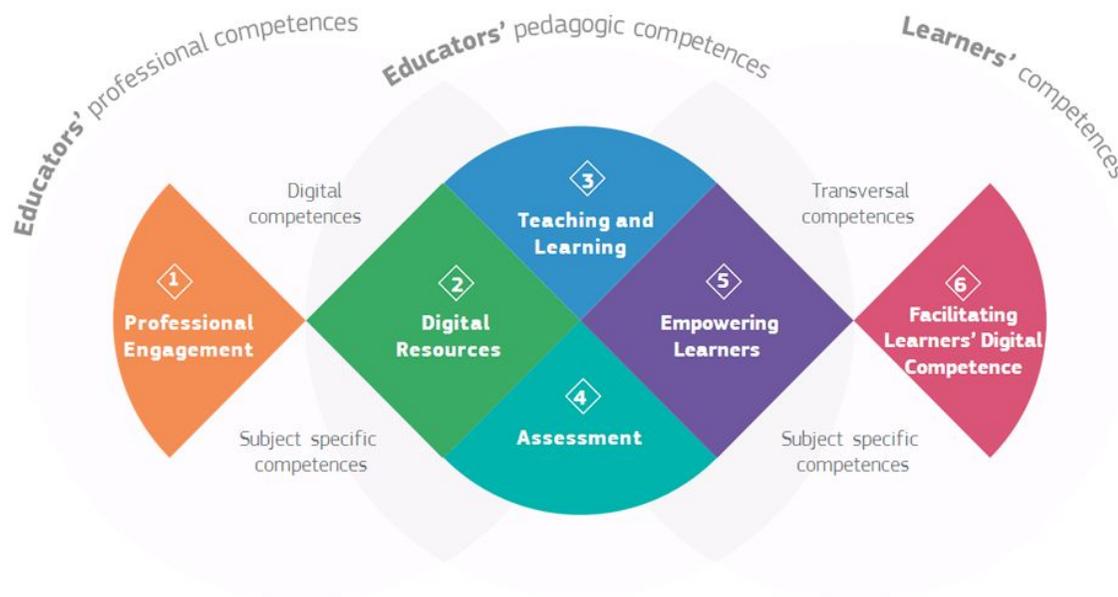
Moodle Educator Certification Program 2020

What is different?

The revised program will use as its base the European Framework for the Digital Competence of Educators, [DigCompEdu](#).

The program will cover the three areas of competences as in DigCompEdu, with specific reference to Moodle:

- Educators' professional competences
- Educators' pedagogic competencies
- Learners' competencies



There will be **six courses**, taking their titles directly from the 6 DigCompEdu areas (though again relating to Moodle):

- Each course will be self contained and may be completed in any order
- A badge and certificate will be awarded on the completion of a course
- An MEC certificate will be awarded for completion of all six courses

What is the content of the courses?

Professional engagement (Educators' professional competences)

Participants in this course will explore how Moodle can help them

- **1.1 Organisational communication** - Use a variety of communication methods to enhance communication within their organisation
- **1.2 Professional collaboration** - Collaborate and share resources
- **1.3 Reflective practice** - Improve their practice through critical reflection and feedback
- **1.4 Digital CPD** - Engage in continuous professional development using sites such as MoodleNet

Digital resources (Educators' pedagogic competences)

Participants in this course will explore how Moodle can help them

- **2.1 Selecting digital resources** - Locate, assess and select appropriate open content such as from MoodleNet
- **2.2 Creating and modifying digital resources** - Create and share appropriately licensed open content
- **2.3 Managing, protecting and sharing digital resources** - Respect and correctly attribute open content and apply privacy and copyright rules

Teaching and learning (Educators' pedagogic competences)

Participants in this course will explore how Moodle can help them

- **3.1 Teaching** - Engage learners with thoughtful use of interactive materials

- **3.2 Guidance** - Support learners individually and within groups using a range of tools
- **3.3 Collaborative learning** - Motivate learners with collaborative learning activities
- **3.4 Self regulated learning** - Create scenarios supporting self-regulated learning

Assessment (Educators' pedagogic competences)

Participants in this course will explore how Moodle can help them

- **4.1 Assessment strategies** - Use summative and formative approaches appropriate to their learners
- **4.2 Analysing evidence** - Track and support learner progress by informed use of activity and course reporting
- **4.3 Feedback and planning** - Provide targeted support with a range of feedback options appropriate to their learners

Empowering learners (Educators' pedagogic competences)

Participants in this course will explore how Moodle can help them

- **5.1 Accessibility and inclusion** - Create accessible and mobile-friendly courses to ensure inclusion
- **5.2 Differentiation and personalisation** - Create personalised and adaptive learning paths to meet learners' diverse needs
- **5.3 Actively engaging learners** - Foster learner independence and creativity by using a range of strategies to motivate and reward learner success

Facilitating learners' digital competence (Learners' competences)

Participants in this course will explore how Moodle can help them

- **6.1 Information and Media literacy** - Guide learners to source and critically evaluate online materials
- **6.2 Digital communication and collaboration** - Encourage learner communication, collaboration and civic participation
- **6.3 Digital content creation** - Provide opportunities for learners to co-create content relevant to them
- **6.4 Responsible use** - Guide learners to be safe online
- **6.5 Digital problem solving** - Challenge learners with technical problem-solving activities and scenarios

What will participants need?

- Participants will be expected to have demonstrable prior experience with Moodle or previously taken a recent Moodle training course (such as a Learn Moodle Basics MOOC). This may be provided in advance by Partners or participants could first engage in a self-paced version of the Learn Moodle Basics MOOC on the MEC site.
- Participants should expect to spend a minimum of 8 hours per course.

What will the courses look like?

The courses will include a mix of content with automatic completion (such as requiring a grade), collaborative content and facilitated/assessed content such as forums and assignments. A typical course would be something like this:

Teaching and Learning		
Welcome		(Activity completion settings)
Course noticeboard	Announcements forum for facilitators	No completion
How this course works	A book with information about how the course works (eg Learning goals/activity completion/assessment criteria)	Automatic completion -require view

What do you already know?		
Self assessment check-in	A quiz inspired by the DigCompEdu check in self assessment tests for each area of competence. Participants (and facilitators) see what their starting level is.	Automatic completion - require grade
Tell us about yourself	A forum where participants and facilitators introduce themselves, and participants share their previous experience (if any) and reasons for taking the course	Automatic completion - post once and reply once
Overview: Teaching and Learning		
What we explore in this course	A page outlining the competences in the Teaching and Learning area (3.1, 3.2, 3.3 and 3.4 of DigCompEdu) and how they connect to Moodle	Manual completion
Any questions?	Optional forum for asking questions about the learning content and tasks	No completion
Find something useful? Add it here	Optional glossary or database activity for participants to share useful links, research, comments	No completion
3.1 Teaching	A book or page with short paragraphs, using simple language elaborating on DigCompEdu 3.1, including case studies	Automatic completion - require view
Test your understanding: 3.1 Teaching	A short quiz , multiple attempts, deferred feedback with 80% pass rate	Automatic completion - pass grade
3.2 Guidance	A book or page with short paragraphs, simple language	Automatic completion -

	elaborating on DigCompEdu 3.2, including case studies	require view
Test your understanding: 3.2 Guidance	A short quiz , multiple attempts, deferred feedback with 80% pass rate	Automatic completion - pass grade
3.3 Collaborative learning	A book or page with short paragraphs, using simple language elaborating on DigCompEdu 3.3, including case studies	Automatic completion - require view
Quick check: 3.3 Collaborative learning	A short quiz , multiple attempts, deferred feedback with 80% pass rate	Automatic completion - pass grade
3.4 Self regulated learning	A book or page with short paragraphs, using simple language elaborating on DigCompEdu 3.4, including case studies	Automatic completion - require view
Test your understanding: 3.4 Self regulated learning	A short quiz , multiple attempts, deferred feedback with 80% pass rate	Automatic completion - pass grade
Your assessed tasks		
Assessed task One	<p>Online text assignment. Giving a solution to a specific problem and using at least two of the competencies. Graded with a rubric with a minimum pass mark.</p> <p>Example: <i>An organisation you know uses online learning in a very traditional way of displaying uploaded files. You have been asked to help them improve their courses by including elements of collaborative and self-regulated learning. In a minimum of 300 words explain</i></p>	Automatic completion - pass grade

	<ul style="list-style-type: none"> • <i>why this is a good idea - or why not? You can disagree!</i> • <i>which Moodle tools you could use and how giving examples in context.</i> • <i>anything else you feel might be useful to your colleagues in the other organisation. You may include screenshots or links to courses/ activities as long as they do not reveal any sensitive student data.</i> 	
Assessed task Two	<p>Online text assignment which can include file uploads. A reflective task where participants write how they will use what they have learned in their own teaching (or if not, why not). Can also include examples of previous and future relevant course/activity designs. Graded with a rubric with a minimum pass mark.</p> <p>Example: <i>How will you use the knowledge gained in this course to help your own course design? In your answer please include:</i></p> <ul style="list-style-type: none"> • <i>who your learners are and the subject/ content you teach/train</i> • <i>the main style of your teaching - uploaded files/ discussion forums/assessed tasks/videos etc etc</i> • <i>Any challenges you have faced before - or successes!</i> • <i>what (if anything) you plan to do differently. Give specific examples in context.</i> <p><i>Note: If you don't plan to do anything differently, please give an outline of how your current teaching aligns with the competences in this course.</i></p>	Automatic completion - pass grade

Where to go from here?		
Share your ideas!	Optional forum , restricted access until participant's two assessed tasks are graded - a place for them to share any good course/activity designs they had.	No completion
Self assessment check-in (Optional)	A chance to repeat the quiz from the start of the course to gauge participants' increased confidence	No completion
Course evaluation	Feedback activity to collect suggestions on how the course may be improved	Automatic completion when feedback complete
Other courses to consider	Page about the other MEC courses	No completion

How is competence assessed?

- The concepts are assessed in quizzes in which participants must obtain a minimum of 80%. Quizzes will test both theoretical knowledge of the concepts and knowledge of the related Moodle tools.
- The practical side is assessed in two assignments ("assessed tasks")
 1. A written task where participants provide a solution to a problem, requiring creation of course elements related to these competences
 2. A written reflective task where participants outline how they will use their new competences in the future, or how they have already started implementing their knowledge. They may also provide screenshots, links to courses, other uploaded information (with student data concealed).
- The assessed tasks are assessed using a rubric based on the DigCompEdu Proficiency levels and including examples of best practice with Moodle:
 - A1 Newcomer

- A2 Explorer
 - B1 Integrator
 - **B2 Expert**
 - C1 Leader
 - C2 Pioneer
- **B2 Expert** is the minimum level needed to obtain the MEC badge and subsequent certificate. Over the two assessed tasks the participant should aim to demonstrate proficiency in all competencies covered in the course, and the facilitator should aim to encourage them to do so, requesting resubmission if competence has not been shown.