



Critical Curation and Collaboration in Learning (Cur8) Competence Framework

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Project Information

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1. Learning Content Curation as a core digital literacy competence

The digital curation of learning content is embedded in participatory and connected learning where the traditional detachment and formality of ‘content exchange’ is seen as a less relevant mechanism for knowledge transfer. **Curation embraces the multimodal competencies** that are now central to effectively navigating abundant and complex information and media landscapes. Fundamentally is an act of problem solving. It is about finding, storing and organising relevant information in accessible ways.

Curation can be viewed as a core competency for critical inquiry, aggregation and storytelling in digital culture. It includes the ability of both CVET/Learning and Development (L&D) Professionals to effectively combine sources, ideas, content, and platforms to create clear and balanced learning opportunities and, importantly, to how to develop these competences in learners in order that they can become effective self-directed and autonomous learners. L&D Professionals and learners alike need to be proficient in the aggregation, repurposing, and appropriation of content while maintaining accuracy, cohesion, narrative flow, and point of view.

The competence can be defined as the ability: **“To transform teaching and learning through effective collection, categorisation, critiquing, conceptualisation, and circulation of resources deemed to have (curricular and) content value.”**

A Digital Curation Framework

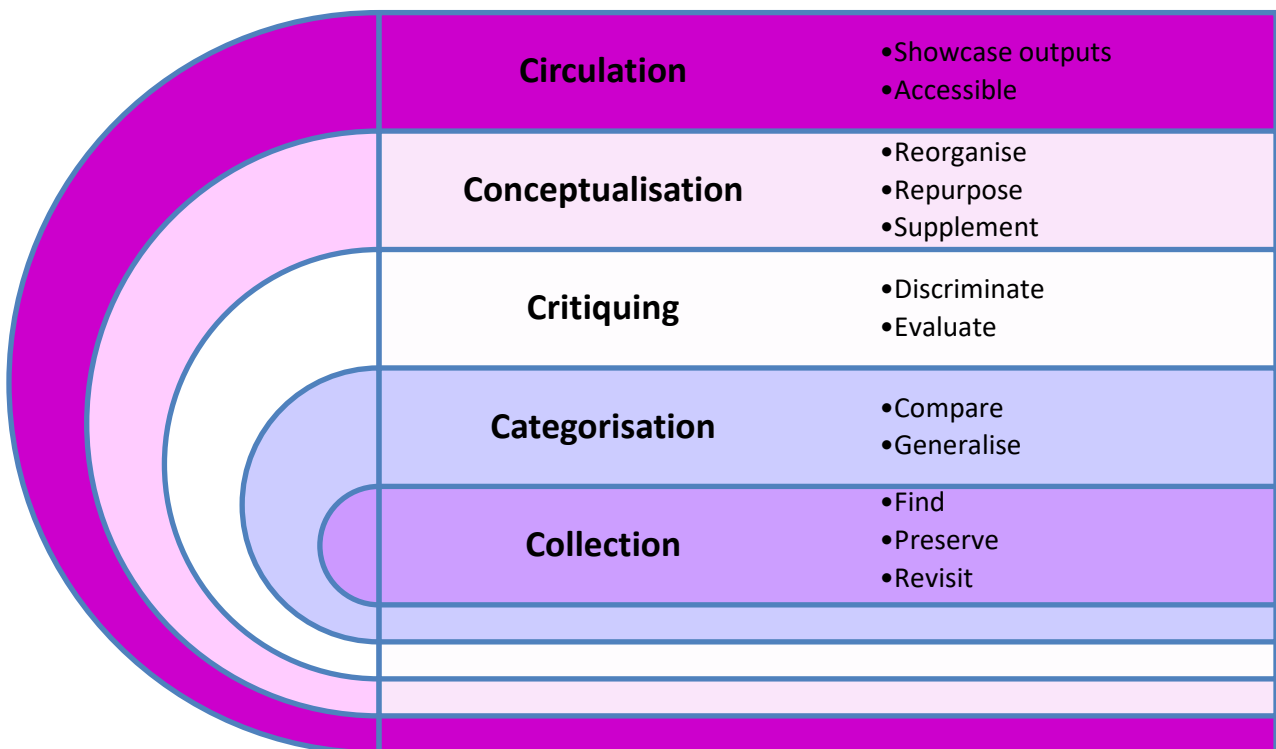


Figure adapted from [Deschaine/Sharma \(2015\)](#): The Five Cs of Digital Curation: Supporting Twenty-First-Century Teaching and Learning



So how can we describe the competence of critically curating learning content?

The trainer is able to use knowledge and skills acquired through his/her Learning Content Curation training to promote effective learning, and problem solving and manage related changes in their teaching and learning/facilitation and enabling approaches.

Knowledge: The trainer...

- Understands the benefits and value of Learning Content Curation for their own development and that of the learners they support
- Understands that effective content curation can transform the learning process, how and why.
- Understands the technical skills needed to use digital/multi-media technologies
- Understands media and information content, formats, providers and audience
- Understands the importance of knowledge management and continuous updating
- Knows how to find, preserve, aggregate and revisit learning content
- Understands the importance of internet security, data protection and copyrights
- Understand the need for ethical use of media and information
- Can identify Misinformation and Disinformation and know how to check for and report this

Skills: The trainer...

- Demonstrates the ability to research and find information/learning content including by using multimedia navigation skills
- Applies critical digital literacy skills: the ability to critically assess the quality, validity and potential of learning content that uses new media forms, and to leverage these media for persuasive communication and problem solving
- Uses sense-making skills to determine the deeper meaning or significance of what is being expressed
- Uses photo-visual skills to read instructions from graphical displays
- Processing skills: the ability to process, critique, categorise and evaluate large volumes of information
- Discriminates and filters content for importance and contextual value
- Applies the skill of abandonment to reject information with little or no value to the context
- Has the ability to reorganise, repurpose, supplement and further develop learning content
- Has the key conceptual skills of:
 - Connectivity
 - Innovative Thinking and Problem Solving
 - Critical Thinking
 - Reflective Thinking
 - Positive Thinking

Attitude: The trainer...

- Is open to the concept of shifting from teaching and learning to facilitating and enabling learning
- Has curation intelligence/intellectual curiosity about learning content and the need to continuously update
- Is creative and has a design and problem solving mindset
- Is determined to equip the learners with suitable tools in order to enhance their self-directed learning (eg. for upskilling and reskilling)
- Has a positive attitude towards new approaches to learning and development and the technologies that support these.



Reference System: Critical Digital Curation of Learning Content

KNOWLEDGE		SKILLS		ATTITUDES		
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Having a large knowledge background in using different methods and tools to transform teaching and learning through effective collection, categorisation, critiquing, conceptualisation, circulation and sharing of resources deemed to have (curricular and) learning content value.	Developing/constructing/transferring	Uses sense-making skills to determine the deeper meaning or significance of what is being expressed Has the key conceptual skills of Connectivity, Innovative Thinking and Problem Solving, Critical Thinking, Reflective Thinking and Positive Thinking	Incorporation/internalisation	Is open to the concept of shifting from teaching and learning to facilitating and enabling learning Is creative and has a design and problem solving mindset
4	Knowing when (implicit understanding)	Understands: <ul style="list-style-type: none"> that effective content curation can transform the learning process, how and why. the importance of knowledge management and continuous updating the importance of internet security, data protection and copyrights and the need for ethical use of information 	Discovering/acting independently	<ul style="list-style-type: none"> Discriminates and filters content for importance and contextual value Applies the skill of abandonment to reject information with little or no value to the context Has the ability to reorganise, repurpose, supplement and further develop learning content 	Self-regulation/determination	Is determined to equip the learners with suitable tools in order to enhance their self-directed learning (eg. for upskilling and reskilling)
3	Knowing how	<ul style="list-style-type: none"> Knows how to find, categorise, preserve, aggregate and revisit learning content Understands the technical skills needed to use digital/multi-media technologies Can identify Misinformation and Disinformation and knows how to check for and report this. 	Deciding/selecting	Selecting appropriate methods and tools for undertaking and promoting Critical Digital Curation. Applying critical digital literacy to curation: the ability to critically assess the quality, validity and potential of learning content The ability to process, critique, categorise and evaluate large volumes of information	Motivation/appreciation	Has curation intelligence/intellectual curiosity about learning content and the need to continuously update (oneself and others)
2	Knowing why (understanding)	Understands the benefits and value of Learning Content Curation for their own development and that of the learners they support	Using/imitating	Demonstrates the ability to research and find information/learning content including by using multimedia navigation skills	Perspective taking/interest	Being interested in improving own competence to promote Critical Digital Curation of learning Content for Self-directed Learning.
1	Knowing what/ knowing that	Knowing that digital learning content is widely available via the internet and that Critical Curation is a pre-condition for being able to find and utilise content that adds value to learning resources.	Perceiving	Perceiving that utilising and promoting Critical Digital Curation of Learning Content requires a specific set of training skills and the use of digital tools and contents.	Self-orientation	Has a positive attitude towards new approaches to learning and development and the technologies that support these.

1.1 My Knowledge of Critical Digital Curation of Learning Content

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ¹	Level description	1	Describe what you know now at the beginning to explain your choice	2	Describe what you know at the end to explain your choice
5	Knowing where else (knowledge transfer)	Having a large knowledge background in using different methods and tools to transform teaching and learning through effective collection, categorisation, critiquing, conceptualisation, circulation and sharing of resources deemed to have (curricular and) learning content value.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Understands: <ul style="list-style-type: none"> • that effective content curation can transform the learning process, how and why. • the importance of knowledge management and continuous updating the importance of internet security, data protection and copyrights and the need for ethical use of information 	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	<ul style="list-style-type: none"> • Knows how to find, categorise, preserve, aggregate and revisit learning content • Understands the technical skills needed to use digital/multi-media technologies Can identify Misinformation and Disinformation and knows how to check for and report this.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (understanding)	Understands the benefits and value of Learning Content Curation for their own development and that of the learners they support	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what/ knowing that	Knowing that digital learning content is widely available via the internet and that Critical Curation is a pre-condition for being able to find and utilise content that adds value to learning resources.	<input type="checkbox"/>		<input type="checkbox"/>	

¹ Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)



1.2 My skills in the Critical Digital Curation of Learning Content

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ²	Level description	1	Describe what you can do at the beginning to explain your choice	2	Describe what you can do at the end to explain your choice
5	Developing/ constructing/ transferring	Uses sense-making skills to determine the deeper meaning or significance of what is being expressed Has the key conceptual skills of Connectivity, Innovative Thinking and Problem Solving, Critical Thinking, Reflective Thinking and Positive Thinking	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering/ acting independently	<ul style="list-style-type: none"> • Discriminates and filters content for importance and contextual value • Applies the skill of abandonment to reject information with little or no value to the context Has the ability to reorganise, repurpose, supplement and further develop learning content	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Selecting appropriate methods and tools for undertaking and promoting Critical Digital Curation. Applying critical digital literacy to curation: the ability to critically assess the quality, validity and potential of learning content The ability to process, critique, categorise and evaluate large volumes of information	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using/ imitating	Demonstrates the ability to research and find information/learning content including by using multimedia navigation skills	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Perceiving that utilising and promoting Critical Digital Curation of Learning Content requires a specific set of training skills and the use of digital tools and contents.	<input type="checkbox"/>		<input type="checkbox"/>	

² Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contextes
 Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
 Level 3: Acting partly independently, choosing between options, selecting
 Level 2: Imitating, Acting without own impulse, acting when being instructed
 Level 1: Listening only, participating only, reception without action...



1.3 My attitudes towards Critical Digital Curation of Learning Content

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ³	Level description	1	Describe how you feel at the beginning to explain your choice	2	Describe how you feel at the end to explain your choice
5	Level Title	Level description	<input type="checkbox"/>		<input type="checkbox"/>	
4	Incorporation/ internalisation	Is open to the concept of shifting from teaching and learning to facilitating and enabling learning Is creative and has a design and problem solving mindset	<input type="checkbox"/>		<input type="checkbox"/>	
3	Self-regulation/ determination	Is determined to equip the learners with suitable tools in order to enhance their self-directed learning (eg. for upskilling and reskilling)	<input type="checkbox"/>		<input type="checkbox"/>	
2	Motivation/ appreciation	Has curation intelligence/intellectual curiosity about learning content and the need to continuously update (oneself and others)	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perspective taking/interest	Being interested in improving own competence to promote Critical Digital Curation of learning Content for Self-directed Learning.	<input type="checkbox"/>		<input type="checkbox"/>	

³ Level 5: Having incorporated the competence and intuitively doing it, inspiring others
 Level 4: Determination to improve, prioritising
 Level 3: Motivation and appreciation towards topic (feeling, that it can influence own conditions, motivation to improve)
 Level 2: curiosity (interest in topic, being attracted, but still a bit distant)
 Level 1: no emotional reference to topic



2. Promoting Critical Digital Literacy (CDL) and Managing Required Changes

The trainer is able to use knowledge and skills acquired through his/her CDL training to promote media and information literacy among CVET learners and manage related changes in teaching and learning.

Knowledge: The trainer..

- Understands how different CVET learners interpret and apply media products for updating and reskilling
- Possesses a thorough understanding of the different kinds of Misinformation and Disinformation in the digital media; why and how it is created
- Understands and uses a variety of instructional activities to foster learners' skills in media and information literacy.
- Understands and uses formal and informal assessment strategies to develop knowledge and skills for critical reading, viewing and listening among CVET learners.

Skills: The trainer ...

- Demonstrates ability to help students select the most appropriate approaches (i.e. information retrieval systems) for accessing needed information.
- Uses a variety of techniques that help determine the overall CDL competence of the students and determine their training needs.
- Demonstrates ability to help students evaluate critically information and its source while incorporating relevant information into their knowledge base.
- Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active enquiry, collaboration and free and open communication among students.
- Uses media and information literacy tools to foster a more participatory learning environment for students.
- Uses old or new media technologies to create a bond with school-based and out-of-school learning, especially for students who are becoming alienated from school.
- Uses ICT in the classroom to help students discover ICT and media sources available to them and how to use them in their learning.
- Uses media and information literacy to widen participation in learning.
- Uses knowledge and skills acquired through his/her training to develop students' skills in using media and library resources as tools for research and learning.
- Uses knowledge and skills acquired through his/her training to develop students' skills in identifying the various types of Disinformation in the digital media
- Uses knowledge and skills acquired through his/her training to develop students' skills in evaluating media and information and understanding ethical issues related to media and information literacy.

Attitudes: The trainer:

- Is curious to learn about new 'Fake News'/Disinformation and tools to detect it.
- Is concerned about the personal and societal impacts of disinformation.
- Is determined to equip the learners with suitable tools in order to enhance their CDL.
- Is continuously aware of the pitfalls and ever-changing tactics of technologically-assisted communication.
- Has a positive attitude towards new didactical approaches and technologies.
- Is motivated to discover new ways of teaching and learning.



Reference System: Promoting critical digital Literacy (CDL) Among Students and Managing Required Changes

KNOWLEDGE			SKILLS			ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description	
5	Knowing where else (knowledge transfer)	Having a large knowledge background in using different methods and tools for promoting CDL and knowing how to transfer this to other contexts and learners' group.	Developing/constructing/transferring	Further developing own expertise in promoting CDL and creating new approaches to promote CDL among young adults.	Incorporation/internalisation	Having internalised to facilitate CDL using various learning methods and tools. Inspiring others to develop their competence.	
4	Knowing when (implicit understanding)	Knowing when and how to facilitate CDL activities with different objectives and contexts. Knowing how to assess and improve the effectiveness of the learning process.	Discovering/acting independently	Facilitating CDL with a variety of tools and methods for different contexts and competence levels. Supporting each learner to define their own learning strategy. Being able to optimise existing concepts.	Self-regulation/determination	Being determined to improve own competence to facilitate CDL in theory and practice. Finding it important to be pro-active and creative in this respect.	
3	Knowing how	Knowing how to facilitate CDL activities in a group. Knowing ways and methods how to support learners in applying what was learned.	Deciding/selecting	Selecting appropriate methods and tools for promoting CDL. Monitoring the impact on individual learners in regard to objectives.	Motivation/appreciation	Valuing CDL and being motivated to improve own competence to promote CDL among young people.	
2	Knowing why (understanding)	Knowing the benefits of CDL and knowing a set of methods and tools for promoting CDL among learners.	Using/imitating	Applying methods and tools as instructed or imitated by others for promoting CDL.	Perspective taking/interest	Being interested in improving own competence to promote CDL.	
1	Knowing what/ knowing that	Knowing that data can be interpreted differently and that CDL is a pre-condition for being able to interpret them correctly.	Perceiving	Perceiving that promoting CDL requires a specific set of training skills and contents.	Self-orientation	Feeling that leading learners to increased CDL can be beneficial, without considering to do it.	



1.1 My Knowledge on promoting critical digital Literacy (CDL) Among Students and Managing Required Changes

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁴	Level description	1	Describe what you know now at the beginning to explain your choice	2	Describe what you know at the end to explain your choice
5	Knowing where else (knowledge transfer)	Having a large knowledge background in using different methods and tools for promoting CDL and knowing how to transfer this to other contexts and learners' group.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understand-ing)	Knowing when and how to facilitate CDL activities with different objectives and contexts. Knowing how to assess and improve the effectiveness of the learning process.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing how to facilitate CDL activities in a group. Knowing ways and methods how to support learners in applying what was learned.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (understand-ing)	Knowing the benefits of CDL and knowing a set of methods and tools for promoting CDL among learners.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what/ knowing that	Knowing that data can be interpreted differently and that CDL is a pre-condition for being able to interpret them correctly.	<input type="checkbox"/>		<input type="checkbox"/>	

⁴ Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)
Level 1: Remembering (Recognising – Recalling)



1.2 My skills to promote critical digital Literacy (CDL) Among Students and Managing Required Changes

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁵	Level description	1	Describe what you can do at the beginning to explain your choice	2	Describe what you can do at the end to explain your choice
5	Developing/ constructing/ transferring	Further developing own expertise in promoting CDL and creating new approaches to promote CDL among young adults.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering/ acting independently	Facilitating CDL with a variety of tools and methods for different contexts and competence levels. Supporting each learner to define their own learning strategy. Being able to optimise existing concepts.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Selecting appropriate methods and tools for promoting CDL. Monitoring the impact on individual learners in regard to objectives.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using/ imitating	Applying methods and tools as instructed or imitated by others for promoting CDL.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Perceiving that promoting CDL requires a specific set of training skills and contents.	<input type="checkbox"/>		<input type="checkbox"/>	

⁵ Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
 Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
 Level 3: Acting partly independently, choosing between options, selecting
 Level 2: Imitating, Acting without own impulse, acting when being instructed
 Level 1: Listening only, participating only, reception without action...



1.3 My attitudes towards promoting critical digital Literacy (CDL) Among Students and Managing Required Changes

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁶	Level description	1	Describe how you feel at the beginning to explain your choice	2	Describe how you feel at the end to explain your choice
5	Incorporation/ internalisation	Having internalised to facilitate CDL using various learning methods and tools. Inspiring others to develop their competence.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Self-regulation/ determination	Being determined to improve own competence to facilitate CDL in theory and practice. Finding it important to be pro-active and creative in this respect.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Motivation/ appreciation	Valuing CDL and being motivated to improve own competence to promote CDL among young people.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking/interest	Being interested in improving own competence to promote CDL.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self-orientation	Feeling that leading learners to increased CDL can be beneficial, without considering to do it.	<input type="checkbox"/>		<input type="checkbox"/>	

⁶ Level 5: Having incorporated the competence and intuitively doing it, inspiring others
 Level 4: Determination to improve, prioritising
 Level 3: Motivation and appreciation towards topic (feeling, that it can influence own conditions, motivation to improve)
 Level 2: curiosity (interest in topic, being attracted, but still a bit distant)
 Level 1: no emotional reference to topic



3. Facilitation of Collaborative Online Learning (in CVET)

Competence Description

The CVET/Learning and Development professional can facilitate a collaborative learning environment using various digital methods and tools, concepts and approaches. He/she can adapt and develop concepts and designs for collaborative online learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context.

Collaborative Online Learning is both constructive (oriented along a development process which aims at a supporting learning and skill development) and teamwork driven.

In the **Critical Curation and Collaborative Online Learning Project (Cur8)** collaborative online learning is applied to facilitate joint learning and development processes within a CVET context (including the workplace).

Knowledge: The CVET trainer/facilitator knows...

- what collaborative online learning is about, and which components and theories belong to the concept,
- what it takes to plan and implement collaborative online learning concepts, for instance to consider multiple perspectives and concrete individual experiences,
- the role of a facilitator in this process,
- at which points he/she should intervene within the collaborative online learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts

Skills: The CVET trainer/facilitator is able to...

- create collaborative relationships,
- create and sustain a participatory environment,
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights,
- evoke the creativity of a group,
- plan appropriate group processes,
- guide groups to appropriate and useful outcomes and
- facilitate collaborative online learning based on a repertoire/collection of methods, concepts and tools

Attitudes: The CVET trainer/facilitator ...

- is aware the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- appreciates potentially unambiguous results
- is ready to re-define the own teaching/training/counsellor role
- ...

Reference System: Facilitating Collaborative Online Learning

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer collaborative online learning into new and different CVET/workplace contexts and situations	Developing, constructing, transferring	Adapting and developing online collaborative online learning into CVET/workplace learning activities	Incorporation	Being determined to transfer their own teaching and training approaches to include online facilitation techniques. Inspiring others to apply concepts of online collaborative learning
4	Knowing when (implicit understanding)	Knowing when and how to interact in collaborative online learning process and to apply certain methods	Discovering, acting independently	Facilitating team-based learning with appropriate digital/online tools	Commitment	Being determined to explore and improve the own competence regarding the facilitation of DBCL
3	Knowing how	Knowing the essential concepts of collaborative online learning, suitable tools and the roles and required competences of a facilitator	Deciding/ selecting	Applying a set of online collaborative instruments in defined assignments	Motivation/ appreciation	Being motivated to implement collaborative online learning and facilitation concepts
2	Knowing why (distant understanding)	Understanding why planning and delivering of collaborative online learning has its benefits for implementing skills development	Using, Imitating	Exercising and trying out singular online tools for collaboration	Perspective taking	Being curious and interested about planning and facilitating collaborative online learning
1	Knowing what	Knowing that the facilitation of collaborative online learning is different from traditional teaching	Perceiving	Recognising that online collaborative online learning requires new training / facilitation approaches	Self-orientation	Perceiving the facilitation of collaborative online learning without relating it to the own context



1.1 My Knowledge on Facilitating Collaborative Online Learning

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁷	Level description	1	Describe what you know now at the beginning to explain your choice	2	Describe what you know at the end to explain your choice
5	Knowing where else (strategic transfer)	Knowing how to transfer collaborative online learning into new and different CVET/workplace contexts and situations	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when and how to interact in collaborative online learning process and to apply certain methods	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing the essential concepts of collaborative online learning, suitable tools and the roles and required competences of a facilitator	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Understanding why planning and delivering of collaborative online learning has its benefits for implementing skills development	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that the facilitation of collaborative online learning is different from traditional teaching	<input type="checkbox"/>		<input type="checkbox"/>	

⁷ Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)



1.2 My skills in Facilitating Collaborative Online Learning

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁸	Level description	1	Describe what you can do at the beginning to explain your choice	2	Describe what you can do at the end to explain your choice
5	Developing, constructing, transferring	Adapting and developing online collaborative online learning into CVET/workplace learning activities	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering, acting independently	Facilitating team-based learning with appropriate digital/online tools	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Applying a set of online collaborative instruments in defined assignments	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, Imitating	Exercising and trying out singular online tools for collaboration	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising that online collaborative online learning requires new training / facilitation approaches	<input type="checkbox"/>		<input type="checkbox"/>	

⁸ Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
 Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
 Level 3: Acting partly independently, choosing between options, selecting
 Level 2: Imitating, Acting without own impulse, acting when being instructed
 Level 1: Listening only, participating only, reception without action...



1.3 My attitudes towards Facilitating Collaborative Online Learning

1. Read the level descriptions. 2. Choose your competence level at the beginning and at the end 3. Give concrete examples of what you know at the beginning and at the end and write them into the corresponding field (continue on the back, if you need more space).

	Level Title ⁹	Level description	1	Describe how you feel at the beginning to explain your choice	2	Describe how you feel at the end to explain your choice
5	Incorporation	Being determined to transfer their own teaching and training approaches to include online facilitation techniques. Inspiring others to apply concepts of online collaborative learning	<input type="checkbox"/>		<input type="checkbox"/>	
4	Commitment	Being determined to explore and improve the own competence regarding the facilitation of DBCL	<input type="checkbox"/>		<input type="checkbox"/>	
3	Motivation/ appreciation	Being motivated to implement collaborative online learning and facilitation concepts	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being curious and interested about planning and facilitating collaborative online learning	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self-orientation	Perceiving the facilitation of collaborative online learning without relating it to the own context	<input type="checkbox"/>		<input type="checkbox"/>	

⁹ Level 5: Having incorporated the competence and intuitively doing it, inspiring others
 Level 4: Determination to improve, prioritising
 Level 3: Motivation and appreciation towards topic (feeling, that it can influence own conditions, motivation to improve)
 Level 2: curiosity (interest in topic, being attracted, but still a bit distant)
 Level 1: no emotional reference to topic