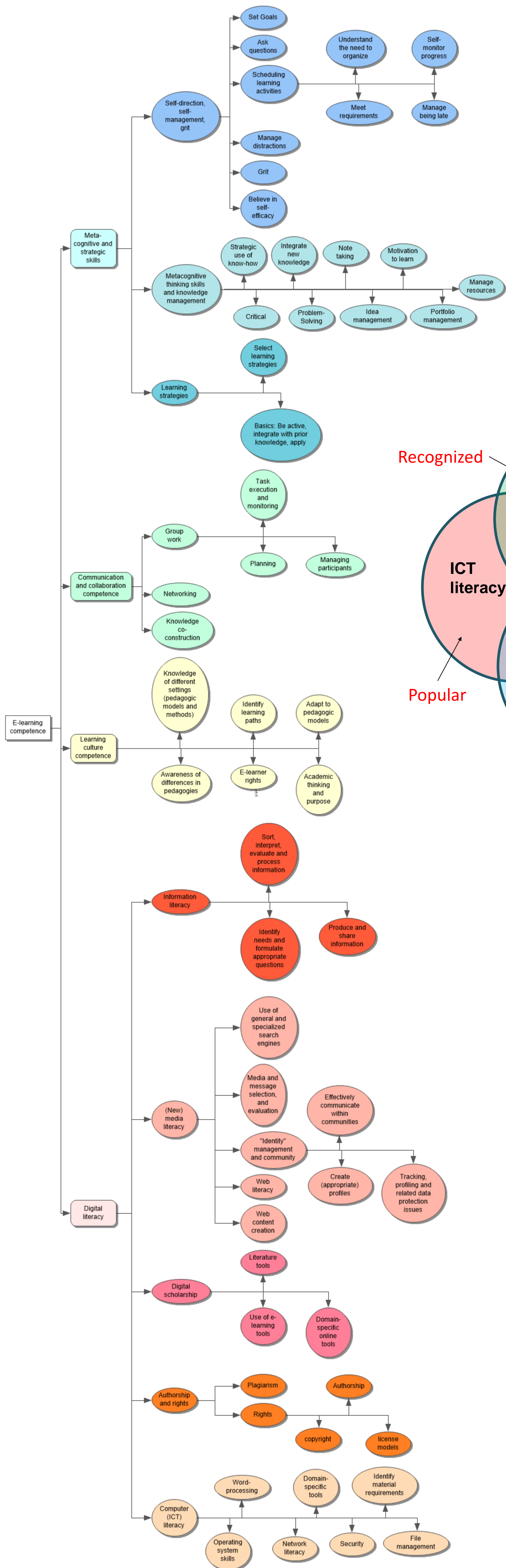
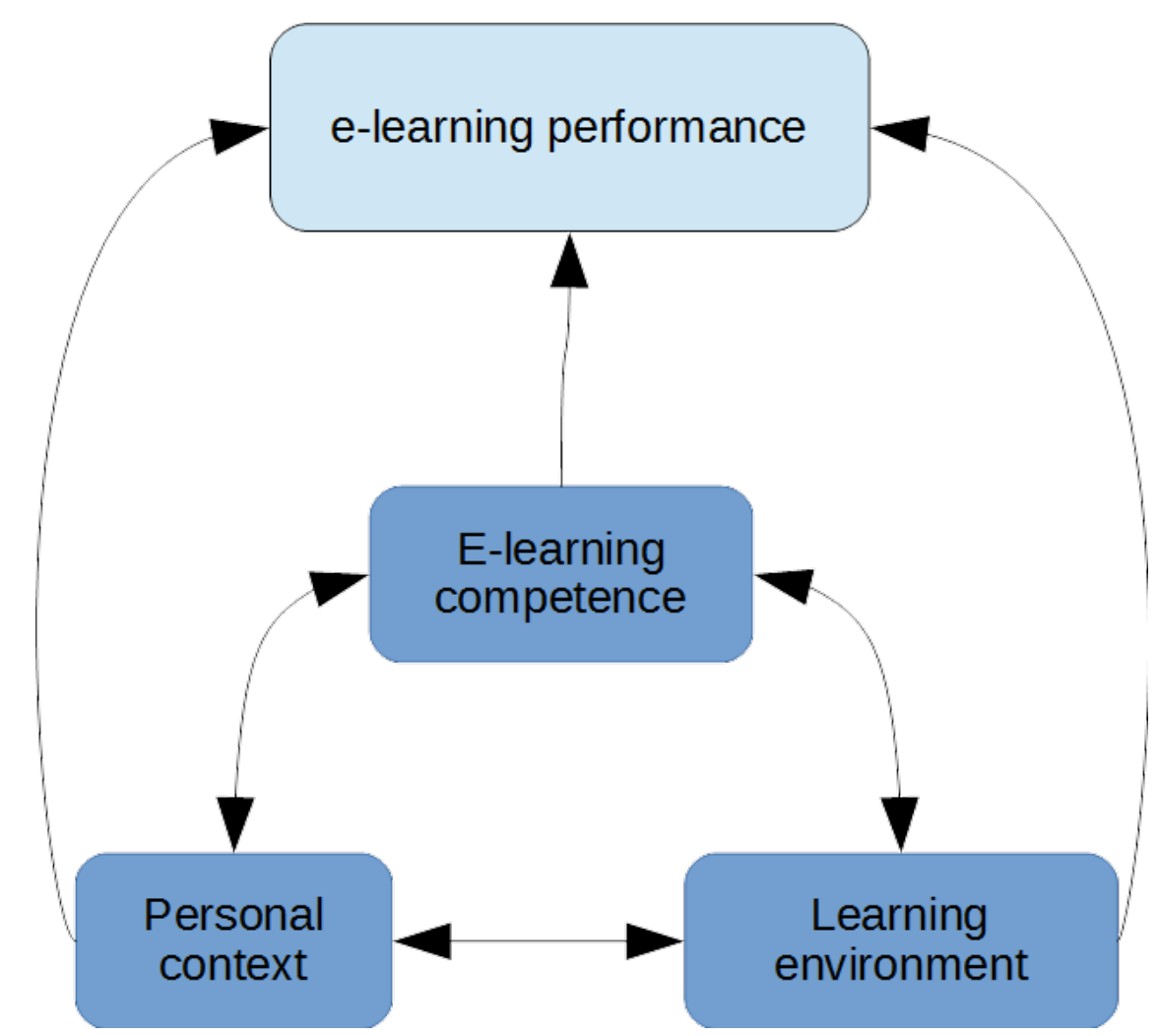


Learners' eLearning competency

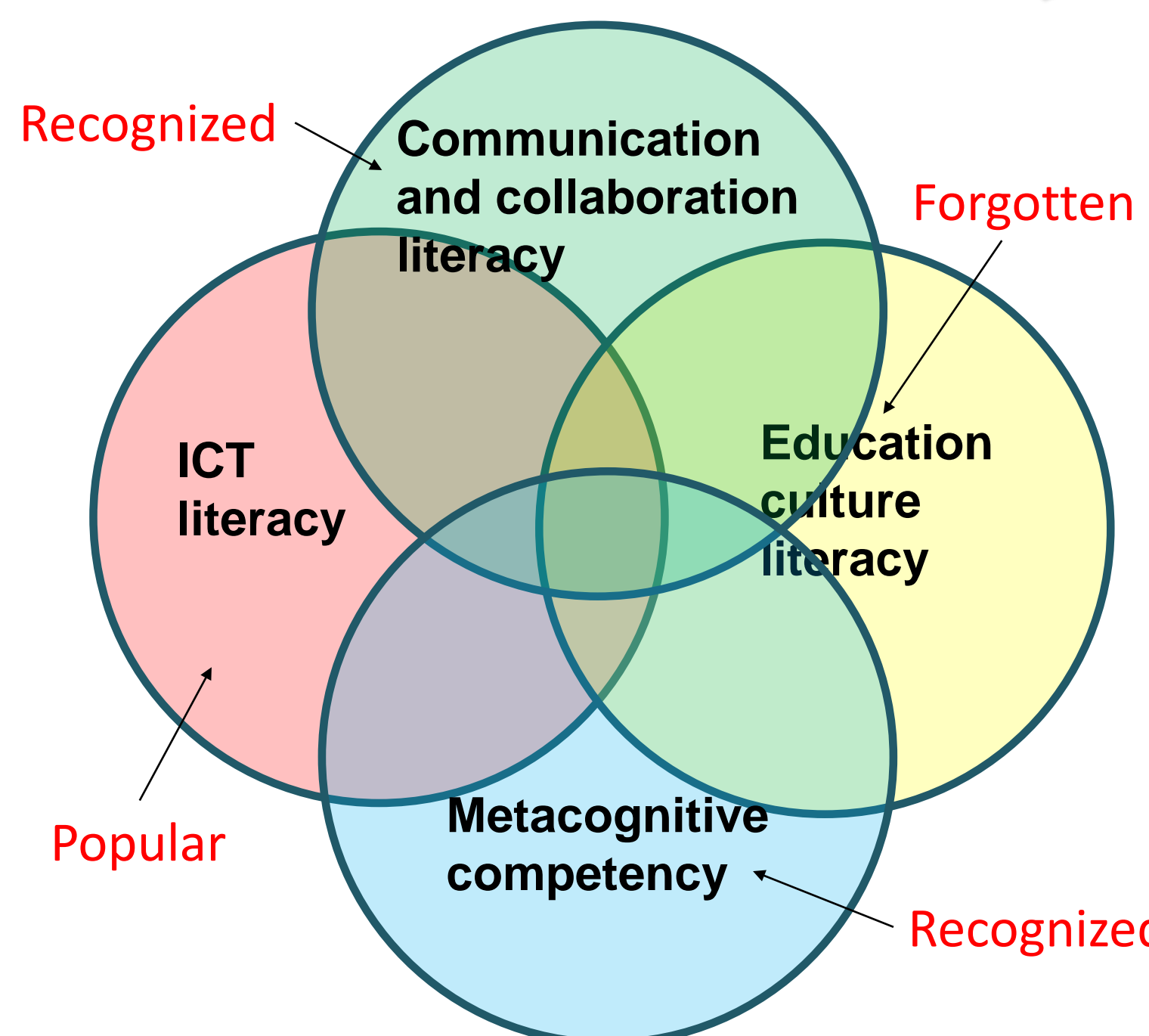
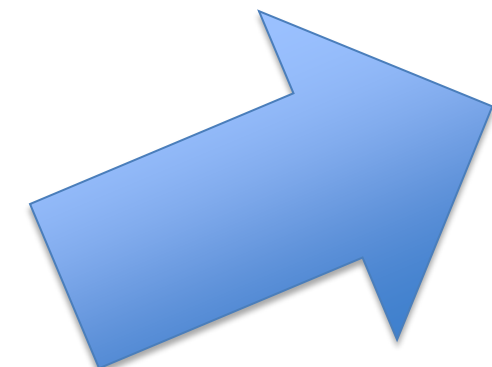
Three concurrent strategies (work in progress)

Poster presented at EUCEN 2016, Barcelona

E-learning competence defines to what extent a person can participate in digital learning such as conversational academic learning, rapid e-learning in a company, MOOCs, interactive multimedia, classroom technology, etc.

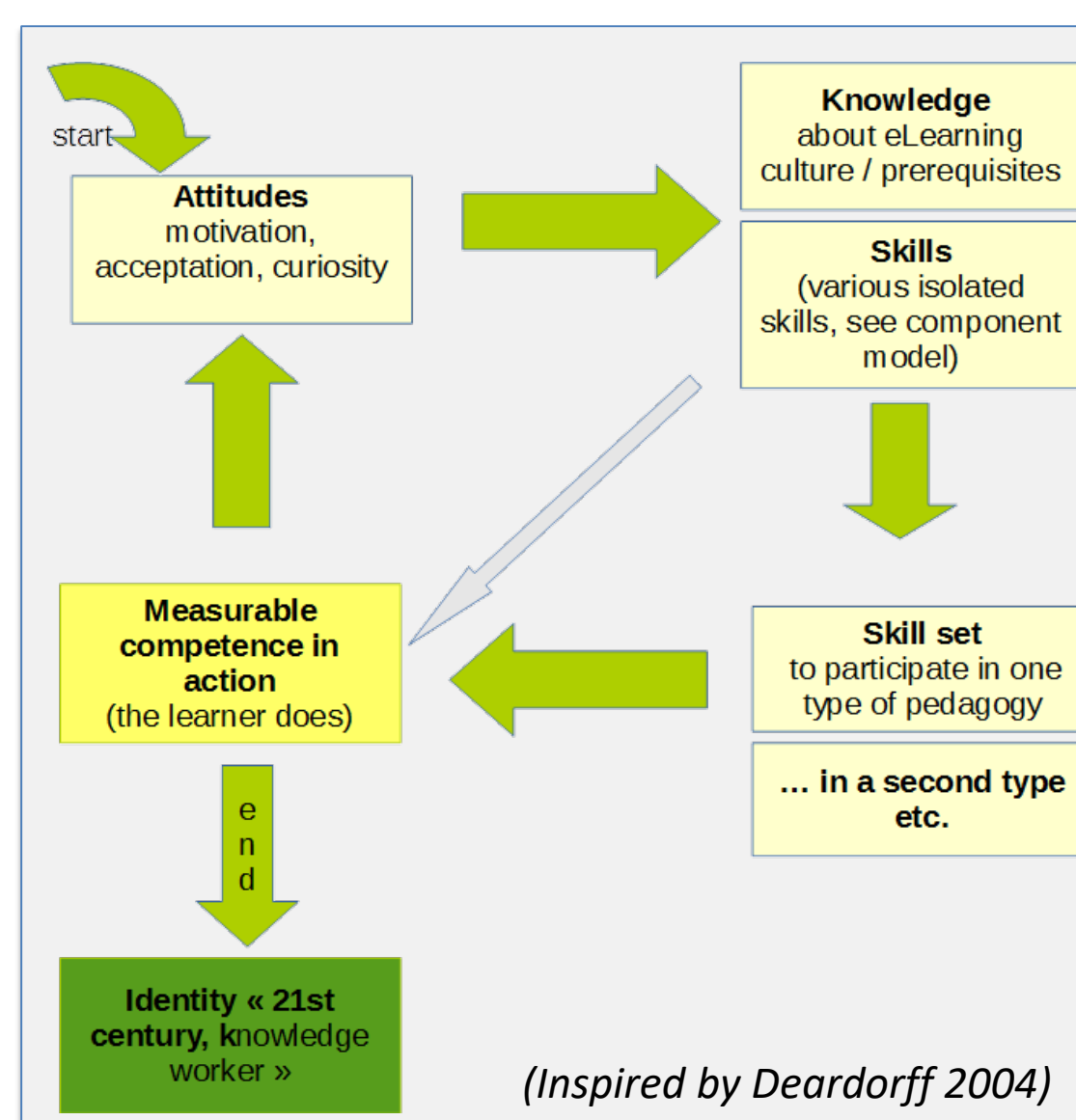


Component training



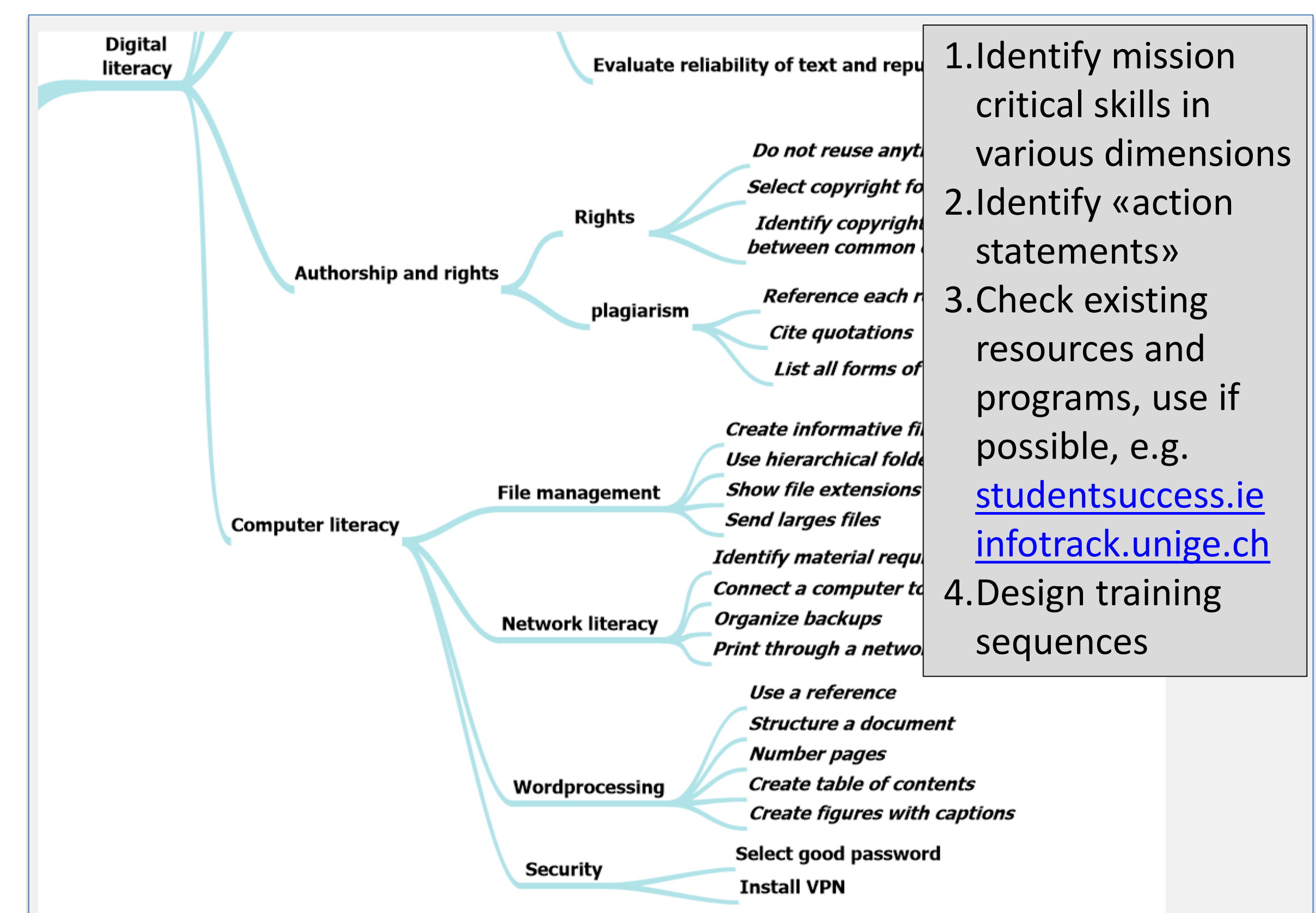
Whole task training

Nurturing eQ (Elearning intelligence)

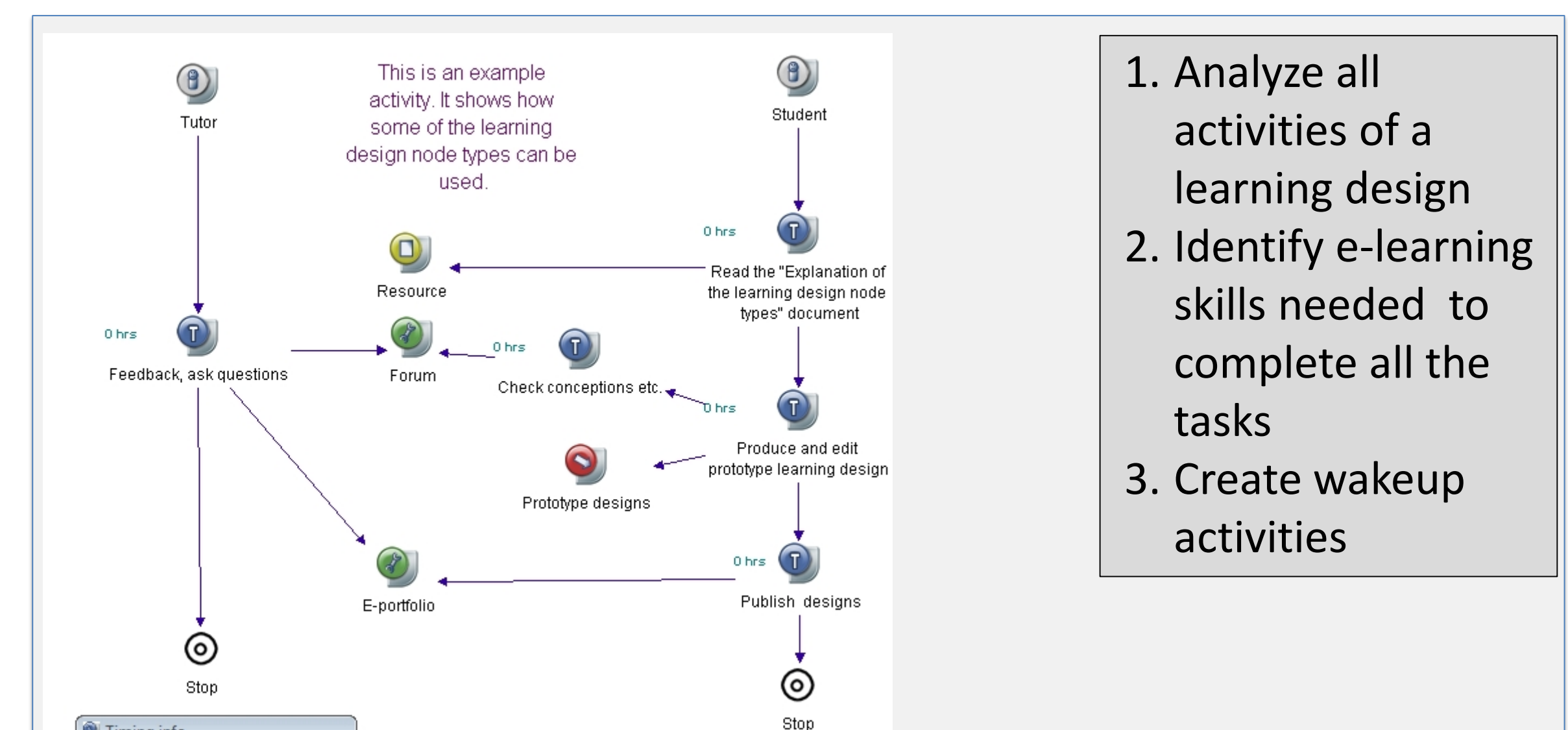


1. Redesign learning to require active information and communication working
2. If necessary, use strategies 1 and 2 to complete

Pro: long term effects (soft skills development)
Con: requires pedagogical change

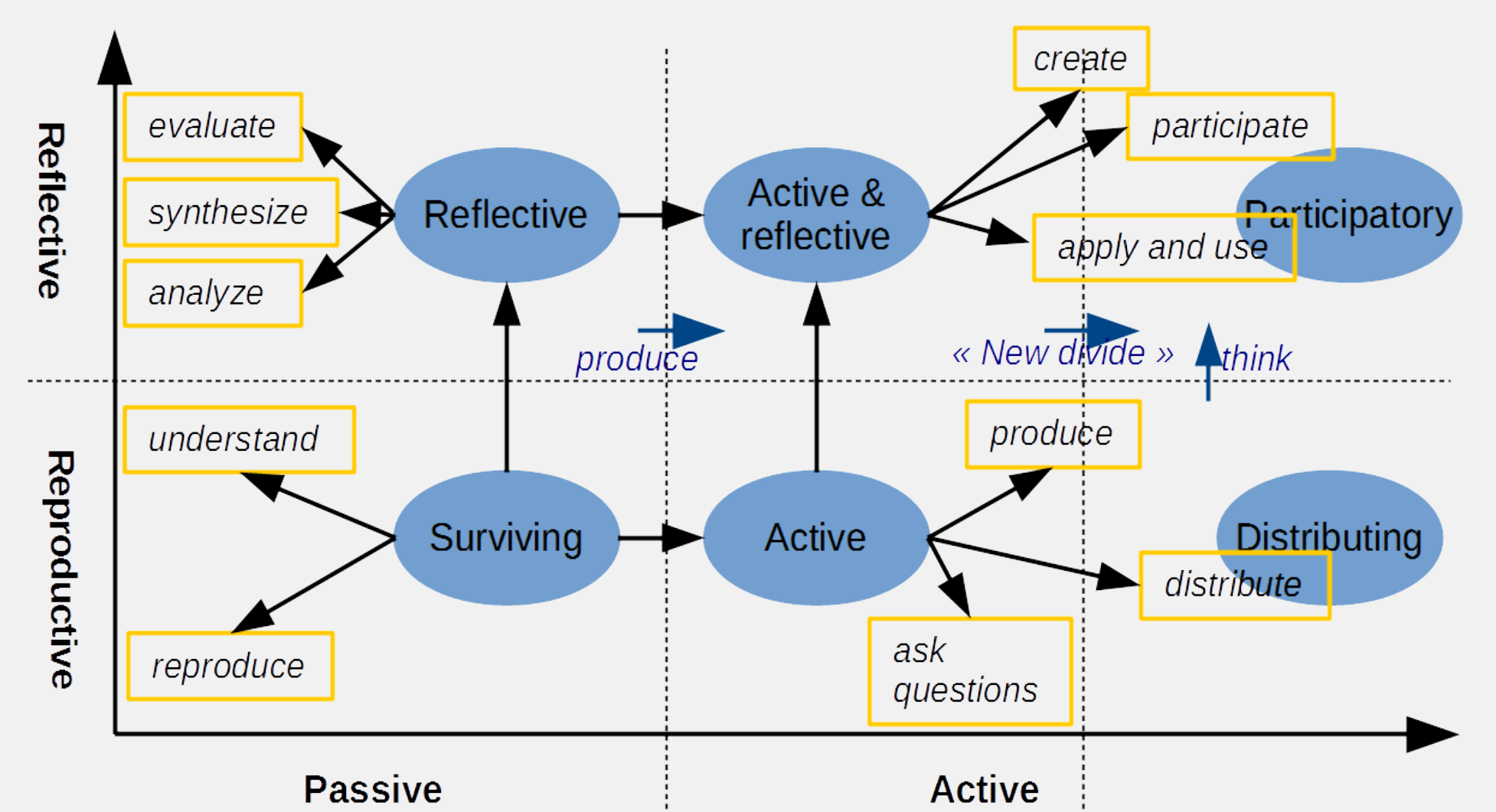
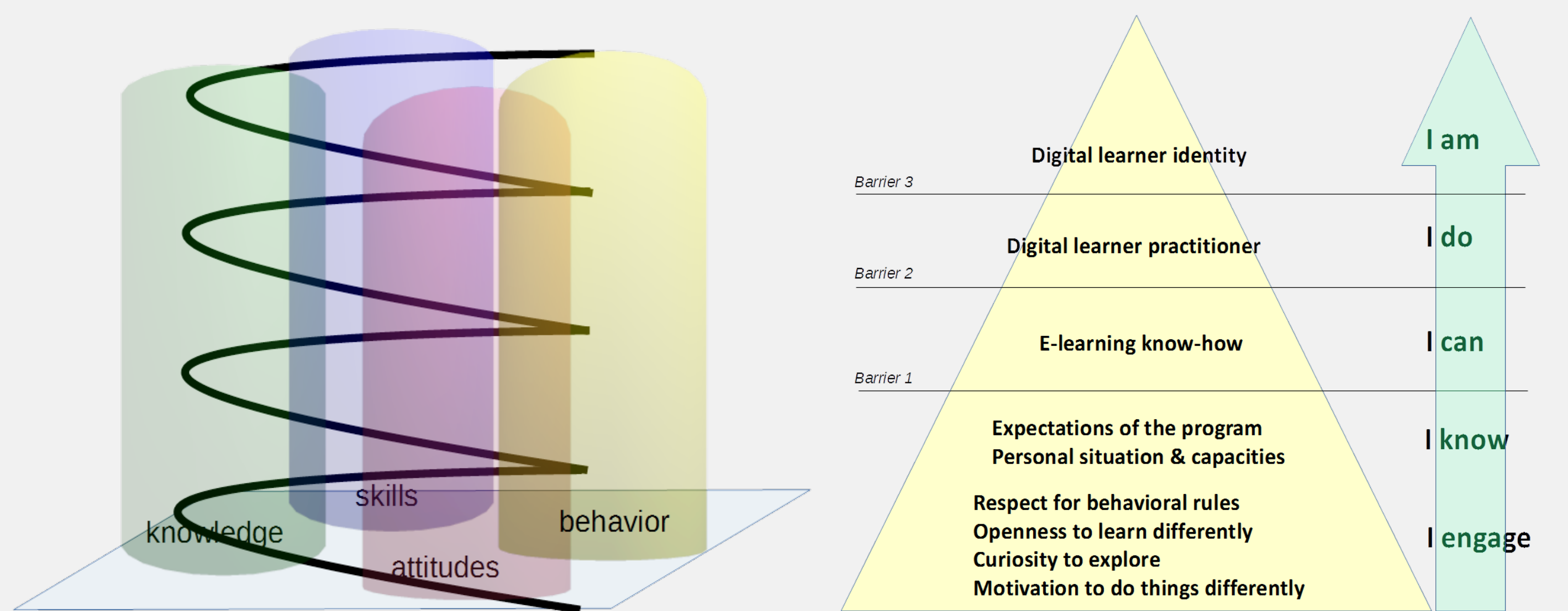


Pro: measurable, adaptable
Con: Tedious, knowledge not applied



1. Analyze all activities of a learning design
2. Identify e-learning skills needed to complete all the tasks
3. Create wakeup activities

Pro: locally, rather effective
Con: requires an effort by course designers



(Inspired by Lin et al. 2013)