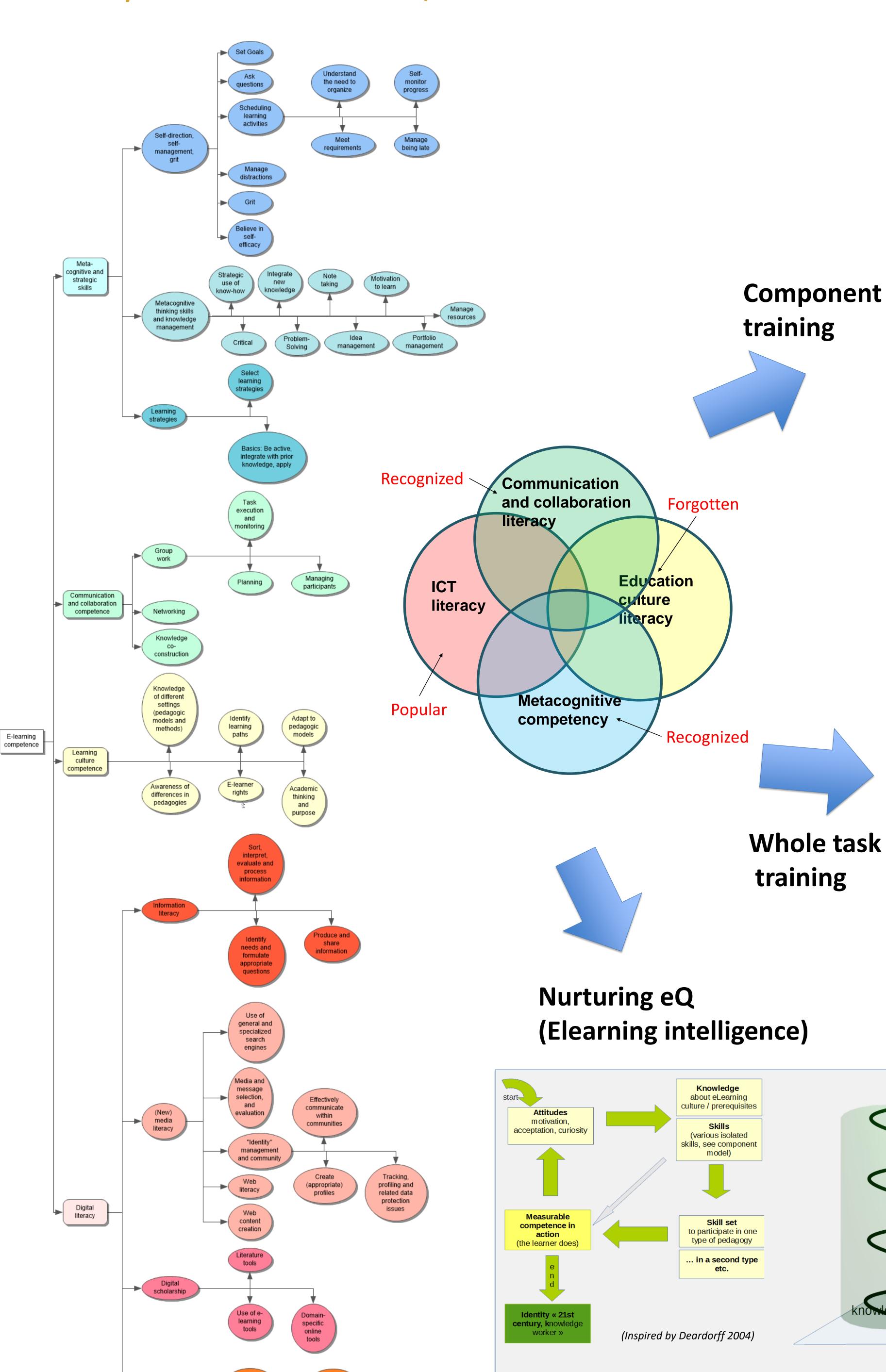
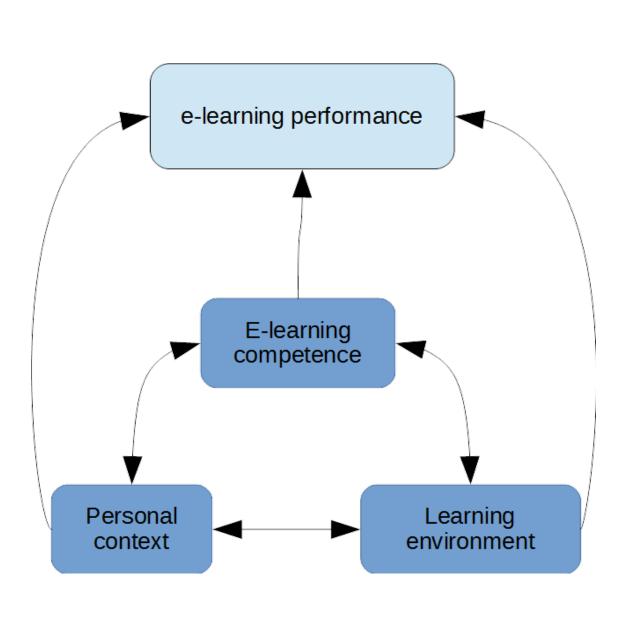
Learners' eLearning competency

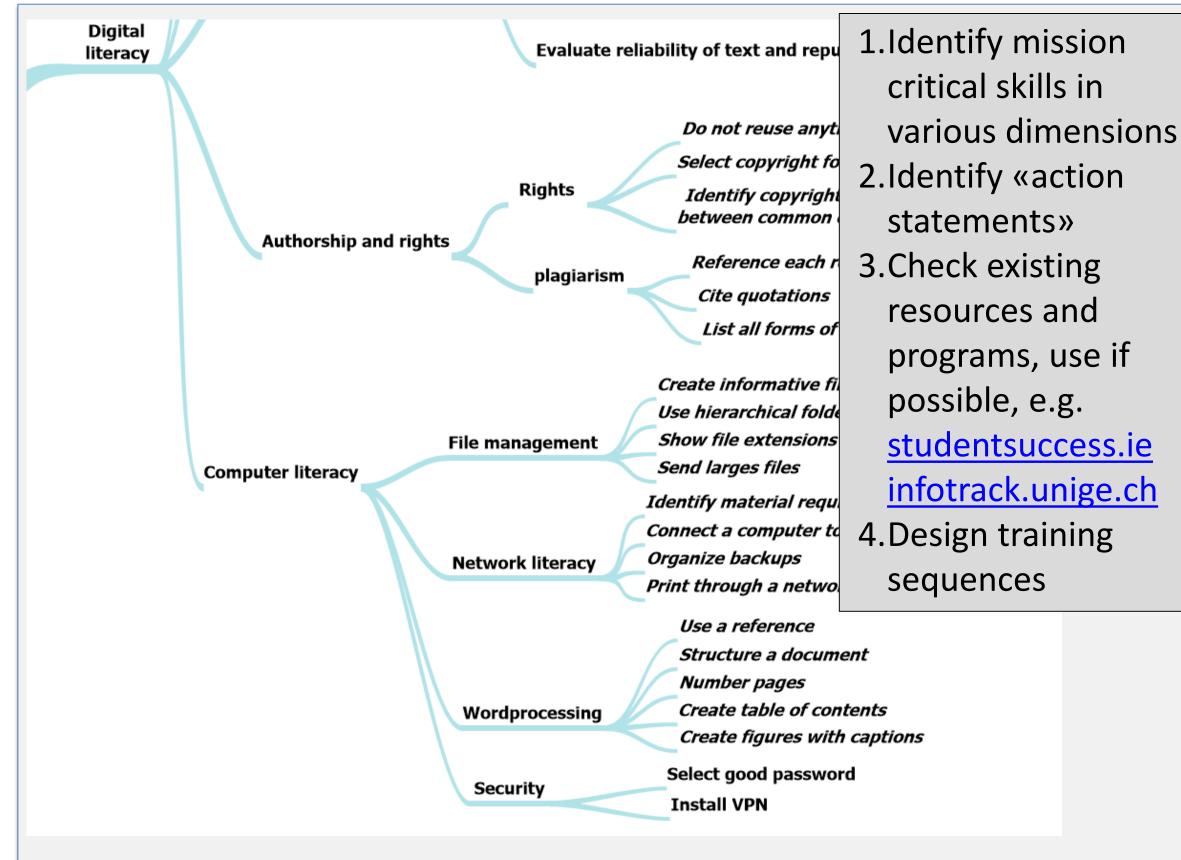
Three concurrent strategies (work in progress)

Poster presented at EUCEN 2016, Barcelona

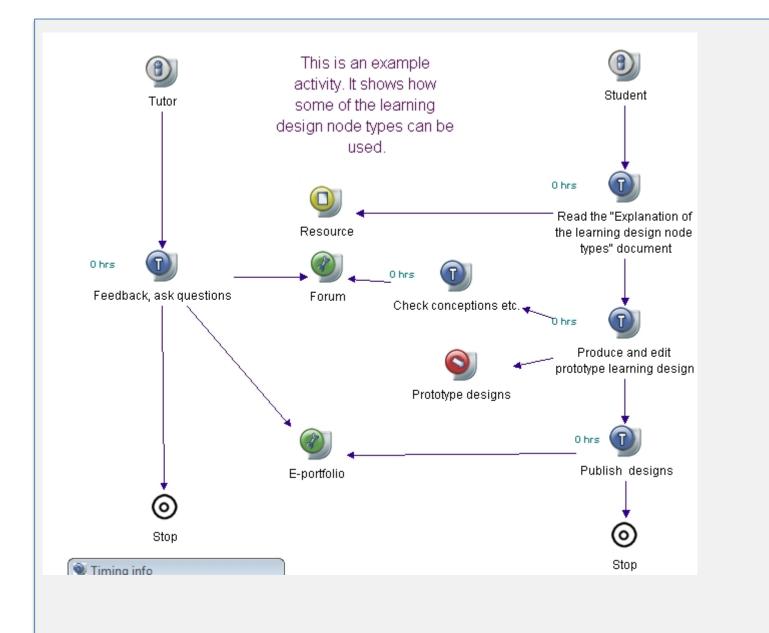


E-learning competence defines to what extent a person can participate in digital learning such as conversational academic learning, rapid e-learning in a company, MOOCs, interactive multimedia, classroom technology, etc.





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

lam

Ido

I can

Iknow

I engage

Pro: locally, rather effective

behavior

Con: requires an effort by course designers

Barrier 3

Barrier 2

Barrier 1

Digital learner identity

Digital learner practitioner

E-learning know-how

Expectations of the program

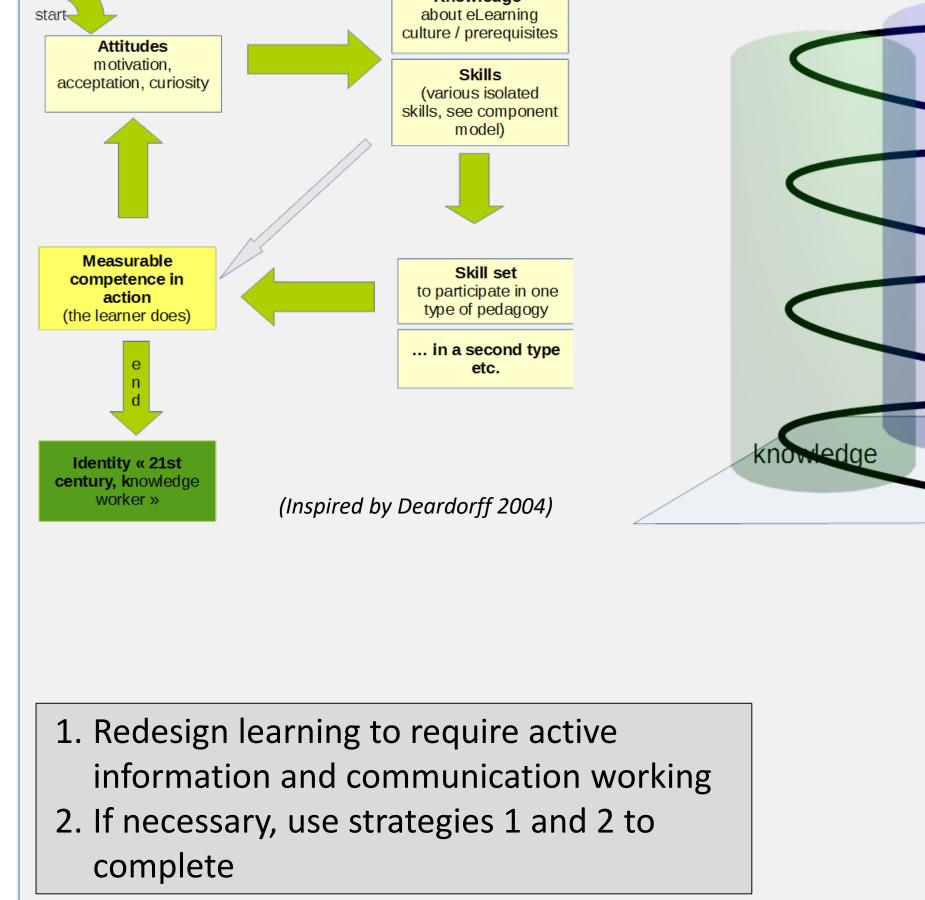
Respect for behavioral rules

Curiosity to explore

Openness to learn differently

Personal situation & capacities

Motivation to do things differently



(soft skills development)

Con: requires pedagogical change

Pro: long term effects

participate evaluate Active & analyze produce understand Surviving Active questions **Passive** Active (Inspired by Lin et al. 2013)

Daniel K. Schneider - daniel.schneider@unige.ch Kalliopi Benetos – kalliopi.benetos@unige.ch

requirements

File management