PROFILE SHEET WSP-G3-023 "E-LEARNING SPECIALIST"

G3 Web Skills Profiles - version 2.0
Generation 3 European ICT Professional Profiles

Appendix to the official specification of 30 June 2014

Current version:	http://www.skillprofiles.eu/stable/g3/en/v2/profiles/WSP-G3-023.pdf

Latest version:	http://www.skillprofiles.eu/stable/g3/en/profiles/WSP-G3-023.pdf

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Profile WSP-G3-023. E-Learning Specialist

This section is normative.

The profile sheet, listed below and described in appendix B, is an integral part of the document, "G3 Web Skills Profiles - version 2.0 - Generation 3 European ICT Professional Profiles", official specification of 30 June 2014" [WSPG3-03].

Profile WSP-G3-023	E-Learning Specialist
Summary statement	Professional position that processes and teaching methods on the Net. He or she coordinates and develops training courses in distance mode, blended, rapid, mobile and ubiquitous learning.
Mission	The E-Learning Specialist is responsible for designing, managing and monitoring paths and online learning environments, selecting and applying technologies, approaches and teaching strategies for different levels and contexts of both formal and non-formal education, taking into account the rapid and continuous changing patterns of construction and dissemination of knowledge and learning on the Web.
Deliverables	**Accountable (A)** • Project and activity plan. **Responsible (R)** • Monitoring and evaluation Tools. • Monitoring and Evaluation Report. **Contributor (C)** • Strategic plan.
Main tasks	• Design training courses online for different levels and types of users, identifying models and appropriate teaching strategies. • Organize and plan activities online analyzing and evaluating the time, resources, training needs, the type of user, the purposes of the buyer. • Choose the online learning environment according to criteria of adequacy, flexibility, accessibility, usability and openness. • Assign roles and functions to the members of the development team and implementation of the course. • Proceed to the overall monitoring and evaluation of the course. • Verify the accessibility and usability of the course materials suggesting improvements to authors and designers.

	• Ensure the relevance and consistency of digital resources regarding the objectives. • Coordinate the management of e-tivities. • Check and look after the relevance and consistency both of the training project and both the started learning process with respect to the various requests posed by the responsible of the plan, by the involved professionals, users and all other actors related to the scenario and context. • Ensure the relevance and consistency of e-tivities in terms of sustainability and effectiveness, coordinating with e-tutors and others involved the proper disbursement and management.
E-CF competences	• **A.4. Product / Service Planning:** Level e-4. • **A.5. Architecture Design:** Levels e-3, e-4. • **A.7. Technology Trend Monitoring:** Level e-4. • **B.5. Documentation Production:** Levels e-2, e-3. • **D.10. Information and Knowledge Management:** Level e-4. • **D.11. Needs Identification:** Levels e-4, e-5. • **E.2. Project and Portfolio Management:** Level e-3.
Skills / Knowledge	**Technical** • Project management techniques. • Teaching strategies of learning on the Net. • Theories and methods of teaching and learning on the Net. • Theories and models of instructional design. • Teaching strategies applicable to learning and working online. • Networked collaborative learning. • Monitoring and evaluation of internal processes to the community. • Principles of knowledge management, sharing & development. • Architectures logical communication functional collaborative interaction. • E-tivities design oriented to a collaborative and cooperative approach. • Theories and methods of guidance and assessment. • National regulations and European eLearning. • Guidelines for e-learning for Public Administration. • Theoretical models of the main international platforms dispensing MOOC. • Models of the courses SPOC. • Main European platforms related to institutions and research centers for the documentation of experiments related to the use of new technologies in teaching.

	• Criteria and evaluation mechanisms of university teaching on e-learning.
	• Main channels of scientific dissemination and open education.
	• Databases and resources for teaching.
	• Main collaborative tools online.
	• Main format of conveyance of e-content (e-books, podcasts, video lesson, video lecture) and software to achieve them.
	• Essential Skills of Web writing and effective communication on the Net.
	Informatics
	• LMS and technology infrastructure for learning on the Net.
	• Managing and Customizing the LMS.
	• Mode of interaction of the main computing devices (desktop and mobile).
	• Markup and style sheets (eg. XHTML, HTML and CSS).
	• Database Management, XML, SCORM.
	• Main editing tools and conversion of formats used in the production of open educational resources.
	Strengthening
	• Application of the principles of Universal Design.
	• Techniques of preparation, administration and processing of reaction's questionnaires.
	• Web content accessibility.
	• Web usability.
	• Production techniques and administration of mobile applications in various areas.
	• Techniques of scientific communication and dissemination.
Key Performance Indicators (KPIs)	• Percentage of deviation of the objectives with respect to timing, cost, quality, scope and expected results. • Measurement of user satisfaction (satisfaction score). • Stakeholders involvement in the educational process (teachers, learners, tutors). • Percentage of training made against defined objectives.
Qualification / Certifications *(this section is informative)*	• Master / Specific training courses. • Degree in: Science and Technology Communication, Economics, Sociology.
Attitudes (non ICT) *(this section is informative)*	**Interpersonal and Organizational** • Organizational, managerial and relational activities. • Ability to listen.

	• Problem solving. • Storytelling. • Leadership. • Negotiation. • Customer focus and result. • Excellent skills of planning and programming, taking account of the objectives and deadlines. **Linguistic** • Good knowledge of the national language or the language used by the working group - minimum level: B1 QCER. • Good knowledge of the English language - minimum level: B2 QCER.
Relationships / Reporting line *(this section is informative)*	**Interacts with:** • Information Architect • Web Content Specialist • Frontend Web Developer • Mobile Application Developer **Reports to:** • Web Project Manager • Digital Strategic Planner

Appendices

Appendix A. Glossary

Informational (informative)

for the purposes of information and not required for compliance.

Note: The content required for compliance is referred to as "normative".

normative

Required for obtaining compliance.

Note: Content listed as "informative" or "non-normative" is never necessary for compliance.

Annex B. Profile sheet structure

The Web skills profiles are identified by an unambiguous code and are structured in reference to paragraph 4.2 of the CWA CEN document, "European ICT Professional Profiles" [CWA-01] updated upon European e-Competence Framework 3.0 [CWA-02].

- **Profile Title.** Name - including the identification code - of the Web skill profile according to the unambiguous international catalogue from the IWA/HWG.

- **Summary statement.** Lists the primary purpose of the profile. The purpose is to give all stakeholders and users a brief, concise description of the specified Web skill profile, written in a form understandable by ICT professionals, managers, and Human Resources staff.

- **Mission.** Describes the basic assignment of the profile. The purpose is to specify the working role defined in the Web Skill Profile.

- **Deliverables**. Describes the documents produced by the job description as accountable (guarantee), responsible (support), and contributor (contribution).

- **Main tasks.** Provides a list of typical tasks carried out by the profile. A task is an action undertaken to achieve a result in a broadly defined context and contributing to the definition of the profile.

- **E-CF competences.** Provides a list of the skills necessary (taken from the e-CF references) to carry out the assignment. A skill is the outcome of the previous definition of the Profile and helps to differentiate profiles.

- **Skills / knowledge.** A list of abilities and knowledge necessary for the definition of the profile, subdivided into technical, informatics, and strengthening (improving abilities for the profile).

- **Key Performance Indicators (KPIs)**. Based on KPI (Key Performance Indicators), the area of application of the KPI is a more generic indicator, consistent with the grade level of the overall profile. It applies for adding depth to the assignment.

- **Qualification / Certifications.** These are the recommended, but not essential, qualifications and certifications for carrying out the activities in the profile. However, these qualifications and certifications may be used for developing knowledge of specific skills within the profile. This section is for informational purposes.

- **Attitudes (non ICT)**. A list of aptitudes supporting the abilities and knowledge, subdivided into interpersonal/organizational and linguistic. This section reports references to the QCER [CE-01], which promotes the understanding of specific language certifications. This section is for informational purposes.

- **Relationships / Reporting line**. A list of Web skills profiles and not with whom the profile discusses (relationships) or reports (reporting lines). This section is for informational purposes.

Annex C. References

[CC-01]	**Creative Commons** *Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)* http://creativecommons.org/licenses/by-sa/4.0/deed
[CE-01]	**Council of Europe** *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* (January 2002) http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp
[CWA-01]	**CEN (European Committee for Standardization)** *CWA 16458:2012 European ICT Professional Profiles updated by e -CF version 3.0 competences* (March 2014) http://relaunch.ecompetences.eu/wp-content/uploads/2013/12/EU_ICT_Professional_Profiles_CWA_updated_by_e_CF_3.0.pdf
[CWA-02]	**CEN (European Committee for Standardization)** *CWA 16234:2014 Part 1. European e-Competence Framework 3.0. A common European Framework for ICT Professionals in all industry sectors* (March 2014) http://ecompetences.eu/wp-content/uploads/2014/02/European-e-Competence-Framework-3.0_CEN_CWA_16234-1_2014.pdf
[WSPG3-01]	**IWA (International Webmasters Association)** *G3 Web Skills Profiles - version 2.0 Generation 3 European ICT Professional Profiles Official specification of 30 June 2014 (English version)* http://www.skillprofiles.eu/stable/g3/en/2013-06-30.pdf