

EUROLTA - EUROVOLT

Diploma for Online Teaching

EUROPEAN DIPLOMA

in

Vocational Online Language Teaching to Adults

EUROLTA –EUROVOLT Diploma for Online Teaching

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1 INTRODUCTION

"Computers will never replace teachers; but teachers who use computers will replace teachers who do not."
(unknown)

The key element in the delivery of quality language teaching is the qualification of language teachers. The EUROVOLT via VLE¹ project partners have recognised the importance of familiarizing language teachers and trainers with the use of ICT and the need to develop online teaching skills in order to help language teachers and trainers to take full advantage of the possibilities offered by virtual learning environments (VLEs). How effective computer mediated language learning is, will depend on the skills of the tutors and the attitude of their students to adapt to this way of learning.⁽²⁾ However, the use of the new media in vocationally oriented language learning (VOLL) can enhance learning significantly in this area.

The EUROVOLT via VLE Online Teacher Certification is based on the ICC - EUROLTA³ Teacher Training Framework which defines quality standards for training institutions and establishes a system of quality assurance and development.⁴ The EUROVOLT Online Teacher Training Course sets also minimum standards for Quality Online Teacher Training for language teachers in adult education by defining aims, objectives, and procedures for a blended teaching approach. It allows for various forms of delivery of the training programme according to different regional traditions, contexts and conditions. The organisational form, the duration of the training and the support systems offered to trainees are defined by the organisations and/or trainers running such courses. The EUROVOLT Online Teacher Training Courses focuses on online methodology and how to deliver courses online in a work related language learning context. Core components included in the training are the planning, observation and evaluation of online courses or modules which reflects the core components at EUROLTA Diploma level described in the EUROLTA Teacher Training Framework⁵.

Online Trainer Training in itself is part of vocational training as it is essential for the professional development of language teachers and trainers.

2 OVERALL AIMS OF THE EUROVOLT ONLINE TEACHER TRAINING COURSE

The overall aim of the EUROVOLT via VLE online teacher training course is to increase competence in the new literacies for language teachers and trainers and to help trainees to become aware of the specific issues and processes involved in learning and teaching a foreign language online in a work related context. Trainees should gain confidence to use virtual learning environments with ease and develop skills in managing online learning processes in order to facilitate learning, encourage collaboration as well as independent learning. Part of the process is to design a model of a vocationally oriented language course on a learning platform Moodle or it'slearning or any other VLE with all its stages from course planning, needs analysis, the choice of appropriate materials, tools and resources and evaluation to be demonstrated in an online teaching unit.

¹ EUROVOLT via VLE stands for **E**uropean **V**ocational **O**nline **L**anguage **T**eaching and Vocational Online Language Learning via a Virtual Learning Environment

² See project description: <http://www.eurovolt.net/projectdescription/>

³ EUROLTA stands for: **E**uropean **C**ertificate in **L**anguage **T**eaching to **A**dults

⁴ The EUROLTA Teacher Training Framework © International Certificate Conference, Frankfurt/Main, published with the financial support of the SOCRATES programme of the European Union 1998, revised August 2004

⁵ see footnote 4.

At the end of the course trainees should have achieved the following objectives to the satisfaction of their tutors and independent assessor: ⁶

- develop a repertoire of online teaching skills and techniques to make judgements as to when and how to use them,
- reflect on their own learning styles and recognise the characteristics of learners with their individual learning styles, motivation and aims and take these into consideration in their online course design and delivery,
- develop the ability to make judicious choices with regard to teaching/learning materials and to adapt or supplement them to cater for the specific needs of groups and individual learners,
- develop observation and analytical skills in order to evaluate the teaching and learning process in the online environment, and to become aware of their own strengths and weaknesses in different areas of knowledge, skill and expertise,
- demonstrate an understanding of online collaboration and develop their tasks accordingly to encourage further collaboration,
- make use of the help and resources available to the teacher (online resources, reference materials, colleagues, expert discussion groups, etc.) as well as the avenues and resources available for further self-development beyond the training programme,
- design blended and distance learning sessions or courses for specific work-related purposes.

2.1 OBJECTIVES OF THE EUROVOLT ONLINE TEACHER TRAINING COURSE

The competencies and skills listed as objectives reflect an underlying assumption about the roles and functions the online teacher trainees will adopt in the field of vocational online language teaching to adults:⁷

Trainees will be online language teachers entrusted with an extended range of tasks and the use of complex wide-ranging technical facilities/ tools to be used online. The focus of their activities is the vocationally oriented language course seen in the context of long-term development of the learners' foreign language competence. They will encourage the learner to use individual/ self-study techniques and motivate the learner to engage in life long learning.

Trainees should be aware of organisational and managerial aspects of training languages online with all its different facets.

Trainees at EUROVOLT Certification level should

- be able to design a syllabus for a blended or distance learning course, or at least a series of lessons, for specific vocational or professional purposes based on a needs analysis, also taking into account
 - the participants' level of computer literacy
 - the setting/context of the training (time, in-company, financing, equipment available, etc.)

⁶ The learning objectives listed here were adapted from the EUROLTA Teacher Training Framework by Kerstin Namuth, edited by Anthony Fitzpatrick and Christel Schneider

⁷ The list of learning objectives in paragraph 2.1 was submitted by Kerstin Namuth. The text was edited by Anthony Fitzpatrick

- be able to select, adapt and create materials and resources for their participants to achieve their aims,
- be able to make use of a variety of tools (authoring software, programmes for recording/editing sound and video, etc),
- be able to use basic VLE skills and should have consulted VLEs/LMS/learning platform theory,
- show understanding of how the architecture of a VLE reflects a view of learning & teaching and how various VLEs enhance methodological solutions,
- have considered tools for VLE evaluation and should be able to design a checklist / set of criteria for the selection of a feasible VLE for a particular course (based on language aims established through a needs analysis, as well as the practical setting/context of the course);
- be able to use basic VLE features with ease,
- be able to work out independently how to use other more advanced or specialised (technically and pedagogically) features,
- be able to set up a virtual classroom in a VLE and customise it to suit their course by equipping it with relevant tools publishing /linking to materials and resources,
- be able to create (where possible) a welcoming and user-friendly layout and structure,
- have gained deeper insight into the practical and psychological aspects of learning and teaching online,
- be able to anticipate common potential problems,
- be able to cope with difficulties that may arise, e.g. 'time optimism'
 - learners' potential feeling of loneliness and isolation
 - the challenge to balance a varied and rich learning environment against learners feeling overwhelmed with too much choice
 - high demands on clear and self-explanatory descriptions/instructions for the whole training course as well as for individual exercises, tasks and assignments
 - psychological and practical obstacles to collaborative work,
- be able to recognise the benefits and disadvantages of the various forms of training (f2f, distance, online),
- be able to account for how the distance/online parts provided added value to the participants/client companies,
- consider the 'POET-principle' when planning and running a course, i.e. understand how the interdependent relationship of pedagogical, organisational, economical and technical aspects affects online courses.

3 METHODOLOGY AND APPROACH OF THE EUROVOLT ONLINE TEACHER TRAINING⁸

The methodology and approach to be adopted in the training should reflect the overall aims of the EUROLTA Teacher Training Framework⁹. In particular the training should adopt a blended learning

⁸ Adapted from the EUROLTA Teacher Training Framework (revised August 2004). See also website course description www.eurovolt.net

approach that combines collaboration online (among course trainees as well as between trainees and tutors) and individual, self directed learning. Through awareness raising tasks, experimentation, reflection, adaptation and transfer of training contents to their teaching situations, the trainees should develop their online teaching competence as well as appropriate strategies to continue their development after the training period is over.

The training is based on a 'learning by doing' approach. In order to facilitate effective collaborative learning, tasks should be assigned in a way to involve trainees in the facilitating process. Trainees will be provided with references to extend their theoretical knowledge about vocational online language learning, course design and course delivery. Trainees are encouraged to reflect their progress and give feedback including their learning experience, problems encountered and issues that may arise during the course. Using appropriate feedback techniques for giving and receiving feedback is an essential part of the training. Trainees will be given opportunities for self-assessment, peer - and tutor - assessment as well as to evaluate the training programme.

Trainees will be exposed to information overload at one stage during the course in order to understand the implications this can have on learners' motivation and course management.

3.1 FORMS OF TRAINING

The organisational form of training can vary and will be determined by the course organiser and/or tutor who will define a form that is suited to the specific environment and the needs of the trainees. Various forms can be envisaged: a blended approach with a combination of different delivery methods essential to learning and performance. There may be a mix of traditional face-to-face training combined with web-based training, modularized training programmes, synchronous or asynchronous modes. These combinations may include instructional and discovery-oriented learning, self-paced, independent - and collaborative learning.

The overall aim of an online teacher training programme is to help trainees to become aware of the specific issues and processes involved in learning and teaching a foreign language online, which can either be related to a vocational or to any other professional language teaching context. Trainees should gain confidence and skills in managing online learning processes in order to facilitate learning, encourage collaboration as well as independent learning.

3.2 CORE COMPONENTS OF THE EUROVOLT ONLINE TEACHER TRAINING COURSE

Leading to the EUROLTA-EUROVOLT Diploma for Online Teaching, the core components of the EUROVOLT Online Teacher Training Course focus upon the planning, observation, and evaluation of online courses or modules. They reflect the core components at EUROLTA DIPLOMA level as described in the EUROLTA Teacher Training Framework. Adapted for the EUROVOLT Online Teacher Training these are:¹⁰

- designing a syllabus for a blended or distance learning course¹¹;
- drawing up course plans (for an occupational context);
- detailed preparation and evaluation of a series of lessons (in an occupational context);
- adapting tasks to cater for the specific needs of different (occupational/ professional)groups or individuals;
- trying out and evaluating a series of tasks suitable to guide and encourage learners towards more autonomous learning;

⁹ See EUROLTA Methodological Principles

¹⁰ Adapted from The EUROLTA Teacher Training Framework (revised 2004),

¹¹ List of core components submitted by Kerstin Namuth

- assessing learners' language competence (also with respect to the specific foreign language needs of their occupation);
- focused self-observation over a series of lessons;

- peer observations;
- self-assessment throughout the course;
- selecting suitable teaching materials for a course and supplementing them to cater for specific needs of language learning needs (in an occupational context);
- analysis of teaching materials / tools, aiming at identifying underlying assumptions (views on language, language learning, roles of teachers and learners, etc.);
- documenting a course: needs analysis, defining aims and course programme, selecting/adapting materials, re-defining/negotiating aims with learners, employers or institutional customers, course evaluation.

4 CONTENT AREAS OF THE EUROLTA- EUROVOLT ONLINE TRAINER COURSE:

The EUROVOLT Online Trainer Course covers three main areas:

- Teaching Online
- Learning Online
- Planning and Evaluation

4.1 TEACHING ONLINE¹²

In this area trainees should be introduced to teaching online on one or more platforms and acquire a repertoire of online teaching skills and techniques, materials, and tools. They should develop their analytical skills to make judicious choices for the appropriate use of materials and tools.

Group dynamics, the role of an online teacher and the roles of online learners should be focused on.¹³

4.1.1 OBJECTIVES IN THE AREA OF TEACHING ONLINE

By the end of the course trainees will be able to:

- effectively teach using virtual learning environments (VLEs);

- create and/ or use multi-media material & resources (e.g. HotPotatoes, pictures, audio- and video-files, online dictionaries - wikis, weblogs, webquests, online radio / tv / podcasts / RSS);

- design online tasks and activities for the target groups (i.e. formulate instructions for individual learning tasks and set up more complex activities such as weblogs, web-news, webquests);

- effectively e-moderate using communication via Internet telephony, chat, discussion forum, e-mail, process-oriented writing, and feedback;

- effectively assess trainees' learning progress.

¹² List of Learning objectives in the areas of Teaching Online, Learning Online, Planning and Evaluation were provided by Kerstin Namuth, edited by Tony Fitzpatrick

¹³ See description on project website www.eurovolt.net

4.2 LEARNING ONLINE

This area deals with the online learning process. It focuses on the learner autonomy and different methods of learning – independent learning or collaborative learning etc.

Specific attention should be paid to group processes including group dynamics, time management and collaboration online.

4.2.1 OBJECTIVES IN THE AREA OF LEARNING ONLINE

By the end of the course trainees will be able to:

- effectively demonstrate mastery of assessment procedures (online - and self-assessment: e.g. programmes like Dialang, Itbanker, HotPotatoes, BULATS, the use of an ePortfolio; ability to relate results to the EUROPASS)
- demonstrate knowledge of how to become an independent learner by using Portfolios, e-Tandem, best practice models, self-directed learning materials and approaches,
- effectively manage and promote collaborative learning (group dynamics, time management, psychological aspects, etc.)

4.3. PLANNING & EVALUATION

This area focuses on the assessment of learners' progress throughout the course, course planning and evaluation of teaching sessions and courses.

4.3.1 OBJECTIVES IN THE AREA OF PLANNING AND EVALUATING

By the end of the course trainees will be able to:

- produce an effective blended, online course design (design individual lessons, thematic projects, an online course in a VLE),
- list organisational aspects: context, logistics and support, evaluation, budgeting, the POET principle showing the interdependent nature of pedagogy, organisation, economy and technology;
- demonstrate mastery of technical aspects (Internet search, VLEs, web pages, FTP, course ware/free ware, etc.)

5. TRAINER/ TUTOR QUALIFICATIONS

Teacher trainers of EUROVOLT online training courses are expected to have considerable experience in teacher training and in-service teacher development in a face-to-face environment as well as online. It is desirable that they are also active language teachers. It is the institution's/organizer's responsibility to ensure that their teacher trainers receive the support they need and continuously up-date their knowledge and develop their skills and expertise.

It is strongly recommended that teacher training programmes delivered online be organised and run by more than one trainer.

6. Entry Requirements for the EUROVOLT Teacher Training Course

Trainees entering a course to gain the EUROLTA-EUROVOLT Diploma for Teacher Training will be experienced face-to-face language teachers with at least basic knowledge of IT related issues. They will be familiar with a repertoire of teaching strategies in a face-to-face context and might also have little or wider experience in IT and delivering courses online. Ideally they will have worked with various groups at different

levels in a variety of contexts. The entry requirements to this level are a mastery of the language(s) trainees teach that is appropriate in their working environment. Trainees must also have an adequate mastery of the language in which the training takes place.

It is highly recommended for trainees wishing to qualify for a EUROLTA-EUROVOLT Diploma for Teacher Training that they also have experience in the fields other than teaching and/or are willing to learn about any workplace unfamiliar to them.

6.1 SCOPE OF TRAINING¹⁴

Trainees will learn how to transpose their knowledge to an online environment and to make judicious choices with regard to teaching/learning materials and to adapt or supplement them to cater for the specific needs of groups and/or individual adult learners in an online environment. They are confident with their roles as face to face teachers and will learn how to create a stimulating learning atmosphere online and how to introduce and monitor a variety of online learning tasks.

The scope of training that will be covered within the training programme to achieve the EUROLTA-EUROVOLT Diploma for Teacher Training as follows:

Teaching online

	Tasks and Objectives
<ul style="list-style-type: none"> Methodology and approaches to teaching 	<p><i>Trainees should be able to:</i></p> <ul style="list-style-type: none"> - make decisions upon several ways to construct exercises and activities, - distinguish between descriptive and evaluative criteria, - differentiate between various methodological approaches reflected in the design and content of the material, - use a variety of forms of delivery – audio files, video clips etc., - use a number of technical tools that facilitate collaboration,
<ul style="list-style-type: none"> Teaching in a virtual learning environment /learning materials and use of media 	<ul style="list-style-type: none"> - download the relevant programme and learn to use some its basic features, - use search engines, databases and specialized websites to locate useful materials for learners, - find relevant ICT-based/ internet materials and resources and make judicious choices as to how and when to use them, - set up and use a variety of synchronous and asynchronous communication tools in VLEs and/or on the Internet,

¹⁴ The Scope of training is adapted from the EUROLTA Teacher Training Framework to the EUROVOLT Teacher Training Course. Aims and Objectives for the EUROVOLT course were developed by Kerstin Namuth, Tony Fitzpatrick, Inge-Anna Koleff and agreed upon by EUROVOLT project partners. Also compare with the List of Self-Assessment Criteria submitted by Tony Fitzpatrick and Kerstin Namuth.

	<ul style="list-style-type: none"> - understand the typical functionalities in platforms and know how to employ them in a teaching/ learning context, - teach a ready made distance course or a series of lessons online, - set up a virtual classroom in a VLE and customise it to suit the course,
<ul style="list-style-type: none"> • Designing and evaluating language learning tasks 	<ul style="list-style-type: none"> - design online activities (cloze tests, drag/drop, multiple/choice, etc.) for language learners - design communicative online tasks for language learners - set up relevant criteria for the selection of useful materials (specialisations and the specific needs of learners, as well as skill-related criteria) - create computer based tests and assessments for the four learning skills (reading/writing/listening/speaking) and for self-assessment
<ul style="list-style-type: none"> • Reflecting on purpose of activities classroom dynamics and roles of teachers and learners 	<ul style="list-style-type: none"> - evaluate ICT-based/ internet materials and resources for language learning/teaching with respect to their pedagogic value and usefulness for the group with regard to learning objectives, individual needs and preference and group processes - reflect on a variety of collaborative online learning tasks, working modes and the practical teaching skills required to enhance collaborative online work in language courses, - reflect upon the potential and limitations of selected exercises for language learning;
<ul style="list-style-type: none"> • Classroom management 	<ul style="list-style-type: none"> - recognise the main issues of e-moderating - consider technical and practical implications of choices of ICT based resources with regard to technical requirements, time aspect, computer literacy and 'learning skills' required.

Learning online

<ul style="list-style-type: none"> • 	<p>Tasks and Objectives</p> <p><i>Trainees should be able to</i></p>
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<p>Methodology and approaches to Learning</p>	<ul style="list-style-type: none"> - understand the differences between learning in different contexts, - understand the underlying pedagogical concepts of materials and courses in blended learning environments, - facilitate varying degrees of learner independence - recognise features of online and other electronic materials that support independent learning - recognise the advantages and disadvantages of online learning over traditional (f2f) teaching/learning - design and develop appropriate ePortfolio tasks, - use a number of technical tools that facilitate collaboration online;
<ul style="list-style-type: none"> • Educational psychology and psychology of learning 	<ul style="list-style-type: none"> - consider pedagogical and technical constraints when designing the ePortfolio task for learners - recognise the specific features and difficulties of collaborative online learning (e.g. challenges), - to have gained a deeper insight into the practical and psychological aspects of learning and teaching online.
<ul style="list-style-type: none"> • Learner Language 	<p>analyse online discussions with respect to</p> <ul style="list-style-type: none"> - <i>genres involved</i> - <i>the structure and stages of a dialogue/discussion</i> - <i>the adequacy of the language used for any specific genre;</i>
<ul style="list-style-type: none"> • Learning styles and strategies 	<ul style="list-style-type: none"> - integrate elements that support independent and individual learning into own language courses - design tasks for either ePortfolio and/OR eTandem learning that can be used to support the development of learners' successful independent learning styles and strategies - implement and use different functions and tools in own courses.

Planning and evaluation

<ul style="list-style-type: none"> • 	<p>Tasks and Objectives</p> <p><i>Trainees should be able to</i></p>
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<ul style="list-style-type: none"> Lesson, course and curriculum planning 	<ul style="list-style-type: none"> - set up aims and sub-aims for a unit in an online language course, - design tasks and exercises leading learners to the goals defined - select and /or create adequate materials for the tasks/activities/exercises and present them in a way that is compatible with the distance training/learning situation - situate the unit within the overall context of the course - plan and prepare working modes and concrete learning tasks - set up the VLE and its tools for their course.
<ul style="list-style-type: none"> Needs analysis 	<ul style="list-style-type: none"> - describe their learners' needs and give an account of how these have been analysed - describe the 'setting' of the course (university? in-company? evening classes?) and their learners' situation, and understand the implications of these for the course - set up relevant and realistic aims for the course and formulate them in assessable can-do statements.
<ul style="list-style-type: none"> Assessment of learners 	<ul style="list-style-type: none"> - plan the assessment of their trainees' progress with respect to the aims and objectives
<ul style="list-style-type: none"> Course evaluation 	<ul style="list-style-type: none"> - evaluate the success of the unit, their role in it and draw conclusions for their future work, - be able to check whether the practical and organisational requirements for their course are met and, if not, identify problems that need to be addressed;
<p>Course organisation and marketing</p>	<ul style="list-style-type: none"> - provide written information about the course that can be used for e.g. marketing purposes - have a clear view of the author's and teacher's responsibilities in the creating and running of an online language course, - be able to valorise and appreciate their own working time for the course they have planned.

7. ASSESSMENT AND CERTIFICATION ¹⁵

The assessment of trainees is based on their Certification Dossiers which include evidence of key tasks carried out by the trainees and which should reflect the objectives specified for the level of training. The aims and objectives stated for the EUROVOLT Teacher Training Course include familiarity with issues related to vocational and professional language teaching online. At EUROVOLT Certification level trainees will be able to design, plan, teach and evaluate language courses independently within a given institutional

framework. They are able to evaluate their learning and teaching processes and are aware of their strengths and weaknesses and are able to plan their further professional development autonomously.

The Dossier is verified by the course tutors or trainers and the external assessor. The positive evaluation results in the issuing of the **EUROLTA - EUROVOLT DIPLOMA for Online Teaching**.

Certificates are issued by the ICC Secretariat and bear the signature of the President of the ICC and the signature of the EUROVOLT Online Training Coordinator or ICC representative of the country of the training institution, where applicable. ¹⁶

The trainee`s EUROVOLT Certification Dossier consists of

1. the Submission Sheet for the Certification Dossier, signed by the trainee and the tutor;
2. the documentation of one task in the area of online '*Language Teaching Online*';
3. the documentation of one task in the area of '*Language Learning Online*';
4. the documentation of one task carried out in the area of '*Planning and Evaluation*'.

The documentation of each task includes

- the task summary sheet,
- a final evaluation and self-assessment by the trainee,
- an appreciation by the tutor.

7.1 SELF-ASSESSMENT

In order to help teachers to develop beyond the scope and duration of the training programmes, the training should aim at enabling the trainees to reflect on their own teaching and identify potential areas of further professional development. Collaborating with peers and sharing ideas plays a key role here. Apart from including specific occasions dedicated to observation, reflection and self-assessment, these aims should be apparent throughout the training period and embodied in the methodology adopted.

8. THE EXTERNAL ASSESSOR

Assessors are proposed by the EUROVOLT Teacher Training Coordinators or ICC representative and appointed by the ICC Executive Board. The proposals have to be submitted to the ICC Executive Board together with a description of the proposed assessor's qualifications, professional activity together with the person's curriculum vitae.

¹⁵ Adapted from the EUROLTA Teacher Training Framework. by Kerstin Namuth

¹⁶ Paragraphs 8 and 9 are adapted from the EUROLTA Teacher Training Framework (revised August 2004)

Assessors for the trainees' Dossiers should be experts in vocational and/or professional language learning and teaching in an adult education context, be experienced teacher trainers themselves and have an expertise in online course design and delivery. Assessors cannot assess Dossiers of trainees in the training programmes in which they have contributed to as trainer, tutor or organiser.

Assessors are responsible for checking the Dossiers submitted, following the guidelines and criteria established by the ICC within the EUROLTA Framework.¹⁷

Appendix 1

Task Submission Sheet EUROLTA-EUROVOLT Diploma for Online Teaching

Name: Date:

Content area: the task focused on:

Description of the task:

Description of the procedure:

Description of results/conclusions:

Description of evidence submitted (attachments):

Comment by the tutor:

.....
.....
.....
.....

Signature of tutor

.....

Signature of trainee

.....

Appendix 2

DOSSIER SUBMISSION SHEET

EUROLTA-EUROVOLT DIPLOMA FOR ONLINE TEACHING

Name: First name(s):

Address:

Telephone: E-mail:

Date of birth: First language:

Language(s) taught:

Educational background and language qualifications:

.....

.....

Training institution:

.....

Name(s) of tutor(s):

.....

Dates of training course

I confirm that the enclosed documents represent the result of work carried out by me alone.

Date: Signature:

Summary comments and recommendations by the tutor(s):

Appendix 3

SELF-ASSESSMENT

EUROLTA-EUROVOLT DIPLOMA FOR ONLINE TRAINERS¹⁸

_____ [Name], provided evidence of the following competencies:

Please write in the right-hand columns where & when you believe that you showed evidence of the skills / competencies listed below in the course. Delete those which you are not claiming.

At this level of the online language trainers course	Where?	When?	Name of tutor(s)	Confirmation of tutor(s)
I understand the underlying pedagogical concepts of materials and courses in blended learning environments.				
I can use with ease basic IT tools and programmes and have reflected on their didactic potential and am able to deploy them in his/her teaching				
I can find relevant ICT-based/ internet materials & resources and make judicious choices as to how and when to use them.				
I can evaluate ICT-based/ internet materials and resources for language learning/teaching with respect to their pedagogic value and usefulness for the learning group in terms of				
<ul style="list-style-type: none"> ▪ objectives dealt with, skills practised, aims/sub-aims achieved 				
<ul style="list-style-type: none"> ▪ individual needs and preferences (learning styles) catered for, individual learning processes stimulated and supported 				
<ul style="list-style-type: none"> ▪ group processes encouraged/enhanced ... 				
I am aware of the technical and practical implications of his/her choices of ICT-based resources with regard to				
<ul style="list-style-type: none"> ▪ technical requirements 				
<ul style="list-style-type: none"> ▪ time aspect 				

¹⁸ The Assessment form was provided for the EUROVOLT pilot course by Anthony Fitzpatrick

<ul style="list-style-type: none"> computer literacy and 'learning skills' required by the learner 				
I am able to teach a ready-made distance course or a series of lessons via a platform and				
<ul style="list-style-type: none"> understand the typical functionalities in platforms and knows how to employ them in a teaching/learning context. 				
<ul style="list-style-type: none"> have a basic command of the platform's authoring tool and am able to supply supplementary materials/ resources in order to adapt the course to a group's specific needs. 				
Have reflected on the roles of teachers and learners in the distance classroom and can carry out typical teacher's tasks in online learning/teaching situations and can encourage independent learning				
<ul style="list-style-type: none"> establish working modes and a collaborative atmosphere 				
<ul style="list-style-type: none"> monitor the development of individual learners as well as the group 				
<ul style="list-style-type: none"> moderate interaction 				
<ul style="list-style-type: none"> support and motivate learners 				
<ul style="list-style-type: none"> encourage independent learning 				
As a tutor I am able to design a syllabus for a blended or distance learning course or at least a series of lessons for specific vocational or professional purposes based on a needs analysis, taking into account				
<ul style="list-style-type: none"> the participants' level of computer literacy 				
<ul style="list-style-type: none"> the setting/context of the training (time, in-company?, financing, equipment available) 				
I am able to select, adapt and create materials and resources for his/her participants to achieve their aims, making use of a variety of tools (authoring software, programmes for recording/editing sound and video, etc).				
I am able to set up a virtual classroom in a VLE and customise it to suit his/her course and can				
<ul style="list-style-type: none"> equip the VLE with relevant tools ('activity modules', 'functionality blocks', etc.) 				

<ul style="list-style-type: none"> publish /link to materials 				
<ul style="list-style-type: none"> create (where possible) a welcoming and user-friendly layout and structure 				
Have acquired a basic knowledge of VLE and				
<ul style="list-style-type: none"> have looked into VLEs/LMS/learning platform theory and understand how the architecture of a VLE reflects a view on L&T and how various VLEs enhance methodological solutions 				
<ul style="list-style-type: none"> have considered tools for VLE evaluation and am able to design a checklist / set of criteria for the selection of a feasible VLE for a particular course (based on language aims established through a needs analysis as well as the practical setting/context of the course). 				
<ul style="list-style-type: none"> can use basic VLE features with ease 				
I am aware of other (more advanced or more specialised) features and am able to find out independently how to use them (technically and pedagogically)				
Have gained deeper insight into the practical and psychological aspects of learning and teaching on line. I know how to pre-empt common potential problems, and, where that is not possible I am sensitive to and can cope with difficulties that may arise, dealing with, for example,				
<ul style="list-style-type: none"> 'time optimism' 				
<ul style="list-style-type: none"> learners' potential feeling of loneliness and isolation 				
<ul style="list-style-type: none"> the challenge to balance a varied and rich learning environment against learners feeling overwhelmed with too much choice 				
<ul style="list-style-type: none"> high demands on clear and self-explanatory instructions for exercises, tasks and assignments 				
<ul style="list-style-type: none"> psychological and practical obstacles to collaborative work etc 				
I am aware of the benefits/advantages as well as the disadvantages of the various forms of training (f2f, distance) and can account for how the distance/online parts provide added value for the participants/client companies.				

I confirm that I would like the skills / competencies listed above included in my EUROLTA-EUROVOLT Diploma.

Place and date

Signature of trainee