

Task 2



CUTE roadmap CANVAS



1-ACTION NAME OR IDENTIFIER

2-PRIORITIES OF THIS ACTION

Choose all that apply and explain.

3-PEOPLE

Answer the following questions: ● Who is going to lead this action? ● Who is going to be involved in each action (executing)? ● Who is going to be directly affected by each action (target group)? ● Who are the beneficiaries of this action?

4-ACTION-TIME SCALE

Choose one and specify if possible:
 S - Short Term: 1-6 months.
 M - Medium Term: 6 months to 1 year.
 L - Long Term: Longer than 1 year.

5-IMPACT

Small scale: single practice, small group, single discipline, etc. **Large scale:** at a College or institutional level. **Transformative:** significant, permanent change that alters practice and perspective, perhaps also at a sectoral rather than single institutional level.

6-GOALS

Strategic Level: related to the institutional mission, vision, and high-level goals, often long term, less tangible, but very important. **Operational Level:** close-distance focused, related to small groups or changes, short term, often easy to measure and quantify.

7-ACTION INDICATORS OF PROGRESS

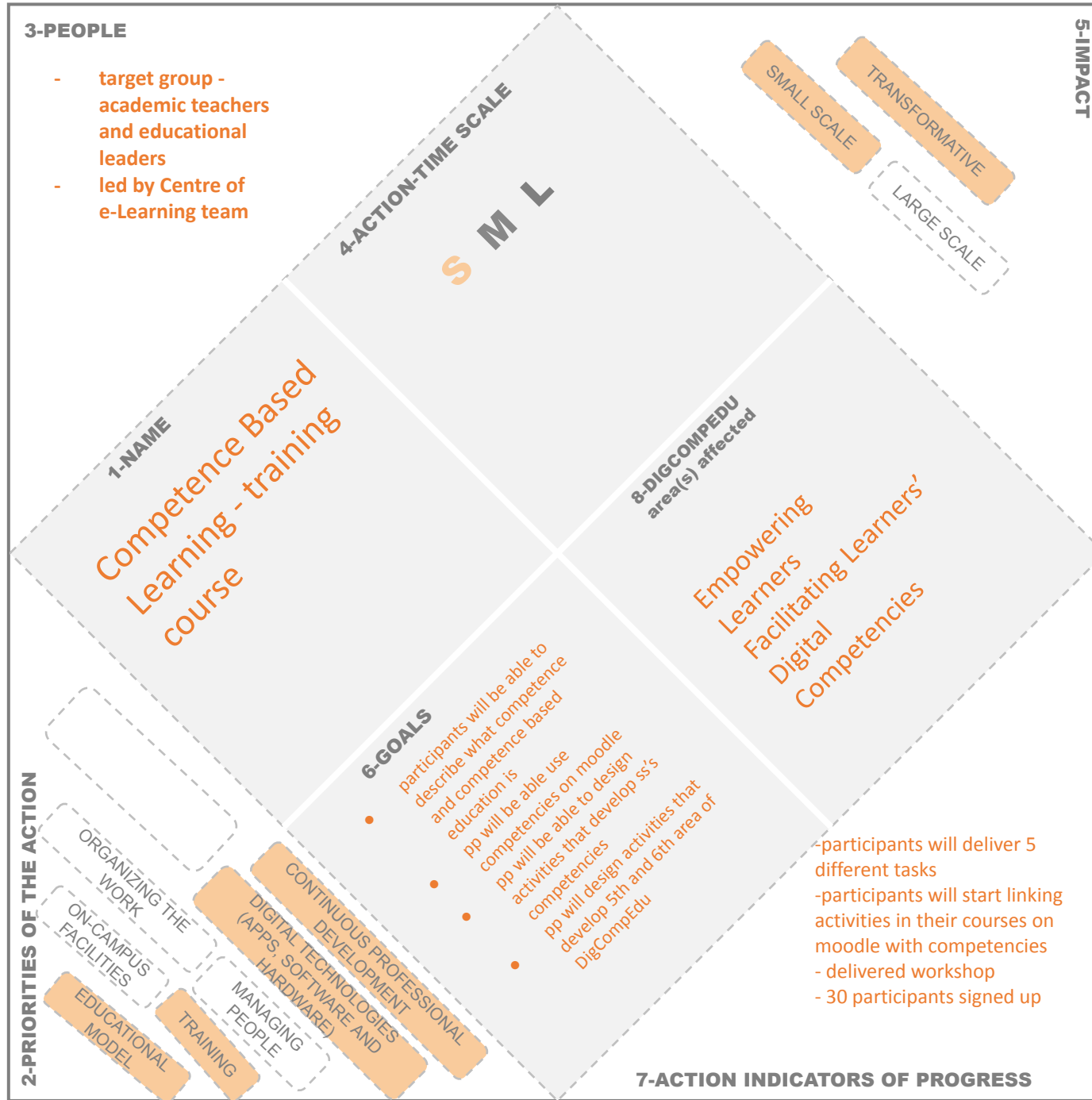
Please describe some tangible or evident indicators/elements that would help you to monitor the development/progress of the action.

8-DIGCOMPEDU AREA(S) AFFECTED

Choose all that apply from the DIGCOMPEDU Framework:
 ① Professional Engagement ② Digital Resource
 ③ Teaching and Learning ④ Assessment
 ⑤ Empowering Learners
 ⑥ Facilitating Learner's Digital Competence

3-PEOPLE

- target group - academic teachers and educational leaders
- led by Centre of e-Learning team



Action Plan:

#1: Webinar to start the training course

- what competencies stand for and why we should help students develop theirs
- what CBL is and what can use from this model in our teaching practice (technical uni)

#2: Moodle based course:

2.1 Students' competencies

- Read a research on ss competencies and write in forum what kind of competencies do you think are required by employers and how you develop ss competencies throughout your courses

2.2 Different competency frameworks

- Read an example of online course task - repository of materials and write what competencies it helps develop, then, propose your modification that will help develop more competencies

2.3 Didactics in Competence Based Learning

- Read the CBL supporting lesson planning models; choose one and design a task/lesson in your course based on that model

2.4 Competencies on Moodle

- Watch the Moodle Competencies Tutorial; create 3 learning plans in your course

2.5 My Digital Competencies

- Read about the DigCompEdu framework
- self - test,
- prepare your own development plan based on DigCompEdu

- participants will deliver 5 different tasks
- participants will start linking activities in their courses on moodle with competencies
- delivered workshop
- 30 participants signed up