

COMPETENCY ASSESSMENT FOR VIRTUAL LEARNING CONTENT DEVELOPER



3 element Competencies:

- Learning Technology (LT)
- Instructional Design (ID)
- Learners' Assessment (LA)



MINISTRY OF HIGHER EDUCATION

Educator @ VLE Project

COMPETENCY RATING

Score the candidate 1 to 4 based on the following guide

Competency Level	1 = Novice	2 = Qualified	3 = Proficient	4 = Expert
Competency Level Descriptors	Has basic knowledge of key aspects of the practice	Has good working and background knowledge of area of practice	Depth of understanding of discipline and area of practice	Authoritative knowledge of discipline and deep tacit understanding across area of practice

Educator @ VLE Project



MINISTRY OF HIGHER EDUCATION

Competency Name: Learning Technology (LT)

Competency Definition: Learning Technology refers to application of a variety of learning technologies to address specific learning needs. The application of technology for the enhancement of teaching, learning and assessment. Learning Technology includes computer-based learning and multimedia materials and the use of networks and communications systems to support learning.

No	Behavioural Indicators	Competency Ratings			
1.	Explore emerging technologies for learning	1	2	3	4
2.	Apply various technologies to provide efficient support to learners	1	2	3	4
3.	Integrate technology in the curriculum seamlessly	1	2	3	4
4.	Integrate social media platform to support interactive learning	1	2	3	4
5.	Innovate learning tools to support virtual learning	1	2	3	4

COMPETENCY: LEARNING TECHNOLOGY



MINISTRY OF HIGHER EDUCATION

Behavioural Indicators	1 = NOVICE	2= QUALIFIED	3= PROFICIENT	4=EXPERT
Explore Emerging Technologies For Learning	Explore relevant basic technologies	Explore relevant intermediate technologies.	Explore relevant advanced technologies.	Explore relevant recent technologies.
Apply Various Technologies to provide efficient support to learners	Explore relevant basic technologies	Explore relevant intermediate technologies.	Explore relevant advanced technologies.	Explore relevant recent technologies.
Integrate Technology in the Curriculum Seamlessly	Integrate at least 1 technology in the curriculum seamlessly	Integrate 2 technologies in the curriculum seamlessly	Integrate 3 technologies in the curriculum seamlessly	Integrate more than 3 technologies in the curriculum seamlessly
Integrate Social Media Platform to Support Interactive Learning	Integrate at least 1 social media	Integrate 2 social media	Integrate 3 social media	Integrate more than 3 social media
Innovate Learning Tools to Support Virtual Learning	Innovate at least 1 learning tool	Innovate 2 learning tools	Innovate 3 learning tools	Innovate more than 3 learning tools



Educator @ VLE Project

CompetencyName: Instructional Design (ID)

CompetencyDefinition: Instructional Design refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

1.	Apply different Instructional Design strategies for virtual learning.	1	2	3	4
2.	Select the appropriate digital technology to match the content and the learning objectives	1	2	3	4
3.	Design a variety of delivery method to match the learners diversity	1	2	3	4
4.	Design assessment method to fulfil learning objectives	1	2	3	4
5.	Develop learning materials to meet learning objectives	1	2	3	4

COMPETENCY: INSTRUCTIONAL DESIGN



MINISTRY OF HIGHER EDUCATION

Behavioural Indicators	1 = NOVICE	2= QUALIFIED	3= PROFICIENT	4=EXPERT
Apply Different Instructional Design Strategies for Virtual Learning	Apply at least 1 ID strategy	Apply 2 ID strategies	Apply 3 ID strategies	Apply more than 3 strategies
Select the Appropriate Digital Technology to Match the Content and Learning Objectives	Identify the appropriate digital technology to align with LOs'	Distinguish the appropriate digital technology to align with Los'	Evaluate the appropriate digital technology to align with Los'	Integrate the appropriate digital technology to align with Los'
Design a Variety of Delivery Method to Match the Learners Diversity	Design at least 1 type of delivery method	Design 2 types of delivery methods	Design 3 types of delivery methods	Design more than 3 types of delivery methods
Design Assessment Method to Fulfil Learning Objectives	Design at least 1 type of assessment method	Design 2 types of assessment methods	Design 3 types of assessment methods	Design more than 3 types of assessment method
Develop Learning Materials to Meet Learning Objectives	Develop at least 1 type of learning materials	Develop 2 different types of learning materials	Develop 3 different types of learning materials	Develop more than 3 different types of learning materials



Educator @ VLE Project

Competency Name: Learners' Assessment (LA)

Competency Definition: Learners' assessment refers to the process uses to determine learner achievement on learning objectives and quality of work, including the assigning of grades.

1.	Select various type of assessment tools to align the learning objectives	1	2	3	4
2.	Apply Assessment Methods in the module development	1	2	3	4
3.	Apply the Assessment Tool in the module development	1	2	3	4
4.	Monitor the Learners' performance	1	2	3	4
5.	Apply relevant rubric to measure learners' knowledge and achievement	1	2	3	4

COMPETENCY: LEARNERS' ASSESSMENT



MINISTRY OF HIGHER EDUCATION

Behavioural Indicators	1 = NOVICE	2= QUALIFIED	3= PROFICIENT	4=EXPERT
Select Various Type of Assessment Tools to Align the Learning Objectives	Identify the appropriate assessment tool to align with LOs'	Distinguish the appropriate assessment tools to align with LOs'	Evaluate the appropriate assessment tools to align with LOs'	Integrate the appropriate assessment tools to align with LOs'
Apply Assessment Methods in the module development	Apply at least 1 type of assessment method	Apply 2 different types of assessment methods	Apply 3 different types of assessment methods	Apply more than 3 different types of assessment methods
Apply the Assessment Tool in the module development	Apply at least 1 type of assessment tool	Apply 2 types of assessment tools	Apply 3 types of assessment tools	Apply more than 3 types of assessment tools
Monitor the Learners' performance	State approach to monitor the Learners' performance	Explain approach to monitor the Learners' performance	Elaborate approach to monitor the Learners' performance	Demonstrate approach to monitor the Learners' performance
Apply Relevant Rubric to Measure Learners' Knowledge and Achievement	Use the rubric to measure	Use and modify the rubric to measure	Use, modify and integrate the rubric to measure	Use, modify, integrate and validate the rubric to measure



TOTAL AND INTERPRET THE RESULTS

Score = (LT)	LT/20	Score = (ID)	ID/20	Total = (LA)	LA/20
-----------------	-------	-----------------	-------	-----------------	-------

Total behavioural per competency = 5

Total max point = 60 (Min 5, Max 20 per competency)

COMPETENCY

SCORE	COMPETENCY LEVEL
51-60	EXPERT
42-50	PROFICIENT
33-41	QUALIFIED
24-32	NOVICE
<24	NOT READY

PROFICIENCY

SCORE (%)	PROFICIENCY LEVEL
> 75	COMPETENT
40-74	NEED IMPROVEMENT
<40	NOT READY



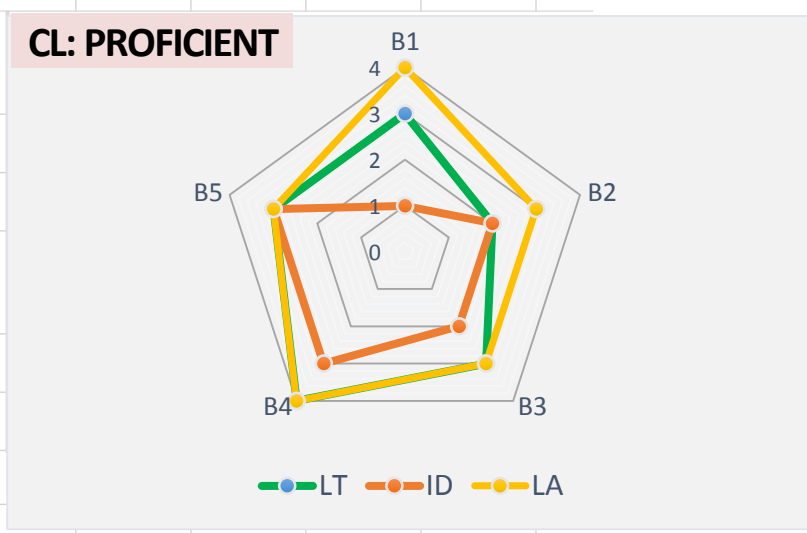
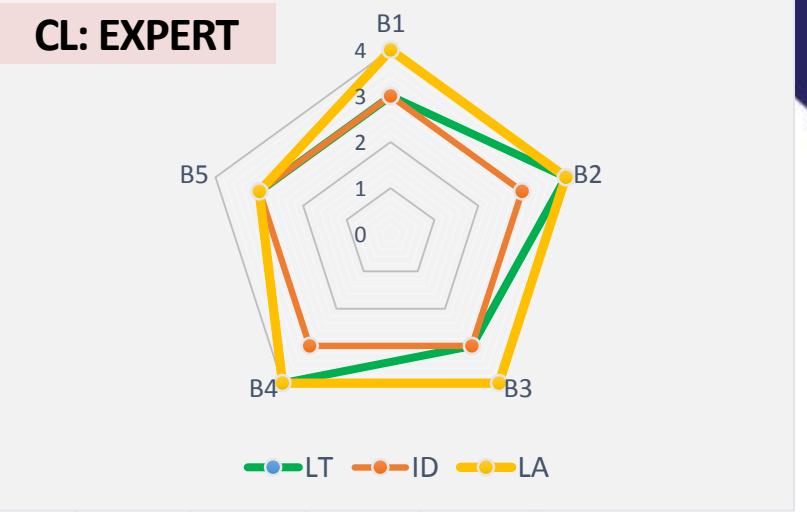
Total and Interpret the Results

COMPETENCIES	SCORE BEHAVIOURAL PERFORMANCE INDICATORS					TOTAL (60)	%	PROFICIENCY LEVEL
	B1	B2	B3	B4	B5			
LT	3	4	3	4	3	17	85	COMPETENT
ID	3	3	3	3	3	15	75	COMPETENT
LA	4	4	4	4	3	19	95	COMPETENT
TOTAL						51		

COMPETENCY LEVEL **EXPERT**

COMPETENCIES	SCORE BEHAVIOURAL PERFORMANCE INDICATORS					TOTAL (60)	%	PROFICIENCY LEVEL
	B1	B2	B3	B4	B5			
LT	3	2	3	4	3	15	75	COMPETENT
ID	1	2	2	3	3	11	55	NEED IMPROVEMENT
LA	4	3	3	4	3	17	85	COMPETENT
TOTAL						43		

COMPETENCY LEVEL **PROFICIENT**





Total and Interpret the Results

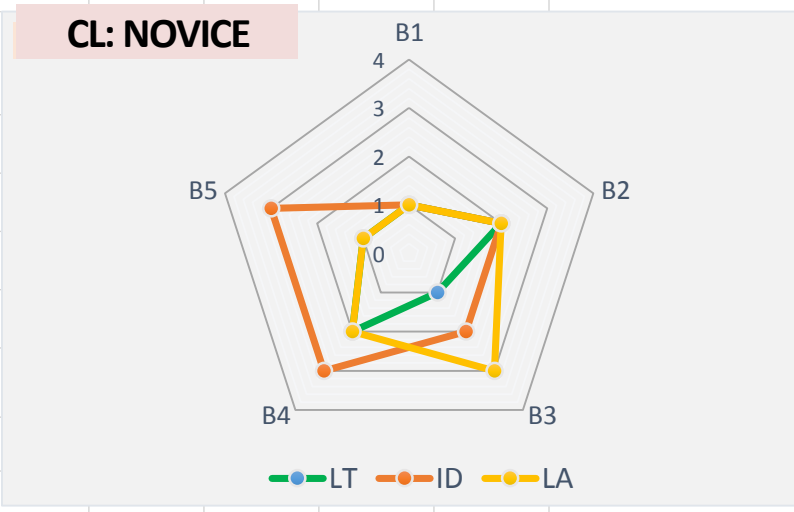
COMPETENCIES	SCORE BEHAVIOURAL PERFORMANCE INDICATORS					TOTAL (60)	%	PROFICIENCY LEVEL
	B1	B2	B3	B4	B5			
LT	1	2	1	2	1	7	35	NOT READY
ID	1	2	2	3	3	11	55	NEED IMPROVEMENT
LA	4	3	3	4	3	17	85	COMPETENT
TOTAL						35		

COMPETENCY LEVEL **QUALIFIED**



COMPETENCIES	SCORE BEHAVIOURAL PERFORMANCE INDICATORS					TOTAL (60)	%	PROFICIENCY LEVEL
	B1	B2	B3	B4	B5			
LT	1	2	1	2	1	7	35	NOT READY
ID	1	2	2	3	3	11	55	NEED IMPROVEMENT
LA	1	2	3	2	1	9	45	NEED IMPROVEMENT
TOTAL						27		

COMPETENCY LEVEL **NOVICE**



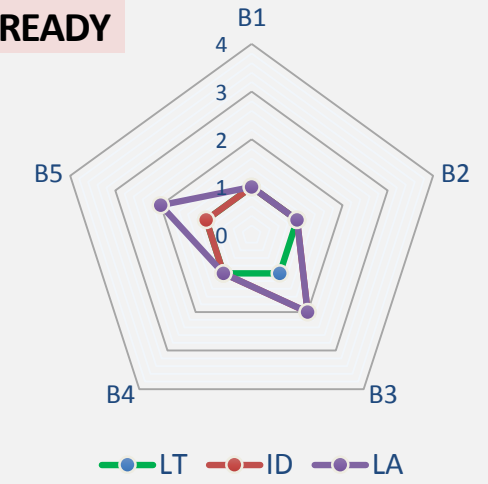


MINISTRY OF HIGHER EDUCATION

Total and Interpret the Results

COMPETENCIES	SCORE BEHAVIOURAL PERFORMANCE INDICATORS					TOTAL	%	PROFICIENCY LEVEL
	B1	B2	B3	B4	B5			
LT	1	1	1	1	1	5	25	NOT READY
ID	1	1	2	1	1	6	30	NOT READY
LA	1	1	2	1	2	7	35	NOT READY
TOTAL						18		
COMPETENCY LEVEL						NOT READY		

CL: NOT READY





MINISTRY OF HIGHER EDUCATION

OPERATIONAL DEFINITION (OD)

TERM	OPERATIONAL DEFINITION (OD)
Explore	research, examine, search, identify, probe, inquire into
Emerging technologies	contemporary advances and innovation in various field of technology at particular year
Apply	demonstrate, illustrate, use
Integrate	blend, form, formulate, unite, combine
Seamlessly	without any interruption/coherence/flawless/harmonious/ uninterrupted
Social media platform	social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks
Interactive learning	is a technique that seeks to get learners actively engaged in the learning process, that incorporate social media platform
Innovate	make changes in something established, especially by developing/modifying tools
learning tools	A variety of tools to support virtual learning, ranging from basic to recent technologies
Virtual learning	Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet
Instructional Design	the creation of instructional materials, modules or lessons that consists of determining the needs of the learners, defining the end goals and objectives of instruction, designing and planning assessment tasks, and designing teaching and learning activities to ensure the quality of instruction



OPERATIONAL DEFINITION (OD)

TERM	OPERATIONAL DEFINITION (OD)
Instructional Design	the creation of instructional materials, modules or lessons that consists of determining the needs of the learners, defining the end goals and objectives of instruction, designing and planning assessment tasks, and designing teaching and learning activities to ensure the quality of instruction
Instructional Design strategies	is an approach on how a particular training will be conducted/implemented such as gamification, storytelling, scenario based, micro learning, simulation
Digital Technology	digital technology is the use of digital device, method, system to support learning.
Learning objective	statement that describes what learner should be able to do upon completion of the training
Delivery method	Delivery method is the way in which educational content is conveyed from instructor to learner.
Learners Diversity	Learning diversity' refers to the infinite variety of life experiences, cultural background, socio- economic status, learning needs, exceptional ability, physical, cognitive and emotional or sensory disability
Assessment method	Assessment method refers to the mechanism to determine learners' achievement on learning objectives and quality of work, including the assigning of grades.
Learning objective	Statement that describes what learner should be able to do upon completion of the training
Learning Materials	Learning materials are collection of resources for virtual learning.
Virtual learning	Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet
Training Information	All information related to training implementation

OPERATIONAL DEFINITION (OD)



TERM	OPERATIONAL DEFINITION (OD)
Delivery Technique	refers to technique employed by trainer to make learning easier, faster and effective.
Delivery Tools	Program, platform or template that help trainer to deliver their training.
Diversity of Learners	Learning diversity' refers to the infinite variety of life experiences, cultural background, socio- economic status, learning needs, exceptional ability, physical, cognitive and emotional or sensory disability
Engaging Activities	activities that are pleasant, interesting and entertaining
Virtual learning environment	Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet
Coaching skills	Coaching is a process to improve learners' practical skills for future development. Coaching skills include active listening, building rapport, asking questions, giving and getting feedback, demonstrating empathy, using intuition, goal setting etc.
Assessment Tool	– technique used to measure learners' proficiency in training program
Learning Objectives	statement that describes what learner should be able to do upon completion of the training
Assessment Methods	A way of assessing learners' achievement of learning
Assessment Tool	Technique used to measure learners' proficiency in training program



MINISTRY OF HIGHER EDUCATION

OPERATIONAL DEFINITION (OD)

TERM	OPERATIONAL DEFINITION (OD)
Rubric	is a scoring guide to evaluate the quality or learners' constructed responses.
Evaluate training impact	The evaluation process of training impact using different type of tools
Learners' satisfaction	is learner' attitude resulting from an evaluation of training implementation, materials, services and facilities.
Impact evaluation report	shows the depth and breadth of the training evaluation through descriptive, diagnostic, predictive or prescriptive
CQI	An approach to improve the quality of training implementation



MINISTRY OF HIGHER EDUCATION

Educator @ VLE Project

<https://poorvucenter.yale.edu/FacultyResources/Instructional-Tools#:~:text=A%20variety%20of%20tools%20can,%2C%203D%20printing%2C%20and%20wikis.>

<https://www.vedamo.com/knowledge/what-is-virtual-learning/#:~:text=Virtual%20learning%20is%20a%20learning,place%20in%20an%20online%20environment.>

<https://educationaltechnology.net/definitions-instructional-design/>

<https://www.dictionary.com/browse/digital-technology>

<http://batchwood.herts.sch.uk/files/Learning-Objectives.pdf>

<https://er.educause.edu/articles/2012/11/online-educational-delivery-models--a-descriptive-view>

Guido Makransky Stefan Borre-Gude & Richard E. Mayer. 2019. Motivational and cognitive benefits of training in immersive virtual reality based on multiple assessments. Journal of Computer Assisted Learning



MINISTRY OF HIGHER EDUCATION

Educator @ VLE Project

*Thank
you!*

Contact:

Prof Ts. Dr Faaizah Shahbodin faaizah@utem.edu.my , 019 6585704 (Project Leader)

Prof Ts. Dr Noor Maizura Mohamad Noor maizura@umt.edu.my, 0178382311

Prof Ts Dr Nora'aini Ali noraaini@umt.edu.my, 0199821230

Assoc Prof Dr Syakirah Samsudin syakirah@fsmt.upsi.edu.my, 0135872992

Assoc Prof Dr Mariam Md Ghazaly mariam@utem.edu.my, 0132093107

Assoc Prof Dr Jariah Mohamad Juoi jariah@utem.edu.my, 0178712074