



Distance Educator

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Distance Educator- Training Educators of Adults in the digital age.  
DISTANCE EDUCATOR SELF-ASSESSMENT TOOL- English version



UNIVERSITATEA

**Dimitrie Cantemir**



**TECHNICAL INSTITUTE  
OF HERAKLION CHAMBER OF  
COMMERCE & INDUSTRY**



VYTAUTAS MAGNUS  
UNIVERSITY  
AGRICULTURE  
ACADEMY

# IO2/A1 SELF-ASSESSMENT TOOL

## English version

**Distance Educator- Training Educators of Adults in the digital age**

Pr. No. 2021-1-RO01-KA220-VET-000034702



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# DISTANCE EDUCATOR project

## introduction

### 1.- Introduction

In this age of rapid technological and economic change life-long learning is becoming a way of life but the COVID-19 pandemic has presented unique challenges to all types and levels of learning including vocational education training (VET) and adult learning in general. On a more negative note, a great number of adult education programmes have stopped due to the crisis meaning that learning has been disrupted for many adult learners. This is impacting the most disadvantaged and vulnerable groups in society more prominently - all the more so as they are the ones most in need of face-to-face courses. Cedefop's findings show that vulnerable groups are women, older employees, migrants, those lacking basic skills, low-qualified and low-educated adults. Also, the learning provided in the workplace delivered online, which is no longer taking place given that workers are not present in the workplace. The COVID-19 pandemic has forced a digitalisation of education and rapidly pushed education and training systems to explore new ways of teaching and learning. The crisis, and its widespread impact on economies and societies globally, has also highlighted the prominent role for adult learning in a COVID-19 affected world. Within and beyond the crisis, adult learning is key in ensuring people can obtain the (new) skills and competences required in a COVID-affected labour market and society. Adult learning is increasingly seen as a potentially important 'tool' in the response to the crisis. However, adult learning providers and educators face multiple challenges in continuing their learning offers and adapting to the situation. \*The aim of the project: Therefore the project consortium has identified the need to improve and require new skills, competencies for educators and other adult education staff. Specifically the aim of the project: to enhance the digital and teaching skills and competencies of the adult learning providers, VET providers, and educators required in the digital age, as well as allow them to face the multiple challenges needed for a Covid affected society and continuing their learning offers and adapting to the new situation.





Through this project, we want to directly help the adult educators, or the wannabe adult educators to learn how the adults learn online – and at a distance, the VET providers and all the institutions of adult education to make the transition to distance learning. Also, we want indirectly help the persons in disadvantaged and vulnerable positions ( low skills adults, women, immigrants, elders, unemployed, etc.) Participation in learning throughout each person’s working life is crucial and must continue through the COVID-19 era even with online distance learning. It helps maintain existing work-related skills and acquire new in-demand ones (OECD, 2019). In particular, training will be important for the increased number of unemployed to gain skills that are likely to be in high demand in the post-COVID-19 world. Yet, today, only about 40% of adults, on average in OECD countries, participate in formal and non-formal jobrelated<sup>2</sup> training annually and they are disproportionately high-skilled. Among the low-skilled, the incidence of adult learning is just over 20% on average (OECD, 2019). Lack of time, scheduling conflicts and distance constraints are among the key barriers reported by those who do not undertake any training, along with a lack of financial resources. Online learning has the potential to address these barriers to training. \*Project target group: The project’s target group is primarily the educators, i.e. groups of people who are responsible for vocational education and training, ideally, to bring about sustainable change. This group of persons includes, for example, trainers of instructors, instructors in companies, head of the department, institution leader, consultants, mentors and in inter-company training centers as well as teachers of vocational schools.





## 2. Target group

The project focus is on two target groups:

- Educators, adult education staff, trainers, teachers, VET educators, and VET providers from Romania, Greece, Cyprus, Poland and Lithuania. This group comprises individuals already working in the field of education, including school teachers, college professors, or instructors. The project aims to provide them with the necessary skills and knowledge to effectively transition to online teaching and become proficient distance educators.
- Stakeholders, VET institutions, providers to education, consultants' companies, mentors.

## 3. Description of the outcomes of the project

The project consortium has recognized the necessity for the digital transformation of vocational education and training, as well as the need to improve and acquire new skills and competencies for educators and other adult education staff.

The primary objective of the project is to enhance the digital and teaching skills and competencies of adult learning providers, vocational education and training (VET) providers, and educators. These skills are crucial in the digital age and enable them to address the numerous challenges faced by a society affected by the Covid pandemic.

Therefore, the project aligns with the selected field-specific priorities by focusing on training educators of adults in online distance learning, which enhances the quality assurance in vocational education and training.

The **main outcomes of the project** are the development and delivery a set of **integrated online digital tools**:

IO1: The DigiEduAdult curriculum for VET providers

IO2: The DigiEduAdult handbook and Self-assessment tool

IO3: The DigiEduAdult application for adult educators





# Self-assessment tool

Assessment is the foundation of good planning and overall good case management. The self-Assessment tool will review the current knowledge in distance learning and the digital skills of the participants. It does this by using the widest set of indicators. This self-assessment tool will use in the app. The results of the tool will show a personalized training pathway for each participant.

For the DISTANCE EDUCATOR project, an initial needs assessment took place in all participating countries to identify gaps among professional adult educators in online teaching. The aim was to develop training content relevant to these gaps and their specific needs. A group of experts was formed to address a series of questions, shedding light on this current and interesting area within the training profession.

During our discussion with the LAG group, we presented the six different groups of competences. We asked the LAG to reflect on these competences and consider the importance of training for them.

The six different groups of competences are based on the Digital Competence Framework for Educators, known as 'DigCompEdu' (Punie, Y., editor(s), Redecker, C., European Framework for the Digital Competence of Educators: DigCompEdu, EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73718-3 (print), 978-92-79-73494-6 (pdf), doi:10.2760/178382 (print), 10.2760/159770 (online), JRC107466). The DigCompEdu is a scientifically sound framework describing what it means for educators to be digitally competent. Essentially, we based the Distance Educator self-assessment tool on the DigCompEdu framework.

Based on the DigCompEdu there are 6 **different groups of competences**:

## 3.1. Area 1: Professional Engagement.

### *C1.1. Organisational communication*





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*To use digital technologies to enhance organisational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.*

**C1.2. Professional Collaboration**

*To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.*

**C1.3. Reflective Practice**

*To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.*

**C1.4. Digital Continuous Professional Development** *To use digital sources and resources for continuous professional development.*

**3.2. Area 2: Digital Resources:**

**C2.1. Selecting digital resources**

*To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.*

**C2.2. Creating and modifying digital content**

*To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.*

**C2.3. Managing, protecting and sharing digital resources**

*To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.*

**3.3. Area 3: Teaching and Learning:**

**C3.1. Teaching**

*To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately*







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*manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.*

### **C3.2. Guidance**

*To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.*

### **C3.3. Collaborative learning**

*To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation*

## **3.4. Area 4: Assessment**

### **C4.1. Assessment strategies**

*To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.*

### **C4.2. Analysing evidence**

*To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.*

### **C4.3. Feedback and Planning**

*To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.*

## **3.5. Area 5: Empowering Learners**

### **C5.1. Accessibility and inclusion**

*To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.*







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**C5.2. Differentiation and personalisation**

*To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.*

**C5.3. Actively engaging learners**

*To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.*

**3.6. Area 6: Facilitating Learners' Digital Competence**

**C6.1. Information and media literacy**

*To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.*

**C6.2. Digital communication and collaboration**

**C6.3.** *To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.*

**C6.4. Digital content creation**

*To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.*

**C6.5. Responsible use**

*To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.*





### **C6.6. Digital problem solving**

*To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.*

After the 1st LAG group meeting, the consortium, during the TPM in Nicosia from September 12 to 13, 2022, documented the digital competences identified in the focus group. The consortium then discussed and decided which competences could be fulfilled through which module. Based on that decision, each partner developed a self-assessment questionnaire for each module.





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Area	No C	Digital Competences Name	Dimitrie Cantemir University - ROMANIA							KEK TEHNIKES SHOLES EPIMELITIRIOU IRAKLEIYOU - GREECE					DANMAR COMPUTERS SP ZOO-POLAND					GRANTXPRT CONSULTING LIMITED-CYPRUS						VYTAUTO DIDZIOJO UNIVERSITETAS-LITHUANIA-need information							AVERAGE	MODULE							
			P1	P2	P3	P4	P5	P6	P7	Average	P1	P2	P3	P4	P5	P6	Average	P1	P2	P3	P4	P5	P6	Average	P1	P2	P3	P4	P5	P6	Average	P1			P2	P3	P4	P5	P6	P7	Average
Professional Engagement	C1.1	Organisational communication	4	4	4	4	5	5	4	4,33	5	5	4	5	5	4	4,67	5	4	5	5	5	5	4,83	4	4	5	5	5	4	4,50	4	4	3	3	3	4	5	3,67	4,40	
	C1.2	Professional Collaboration	5	5	5	5	5	5	4	4,83	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	5	4	4	4	3	3	3,83	4,73	1&4
	C1.3	Reflective Practice	5	5	5	4	4	5	4	4,50	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	4	5	5	3	4	4,33	4	5	3	3	3	4	4	3,67	4,50	
	C1.4	Digital Continuous Professional Development	5	5	5	5	5	5	4	4,83	4	4	4	5	5	5	4,50	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	4	4	4	5	5	4	4,33	4,73	1
Digital Resources	C2.1	Selecting digital resources	4	4	4	5	5	5	4	4,50	4	4	5	5	5	5	4,67	4	4	5	5	5	5	4,67	4	4	4	4	4	5	4,17	5	3	4	4	5	4	5	4,17	4,43	
	C2.2	Creating and modifying digital content	4	4	3	5	5	5	5	4,50	4	5	5	5	4	4	4,50	4	5	5	5	5	5	4,83	4	4	4	4	4	4	4,00	5	3	3	4	5	3	4	3,67	4,30	
	C2.3	resources	5	5	4	5	5	5	4	4,67	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	3	5	5	5	5	5	4,67	4	3	4	4	4	3	4	3,67	4,60	5
Teaching and Learning	C3.1	Teaching	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	4	5	5	5	5	4,83	5	5	5	5	5	5	5,00	5	4	4	4	4	4	5	4,17	4,80	2	
	C3.2	Guidance	5	5	4	5	5	5	4	4,67	4	5	5	5	5	5	4,83	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	4	5	3	3	4	4	4	3,83	4,67	2&3
	C3.3	Collaborative learning	5	5	4	5	5	5	5	4,83	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	4	4	3	5	5	5	4,33	4,83	2&3&4
Assessment	C4.1	Assessment strategies	4	4	5	5	5	5	4,83	4	5	5	5	5	5	4,83	4	4	5	5	5	5	4,67	4	5	5	5	3	5	4,50	5	3	4	3	4	5	4	3,83	4,53	2&3&5	
	C4.2	Analysing evidence	4	4	4	5	5	5	4	4,50	4	4	4	5	5	5	4,50	4	4	5	5	5	5	4,67	4	5	5	5	5	5	4,83	5	2	4	2	4	3	4	3,17	4,33	
	C4.3	Feedback and Planning	5	5	5	5	5	5	4	4,83	5	4	5	5	5	5	4,83	5	4	5	5	5	5	4,83	5	5	5	5	5	5	5,00	4	4	5	3	5	5	5	4,50	4,80	2&3&5
Empowering Learners	C5.1	Accessibility and inclusion	2	2	5	5	5	5	4	4,33	5	4	5	5	5	5	4,83	4	4	5	5	5	5	4,67	2	4	5	5	4	5	4,17	4	4	4	3	5	4	4	4,00	4,40	
	C5.2	Differentiation and personalisation	4	4	5	5	5	5	5	4,83	5	5	5	5	4	5	4,83	5	5	5	5	5	5	5,00	4	4	5	5	3	5	4,33	5	4	3	3	5	4	4	3,83	4,57	1
	C5.3	Actively engaging learners	5	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	5	5	5	5	3	5	4,67	4	5	3	3	4	4	5	4,00	4,73	2
Facilitating Learners' Digital Competence	C6.1	Information and media literacy	5	5	4	3	5	5	5	4,50	5	4	5	5	5	5	4,83	5	4	5	5	5	5	4,83	5	4	3	3	3	5	3,83	4	5	4	4	5	4	3	4,17	4,43	
	C6.2	Digital communication and collaboration	2	2	4	1	5	5	4	3,50	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	2	5	5	5	4	5	4,33	4	4	4	4	4	5	4	4,17	4,40	
	C6.3	Digital content creation	3	3	3	5	5	5	5	4,33	4	5	4	5	5	5	4,67	5	5	5	5	5	5	5,00	3	3	3	3	3	3	3,00	4	4	3	2	5	5	5	4,00	4,20	
	C6.4	Responsible use	3	3	4	3	5	5	5	4,17	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	3	3	3	3	4	4	3,33	5	2	3	4	4	4	4	3,50	4,20	
	C6.5	Digital problem solving	4	4	5	4	5	5	4	4,50	5	5	5	5	5	5	5,00	5	5	5	5	5	5	5,00	4	5	4	5	3	4	4,17	5	3	3	4	4	4	4	3,67	4,47	3&5

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# Self-assessment questionnaire

Each partner will develop 20 questions per module, with at least 2 questions to be developed per unit.

“Additionally, this template will support the post training evaluation questions with each partner developing 1 question per unit.”

<b>Module 1: Skills/ characteristics of an adult educator</b>	
Question	Based on the Digital Competence Framework for Educators DigCompEdu the ubiquity of digital devices and applications doesn't impact educators' need to enhance their digital competence.
Answer 1	TRUE
Answer 2	FALSE
Question	The European Framework for the Digital Competence of Educators (DigCompEdu) is exclusively designed for educators in higher education and adult education.
Answer 1	TRUE
Answer 2	FALSE
Question	Teaching adults requires different approaches than teaching children and is based on pedagogy.
Answer 1	True
Answer 2	False.
Question	Trainers should encourage trial-and-error learning processes and promote a learning environment where making mistakes is productive
Answer 1	False
Answer 2	True
Question	An adult educator is responsible for facilitating learning processes for adults?
Answer 1	False
Answer 2	True





Question	Adult educators are not required to possess digital competences according to the European Framework for the Digital Competence of Educators?
Answer 1	True
Answer 2	False
Question	The European Digital Competence Framework for Citizens (DigComp) captures learners' digital competence and is divided into six areas?
Answer 1	False
Answer 2	True
Question	Digital content creation is one of the areas of digital competence that adult educators should possess.
Answer 1	False
Answer 2	True
Question	Which of the following is NOT one of the fundamental competencies for an adult educator?
Answer 1	Basic technological skills
Answer 2	Technical and communication skills
Answer 3	Adaptability and availability skills
Answer 4	Curriculum design skills
Question	Professional collaboration among educators can be enhanced by:
Answer 1	Focusing on individual teaching practices
Answer 2	Avoiding constructive criticism of existing practices
Answer 3	Prioritizing communication over collaboration
Answer 4	Utilizing digital tools and innovative technologies
Question	Digital Continuous Professional Development (CPD) involves ongoing improvement of teaching practice using digital resources.
Answer 1	False
Answer 2	True
Question	Professional collaboration focuses on contributing to existing knowledge and creating innovation.
Answer 1	False
Answer 2	True





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Question	Pedagogical content knowledge (PCK) is not necessary for online teaching.
Answer 1	True
Answer 2	False
Question	The European Framework for the Digital Competence of Educators is referenced in the unit on delivering effective online courses.
Answer 1	False
Answer 2	True
Question	Organizational skills are not necessary for adult educators working with online learners.
Answer 1	True
Answer 2	False
Question	Which of the following is NOT a way to develop the pedagogic competence of using digital resources?
Answer 1	Conducting research to find quality information
Answer 2	Using social media platforms to connect with students
Answer 3	Implementing collaborative activities or projects
Answer 4	Utilizing available classroom technologies
Question	Self-regulated learning refers to learners' ability to:
Answer 1	Integrate digital devices and resources into the learning process
Answer 2	Collaborate with peers to create knowledge
Answer 3	Assess their own progress and that of their peers using checklists
Answer 4	Plan, monitor, and reflect on their learning using digital technologies
Question	Formative assessment is conducted at the end of an instructional unit to evaluate students against a predetermined standard.
Answer 1	True
Answer 2	False





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Question	Digital technologies can be used to support peer assessment, where students assess each other's contributions using a checklist of criteria.
Answer 1	False
Answer 2	True
Question	Creating and modifying digital resources does not require educators to respect copyright licenses.
Answer 1	True
Answer 2	False
Question	Teaching in a digital environment involves integrating digital devices and resources to enhance the learning process.
Answer 1	False
Answer 2	True
Question	Educators do not need to understand Creative Commons licenses when managing and sharing digital content.
Answer 1	True
Answer 2	False

### Module 2: Teaching methods and techniques

Question	Which of the following requirements is not associated with "Distance education":
Answer 1	Structured planning
Answer 2	Well-designed courses
Answer 3	Methods of communication by electronic and other technologies
Answer 4	Building communities
Question	Asynchronous distance learning is based:
Answer 1	On interactions in real-time, such as listening to live radio programs or attending live online lectures
Answer 2	On using the Internet as the delivery mechanism
Answer 3	On face-to-face interaction







Answer 4	On the interactions between the teacher and the learner at different times, such as learning from instructions on paper, listening to recorded lectures, or watching pre-recorded visual tutorials in a flexible timeframe
Question	Which of the following is an example of asynchronous distance learning?
Answer 1	Listening to live radio programs
Answer 2	Attending live online lectures
Answer 3	Participating in real-time video conferences
Answer 4	Learning from instructions on paper
Question	Which of the following modes of online or blended teacher education are considered innovative:
Answer 1	Lectures, workshops, seminars, discussion groups or conferences, including one-off sessions and series
Answer 2	Coaching and mentoring
Answer 3	On using the Internet as the delivery mechanism
Answer 4	Virtual reality spaces or simulations
Question	Which model of distance education relies on print textbooks and study guides?
Answer 1	Audio-based models
Answer 2	Televsual-based models
Answer 3	Computer-based or multimedia models
Answer 4	Print-based distance education or Correspondence model
Question	What technology is integrated into the learning experience in dynamic distance education models?
Answer 1	Broadcast television
Answer 2	Two-way radio
Answer 3	Print textbooks
Answer 4	Computers
Question	In a dynamic distance learning environment, what is the role of the instructor?
Answer 1	Assessor and supporter of learners
Answer 2	Member of a community of learning and practice
Answer 3	Learner-centered facilitator





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Answer 4	Co-learner
Question	What type of knowledge is emphasized in dynamic distance education models?
Answer 1	Theoretical and conceptual
Answer 2	Analytical and critical
Answer 3	Historical and cultural
Answer 4	Practical and authentic
Question	Asynchronous distance learning requires real-time interactions between the teacher and the learner.
Answer 1	True
Answer 2	False
Question	In dynamic distance education models, the role of the instructor is primarily to assess and support the learner's process, progress, and products.
Answer 1	False
Answer 2	True
Question	Which of the following components are considered critical for effective and innovative training:
Answer 1	The design
Answer 2	The materials
Answer 3	Learning tools
Answer 4	Feedback and planning
Question	Learner-centered instruction approach comprises:
Answer 1	Collaborative learning
Answer 2	Project-oriented learning
Answer 3	Problem-based learning
Answer 4	All of the above-mentioned learning
Question	Which of the following assessment strategies is recommended when it comes to vocational educational training:
Answer 1	Just oral or written examinations
Answer 2	Just real-world assessments, such as job-shadowing or on-site job training
Answer 3	Just projects presentation





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Answer 4	Interactive quizzes or games
Question	Which of the following assessment strategies is recommended when it comes to vocational educational training:
Answer 1	Just oral or written examinations
Answer 2	Just real-world assessments, such as job-shadowing or on-site job training
Answer 3	Just projects presentation
Answer 4	Interactive quizzes or games
Question	Digital educational content must offer several long-term benefits for learners:
Answer 1	Interactivity
Answer 2	Flexibility
Answer 3	Connected learning
Answer 4	All answers are correct
Question	Which of the following is NOT considered a crucial input in defining a good teacher?
Answer 1	Content Knowledge
Answer 2	Structured Instructional Approach
Answer 3	Pedagogical Content Knowledge
Answer 4	Parenting Skills
Question	Which instructional model involves combining online learning and classroom instruction?
Answer 1	Flipped classrooms
Answer 2	Project-based learning
Answer 3	Gamification
Answer 4	Blended learning
Question	What is a recommended approach to teacher assessment within a distance learning system?
Answer 1	Multiple-choice exams
Answer 2	Oral examinations
Answer 3	Real-world assessments
Answer 4	Performance-based assessments





Question	Distance learning demands instructional design that is grounded in an understanding of adult learning.
Answer 1	False
Answer 2	True
Question	Being part of an online community is not linked to teacher satisfaction with distance learning courses.
Answer 1	True
Answer 2	False

<b>Module 3: Digital tools of distance learning</b>	
Question	Which of the following digital tools gives the learners the opportunity to ask the educator to speed up or slow down during the lesson?
Answer 1	MS Teams
Answer 2	WhatsApp
Answer 3	Google Classroom
Answer 4	Zoom
Question	Which of the following digital tools does not have a time limit for the duration of the online lesson?
Answer 1	Zoom
Answer 2	Google Meet
Answer 3	Webex Meeting
Answer 4	MS Teams
Question	Zoom doesn't allow users to enable Auto-generated captions during meetings.
Answer 1	True
Answer 2	False
Question	All files shared across all conversations in MS Teams are being automatically saved in SharePoint Online document library folder.
Answer 1	False





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Answer 2	True
Question	Zoom doesn't allow users to record a meeting.
Answer 1	True
Answer 2	False
Question	MS Teams allows users to host meetings with only one hour duration.
Answer 1	True
Answer 2	False
Question	Which of the following digital tools allows automatic syncing of your accounts across different devices?
Answer 1	MS Word
Answer 2	Kahoot
Answer 3	MS Excel
Answer 4	Google Workspace
Question	Which of the following digital tools allows you to create, organise and manage the whole educational process?
Answer 1	Prezi
Answer 2	MS Teams
Answer 3	OneNote
Answer 4	MS Office
Question	Using MS Office, educators and learners can communicate with each other through direct messages (chat).
Answer 1	True
Answer 2	False
Question	MS Office doesn't give users the opportunity to access their files from anywhere and update them in real time.
Answer 1	True
Answer 2	False
Question	Which of the following digital tools allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people?
Answer 1	MS Word
Answer 2	iSpring
Answer 3	MS Teams





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Answer 4	Google Forms
Question	Which of the following digital tools is a quiz/game-based learning platform?
Answer 1	Google Docs
Answer 2	PowerPoint
Answer 3	iSpring
Answer 4	Kahoot
Question	Kahoot allows users to insert YouTube videos into questions or import existing presentations.
Answer 1	False
Answer 2	True
Question	Does Google Forms allow users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people?
Answer 1	No
Answer 2	Yes
Question	Is Kahoot a quiz/game-based learning platform?
Answer 1	No
Answer 2	Yes
Question	Kahoot is an online tool which allows users to create presentations.
Answer 1	True
Answer 2	False
Question	Which of the following digital tools offers the opportunity to create a separate room/class for the learners, which they can join using a code?
Answer 1	MS Office
Answer 2	PowerPoint
Answer 3	OneNote
Answer 4	Google Classroom
Question	Which of the following digital tools empowers educators with instant classroom data that shows who's on track and who needs help?
Answer 1	MS Word





Answer 2	OneNote
Answer 3	Prezi
Answer 4	EduLastic
Question	'Google Classroom synchronisation is available free to use in combination with EduLastic. Learners can receive the best of both worlds: effective academic resources that are easy to use. '
Answer 1	False
Answer 2	True
Question	EduLastic gives the opportunity to show scores but hide the correct answers from the learners.
Answer 1	False
Answer 2	True

<b>Module 4: Cultural Awareness</b>	
Question	What is cultural awareness?
Answer 1	The utilization of technology to enhance cultural understanding in the classroom.
Answer 2	The promotion of inclusivity and diversity in the educational system.
Answer 3	The recognition of cultural differences in the workplace.
Answer 4	The ability to understand, appreciate, and respect the beliefs, customs, values, and practices of people from different cultures.
Question	Why is cultural awareness important in education?
Answer 1	It helps educators develop their technological skills.
Answer 2	it enhances the assessment processes in education.
Answer 3	It supports the integration of cultural stereotypes in the curriculum.
Answer 4	It promotes inclusivity, diversity, and understanding in the classroom.







Question	Cultural awareness involves recognizing and respecting the values, beliefs, and customs of different cultures.
Answer 1	False
Answer 2	True
Question	Creating a more inclusive classroom environment means setting different expectations for students based on their cultural background.
Answer 1	True
Answer 2	False
Question	Cultural awareness involves understanding, appreciating, and respecting the beliefs and practices of people from different cultures
Answer 1	False
Answer 2	True
Question	Cultural awareness is not important in the educational setting.
Answer 1	True
Answer 2	False
Question	Cultural awareness requires educators to examine their own cultural biases and assumptions.
Answer 1	False
Answer 2	True
Question	Culturally aware educators should not adapt their teaching strategies to meet the needs of culturally diverse students.
Answer 1	True
Answer 2	False
Question	Cultural awareness promotes inclusivity, diversity, and understanding in the classroom.
Answer 1	False
Answer 2	True
Question	Cultural awareness does not involve incorporating students' cultural perspectives into the curriculum.
Answer 1	True





Answer 2	False
Question	What is the difference between cooperative learning and collaborative learning?
Answer 1	Cooperative learning is a type of collaborative learning, but collaborative learning focuses more on individual contributions.
Answer 2	Cooperative learning involves working independently, while collaborative learning involves working in groups.
Answer 3	There is no difference between cooperative learning and collaborative learning.
Answer 4	Cooperative learning involves individual responsibility for learning, while collaborative learning involves shared responsibility for learning.
Question	What are the benefits of collaborative learning?
Answer 1	Memorization of facts and figures, increased individual achievement, and formal training.
Answer 2	Development of critical thinking skills, active listening, and public speaking skills.
Answer 3	Decreased workload for educators, improved organizational skills, and enhanced cooperation among learners.
Answer 4	Development of self-management and leadership skills, improved relationships, and efficient retention of information.
Question	Collaborative learning involves individuals working together to solve problems and construct knowledge.
Answer 1	False
Answer 2	True
Question	Collaborative learning is solely beneficial for individual learners, with no impact on the organization as a whole.
Answer 1	True
Answer 2	False
Question	Educator collaboration is becoming more popular among teachers and school administrators.
Answer 1	False





Answer 2	True
Question	Collaborative learning involves individuals working together to solve problems and learn new concepts.
Answer 1	False
Answer 2	True
Question	Collaborative learning enhances relationships built on trust and empathy among teachers.
Answer 1	False
Answer 2	True
Question	Collaborative learning fosters self-management and leadership skills in individuals.
Answer 1	False
Answer 2	True
Question	Collaborative learning improves knowledge acquisition and retention.
Answer 1	False
Answer 2	True
Question	Collaborative learning enhances cooperation among learners and mutual respect.
Answer 1	False
Answer 2	True

<b>Module 5: Designing online teaching and learning activitie, courses and assessment</b>	
Question	What are the main aspects of curriculum development? Problem identification and general needs assessment; targeted needs assessment; goals, and objectives; educational strategies; implementation and evaluation and feedback
Answer 1	False
Answer 2	True





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Question	How many essential aspects of curriculum development steps exist?
Answer 1	Five
Answer 2	Three
Answer 3	Two
Answer 4	Six
Question	What is generative AI? Generative AI is a broad term for artificial intelligence that creates new text, images, video, audio, code, or synthetic data.
Answer 1	False
Answer 2	True
Question	How many classifications of generative AI exist?
Answer 1	A few
Answer 2	Many
Question	Can new technologies, such as generative AI tools/platforms, change the student evaluation process?
Answer 1	False
Answer 2	True
Question	What are the formats of new types of assessments?
Answer 1	face-to-face or online interviews
Answer 2	oral presentations, multimedia resources, videos, personal reflections, live interviews
Question	Can AI-generated visuals for educational materials can enhance the learning experience?
Answer 1	False
Answer 2	True
Question	Statement: Only four areas of generative AIs tools/platforms exist.
Answer 1	False
Answer 2	True
Question	How many generative AIs tools/platforms in terms of thematic areas are?
Answer 1	Five
Answer 2	Three





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Answer 3	Two
Answer 4	Four
Question	What are the main tools/platforms for AI-generated visuals generation?
Answer 1	ChatGPT, Stablediffusionweb
Answer 2	Jasper,Rytr
Answer 3	ChatGPT, Pix2Pix
Answer 4	DALL-E, DeepArt.io, Pix2Pix, Stablediffusionweb
Question	How AI-generated visuals for educational materials can enhance the learning experience?
Answer 1	visuals can't be created more quickly
Answer 2	AI generated visuals are not interactive
Answer 3	AI visuals are not memorable
Answer 4	visuals can be personalized and be original
Question	How ChatGPT can be used for the learning experience?
Answer 1	ChatGPT can't enable educators to get information more quickly about various topics and enhance their learning materials
Answer 2	ChatGPT cannot be used for learners' assessments
Answer 3	ChatGPT does not save time for educators
Answer 4	ChatGPT can be used for learners' personalized text/descriptions for modules/tasks generation and assessments.
Question	How many classifications of generative AI for educators exist?
Answer 1	A few
Answer 2	Many
Question	Can new technologies, such as generative AI tools/platforms, change the student learning process?
Answer 1	False
Answer 2	True





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Question	What is an AI? AI is a broad term for artificial intelligence that creates new text, images, video, audio, code, or synthetic data.
Answer 1	True
Answer 2	False
Question	What is generative AI? AI is a broad term for artificial intelligence that creates new text.
Answer 1	True
Answer 2	False
Question	Where can generative AI be used?
Answer 1	Gaming industry
Answer 2	Business, Education, Art, Gaming industry
Question	What are the best formats of assessments in the generative AI era?
Answer 1	written
Answer 2	oral assignments
Question	Can we use ChatGPT for learners' assignments?
Answer 1	False
Answer 2	True
Question	Do generative AI platforms replace traditional classes with online ones?
Answer 1	True
Answer 2	False

