



Co-funded by the  
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## Learn2Analyze (L2A)

An Academia-Industry Knowledge Alliance for enhancing Online Training Professionals' (Instructional Designers and e-Trainers) Competences in Educational Data Analytics

*Erasmus+ Knowledge Alliances Cooperation for innovation and the exchange of good practices*

Το **Τμήμα Ψηφιακών Συστημάτων** του **Πανεπιστημίου Πειραιώς** στα πλαίσια του ευρωπαϊκού έργου **Learn2Analyze** που χρηματοδοτείται για την περίοδο **2018-2020** από το πρόγραμμα **Erasmus+ Knowledge Alliances** προσκαλεί ενδιαφερόμενους/ες με τεκμηριωμένη εμπειρία στο βασικό αντικείμενο του έργου (*υποχρεωτικό*) και σχετικά προγράμματα Erasmus+ (*προαιρετικό*), να υποβάλουν καταρχήν **αίτηση εκδήλωσης ενδιαφέροντος** για ανάθεση έργου με αντικείμενο:

- Development of an Educational Data Literacy Competence Profile Model for Instructional Designers and e-Tutors of Online Courses
- Validation of the Educational Data Literacy Competence Profile Model with 210 experts using the Delphi Method
- Design and Development of a series of Micro-MOOCs (following the edX model) that targets the development of selected Educational Data Literacy Competence
- Support and Evaluate the Delivery of the micro-MOOCs.

Οι ενδιαφερόμενοι/ες μπορούν να αποστείλουν με email στην ηλεκτρονική διεύθυνση [sampson\(-at-\)unipi\(-dot-\)gr](mailto:sampson(-at-)unipi(-dot-)gr):

- Αναλυτικό βιογραφικό σημείωμα που θα περιλαμβάνει μεταξύ των άλλων στοιχείων: σύντομο υπόμνημα στο οποίο θα αναλύουν και τεκμηριώνουν την εμπειρία τους στα θέματα Educational Data Literacy, Design and Development of Massive Open Online Courses (MOOCs), Evaluation of Online Educational Innovation Programs και στοιχεία επικοινωνίας δύο εισηγητών από τους οποίους θα μπορούσαν να ζητηθούν συστατικές επιστολές.

Στους/τις ενδιαφερόμενους/ες προτείνεται παρακολούθηση των παρακάτω MOOCs:

Analytics for the Classroom Teacher	<a href="https://www.edx.org/course/analytics-classroom-teacher-curtinx-edu1x-0">https://www.edx.org/course/analytics-classroom-teacher-curtinx-edu1x-0</a>
Learning Analytics Fundamentals	<a href="https://www.edx.org/course/learning-analytics-fundamentals-utarlingtonx-link-la-fundx">https://www.edx.org/course/learning-analytics-fundamentals-utarlingtonx-link-la-fundx</a>
Practical Learning Analytics	<a href="https://www.edx.org/course/practical-learning-analytics-michiganx-plax">https://www.edx.org/course/practical-learning-analytics-michiganx-plax</a>
Data, Analytics and Learning	<a href="https://www.edx.org/course/data-analytics-learning-utarlingtonx-link5-10x">https://www.edx.org/course/data-analytics-learning-utarlingtonx-link5-10x</a>
Big Data and Education	<a href="https://www.edx.org/course/big-data-education-pennx-bde1x-0">https://www.edx.org/course/big-data-education-pennx-bde1x-0</a>

**Υποβολή εκδήλωσης ενδιαφέροντος το αργότερο μέχρι την 15η Ιουνίου 2018 και μέχρι κάλυψης της θέσης.**

## Project Briefing

**Digital Learning** is a key innovation for both

- higher education in universities, and
- on-demand professional training at the workplace.

To this end, **blended** and **online courses** customized to the needs of pre-service students and/or in-service professionals are nowadays widely deployed.

In this context, two important **job roles** are globally recognized in the e-learning job market:

- the **Instructional Designer**, who design and develop online courses and
- the **e-Trainers** who support the delivery of these online courses.

Given the importance of these job roles, **professional competence frameworks** have been developed to define their competence needs, supported by **professional development initiatives** for cultivating them. However, emerging advancements in Digital Learning related to the use of data-driven **design** and **delivery** of online courses, exploiting **Educational Data Analytics** are not yet addressed by existing competence frameworks. Educational Data Analytics have been attributed with significant benefits for enhancing **on-demand personalized educational support of individual learners** as well as **reflective course (re)design** for achieving more **authentic teaching, learning and assessment experiences** integrated into real work oriented tasks.

Thus, the scope of the Learn2Analyse project is to:

- **Enhance** existing **competence frameworks** for **instructional designers** and **e-trainers** of online courses with new **Educational Data Literacy** competences for using emerging **Educational Data Analytics** methods and tools.
- **Develop** and **evaluate** a series of professional development **Massive Open Online Courses (MOOCs)** for cultivating these competences with emphasis to combining theory and practice in the form of authentic work-oriented tasks.

This is important since, existing professional competence frameworks and professional development programs for instructional designers and e-trainers of online courses, almost ignore the dimension of Educational Data Literacy, missing out the potential of using emerging Educational Data Analytics methods and tools in effective online professional training.

To this end, the Learn2Analyse project aims to produce and evaluate:

- a comprehensive proposal for an **Educational Data Literacy Competence Framework** for instructional designers and e-trainers of online courses.
- A series of professional development **Massive Open Online Courses** to cultivate these competences combining **Educational Data Analytics** theory and practice (through the use of existing educational data analytics tools from world market leaders)

## Partnership

Partner no	Organisation Name	Country
P1	UNIVERSITY OF PIRAEUS RESEARCH CENTER ( <b>coordinator</b> )	Greece
P2	UNIVERSITY OF MANNHEIM (UMA)	Germany
P3	NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY (NTNU)	Norway
P4	IMC INFORMATION MULTIMEDIA COMMUNICATION AG	Germany
P5	LATTANZIO LEARNING SPA	Italy
P6	ENOVATION SOLUTIONS LTD	Ireland
P7	CURTIN UNIVERSITY OF TECHNOLOGY	Australia