

## **The MDE e-portfolio: Core Skills, Knowledge & Competencies**

To build your portfolio during your program, you will be expected to address the core competencies listed in this document. Consider how each of these competencies relates to your studies, life, and profession. Then, in your e-portfolio, fulfill these requirements by incorporating each of the following:

- Discuss and reflect critically on these competencies, your acquisition of them, and how you came to reach this acquisition: your critical self-reflection on your learning moments;
- Demonstrate your abilities in each area by providing examples of your work. Relate the process of completion, or experience of these examples, to specific sub-points of the competency areas. You may upload your papers, audio files, video files, presentations, forum postings, or other learning objects to illustrate your demonstration of, and reflection on your learning. You can also link to websites and blog postings. If you refer to sources that you did not create, be sure to cite your sources. If you include comments by others (such as in a Forum Posting, or instructor comments on a paper), either ask their permission to include it or erase their name(s);
- Critically self-reflect on your experience and growth as a learner and professional.

You may not be able to respond to every detail listed for each of the competencies, but you should be able to address many of them on the basis of different pieces of assessment and different activities you have participated in, or learning experiences, formal, informal, and non-formal throughout the duration of your program.

### **1. Problem Solving, Analysis, & Decision Making**

These competencies involve providing creative solutions to emerging problems in the field of Distance Education now and in the future. Examples of these competencies are listed below.

- 1.1. Recognize problems
- 1.2. Define the aspects of problems
- 1.3. Formulate questions
- 1.4. Find and access information
- 1.5. Critically evaluate the relevance of information for a given situation
- 1.6. Compare alternatives using critical analysis
- 1.7. Make reasoned arguments using critical reflection, leading to rational solutions.
- 1.8. Justify these solutions
- 1.9. Present them to others
- 1.10. Recognize the wider implications of specific knowledge
- 1.11. Adapt solutions to suit varied situations.

### **2. Instructional Design & Development**

These competencies involve applying instructional design models, concepts and skills to solve instructional problems in Distance Education. Examples of these competencies are listed below.

- 2.1. Critically analyze and discuss the implications of personal perspectives and epistemological orientations for the teaching-learning process
- 2.2. Appropriately apply systems theory and systems analysis techniques to instructional design situations in distance education
- 2.3. Describe and appropriately apply a range of learning and motivational theories to instructional design situations in distance education
- 2.4. Describe the activities of the instructional design process and the advantages and disadvantages of using them in distance education contexts
- 2.5. Develop instructional products or learning objects in distance education
- 2.6. Critically analyze and discuss the common criticisms and controversies relating to the use of traditional and emerging instructional design models in distance education
- 2.7. Apply instructional design principles and models in distance education, in your workplace, or in other instructional contexts.

### **3. Communication Technologies and Networking**

These competencies involve the critical analysis and the appropriate application of communications technologies and networking in Distance Education. These technologies might include: asynchronous technologies, synchronous technologies, social software, “push” technologies, mobile technologies, and computer-assisted instruction. Examples of these competencies are listed below.

- 3.1. Use a variety of communication and document-sharing tools to create, reflect, and communicate with others
- 3.2. Analyze and evaluate the various applications and implications of these technologies
- 3.3. Justify the applications of these technologies in real-life contexts on the basis of theory and research
- 3.4. Compare and evaluate the relative advantages and disadvantages of these technologies in various distance education contexts
- 3.5. Apply these technologies in distance education and in real-life instructional contexts.

### **4. Communication & Interpersonal Skills**

These competencies involve demonstrating your ability to communicate, interact, and collaborate effectively and appropriately in various contexts. Examples of these competencies are listed below.

- 4.1. Write clearly and in a style appropriate to purpose (e.g. assignments, essays, published documents, and theses)
- 4.2. Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally, through a variety of techniques and media
- 4.3. Justify and defend your ideas orally and in writing in meetings, forums, seminars, exams and other contexts
- 4.4. Support the learning of others when involved in teaching, mentoring, moderating, collaboration or demonstration activities
- 4.5. Participate and contribute effectively in collaborative group activities

- 4.6. Demonstrate effective design, delivery and critical evaluation of presentations, computer conferences, or seminars
- 4.7. Work cooperatively with diverse groups and individuals both within the university and/or in the workplace
- 4.8. Organize, and convey your ideas effectively through a range of communication skills and work collaboratively and in teams.

## **5. Research**

These competencies involve applying effective research knowledge, and skills in order to understand and analyze instructional contexts, problems and issues in Distance Education, its role in the broader educational context, and to synthesize and critically evaluate these. Examples of these competencies are listed below.

- 5.1. Frame effective and meaningful research questions
- 5.2. Identify, discuss and apply theoretical considerations to proposed research
- 5.3. Access and critically evaluate sources and content for quality, applicability and relevance
- 5.4. Critically review literature both broadly and in-depth
- 5.5. Formulate questions and reasoned arguments, leading to rational conclusions
- 5.6. Summarize and synthesize information with a view to pursuing deeper understanding
- 5.7. Effectively communicate information, arguments, and analyses in the discipline of Distance Education, in a variety of forms, to suit different contexts and audiences
- 5.8. Critically analyze the issues and discuss the wider implications affecting the use of information
- 5.9. Conduct effective interviews for research purposes
- 5.10. Demonstrate the use of communications and other technology-based research tools
- 5.11. Describe and adhere to ethical practices and institutional policies throughout the research process.

## **6. Management, Organization and Leadership**

These competencies involve knowledge, understanding and skills pertaining to the management and leadership of organizations with regard to Distance Education considerations. Examples of these competencies are listed below.

- 6.1. Analyze the current and future climate of the distance education and distance learning industry, and formulate strategies to respond to that climate
- 6.2. Describe and analyze the business and administrative functions in distance education organizations and critically discuss how business decisions affect financial and non-financial work results
- 6.3. Make considered recommendations regarding the selection of appropriate learning technologies and assure that these selections meet organizational needs

- 6.4. Outline and critically compare the relative costs of appropriate technology-based communications methods in distance education and ensure that the organization is receiving a good return on investment
- 6.5. Manage workload, other commitments, and information needs within time and structural constraints (in both personal and team management situations).