

TTnet Annual Conference: A review of achievements in the field of the training of trainers and the Community outlook

Brussels, 7 and 8 December 2000

Session 2: eLearning and the professionalisation of trainers: which competences, profiles, conditions for successful training

1. Issues to be tackled in the session

Elearning is rapidly becoming a common form of training in Europe, employed both in enterprises and institutions. It is transforming the learner's relationship to knowledge and training, relations between the learner and the trainer, and the trainer's place in training and in the design of training media.

The Rome workshop in November 1999, which was devoted to this question, highlighted:

- the characteristics of how open and distance learning schemes are structured;
- the transformations and new competences that elearning bring about in training functions;
- the imminent rapid pace of change in training practices;

but also

- the disparity in practices between the various member countries (from common use of new technologies and elearning in Scandinavian countries to elearning on an experimental basis in many other countries);
- the fears and resistance of trainers who are still not engaged in elearning (underlined in Jane Massy's survey).

2. Objectives

Based on an analysis of the impact of elearning on the processes involved in the professionalisation of teachers and trainers, the aims of this session are:

- to identify in a Community context the converging elements of the qualifications and competences common to teachers and trainers of vocational training working in an elearning environment;
- to propose how and in what forms (training of trainers, development of new forms of cooperation, etc.) those teachers and trainers can master and anticipate the processes of change occurring in their own profession in the wake of the changes introduced by elearning;
- to consider the extent to which Community policy and means of action can facilitate the necessary changes in the role of trainers and the acquisition of new competences in the face of the new pedagogical practices and the new methods of cooperation engendered by elearning;
- to formulate useful recommendations for decision-makers and practitioners with a view to speeding up the acquisition and recognition of those new competences.

3. Key questions in the working groups

Those objectives can be reformulated as key questions that will be posed in the session workshops:

- Is it possible to draw up in the Community context a list of trainers' key competences specific to the e-learning environment?
- How can Community networking facilitate the professionalisation of the various training functions involved in elearning? In particular, how can we develop those competences among the majority of trainers still not involved in elearning?
- How and using which forms of transnational cooperation can we develop among trainers the networking and knowledge-sharing culture that will characterise training in the future?
- To this end, what recommendations should be made to Community decision-makers and to experts in each country (policy-makers, public and private training institutions and centres, those responsible for the training of trainers, professional associations, social partners, etc.)?