



# Competency Profile of Video Teacher for Green Industry



Publication date: September 2022



CC BY-SA

This license allows the sharing and adaption of this publication for non-commercial purposes, under the strict condition that the VideoTeach project is credited as author appropriately and the material used is published under identical terms.

[Read the license deed.](#)

© 2022

## Contents

Introduction .....	3
The VideoTeach Project .....	3
What is a Competency Profile? .....	3
Competency Profile of Video Teacher for Green Industry .....	4
Section 1. Teachers' Professional Engagement .....	5
Section 2. Integrating Videos into Teaching and Learning .....	6
Section 3. Creating Videos for Teaching and Learning .....	7
References.....	9

## Introduction

### The VideoTeach Project

The VideoTeach project aims to develop educators' digital competences and promote video education as the main tool for digital teaching.

In addition, the project sets out to:

- Promote video education in rural areas, by providing rural teachers with competences and tools covering digital and video necessities.
- Promote video education in the green industry, supporting the development of methodologies, tools and video contents in the specific industries of renewable energy.
- Support rural teachers in the development of their professional career by facilitating the recognition of existing digital learning outcomes, providing structured training and more.

### What is a Competency Profile?

A competency profile is a description of competencies that are necessary for a profession or a particular job role. Competencies are defined as a combination of the knowledge, skills, and attitudes (Lizzio & Wilson, 2004) necessary for adequate functioning on the profession or role, where:

- **Knowledge** is understood as the concepts, facts, and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.
- **Skills** are defined as the ability to carry out processes and use the existing knowledge to achieve results.
- **Attitudes** describe the disposition and mindset to act or react to ideas, person or situations.

The VideoTeach Competence Profile presents the necessary competencies for video teachers for the Green Industry. The Competence Profile will form the basis for development of the European Curriculum of Video Teachers for Green Industry, which will standardize the skill set for the teachers willing to record video contents in a Green industry and comprise the structure and contents of the training units of the Video Teacher Self-Training Video Course for Green Industry.

Additionally, the content of the VideoTeach Competence Profile can potentially describe the necessary competences of professionals of other vocational education and training disciplines, as well as adult educators, teachers, and learners who want to develop educational or tutorial videos.

## Competency Profile of Video Teacher for Green Industry

This document consists of the Competency Profile of Video Teacher for Green Industry which is the first project result of the VideoTeach project. The structure Competence Profile was developed taking into consideration EU Qualification Structures (EQF, ECVET, etc.), quality principles (e.g., EQAVET), and following the classification of European Skills, Competences, Qualifications and Occupations (ESCO). The Digital Competence Framework for Educators (DigCompEdu) was also an important reference for building a consensus on the main areas and elements of video educators' digital competence.

The Competence Profile (CP) describes the required skills of future Video Teachers, based on the existing training needs, focusing on filling the gaps of the teachers, and covering the specific necessities of the green industry teaching. The CP will cover the knowledge missing in the current teachers' competences, in order to the technical standards required in the green industry.

Like the CP, the EU CV structure is developed including EU Qualification Structures (EQF, ECVET, etc.), quality principles (e.g., EQAVET), and following ESCO.

The competencies are separated in the following categories, which are inspired by the DigCompEdu Framework:

1. Teachers' Professional Engagement
2. Integrating Videos into Teaching and Learning
3. Creating Videos for Teaching and Learning

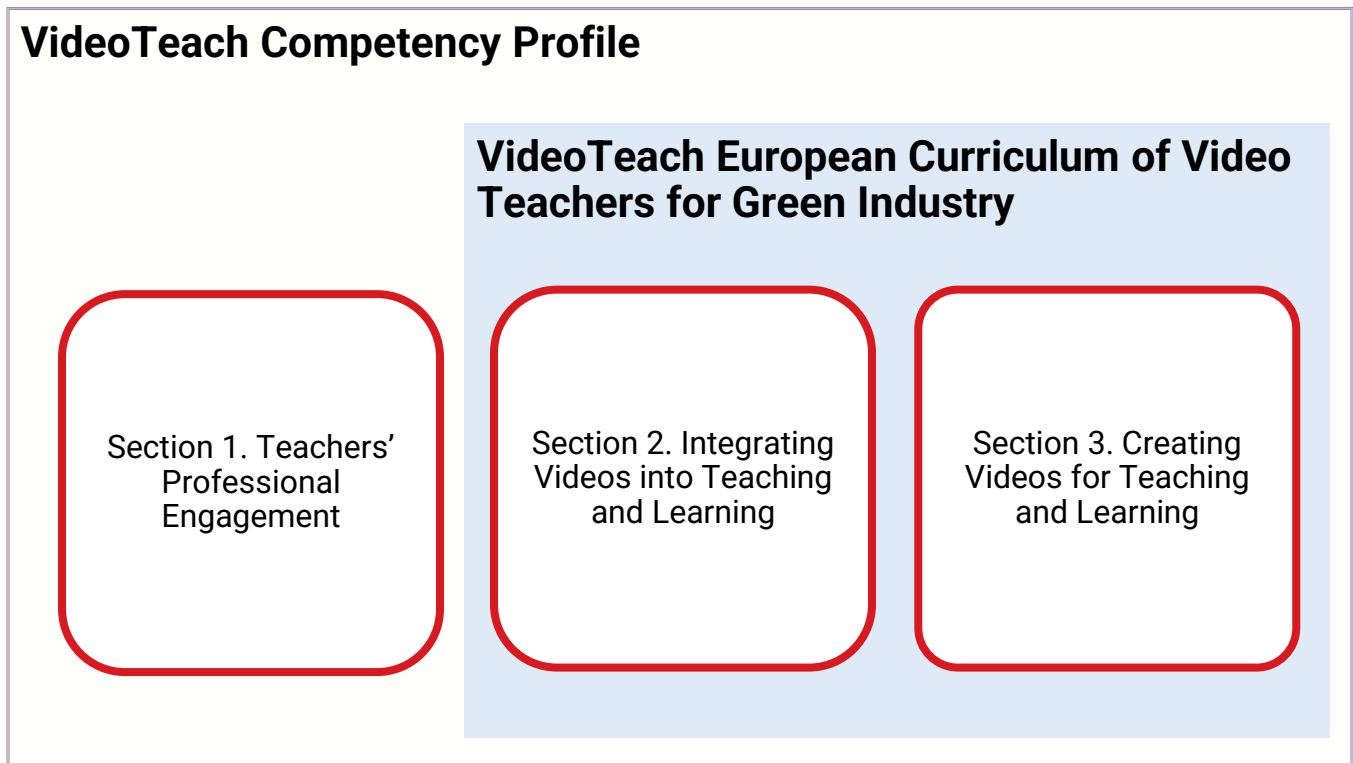


Fig 1. The content of Sections 2 and 3 will form the basis for the development of the structure and contents of the training units of the European Curriculum of Video Teachers for Green Industry, which will lead to the development of the Video Teacher Self-Training Video Course for Green Industry.

## Section 1. Teachers' Professional Engagement

The first section of competencies deals with the necessary skills that teachers need for their professional development in relation to video development. These basic digital and pedagogical competences are a prerequisite for the instructor's enrolment in the Video Teacher Self-Training Video Course for Green Industry.

Knowledge	Skills	Attitudes
Has basic digital literacy (regarding the use of mobile devices, personal computers, the internet).	Is comfortable when using technology.	Demonstrates growth mindset.
Knows how to use the internet for professional development, e.g., by participating in online courses, webinars, or consulting digital training materials and video tutorials.	Is able to navigate the internet and identify quality learning material.	Demonstrates interest to improve their digital competencies.
Is aware of fundamental principles in the fields of mass communications, mass media, production, programming, and editing.	Has experience using some software for programming some digital applications for augmented reality, robotics and/or video games applied to my teaching practice.	Demonstrate motivation to improve their learning provision.
Is aware of open education resources, MOOCs and e-learning platforms for skills development.	Demonstrates time-management skills for themselves and others.	Demonstrates interest towards multimedia and their applications within the classroom.
Is aware of online etiquette (netiquette) when using collaborative and other online spaces.	Is able to use the internet for professional development, e.g., by identifying and participating in online courses, webinars, or consulting digital training materials and video tutorials.	
	Is able to communicate information and ideas in speaking so others will understand.	

## Section 2. Integrating Videos into Teaching and Learning

The second section of competencies deals with the skills teachers need in order to identify videos and incorporate them into the learning opportunities they provide.

Knowledge	Skills	Attitudes
Basic knowledge of the resources and material, as well as the means to identify them.	Identifies and selects resources that learners may find appealing, e.g., videos.	Demonstrates growth mindset.
Basic knowledge of the supported media in software they use.	Is able to integrate animations, links, multimedia, or interactive elements when creating digital resources (e.g., presentations).	Demonstrates interest to improve their digital competencies.
Knows how to search for images, audio and video files, text, or any other type of educational resource.	Manages the integration of digital content, e.g., videos, interactive activities, into the teaching and learning process.	Demonstrate motivation to improve their learning provision.
Comprehends the copyright rules that apply to the digital resources they use for school purposes (images, text, audio and film) and is able to distinguish the kind of licence resources have (whether they are open and proprietary licences etc).	Plans, develops, and evaluates online learning activities that require students to use different content production tools (texts, maps, word clouds, hypertexts, videos, audio recordings, etc.).	Demonstrates interest towards multimedia and their applications within the classroom.
		Demonstrates interest in integrating videos and other multimedia in learning.

### Section 3. Creating Videos for Teaching and Learning

The third section of competencies addresses the skills necessary for teachers to develop their own videos based on the needs based on the needs of their students and incorporate these videos into the learning opportunities they provide.

Knowledge	Skills	Attitudes
Understands the basic principles of design.	Is able to pre-design the video structure before the starting of the recording.	Demonstrates interest in video creation.
Is aware of basic terminology related to video.	Is able to record video with everyday devices.	Demonstrates interest in integrating videos and other multimedia in learning.
Comprehends basic principles and terminology of audio and video processing.	Is able to record audio with everyday devices.	Demonstrates structured and organised workspace on video software.
Comprehends basic principles of audio and video creation.	Is able to process and edit their own videos.	Demonstrates interest to expands their knowledge related to video creation.
Is aware of free software for video creation, including animations.	Is able to create their own animation.	Demonstrates mentoring skills.
Is aware of free online software for audio editing.	Is able to edit and mix audio files.	Demonstrates coaching skills.
Is aware of video software for smartphones.	Is able to integrate audio in videos.	Demonstrates interest in the progress and development of their students.
Is aware of paid software for video creation, including animations.	Is able to design, create and edit images, videos, and audio files, both locally and in the cloud, and publish them as part of their teaching practice.	Shares knowledge with colleagues and other professionals in the education sector.
	Is able to use programmes and services for editing of images, video, both locally and in the and in the cloud, to adapt	



	digital material and reuse it in their teaching practice.	
--	---	--

## References

- Council of the European Union. (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance). Official Journal of the European Union, 198, 1-13.
- INTEF (2017). *Marco Común de Competencia Digital Docente*. Madrid: Ministerio de Educación, Ciencia y Deportes.
- Lizzio, A., & Wilson, K. (2004). Action learning in higher education: An investigation of its potential to develop professional capability. *Studies in higher education*, 29(4), 469-488.
- Professionalising career guidance. Practitioner competences and qualification routes in Europe*, CEDEFOP panorama series; 164, Luxembourg: Office for Official Publications of the European Communities, 2009.
- Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu* (No. JRC107466). Joint Research Centre (Seville site).
- Slivinski, L. W., & Miles, J. (1996). *The wholistic competency profile: A model*. Public Service Commission of Canada.
- VideoTeach (2022), *Skill Needs Analysis*