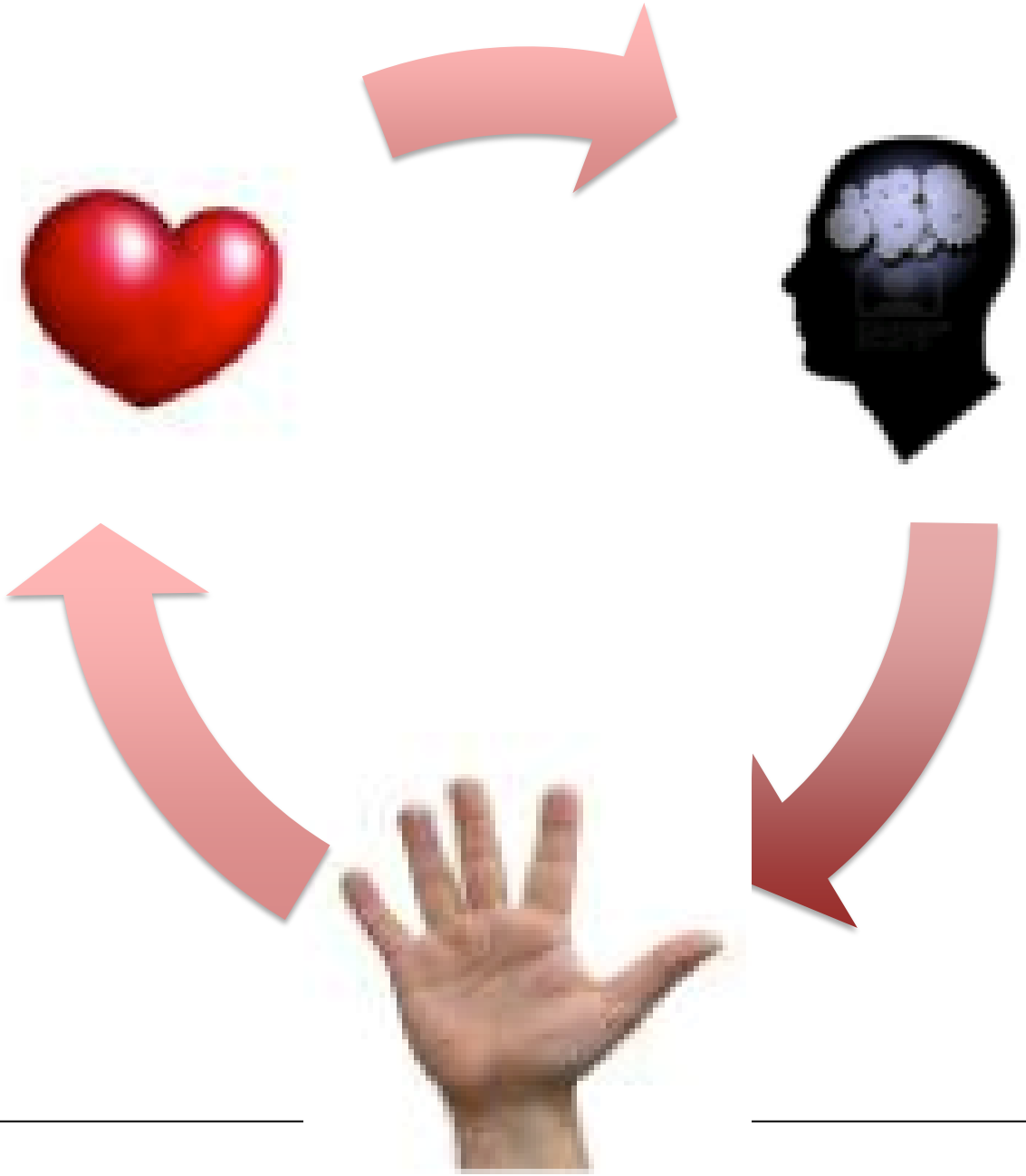
COMPETENCES
and
Competence Oriented Learning

A competence is the ability to apply a synthesis of **knowledge**, **skills** and **attitudes** in a particular situation, and with a particular quality.

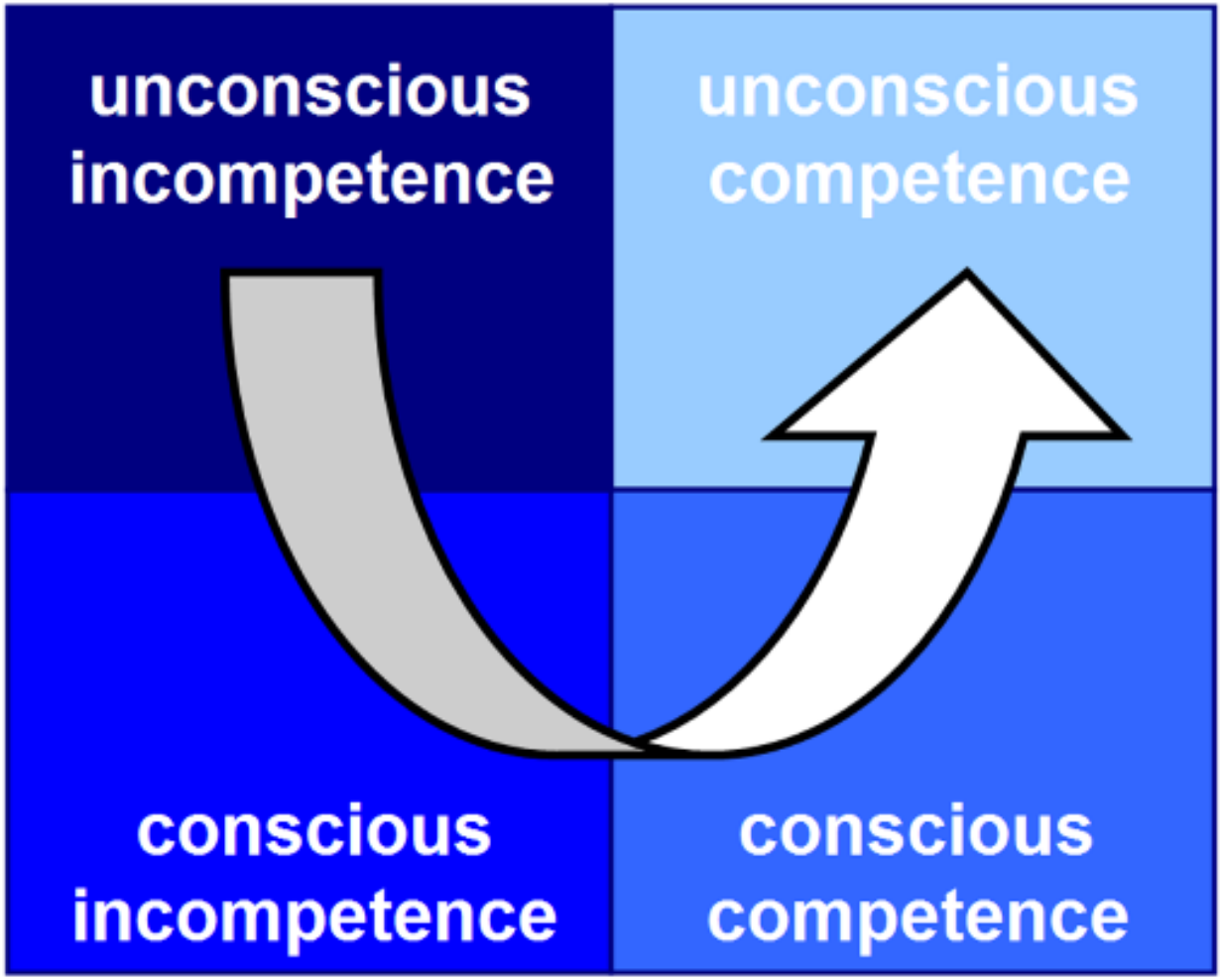


Competence oriented learning

- Learning becomes ubiquitous
  (any time, any place)
- Learners become organisers
- Learning is a life long process
  (many episodes, not necessarily linked to institutions)
- Learning takes place in communities
- Learning is informal

Schneckenberg D, Ehlers, U, Adelsberger H, 2010
British journal of educational technology, V42,issue 5, pages 747-762

...because learning happens everywhere!


unconscious incompetence
unconscious competence
conscious incompetence
conscious competence

models and respective characteristics	Distribution model (e-learning 1.0)	Collaboration model (e-learning 2.0)
Knowledge is	Stored, processed	Constructed
Paradigm	Reproduction, problem solving, understanding, remembering	Reflection, to invent new experience, active social practice
Technology use	Presentation, distribution	Collaboration, communication
Learning is best described as	Acquisition metaphor	Participation metaphor
Tutor is	Authority	Coach, player
Teacher activity	Teaching, helping, demonstrating	Enabling collaboration, interaction-oriented practical experiences
Interaction type	Transfer model (download)	Communication, exchange (interaction) model
Goal of teaching/learning	Knowledge, qualification	Competence
Assessment type	Knowledge reproduction, test, multiple choice	Performance-based test, skill application, evidence-based assessment, e-portfolio

Ehlers, U.-D. (2007). Making the difference in e-learning: towards competence development and e-irritation. In U.Bernath & A.Sangra(Eds), *Research in distance education and online learning, ASF Series Vol. 13* (pp. 157–171). Oldenburg: Universität Oldenburg.

Competence oriented learning

- Active learning
- Experiential learning
- Contextualized learning
- Explorative/Playful learning
- Collaborative learning
- Constructive learning
- Personal(ized) learning
- Reflective learning

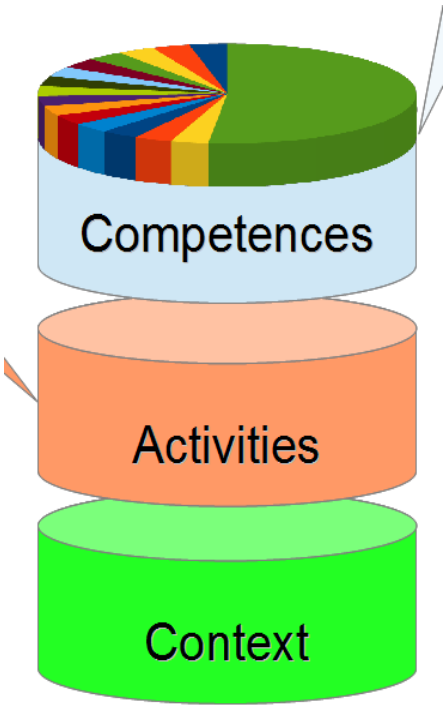
Listing Important Competences

- Communication
- Cooperation
- Autonomy
- Problem Solving
- Learning to learn
- Client orientation
- Teamwork
- Flexibility
- Conflict management
- Decision making
- Intercultural Communication
- Field competences

How can they be clustered?

Studies of approximately 800 respondents
70 interviews

The disk model



- Field Competences
- Social
- Personal
- Organisational Competence

Social

- Communication
- Cooperation
- Teamwork
- Intercultural Communication

Personal

- Learning to learn
- Client orientation
- Flexibility
- Autonomy

Organisational/Methodological

- Project management
- Problem Solving
- Diversity management
- Conflict management

Field

- Practice
  - = Context
  - = Professional area
  - = learning environment
  - = Problem/Case
  - = determines activitities
  - = determines tasks/assignments

LEVEL5
Informal and competence oriented Learning Concept - Phases

Pre-Phase

Collecting Information about the own strengths

Collecting Information about the field
Decision where to go and what to do

Starting-Phase

Understanding the challenges in practice
Through analysing, Identifying a
Planning own activities in the field

Practice phase

Keeping record in a learning diary
Writing a project report

Developing the own project
Realising planned activities

Post-Phase

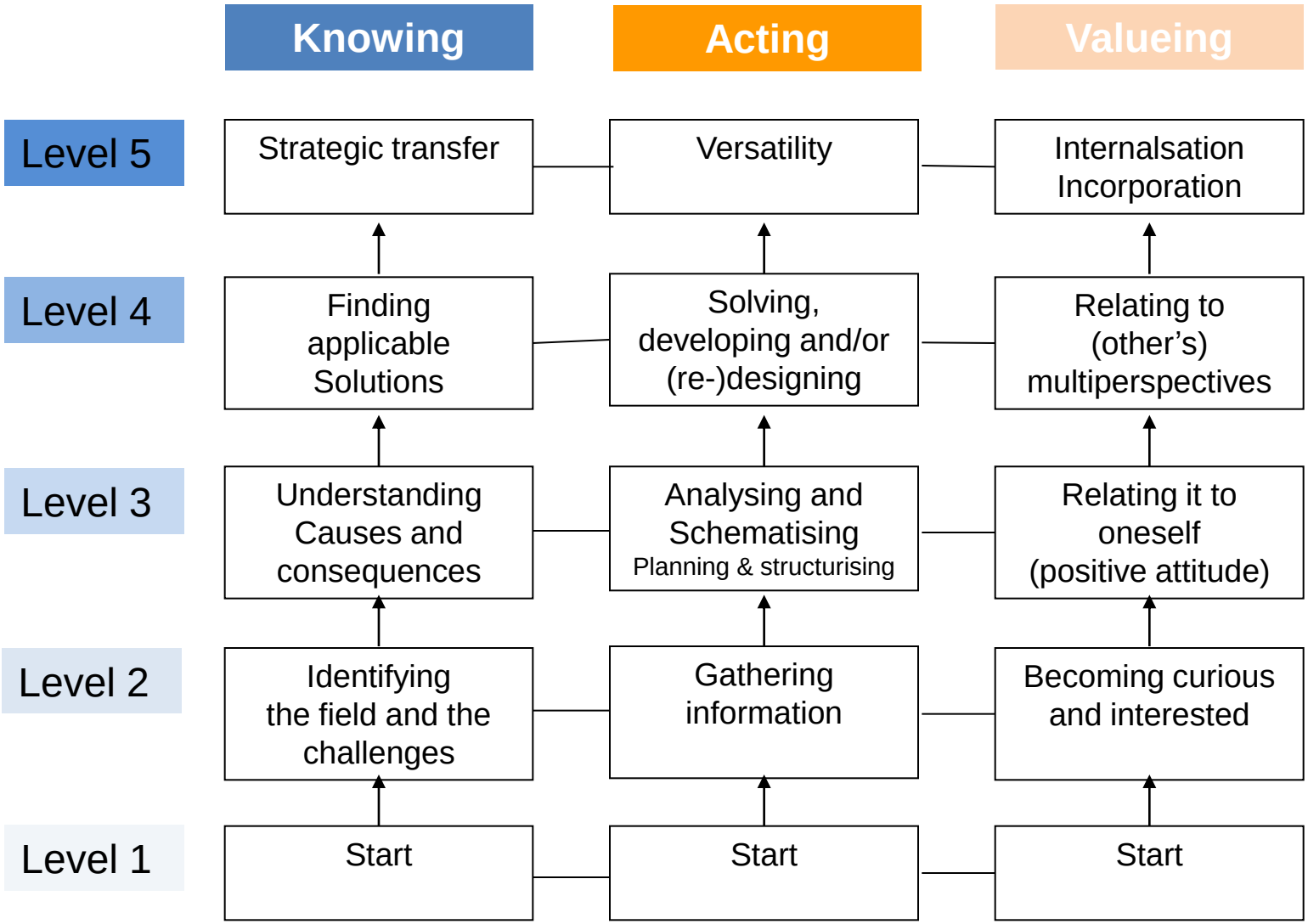
Reflecting own competences

Assessment / validation

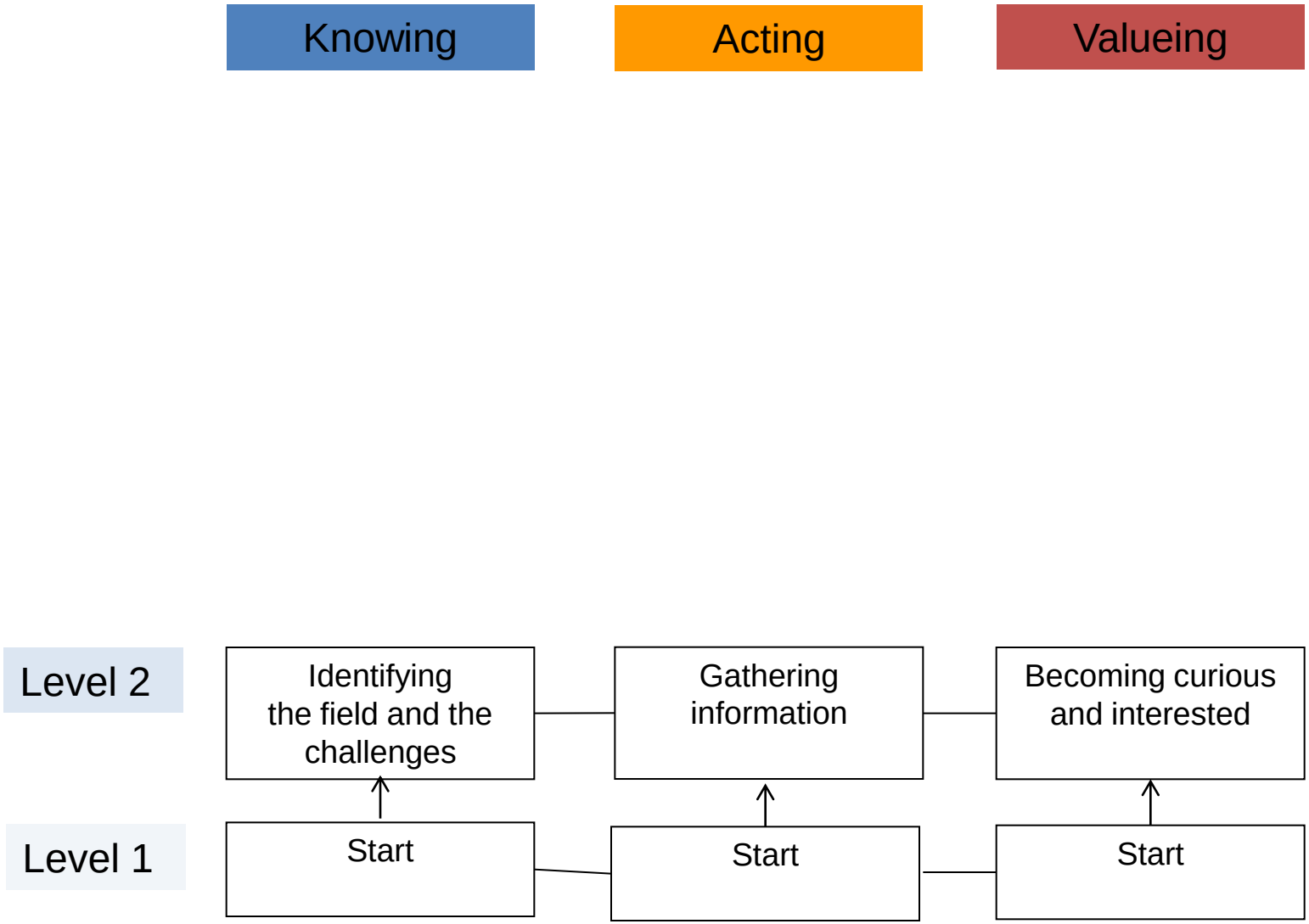
Assessing and Evidencing
Describing Learning outcomes

Competence Acquisition Procedure

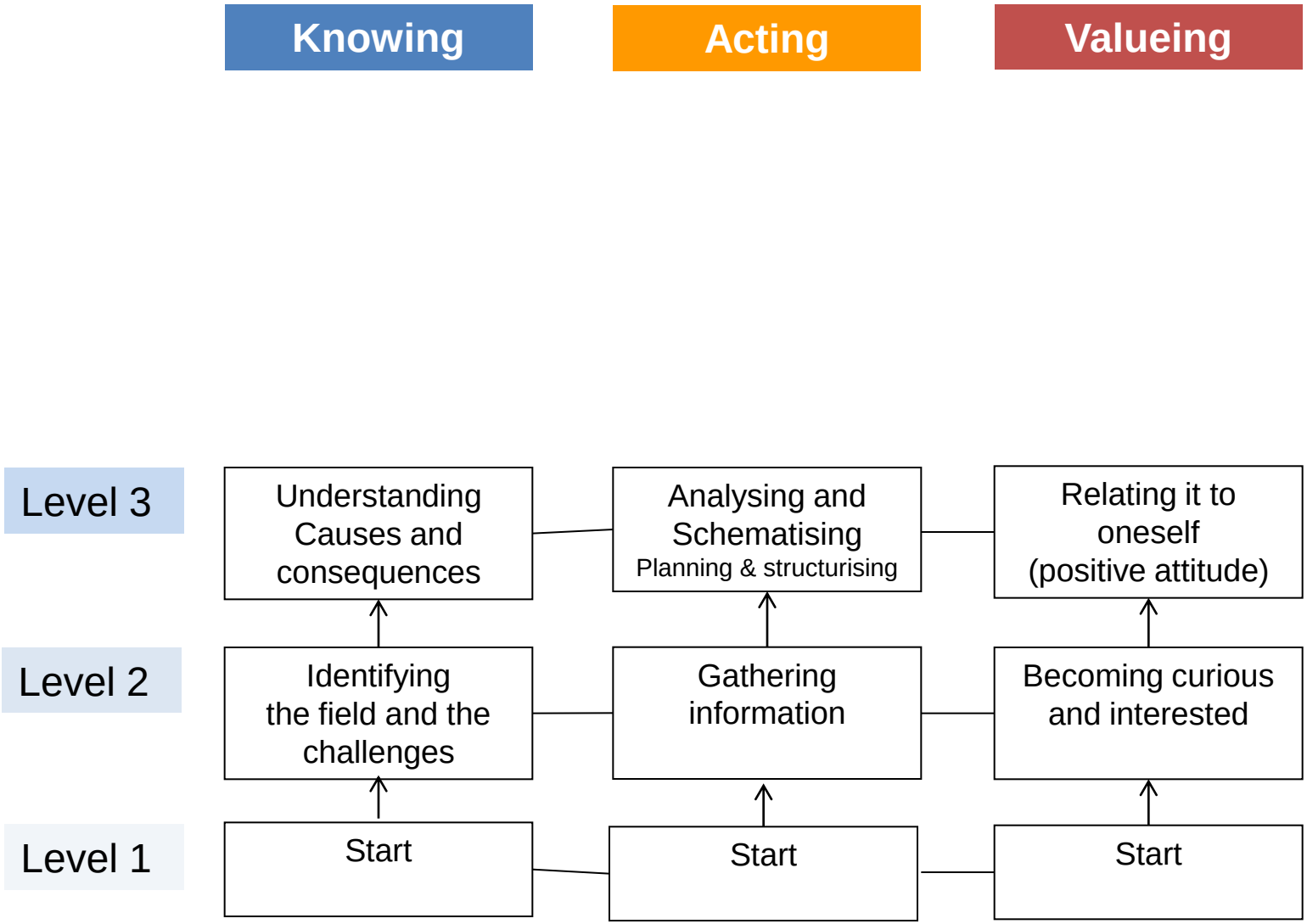
based on the LEVEL5 reference system for the pilots



Competence acquisition model based on the LEVEL5 reference system for PROMOTE pilots



Competence acquisition model based on the LEVEL5 reference system for PROMOTE pilots



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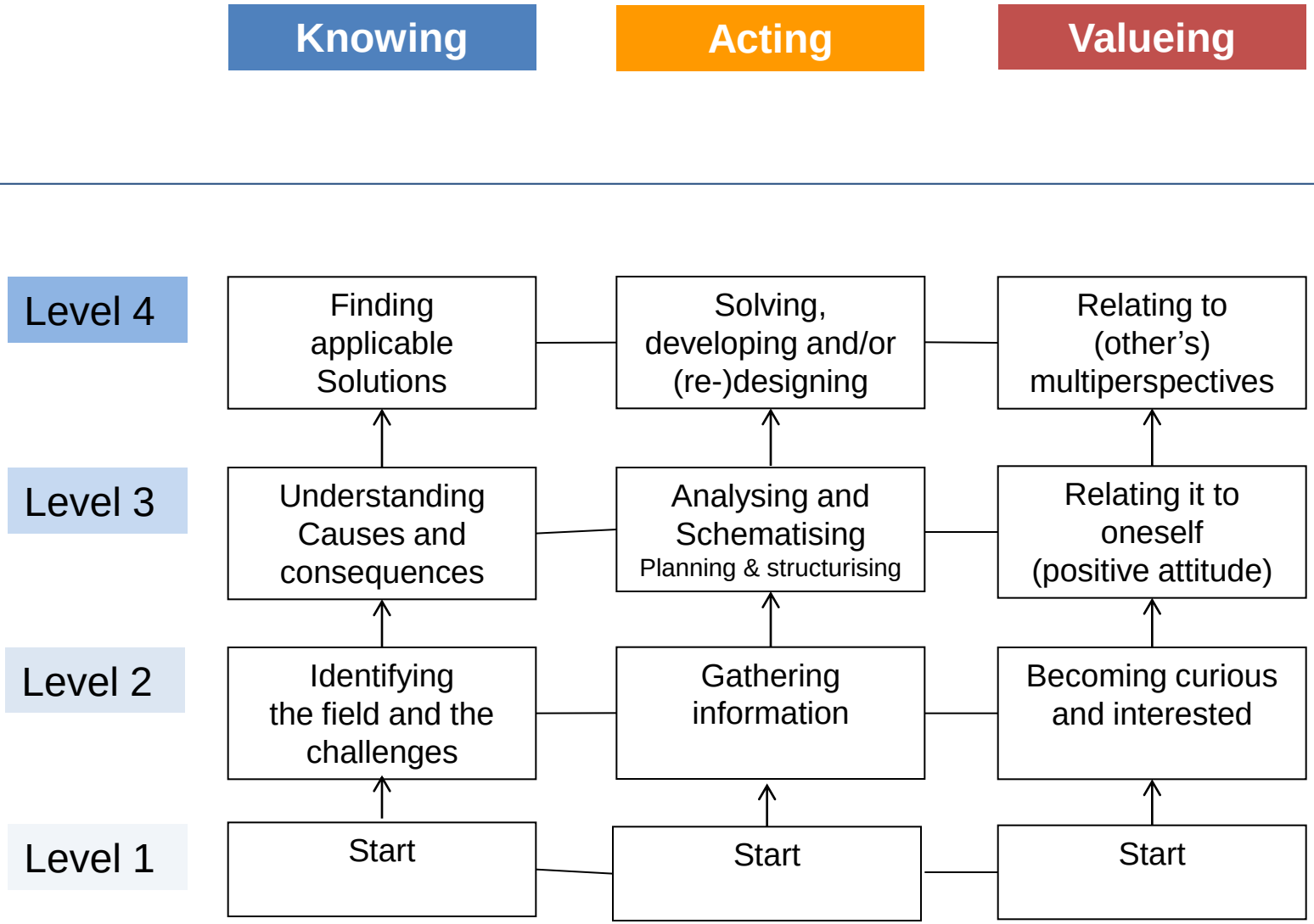

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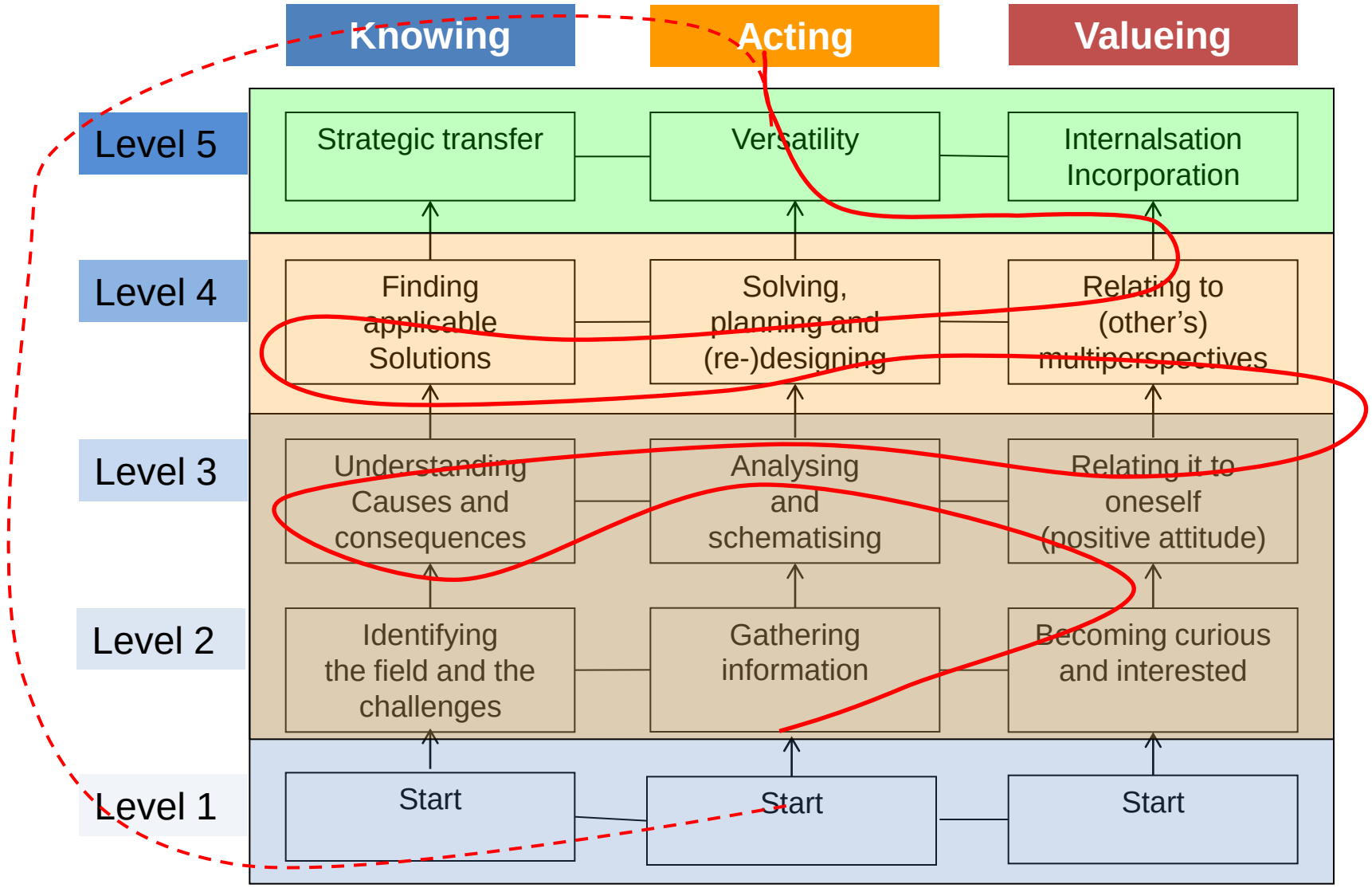

Competence oriented learning and validation in VALMOPRIS

- Pilots shall be carried out and include VINFL
- Pilots have to be carried out in a practical field
- Competences have to be planned, assessed and validated with LEVEL5