

CompAssess Project

Workshop in Aalborg – Oktober 2015

Agenda day 1

10.00-10.30: Welcome and pending task

10.30-12.00: Future planning

WP03: Best practice cases: planning and decision

WP07: Dissemination

WP08: Management

12.00-13.00: Lunch

13.00-14.30: WP02: presentation of the state of the art,
Universities of Mondragon, Bolzano, Aalborg.

14.30-15.30: Presentation from the school on assessment.

15.30-18.00: workshop in competence assessment

19.00-: Dinner at Paola's and Kenneth's...

Agenda day 2

9.00-9.30: Summary and remarks concerning day one

9.30-11.30: Presentation of competence assessment from a problem-based learning point of view

11.30-13.00: Discussion, pending tasks, round-trip Aalborg University

13.00-14.00: Lunch

Repository of European Resources

- Table
- Overview of the literature
 - Policy papers (EC & others)
 - Policy papers (Cedefop).
 - Competence
 - Transversal competence
 - Competence Assessment
 - Transversal competence assesment
- Document

Document WP02

- It involves to organize and carry through workshop 1: ***Reference Guide, Review and Approval*** and to create a ***Repository of European key resources***. The tangible product will be a ***Reference guide of key resources***.
- The workshop's main objective is to present the results carried out mainly by universities on the current situation of competence assessment. On this basis, the WP03 will continue with identifying and defining the best practices and experiences to be implemented for piloting on VET providers.

How do we see the aim?

- Our aim is to **map** the existing literature of different types (policy documents, research and local experiences) with the aim of creating an overview of different viewpoints of assessment of competence in vocational education with a particular focus on transversal competences.
- The goal of such a map is not to give final and universal definition of what competence is or what assessment is. Neither is it our task to define a single model for competence assessment.
- Rather our task is to clarify some of the important elements that constitute existing definitions and models of the assessment of transversal competence, in order to give the schools in the project ‘a roadmap’ that they can use to create their own ways of assessing competences given the particular conditions of their institutions.

Some of our questions?

- Assessment: Structure and framework
- How do you see the challenge of assessment of competences
 - Classroom practice
 - Curricula
 - Knowledge, skills and competences
- What kind of learning
 - Curricula (learning goals) and assessment has to go hand in hand.
 - Transversal competences and learning goals, teaching methodologies, pedagogical principles etc.

Five development trends

- From education to organization
- From end producers of knowledge to enablers of learning capability
- From qualifications to competencies
- From assessment of learning to assessment for learning
- From Learning input to learning outcomes

Task of WP02

- Collecting information of general policy documents on vocational training competence assessment, for soft or transversal competences.
- Collecting research literature on vocational training competence assessment, for soft or transversal competences.
- Collecting information on models that are used by the different colleges in the project and other innovative colleges and review those models in the light of the conceptual framework we produce.
- With these different types of documents, mapping the existing literature with the aim of mapping the creating different points of view concerning assessment of transversal competences.

Structure of the discussion

- What is competence and how does it fit into the framework of knowledge, skills and competences?
- What are transversal competences?
- Assessment of learning or assessment for learning (This section needs to be written).
 - Quantitative or qualitative assessment?
 - Individual assessment/group assessment?
 - A review of international experiences?

Competence

KNOWLEDGE	SKILLS	COMPETENCES
<p>knowledge as the interaction between intelligence (capacity to learn) and situation (opportunity to learn).</p> <p>theory and concepts, as well as tacit knowledge gained as a result of the experience of performing certain tasks.</p> <p>Knowing-that, knowing-why</p>	<p>“... a level of performance, in the sense of accuracy and speed in performing particular tasks” (ibid).</p> <p>Skills are <i>tacit</i>. They are both perceptual and manual.</p> <p>Application of declarative knowledge into practice but also just be acquired through practice.</p> <p>Repetitiveness</p>	<p><u>A definition is difficult</u></p> <ul style="list-style-type: none"> -Ability -Knowledge -Understanding -Skill -Action -Experience -Motivation <p><u>Personal or social-cultural perspective</u></p> <p><u>Assemblage, combination</u></p>

Competence as an assemblage

- Competence is the ability to assemble many different things together into a material and meaningful whole that are considered an adequate response to the requirements of the work situation.
- Competence relies on a number of different forces:
 - personal abilities,
 - attributes and attitudes,
 - the social and material affordances and dispositions that are embedded in the context of the work situation and the people that you work with.
 - Competence is then not an individual phenomenon but is a social-cultural phenomenon.

Competence Assessment

- The fuzzy concept of competences makes it both hard but probably also dangerous to try to measure them in rigid sorting schemes and classification instruments.
- Assessment schemes presumes that competence is something that belongs to an individual, which is also very natural because it is difficult, maybe even impossible, for education to approach it otherwise.
- The point is however that competence is most often something that you perform on the basis of collaborative work with other people and in situations, which are structured by the work place.

European Qualifications Framework

	Knowledge	Skills	Competence: autonomy and responsibility
Level 1			
Level 2			
Level 3			
Level 4			
Level 5	TRANSVERSAL COMPETENCES??? Handling complexity, being creative, seeing problems in context, self- management or management of others		
Level 6			
Level 7			
Level 8			

Transversal competences

- Vocational (vakmatige) and methodical competences refer to the vocational content and specific activities, assignments problems and contingencies and to the development of adequate approaches to these problems;
- Organizational and strategic competences refer to the ability to organize and plan tasks (task management) and to work in specific work and organizational environments (i.e. different organizational concepts);
- Social, communicative, normative and cultural competences refer to problems connected to working in groups and the participation in the community of practice at the level of a team, a company or a profession;
- Learning- and shaping competences refer to the contribution to one's own learning and development and the development and innovation of organization or the profession.

Key words from the review are:

- (1) capacity for analysis and synthesis
- (2) problem solving
- (3) teamwork
- (4) planning and time management
- (5) creativity
- (6) innovation
- (7) entrepreneurship
- (8) digital skills
- (9) language skills

If transversal competences provide the answer

- Assessment is not the full answer. Assessment has to go hand with changes in
 - the school design
 - curricula
 - pedagogical methods and teaching methodologies
 - a change in the ways in which the relationships between teachers and students are organized
 - a change in how the relationship between VET and the surrounding companies and organizations are organized and so forth
 - We cannot look at assessment separate from the learning goals from the curriculum

Kinberg's Model: The Purposes of Formative Assessment

