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# **Working Group 3: New Goals**

**Stockholm (Sweden), 2-3 November 2016**

# Fundamental question

Why are developing learners' competences **so important**, and why should teaching, learning and assessment be grounded in a **competence-based approach**?



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# Education system moving

solely content-led  
approaches



helping learners develop  
a range of competences  
to cope in our complex  
world



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# Key competences

education systems worldwide

**key competences**



social and  
economic  
motivations

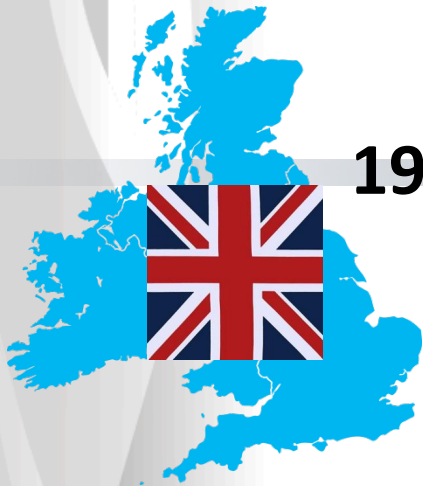
developments in  
educational  
research



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1980s



... the ability to do a particular activity to a prescribed standard

## Competence - ...

... is concerned with what people can do rather than what they know

- must have a context
- does not describe the learning process which the individual has undergone
- must be clearly defined and widely accessible standards
- a particular point in time

*Working Group on Vocational Qualifications 1986*



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## A useful definition



**Competence =**  
a complex combination of  
knowledge, skills,  
understanding, values,  
attitudes and desire which  
lead to effective, embodied  
human action in the world  
in a particular domain

Bryony Hoskins and Ruth Deakin Crick



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# Fundamental question

*.... a relatively permanent quality of personality which is valued by the community to which we belong*

Competence

Competency

*... is narrower, more atomistic concept used to label particular abilities or episodes*



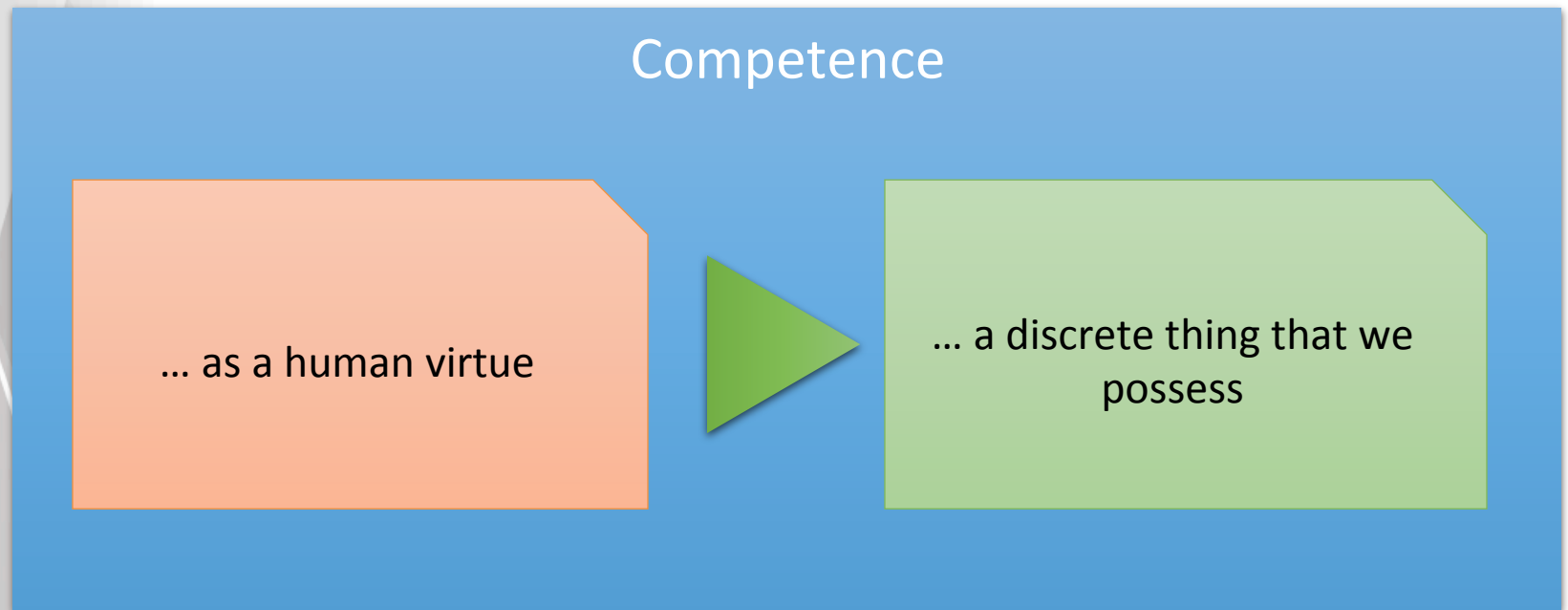
Wolfgang Brezinka



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# A way of viewing the world



... for liberatory education



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# System and structures

European Union's  
Recommendation on Key  
Competences for Lifelong  
Learning

UNESCO  
framework

OECD DESECO  
framework

ATC21S  
framework

Partnerships 21  
framework

range of national frameworks

## Competences

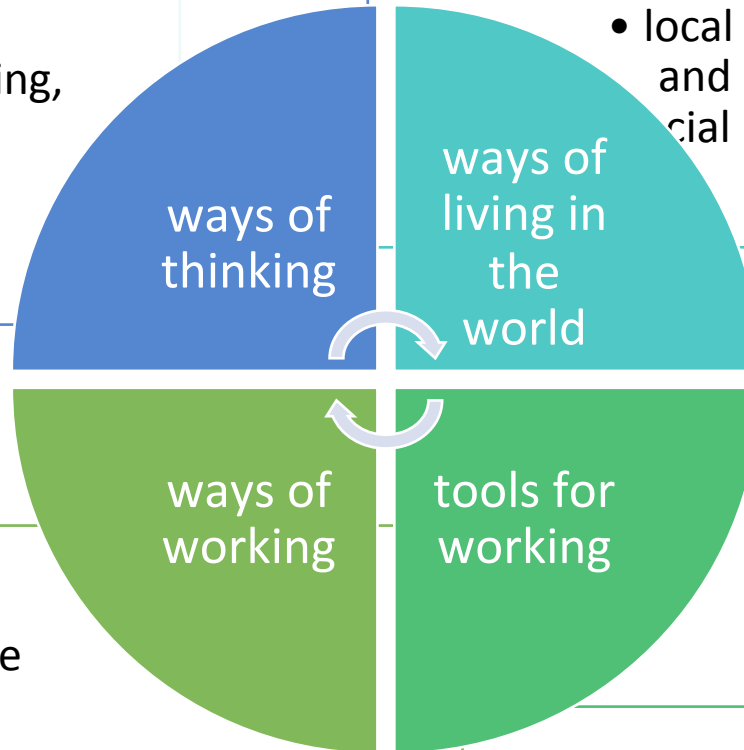
outside influences

educational  
philosophies

historical and political  
traditions

# ATC 21st century skills framework dimensions

- including creativity and innovation, critical thinking, problem-solving, decision making and learning to learn



- local and global citizenship, life and career skills, personal and social responsibility and cultural awareness

- considered to include collaboration and communication

- information literacy and ICT literacy



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# The European Union Framework

Communication in the mother tongue

Communication in foreign languages

Mathematical competence and basic competences in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

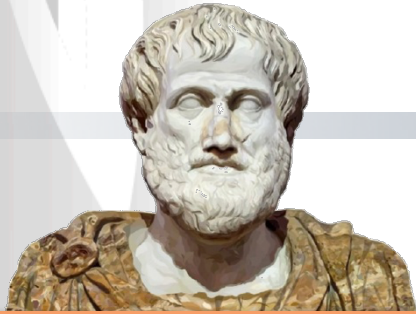
8 key competences  
**equally important**



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# Planning the product curriculum

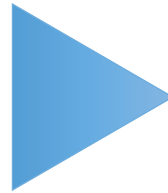


**Aristotle's model**  
of the different dispositions which  
motivate human action-in the technical  
disposition towards action

the creative idea or image  
(eidos)

governs the artisan's use of  
skills (techne)

in the action of making  
(poietike)



- **Step 1:** Diagnosis of need
- **Step 2:** Formulation of objectives
- **Step 3:** Selection of content
- **Step 4:** Organization of content
- **Step 5:** Selection of learning experiences
- **Step 6:** Organization of learning experiences
- **Step 7:** Determination of what to evaluate and of the ways and means of doing it.

(Taba 1962: 12)

**Curriculum as  
product**

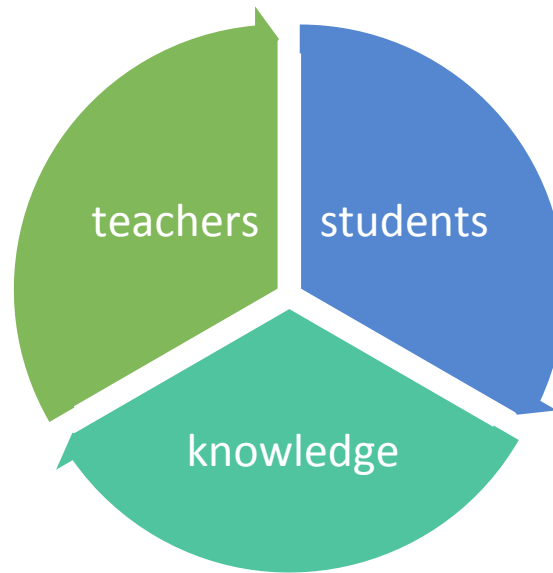


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# Curriculum as process

... is the interaction of ...



*... is what actually happens in the classroom and what people do to prepare and evaluate*



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# Curriculum as process

People begin with a situation or question which they consider in relation to what they think makes for human flourishing

They are guided by a moral disposition to act truly and rightly

This enables them to engage with the situation as committed thinkers and actors

The outcome is a process

*The good*

*Phronesis*

*Praxis*

*Interaction*



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# Curriculum as process

A curriculum model based on process

active participation  
through learning

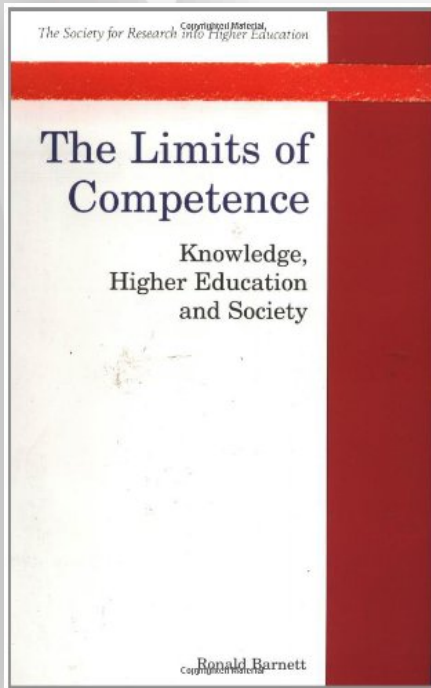
~~passive reception of  
teaching~~



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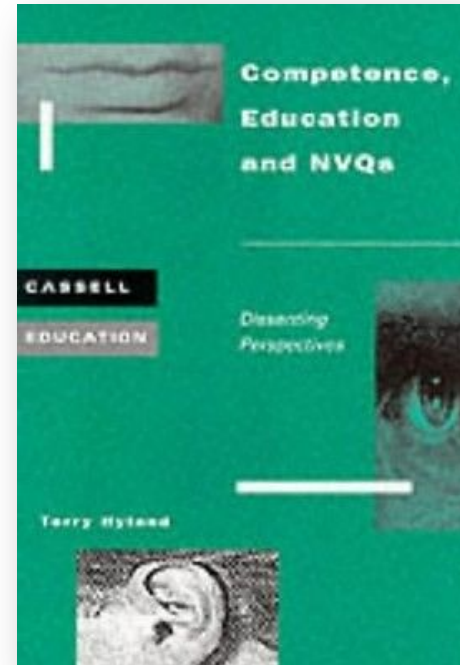
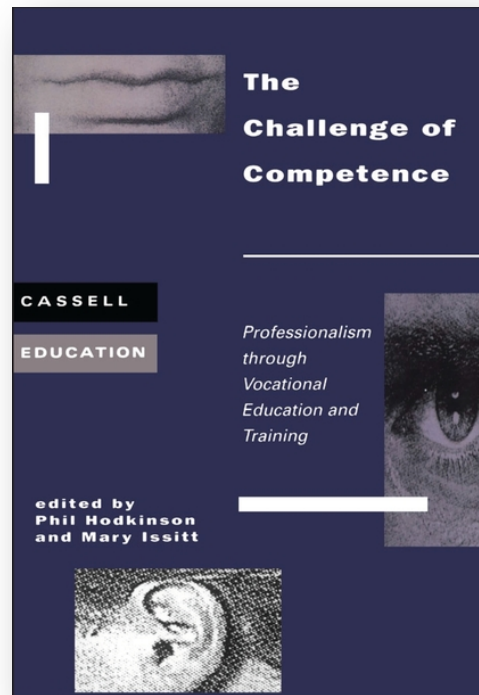


# Books on competence and competency



Barnett, R. (1994) *The Limits of Competence. Knowledge, higher education and society*

Hodkinson, P. and Issitt, M. (eds.) (1995) *The Challenge of Competence. Professionalism through vocational education and training*



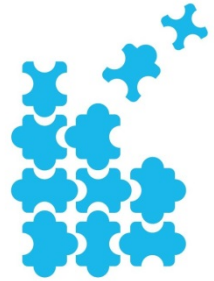
Hyland, T. (1994) *Competence, Education and NVQs. Dissenting perspectives*



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**Thanks for attention!**