

Competence Based Learning in Supervision and Practice training

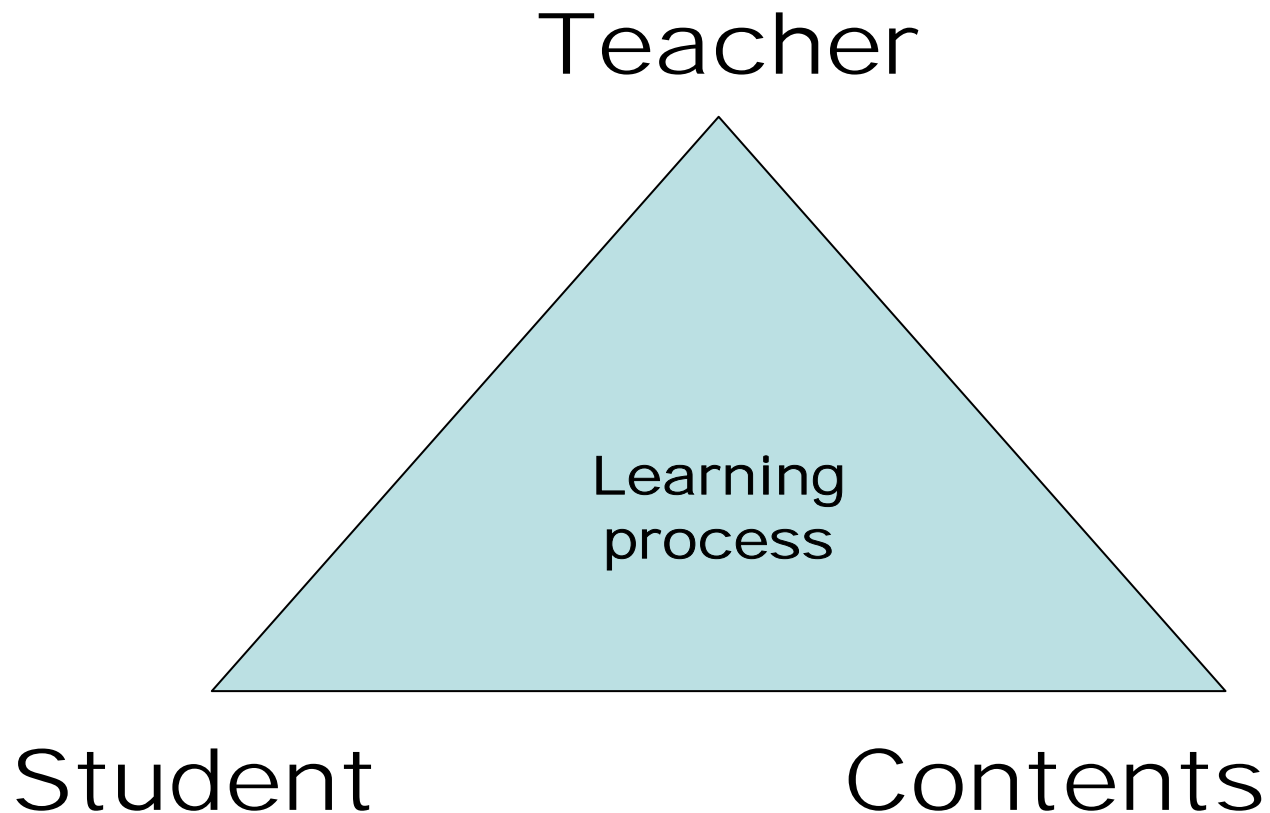
Jan Agten

Competence Based Learning in Supervision and Practice training

1. Changes in learning concepts & context
 - ✓ Changed learning concept
 - ✓ Modularization
2. Competencies
3. Supervision methodologies
 - ✓ Kolb
 - ✓ Challenging questions for supervision

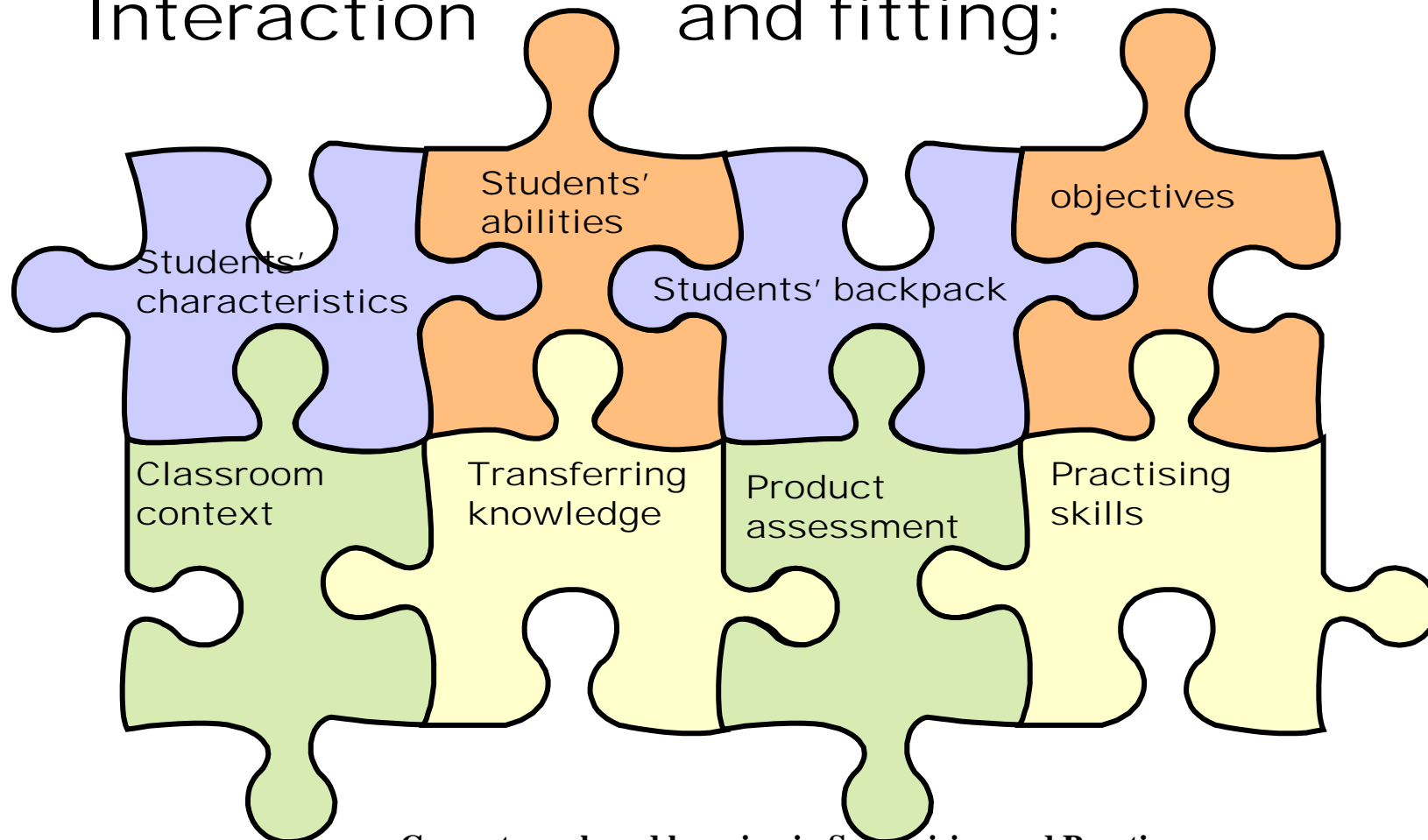
Changed learning concept(1)

Didactic triangle: ancient history?



Changed learning concept(2)

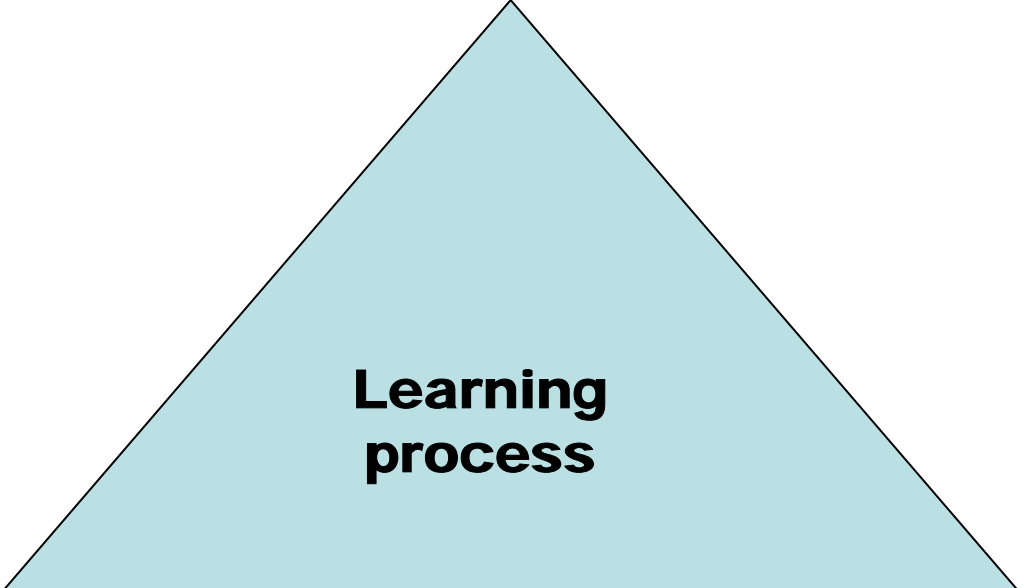
Learning process: then and now
Interaction and fitting:



Changed learning concept(3)

Update of the triangle

Facilitator-coach



Learning
process

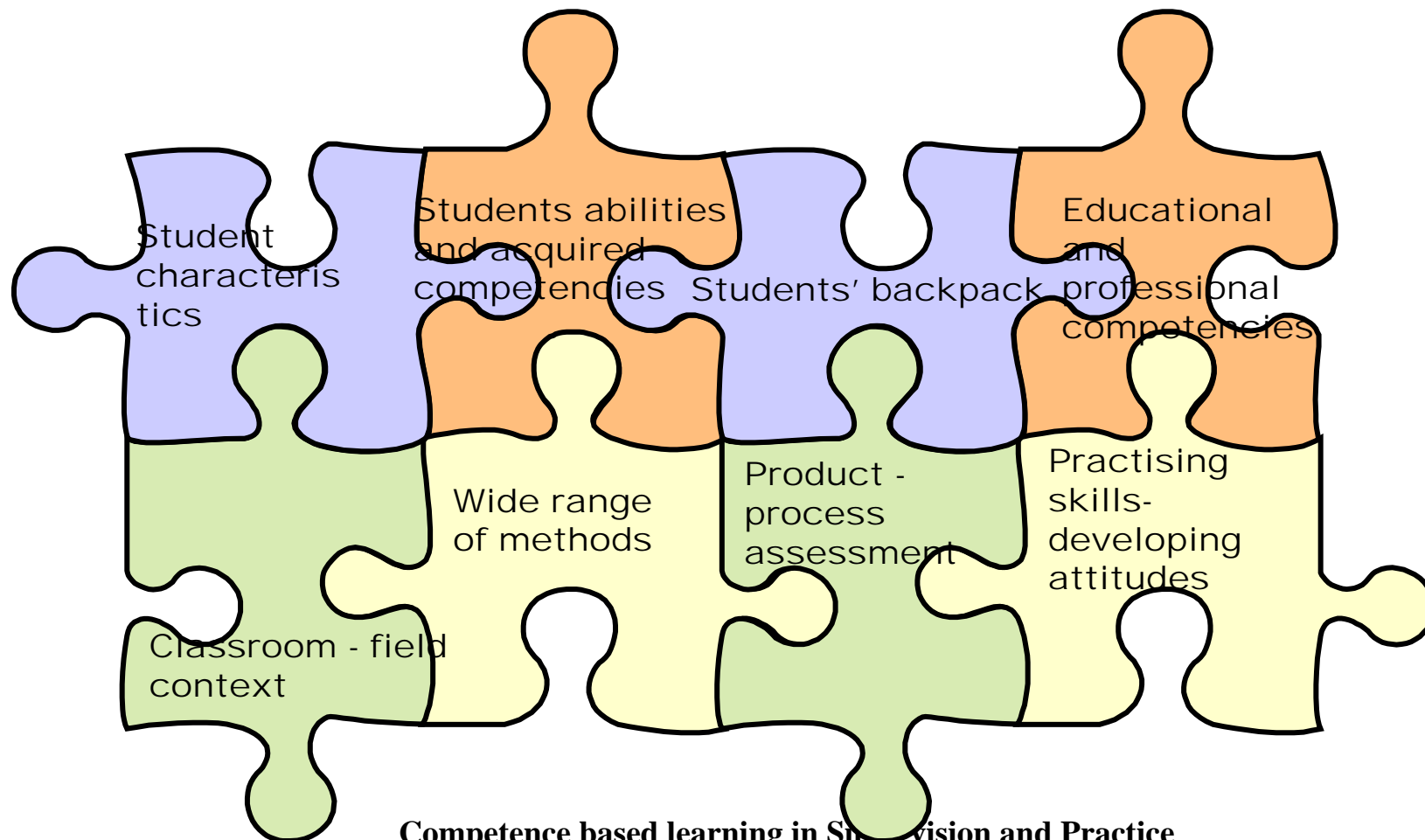
Learner

Competencies

Competence based learning in Supervision and Practice
training 29/09/07 Venezia

Changed learning concept(4)

Learning process: then and now



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Changes in learning concepts & context

Modularization

1. Cluster of subjects
2. Built on competencies
3. Outcome based
4. Assessment replacing exams
5. Student demonstrates/proves competencies

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Competencies (1)

The word “competence”

1. To be competent = to be good at ...
2. Professional ability
3. “Someone who is competent has enough skills and knowledge to be able to do something to a high or satisfactory standard” Longman Language activator

Competencies (2)

- “Being someone competent” means that he/she
- “ - disposes of the ability to select within a specific context from a range of available actions and handles in order to reach a certain aim”

Competencies(3)

Returning elements/1

1. 'Gestalt' – 'Cluster'
1. Knowledge and insight, skills and attitude 'close interlinked', sometimes clearly mentioned and distinguished, sometimes implicit necessary in order to realise the competence
2. Gestalt principle: the total is more than the sum of the parts
3. Savoir – savoir faire - être

Competencies(4)

Returning elements/2

2. Element of 'performance', availability, translation into 'handling', in the rich sense of the word (conscious, well-considered, well-founded, controlled – in contrast with the notion 'behaviour')

Competencies(5)

Returning elements/3

3. Always formulated referring to some "relevant" and "critical" professional situations

Competencies(6)

Possible definition?

A competence is a whole of knowledge, insights, skills and attitudes which a professional is setting in when critically intelligent ripe handling in different professional situations

Competencies (7)

An Example:

“The social worker can relate authentically to people and groups of people within his function.”

1. Integration of knowledge, skills and attitude
2. Key concept in the perspective of lifelong learning
3. A new perspective for professionalization
4. A challenge for ethical discussion

Competencies (8)

1. Pitfalls: reduce competencies too much to skills (can)
 - ✓ Without really taking into account the attitude and/or the motivation (e.g. giving meaning, wanting, spontaneously acting)
 - ✓ And by putting knowledge only in function of to know

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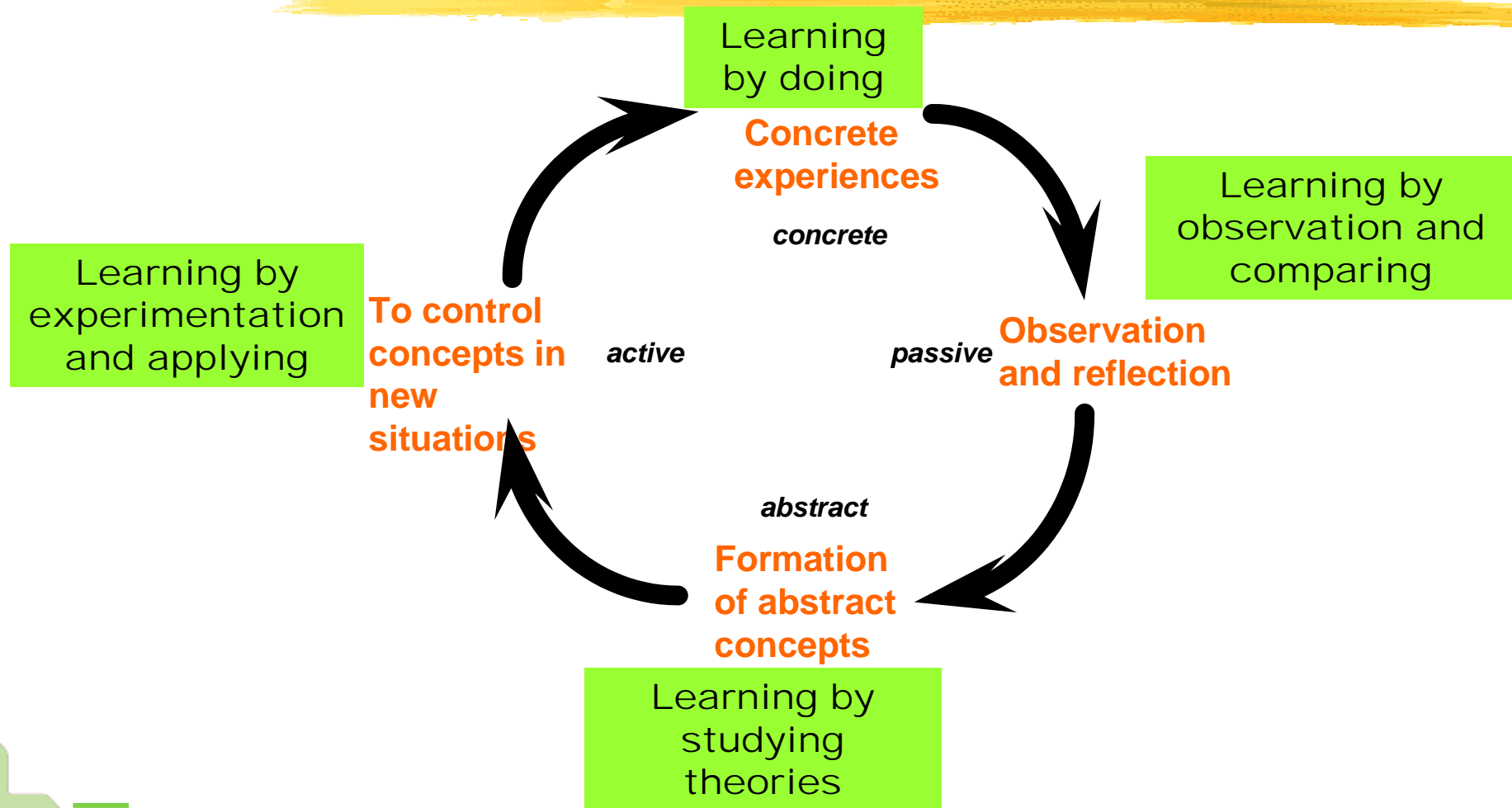
SW Supervision

1. Core business of SW Education
2. Stimulates reflection
3. Focus on personality in relation with profession
4. Never prescribes, ever questions
5. Create a positive atmosphere
6. Integral learning cfr Kolb's learning cycle
7. Challenging questions

Learning experiences in categories

	rules	exceptions
world	A	B
self	C	D

Learning Circle of Kolb



Learning styles Kolb

Test your learning style on line:

<http://impuls.kulak.ac.be/kolb/kolbhtml.html>

http://www.thesis.nl/kolb/kolb_vragen.php4

<http://www.engr.ncsu.edu/learningstyles/ilswweb.html>

a learning professional

three main activities should be performed:

1. to be working in practice,
2. to be connected with or carrying out research, and
3. to be teaching others

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Challenging questions for group supervision

Ask the students to send in advance to all the others a description of a challenging question.

Ask the students to prepare these questions in the perspective of the five steps method

Challenging questions

Create a positive atmosphere by asking the students to shortly tell about a recent SW situation in which they experienced to play an important professional role

Take time for discussing all the prepared questions of the students

How develop learning outcomes in practice? 5 step method/1

1. Formulate a fascinating question which is occupying you at this moment

- Remember a concrete situation/problem of which you need to find a solution or
- Think of an exciting moment of next week
- Tell us something about this.
- What is difficult for you?
- What makes it difficult for you? As concrete as possible

How develop learning outcomes in practice? 5 step method/2

2. Which competence would you like to (better) develop in order to better coop with this question?

- To what would you like to be able so that you find this question less difficult?
- Start with the sentence: " I would like to be able to..."
- What I would like to be able to in such a situation is...

How develop learning outcomes in practice? 5 step method/3

3. Formulate the learning outcome → how can I demonstrate that I gained this competence?

- In which way could you narrow down/observe that you really practise the competence?
- Whom could you ask for feedback?
- Which criteria will you lay down in order to say: well done?
- Formulate a concrete situation in which you can demonstrate that you really developed this competence

How develop learning outcomes in practice? 5 step method/4

4. Find someone who you think having this competence.

- On a range of 1 to 10, how many points should you give to this person?
- What does this person concretely that makes you giving him/her these points? – How many points do you give yourself at this moment?
- What do you already do in practice that makes that you give yourself... points?
- If you can not find a person and you should actively search someone, what would you like to see this person doing in practice (in relation to the formulated competence)?
- What should you, as a first step, improve/change in order to reach what you formulated under step 2?

How develop learning outcomes in practice? 5 step method/5

5. Find learning situations which allow you to reach the competence

- From which persons can you concretely learn something about this competence.

Find minimum one person within your organisation who can help/support you with herewith.

- What kind of learning situations (together with this person) would you like to create? E.g. enquiring about how he/she tackles it

E.g. asking feedback when he/she is busy

E.g. start a discussion in which this person helps you to discover e.g. what behaviour/learning outcomes this competence contains

E.g. brainstorm with this person about situations of which you can experiment

Are there other ways to reach this competence?

E.g. A good course or training

E.g. A good book about this question

E.g. Job rotation or training: (temporary) finding a work environment where you can try

E.g. An experience exchange with colleagues in a comparable situation in another organisation

Resources

1. Everwijn, S.E.M., Leerdoelstellingen en de ontwikkeling van competenties: een conceptueel kader
2. P. ROBERT-JAN SIMONS & MANON C.P. RUIJTERS, 2006, LEARNING PROFESSIONALS: TOWARDS AN INTEGRATED MODEL
3. L.Dewulf, Kessels & Smit N. Jaspers/B. De Clerck, Vlamab

Annexes:

- 9 SW competencies developed in the department of SW in Kempen University College Geel
- How develop learning outcomes in practice?