Aurora European University Alliance

Aurora Alliance Competences

→ Competent in competencies

- ❖ Alliance context
- ❖ Issues with competencies
- ❖ Our approach

Aurora Alliance Competences → within the Alliance programme

⊿ Equip students to be willing and able to tackle the major challenges of our societies.

⊿ Aurora competence framework

⊿ Tested and implemented in four pilot domains

⊿ Also available for other universities

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Problems with competencies in university education

△ Vague: everybody likes "Critical Thinking", just like "world peace". But what is it and how to get it?

△ Unspecific: "at the Master's level students need to have competence at a level belonging to master's level"

△ Diverse: we all invent our own terminology and definitions

The way forward?

⚠ Deconstructing generic concepts like "critical thinking" or "teamwork" into components that make sense

⚠ Identify "progressive performance descriptors" or rather "descriptors of decreasing incompetence"

⚠ In one catalogue that covers all relevant competences

⚠ For each academic programme to pick & choose only those they see as relevant

Building blocks: EntreComp & Value

⊿ EntreComp: The European Entrepreneurship Competence Framework: http://www.entrecomped.eu/

⊿ VALUE Rubrics: Valid Assessment of Learning in Undergraduate Education: https://www.aacu.org/value-rubrics

EntreComp

△ Ideas and opportunities

△ Resources

△ Into action

EntreComp

△ Ideas and opportunities
  △ Spotting opportunities
  △ Creativity
  △ Vision
  △ Valuing ideas
  △ Ethical & sustainable thinking
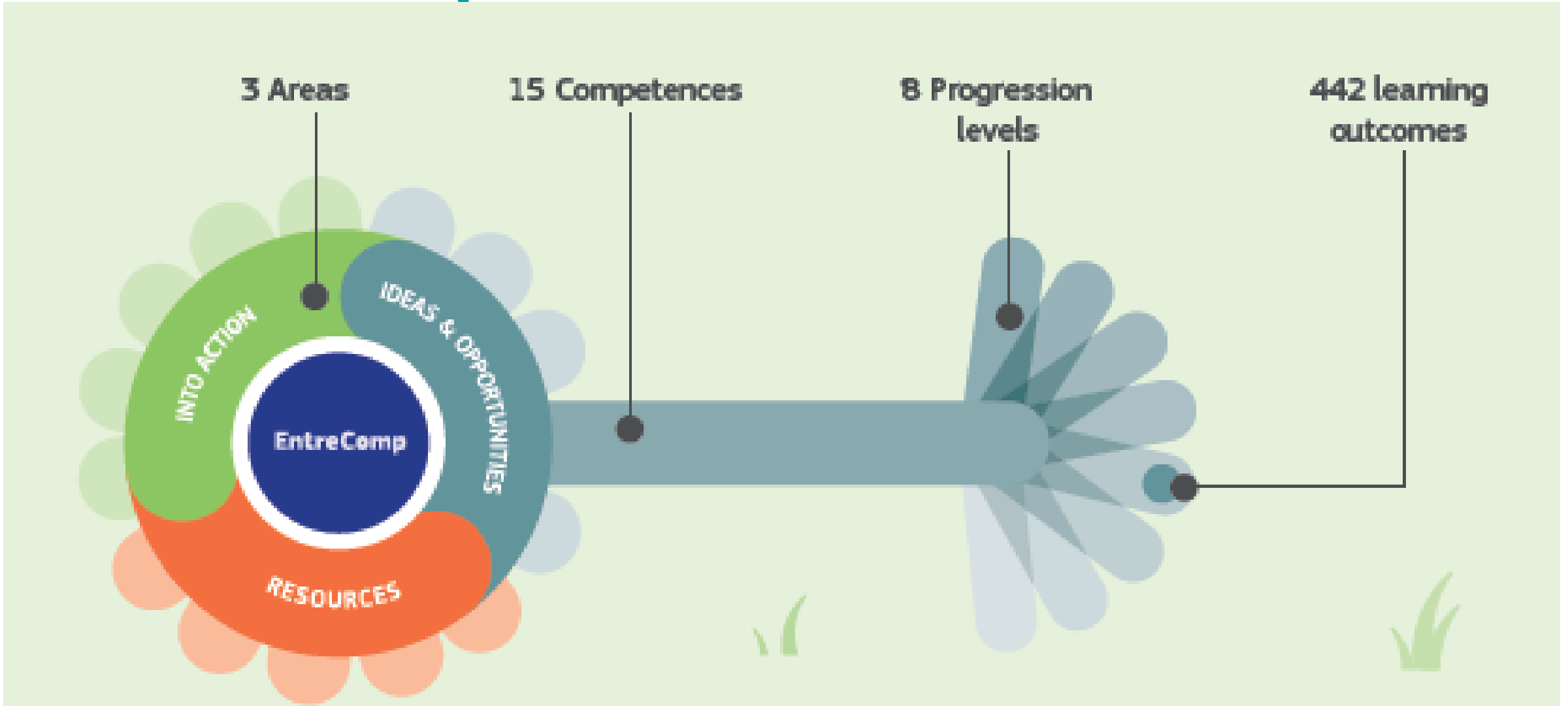△ Resources
△ Into action

EntreComp

△ Ideas and opportunities

△ Resources

    △ Mobilising others

    △ Financial & economic literacy

    △ Mobilising resources

    △ Motivation & perseverance

    △ Self-awareness & self-efficacy

△ Into action

EntreComp

- △ Ideas and opportunities
- △ Resources
- △ Into action
  - △ Learning through experience
  - △ Working with others
  - △ Coping with ambiguity, uncertainty, risks
  - △ Planning & management
  - △ Taking initiative

EntreComp

3 Areas

15 Competences

8 Progression levels

442 learning outcomes

IDEAS & OPPORTUNITIES

INTO ACTION

RESOURCES

EntreComp

EntreComp

IDEAS & OPPORTUNITIES

SPOTTING OPPORTUNITIES

Use your imagination and abilities to identify opportunities for creating value.

Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

➢ **Identify, create and seize opportunities**
➢ Focus on challenges
➢ Uncover needs
➢ Analyse the context

EntreComp

AREA

IDEAS & OPPORTUNITIES

COMPETENCE

SPOTTING OPPORTUNITIES

HINT AND DESCRIPTOR

Use your imagination and abilities to identify opportunities for creating value.

Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
IDENTIFY, CREATE AND SEIZE OPPORTUNITIES	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.	I can use my knowledge and understanding of the context to make opportunities to create value.	I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of an opportunity.

EntreComp

- △ Observation
  - △ Competences ←→ personality
  - △ 'more' skill ←→ fewer faults
  - △ Focus on entrepreneurship

VALUE Rubrics

Association of American Colleges & Universities
A VOICE AND A FORCE FOR LIBERAL EDUCATION

VALUE Rubrics

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global learning

Integrative and Applied Learning

- Integrative learning

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VALUE Rubrics

Creative thinking	Capstone	Milestones	Milestone	Benchmark
Acquiring Competencies This step refers to acquiring strategies and skills within a particular domain.	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	**Model: Successfully reproduces an appropriate exemplar.**
Taking Risks May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	**Stays strictly within the guidelines of the assignment.**
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	**Only a single approach is considered and is used to solve the problem.**
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	**Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.**
Innovative Thinking Novelty or uniqueness (of idea, claim, question, form, etc.)	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	**Reformulates a collection of available ideas.**
Connecting, Synthesizing, Transforming	**Transforms ideas or solutions into entirely new forms.**	**Synthesizes ideas or solutions into a coherent whole.**	**Connects ideas or solutions in novel ways.**	**Recognizes existing connections among ideas or solutions.**

VALUE Rubrics

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Integrative and Applied Learning

- Integrative learning

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Information literacy	Capstone	Milestones		Benchmark
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	**Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.**
Access the Needed Information	Accesses information using effective, well- designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	**Accesses information randomly, retrieves information that lacks relevance and quality.**
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	**Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).**
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	**Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.**
Access and Use Information Ethically and Legally	**Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.**	**Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.**	**Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.**	**Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.**

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Using EntreComp or Value

△ Pick the competences that seem most relevant (start with max three)

△ Identify the components in these competences that are most crucial for graduation (start with max two)

△ Highlight the "progressive performance description" that reflects your desired Learning Outcome

- Agree among academics and tell your students
- Decrease your workload

△ Bonus: highlight the "progressive performance description" that reflects your Learning "Income"

Aurora Competence Framework

⚠ Still early days – draft framework: Summer 2021

⚠ Probably:

- Entrepreneurship competencies core within a
- Wider range of feneral meta-/non-cognitive competencies

⚠ Tested and implemented in our pilot domains

⚠ Broader roll-out with expert service

⚠UROR⚠

Always happy to discuss and assist at programme level
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Aurora European University Alliance