

# Competence Framework Training

Learning competences beyond the subject knowledge & skills

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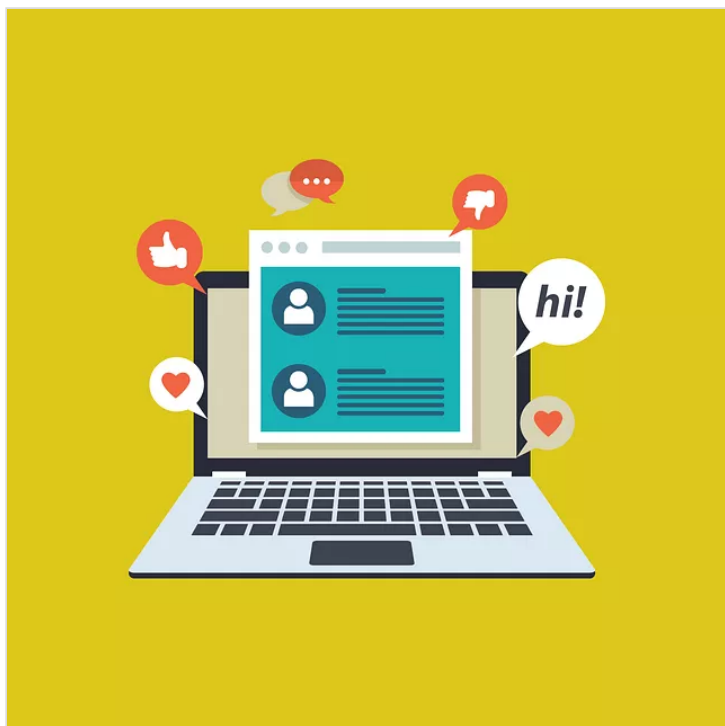
## Think ahead of the workshop on your views about non-subject skills and mindsets

1. Which non-subject competences are important?
2. How can to integrate them in teaching? Any challenges?
3. How to explain them to students or colleagues?



## GROUP WORK 1

- Your impression of the 16 VALUE competences, dimensions and descriptors
- Choose most relevant competences for your course
- Choose most relevant dimensions



## GROUP WORK 2

1. Select one participant's course
2. Put the course description (max half A4) on screen
3. Analyse the course description for non-subject Learning Outcomes (N-SLOs)
4. Identify the VALUE competences that fit these Learning Outcomes best
5. Identify the VALUE competences for implicit or missing N-SLOs
6. Select the most relevant VALUE competence for the course and discuss
7. Within that VALUE competence select the most relevant dimension and discuss



## Competence framework – T&L Development Tool

If you want to read up beforehand, here is some information prior to the meeting.

Workshop Aurora Competence Framework at Universität Innsbruck:

<https://www.uibk.ac.at/international/aurora/aurora-european-universities-allianz/arbeitspakete/wp-3/workshop-kees-k./workshop-.html>

Competence framework — T&L Development Tool

<b>Civic engagement:</b> <ul style="list-style-type: none"> <li>Diversity of communities &amp; cultures</li> <li>Analysis of knowledge</li> <li>Civic identity &amp; commitment</li> <li>Civic communication</li> <li>Civic action &amp; reflection</li> <li>Civic context / structures</li> </ul>	<b>Creative thinking:</b> <ul style="list-style-type: none"> <li>Acquiring competences</li> <li>Setting Goals</li> <li>Solving Problems</li> <li>Embracing Creativity/Innovation</li> <li>Innovative Thinking</li> <li>Conceptualizing, Synthesizing, Transforming</li> </ul>	<b>Critical thinking:</b> <ul style="list-style-type: none"> <li>Explanation of issues</li> <li>Evidence</li> <li>Influence of context and assumptions</li> <li>Student's position/perspective</li> <li>Debate/hypothesis</li> <li>Conclusions and related outcomes</li> </ul>	<b>Ethical reasoning:</b> <ul style="list-style-type: none"> <li>Ethical self-awareness</li> <li>Understanding different ethical perspectives / concepts</li> <li>Ethical issue recognition</li> <li>Application of ethical perspectives / concepts</li> <li>Evaluation of/for ethical perspectives / concepts</li> </ul>
<b>Global learning:</b> <ul style="list-style-type: none"> <li>Global self-awareness</li> <li>Perspective taking</li> <li>Cultural diversity</li> <li>Personal and social responsibility</li> <li>Understanding global issues</li> <li>Applying knowledge to contemporary global contexts</li> </ul>	<b>Information literacy:</b> <ul style="list-style-type: none"> <li>Determine the extent of information needed</li> <li>Access the needed information</li> <li>Evaluate information and its sources critically</li> <li>Use information effectively to accomplish a specific purpose</li> <li>Access and use information ethically and legally</li> </ul>	<b>Inquiry and analysis:</b> <ul style="list-style-type: none"> <li>Topic selection</li> <li>Evaluating knowledge, research and/or views</li> <li>Design process</li> <li>Analysis</li> <li>Conclusions and implications</li> </ul>	<b>Integrative learning:</b> <ul style="list-style-type: none"> <li>Connections to experience</li> <li>Connections to disciplines</li> <li>Transfer</li> <li>Integrated communication</li> <li>Reflection and self-assessment</li> </ul>
<b>Intercultural knowledge and competence:</b> <ul style="list-style-type: none"> <li>Knowledge: cultural self-awareness</li> <li>Knowledge of cultural/worldwide frameworks</li> <li>Skills: empathy</li> <li>Skills: Verbal and non-verbal communication</li> <li>Attitudes: 1. curiosity &amp; 2. openness</li> </ul>	<b>Foundations for life-long learning:</b> <ul style="list-style-type: none"> <li>Curiosity</li> <li>Initiative</li> <li>Independence</li> <li>Transfer</li> <li>Reflection</li> </ul>	<b>Oral communication:</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Language</li> <li>Delivery</li> <li>Supporting material</li> <li>Central message</li> </ul>	<b>Problem solving:</b> <ul style="list-style-type: none"> <li>Define problem</li> <li>Identify strategies</li> <li>Propose solutions / hypotheses</li> <li>Evaluate potential solutions</li> <li>Implement solution</li> <li>Evaluate outcomes</li> </ul>
<b>Quantitative literacy:</b> <ul style="list-style-type: none"> <li>Interpretation</li> <li>Representation</li> <li>Calculation</li> <li>Application / analysis</li> <li>Assessment</li> <li>Communication</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Genres</li> <li>Relationship to text</li> <li>Analysis</li> <li>Interpretation</li> <li>Reader's voice</li> </ul>	<b>Teamwork:</b> <ul style="list-style-type: none"> <li>Contributes to team meetings</li> <li>Facilitates contributions of team members</li> <li>Individual contributions outside of team meetings</li> <li>Fosters constructive team climate</li> <li>Responds to conflict</li> </ul>	<b>Written communication:</b> <ul style="list-style-type: none"> <li>Content and purpose of writing</li> <li>Content development</li> <li>Genre and disciplinary conventions</li> <li>Source and evidence</li> <li>Control of syntax and mechanics</li> </ul>

All Rubrics Cartridge

Dokument Word

PADLET DRIVE

- o Discuss the link between your courses and societal challenges
- o Try to find links between your courses and the SDGs - go beyond the “big” goals, look at targets (<https://unstats.un.org/sdgs/indicators/indicators> list)
- o Discuss how to make this clear to students



SDGs indicators (voluntary)

[https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%202021%20refinement\\_Eng.pdf](https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%202021%20refinement_Eng.pdf)

Teaching Teaching & Understanding Understanding



Teaching Teaching & Understanding Understanding (1/3)  
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YOUTUBE

SDGs Group Work

