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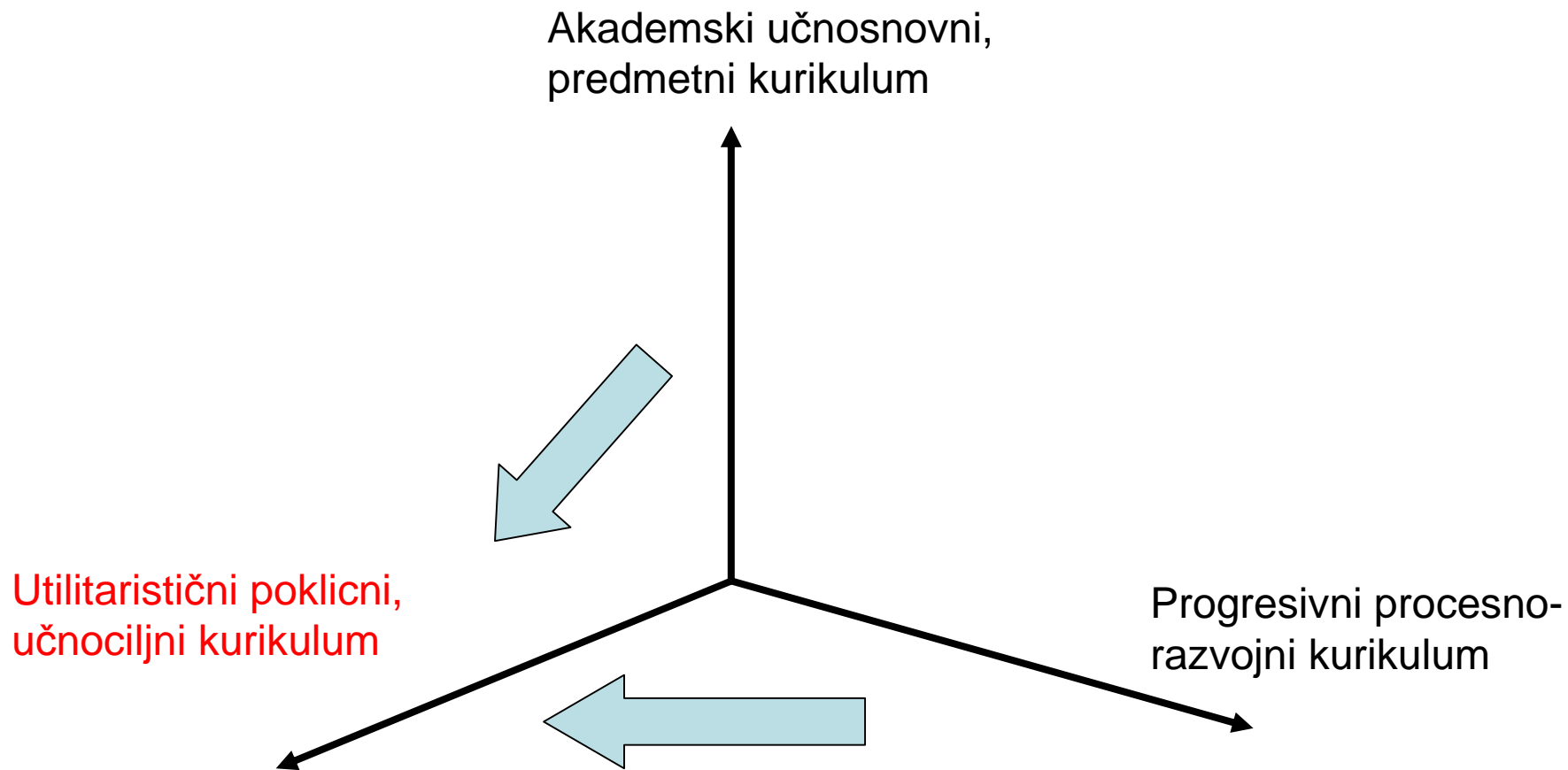
**COMPETENCE BASED
APPROACH IN TEACHER
EDUCATION**

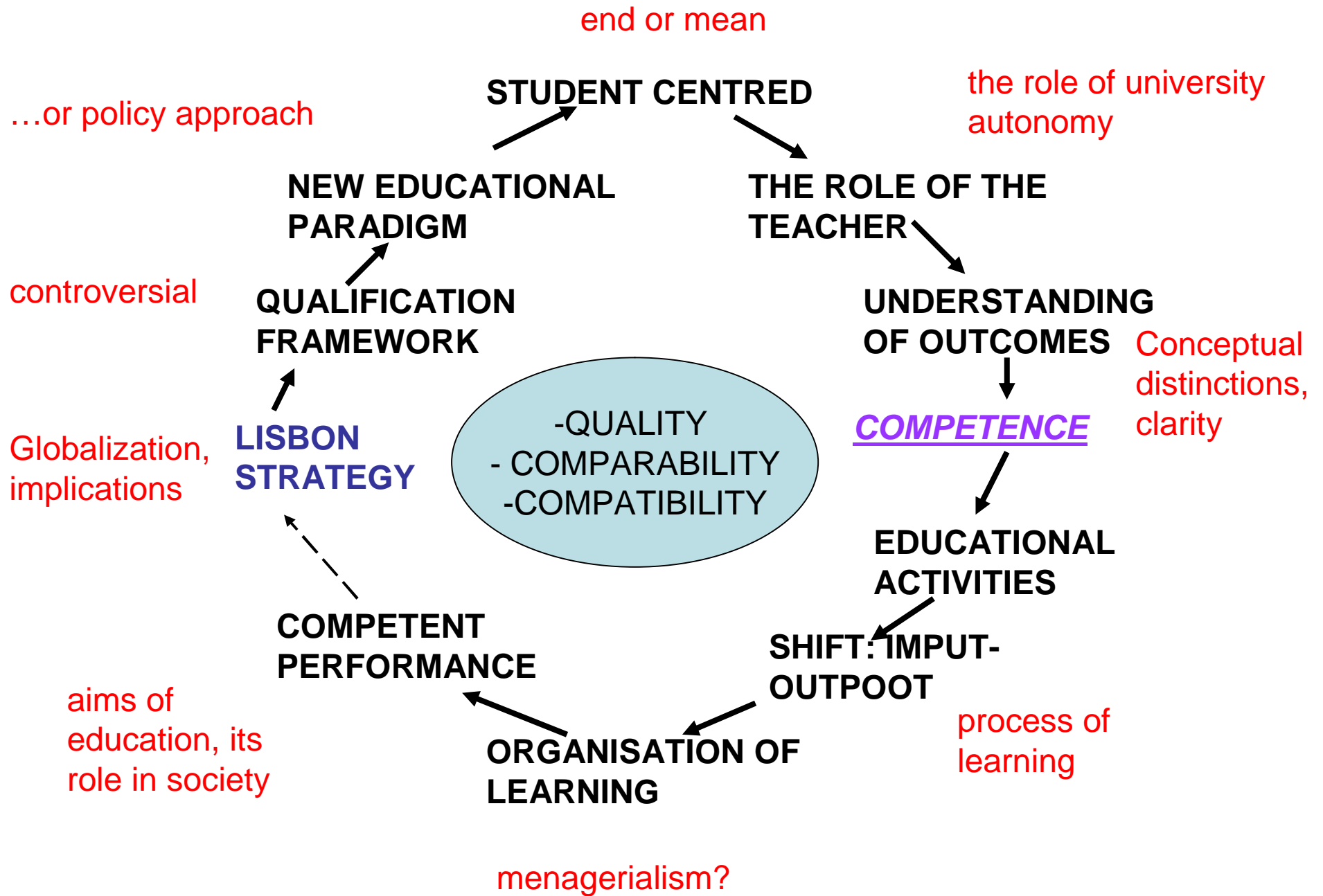
The importance of conceptual
clarity for partnership

Tuning

- Dokument izhaja iz potrebe po kvaliteti, primerljivosti in kompatibilnosti evropskih izobraževalnih sistemov, kar naj bi omogočilo evropsko **kvalifikacijsko ogrodje**, kar seveda predpostavlja nacionalna kvalifikacijska ogrodja^[1]. Kvalifikacijsko ogrodje tvorijo **splošni** in **specifični deskriptorji kvalifikacij** za vse stopnje izobraževanja. Preprosto povedano: od študentov se pričakuje, da bodo na koncu izobraževanja poleg znanja sposobni demonstrirati ustrezne sposobnosti, na kar se mora osredotočiti izobraževanje. To nakazuje na **ново edukacijsko paradigmo**, o kateri govorijo dokumenti bolonjskega procesa. Nova paradigma se kaže:
- V osredotočenosti na učni rezultat,izid oziroma v premiku iz inputa na output, ki implicira:
- Premik v preverjanju in ocenjevanju, ki mora poleg osredotočenosti na kompetence preiti iz normativnega (norm referenced) na kriterijsko (criterion referenced) ocenjevanje.
- To pa postavlja vprašanje kako v pouku to doseči, kar implicira:
- Premik v poučevanju od osredotočenosti na poučevanje k osredotočenosti na učenje in podreditev učne vsebine t.i. 'kompetencam', s tem pa na:
- Premik v osredotočenosti izobraževanja iz učitelja na učenca in razvijanje njegovih zmožnosti, kar zahteva:
- Drugačno vlogo učitelja, ki vednosti ne prenaša ampak jo strukturira, učencu pa je supervizor in ga vodi in spremlja na poti h kompetentnosti. (povzeto po: Tuning 2002, 18)
- ^[1] To je tisto, zaradi česar je Slovenija nedavno dobila 'ukor' Evropske unije.

Rossov model odnosa med kurikuli





- Everybody is talking about competence. It is an El Dorado of a word with a wealth of meanings and the appropriate connotations for utilitarian times. The language of competency-based approaches to education and training is compelling in its common-sense and rhetorical force. Words like `competence' and `standards' are good words, modern words; everybody is for standards and everyone is against incompetence (Norris, 1991: 331).

- Tako lahko rečemo, da bolonjski proces kot del evropskih integracijskih procesov postavlja v ospredje potrebo po kvaliteti študija, primerljivosti in kompatibilnosti izobraževalnih sistemov posameznih držav. Lahko pa tudi rečemo, da “standarde kompetentnosti poganjajo močni politični vplivi kot način usposabljanja delovne sile za konkurenčnost globalnega gospodarstva ” (Kerka 1998). S slednje perspektive se nam začenja porajati vprašanje, če gre pri izobraževanju, ki je osredotočeno na rezultat, še za proces poučevanja oziroma učenja. Kot pravi Kerka, je za nekatere to “mit ali vsaj vljudna fikcija”, saj pri tem izobraževanju ne gre za “pedagoško metodo, ker je to v bistvu pristop politike” (Jackson po Kerka 1998). Taka stališča utemeljujejo z dejstvi, da so bili v zadnjem desetletju “ekonomski faktorji čedalje bolj kriteriji za politiko izobraževanja in merilo uspešnosti” (Harris po Kerka 1998). V Veliki Britaniji, Avstraliji, Novi Zelandiji in ZDA naj bi bili “izobraževalni standardi, ki temeljijo na kompetencah tesno povezani s političnimi iniciativami za globalno konkurenčnost” (Chappell, Jackson po Kerka, 1998). Obstaja celo dokaj široko soglasje, da “ima uvajanje pristopa, temelječega na kompetenci podporo v politični ideologiji nove desnice” (Armstrong 1997). Kot implikacija teh razmišljanj se pojavi pomembno vprašanje političnega nadzora nad izobraževanjem. Ni naključje, da se je med teoretiki izobraževanju v Veliki Britaniji zelo povečalo zanimanje za Michela Foucaulta.

- the dilemma is whether universities should follow **traditional common scientific and intellectual interests** or whether development be based on **profit considerations**, i.e. **should the globalization be hegemonic or counter-hegemonic** (as it is put by Boaventura de Sousa Santos),
- shall we conceptualise **education as a global public good with the potential to contribute to the development agenda**, or as a **narrow, instrumental agenda that serves the needs of transnational capital**? Is the Bologna process (BP) preparing the European universities for the emerging **international competition, conceived of primarily as a trade competition**? If yes, we could understand from this that BP is not the only process of integration, but that the very nature of HE is changing and/or already changed. **Karola Hahn in 2003** published her article 'The Changing *Zeitgeist* of German Higher Education and the Role of GATS' in *Higher Education in Europe* (Vol. XXVIII, No. 2), in which she discussed the apparently **contradictory nature of two forces in German higher education and research policy**: the **drive to co-operation**, Europeanization and integration on the one hand, and on the other hand, the need for European universities to adopt a **highly competition-oriented role** towards world-wide markets where **HE is understood just as a trade product**. By revealing this hidden agenda, she has drawn attention to a significant **new *Zeitgeist***, where, we can guess, there is no place for values like *Bildung* etc.

Peter Jarvis:

- ...some important implications such as:
what if the universities do finally succumb to the forces of globalisation and concentrate on profit and the production of useful knowledge but neglect the social values that are embodied in the Bologna process? Will they remain universities?

CBET and the concept of competence in the context of partnership

- The need for clarity of conceptual framework as a common point of reference
- Obviousness of 'competence'
- Controversies (historical background, failures in vocational education in the UK)
- Several different meanings – implications for researches, for partners in partnership

Conceptual distinctions and their implications

- **Competence vs competency** (pl.competencies)
- **Competence**— as capacity: wider, holistic sense, when we evaluate individuals as more or less successful in realising their aspirations to the standards (Carr, 1993; Hyland, 1994)
 - Capacity sense applies to the evaluation of **persons**
 - Competences – used to pick up broad group of ***capacities***
- **Competency** - narrower, dispositional atomistic sense – term used ‘to label particular abilities or mark episodes of casual effectiveness’
 - Dispositional sense refers to **activities**
 - The term competency – to label specific ***performances*** or aspects of activities

Hyland (2006: 21)

- *Although there are some positive elements in the aims and procedures of the Bologna process, **key objectives** for higher education (HE) reform and harmonisation are still overly influenced by a **neo-behaviourist reductionism** which **replaces rich conceptions of knowledge and understanding with narrowly prescriptive competences and skills**. The principal driving forces consist in a combination of factors including the remnants of a **neo-liberal project to transform public service culture under the 'corporate state'** (Ranson, 1994), the **crude commercialism** which informs the marketing of pre-packaged qualifications (Hyland, 1998a) and – arguably, the most powerful driver of educational developments over the last few decades – the pervasive and relentless influence of competence-based education and training (CBET) at all levels of state education systems (Hyland, 1994, 1998b, 1999)....*

- *This behaviourist and simplistic approach to HE reform is criticised by examining the principal weaknesses of the attempt to reduce educational aims and objectives to competences and skills. Not only is such a strategy – especially in the form of CBET developments – philosophically and educationally flawed, it fails to achieve even the minimum objectives of advancing the reform of vocational education and training (VET) and enhancing professional/occupational knowledge and skill. In addition to this failure to boost economic capital, such an approach militates against the fostering of that social capital which is now emphasised in the lifelong learning policy statements of most European nations (Field & Leicester, 2000). Indeed, the **obsession with pre-specified competences and skills** reflected in recent reform programmes has served to morally impoverish (Hyland & Merrill, 2003) large aspects of the post-school educational enterprise to such an extent that **it would be wilfully perverse for educators concerned with HE reform in Europe to have anything to do with such de-humanised and simplistic reductionism.***

- *QED! There is so much that is rich and valuable in the liberal/humanistic HE learning and critical pedagogic traditions of Europe. It would be sheer criminal folly to allow these to be destroyed by the uncritical adoption of a failed behaviourist model of competence.*

Competences vs. performance descriptors

- Inconsistencies in TUNING (proclaiming integrated approach but not distinguishing competences and performance descriptors)
- Implications for legislation, guidelines, curricula, syllabi

Paul Hager (2006: 31)

- These are a laudable aims and many would support the overall sentiment. However, it is the claim of this paper that the Tuning Project is conceptually confused in its basic ideas. So much so that, despite its laudable aims, a project that features such vital flaws in its foundations, is argued to be fatally deficient from the start. The main argument of this paper is that performance outcomes can be specified precisely, and that the Tuning learning outcomes are a species of performance outcomes. However, by contrast, competences cannot be specified precisely in this way. So the Tuning Project, by mistakenly equating learning outcomes and competences, gives the latter a false objectivity. Thus the theorisation of Tuning is reliant on a simplistic notion of competence, one that cannot do justice to the issues that the Tuning Project seeks to address.

- Univerza v University of Članica (OPIS PREDMETA / SUBJECT SPECIFICATIONPredmet:Subject Title:Študijski programStudy programmeŠtudijska smerStudy fieldLetnikYearSemesterSemester 4 ali 5 Univerzitetna koda predmeta / University subject code:PredavanjaLecturesSeminarSeminarSem. vajeTutorialLab. vajeLab. workTeren. vajeField workSamost. deloIndivid. workECTS Nosilec predmeta / Lecturer:Jeziki / Languages:Predavanja / Lecture: Vaje / Tutorial: Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: I.stopnjaPrerequisites:Kandidat mora doseči ECTS na predhodnem študiju.Graduate degree ECTS.
- Vsebina: **Contents** (Syllabus outline):
- Temeljni študijski viri / **Textbooks**:
- Cilji:**Objectives**:
- Predvideni študijski rezultati:**Intended learning outcomes**: Znanje in razumevanje:Knowledge and Understanding:Prenesljive/ključne spretnosti in drugi atributi:Transferable/Key Skills and other attributes:
- Metode poučevanja in učenja: **Learning and teaching methods**:
- Načini ocenjevanja:Delež (v %) /Weight (in %)**Assessment**:
- **Materialni pogoji za izvedbo predmeta :Material conditions for subject realization**
Obveznosti študentov: Students' commitments: (pisni, ustni izpit, naloge, projekti)(written, oral examination, coursework, projects):