TENCompetence 4 years summarised in 45 minutes

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TENCompetence project aims

- Building the European network for lifelong competence development

- To be used by any individual, school, team or organisation who has a need to further development of competences in a formal or informal manner

- The project will develop and integrate open source based tools, based on the principals of webservices
TENCompetence

• IST/TEL Project 4 years, Dec 2005 - Dec 2009

• 15 partners, 8 countries

• OUNL, SURF, Bolton University, Logica, Sofia University, CERTH, Hannover University, GIUNTI Labs, ALTRAN, Universitat Pompeu Fabra Barcelona, INSEAD, Synergetics, UNESCO-IHE, Agora
Project setup

- WP1 Consortium Management

**Aspect RTD activities**
- WP5 Knowledge Resource Sharing & Management
- WP6 Learning Activities & Units of Learning
- WP7 Competence Development Programmes
- WP8 Networks for Lifelong Competence Development

**Integration RTD activities**
- WP2 Requirements & Analysis of the Integrated System
- WP3 Technical Design & Implementation of the Integrated System
- WP4 Pilots with & Validation of the Integrated System

**Valorisation activities**
- WP9 Training
- WP10 Dissemination & Exploitation
Central problems

- Knowledge society demands lifelong learning
- Integrated support for informal and formal learning is missing
- People are responsible for planning their careers – employability
- Support of personal competence development is required
Susie's journey

Susie represents a learner growing up within this vision. She has difficult decisions to make at key stages throughout her life as a learner and will need support and guidance. However, Susie will have the benefit of a lifelong learning record or e-Portfolio to assist her in making decisions. Her school, college, employers and friends will support her to maintain a valuable record and to make effective use of it throughout her life, to apply for courses and jobs as well as make informed planned decisions to ensure she leads a fulfilled career.

Leaving school
College, travel or job?

3 years working for the council
I’ll use my City Learner Passport to apply to college and get a better job.

Can’t afford University
But can apply for a Foundation Degree using my learning plan.

Finished my work based learning degree
I’m looking for a new job with skills evidenced in my e-portfolio.

I’ve kept my e-portfolio up to date
Now I can carry on adding to it, to support my voluntary work.

PROSPERD: supporting online PDP for work-based learners on degree courses.

Nottingham: learner data transferred from City eProgress File to University system to support wider access to higher education.

Loughborough: transition between school, college and university with access needs.

MUSCLE: sharing learner records and resources across schools and colleges.
SHELL: developing and piloting a multi-institution lifelong learning record based on qualifications.

NIMLIE: giving students access to a lifelong learning record through a web portal.

LEGAL STUDY: Exploring the legal and records management issues relating to the concept of the lifelong learner record.

UEO: providing nationally enrolled training for union representatives through a UK-wide network of colleges, with centrally hosted learning materials.
CRA: work to develop technically sustainable lifelong learning records.
Lifelong learning focus

• Supporting **individuals** (and organisations) in development of their competences during their whole life:
  – I want to (further) develop a specific competence
  – I want a better job position
  – I want a new or different job
  – I want to keep my competences up-to-date

• Integration of learning, working, leisure
Lifelong learning focus

- Focus on personal development planning, instead of focus on curricula
- Personal development plans based on goals
  - Career plans
  - Personal objectives
- Plan can contain a mixture of:
  - Formal degrees
  - Informal learning intentions
  - Non-formal workshops
- Is personal and based on assessment of current competences
Organisational principles of lifelong learning

- Orientation
- Assessment
- Planning
- Learning activities
- Reflection
Organisation of learning

• Orientation
  – come to know what is there to be learned
  – become aware of their own competences
  – become aware of their own learning needs
  – establish their own learning objectives

• Assessment
  – Self Assessment
  – Competence Assessment
Organisation of learning

• Planning
  – Learning resources and activities of interest will have to be put into a certain sequence. This sequence can be planned, or it can emerge during learning.

• Learning activities
  – Learning through engagement with the selected learning activities should be integrated with learning that occurs elsewhere. Integration between learning in several places, such as in the learning environment, at home, at work, and learning at a distance. Integration of what was learned previously.
Organisation of learning

• Reflection
  – An important part of learning in lifelong competence development occurs through reflection on past learning experiences. Reflection is made possible by various means of recording the learning experiences, but most typically by collecting past learning experiences in a portfolio.
High level overview of connected services

- Learning Design & Assessment Services
- Knowledge Resource Sharing & Management Services
- Learning path & Navigation support Services
- Competence Management Services
- Portfolio Services
- Community, Social Services
- Personal Competence Manager
TENCompetence tools

Orientation

- TENTube
  A video-based connection tool supporting competence development. It aims at fostering connection creation among community members and content.

- The Competence Model Editor is the tool used to maintain the of the Competences and Competence/Job Profiles of learning networks.
TENCompetence tools

Assessments
- QTI plugin for ReCourse
- QTI editor – Liferay (WP3)

Planning
- Personal Development Planner (PDP)
  **Positions** the lifelong learner in relation to a target competence profile and **assists in identifying and making good shortcomings in their skills** set.
- Learning Path Editor
  Helps experienced authors to capture and articulate learning paths, i.e. various sequences of activities leading to the attainment of a competence profile.
TENCompetence tools

Learning activities

- **ReCourse**
  An easy to use tool for teachers / course authors to produce Units of Learning which are compliant with the extensive and complex IMS-LD specification

- **Astro**
  Astro is a player for Units of Learning in the IMS Learning Design format.
LearnWeb2.0 is a tool for **the management and sharing of knowledge resources**. It provides users with the convenience of a single environment from which to access Web 2.0 tools best suited to the competence development process.
TENCompetence tools

Reflection
  – Eportfolio
    Supports reflection on the competences and competence profiles acquired
Atmosphere

• TENCompetence Winterschool
• http://www.youtube.com/watch?v=BrYcL2nTwUo
Thank you

- Public project site: http://www.tencompetence.org
- Sources: http://www.sf.net/projects/tencompetence
- Articles: http://dspace.ou.nl