



TEN Competence

Building The European Network for Lifelong Competence Development

TENCompetence Principles & Personal Competence Development

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Building The European Network for Lifelong Competence Development

Overview

- Introduction
- Winter School 2008 - Programme
- Central Problem
- TENCompetence Approach
- Personal Competence Manager



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Winter School 2007



Winter School 2008

- Objectives:
 - Intensive training & collaboration
 - Exchange of knowledge & experience
- Format:
 - Interactive lectures, workshops, hands-on sessions, informal discussions
- Main theme:
 - Personal Competence Management

Programme & Participants

- <http://www.partners.tencompetence.org/mod/resource/view.php?id=362>
- Introduction of participants
 - Name
 - Affiliation
 - Expectations



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Central Problem

- *Change is not what it used to be (Handy)*
- 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

TENCompetence Project

- IST/TEL Integrated Project – Sixth Framework Programme, EC
- December 2005 – November 2009
- 15 core partners + Associate Partners
- Aim: to build a technical and organizational infrastructure for **lifelong competence development**



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TENCompetence Focus

- Supporting **individuals** in development of their competences during the 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, relaxing



Competence

A **competence** is the **estimated ability** of an actor to deal with **critical events, problems or tasks** that can occur in a certain situation (at work, at home, etc.)

This estimation can be based on:

- Self assessment
- Informal assessment by others
- Formal assessment by others



How will it work?

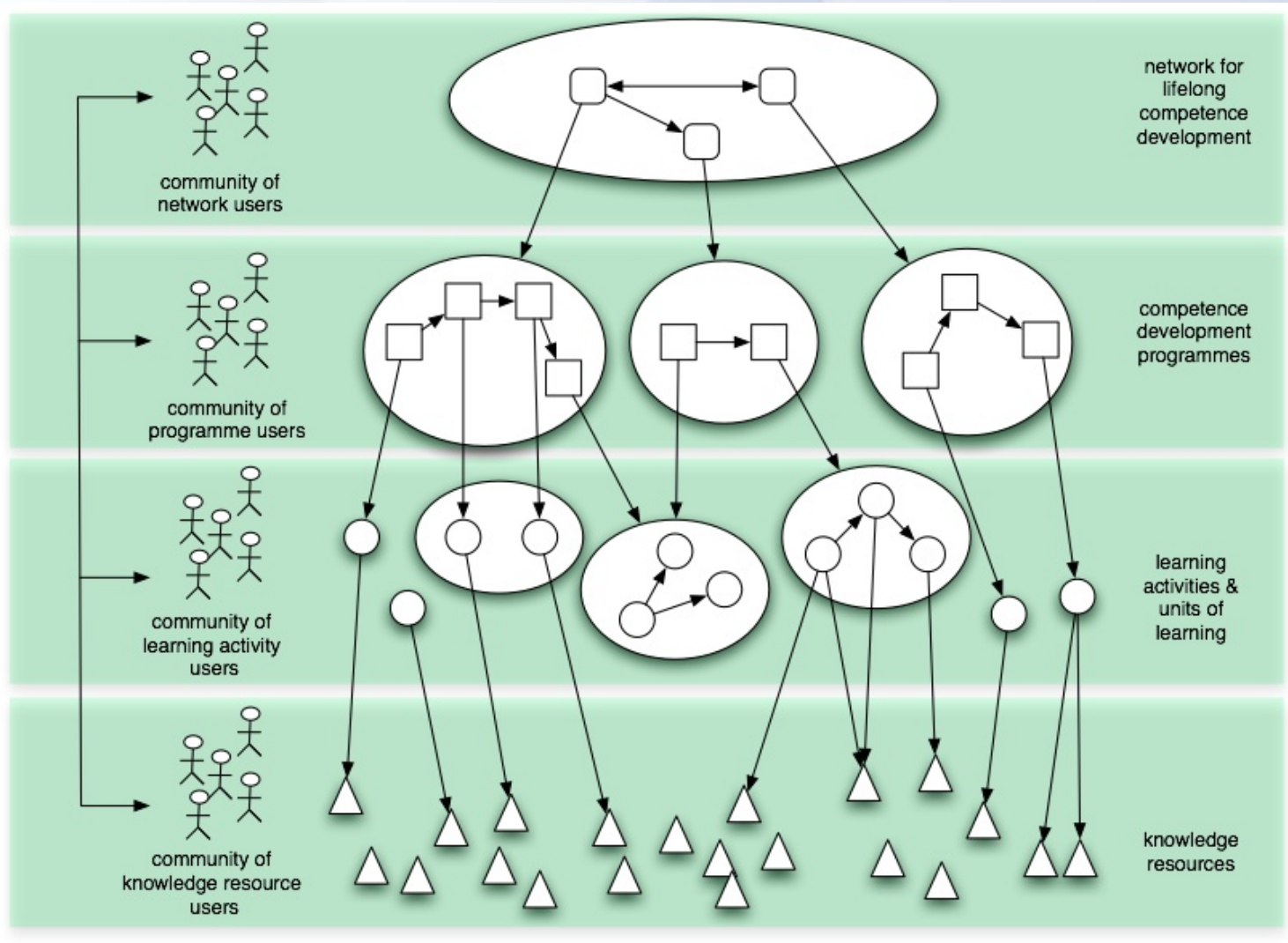
- Members of Learning Network are **learners** and **suppliers** of learning activities and resources
- Members do things, find learning activities & programmes, learn, **share & discuss** what they are doing, **support each other**, provide all kinds of **feedback**



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Integration Levels



Project Results

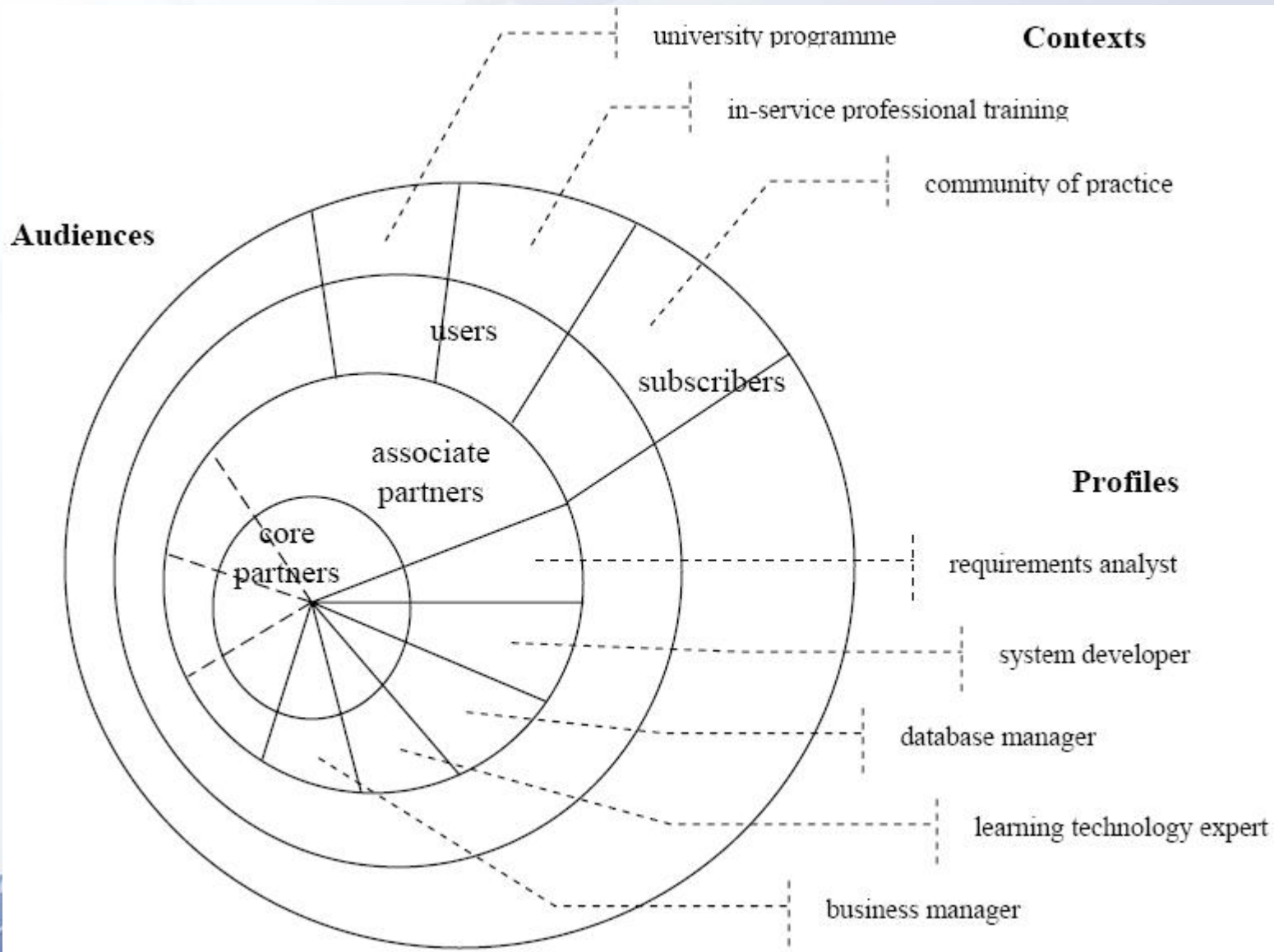
- **Open Source Software** with OSI license
 - Core functionalities sufficient to set up the entire system
 - Not all optional components
- **Open Content** with Creative Commons license
 - allows the content to be redistributed and changed (with credits)



TENCompetence Infrastructure

- OSS services can be replaced by commercial ones
- Self-sustainable after the project period as long as there are users
- Network of (associated) partners to provide commercial and non-commercial services using the infrastructure





TENC Training Procedure

- List WP tasks
- Define competence profiles (Map)
- Staff – self-assessment
- Create Tasks x Competences Matrix
- Gap analysis
- Competence development needs
- Identify expert facilitators



• Establish Competence Networks

Competence Map

Profile: Pilot Designer & Evaluation

Competences in the profile:

- Given the aims of the project and the requirements of the software:
 - a. Be able to develop and execute an evaluation plan by selecting and applying the most appropriate quantitative or qualitative research design, according to the described principles in the methodological research literature.
 - b. Be able to develop and implement the data collection instruments (questionnaires, loggings, etc.) that are required according to the evaluation plan.
 - c. Be able to select and apply the most appropriate statistical methodologies, techniques and tools for statistical analysis. This includes the use of tools for statistical analysis (SPSS, SAS, R, spreadsheets, etc.).
 - d. Be able to interpret, report, present and discuss the statistical results (including the reporting in scientific papers).



Score: 0 1 2 3 4

TEN Competence

Proficiency Level

0 = none

1 = can apply this with support in a relatively simple and well organized situation

2 = can apply this independently in a relatively simple and well organized situation

3 = can apply this independently in complex situations

4 = can apply this flexible in complex situations, can evaluate the competence and can support others



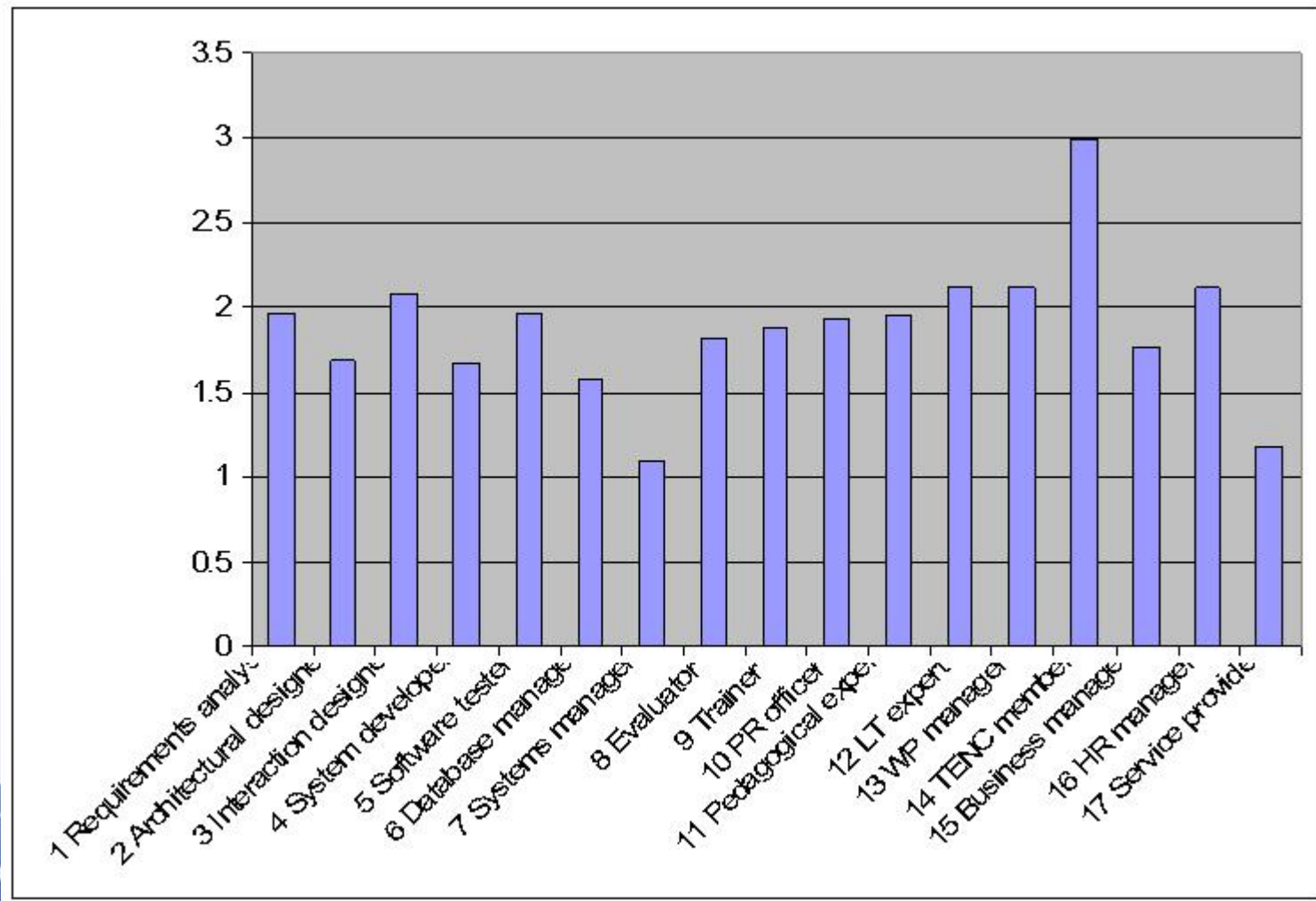
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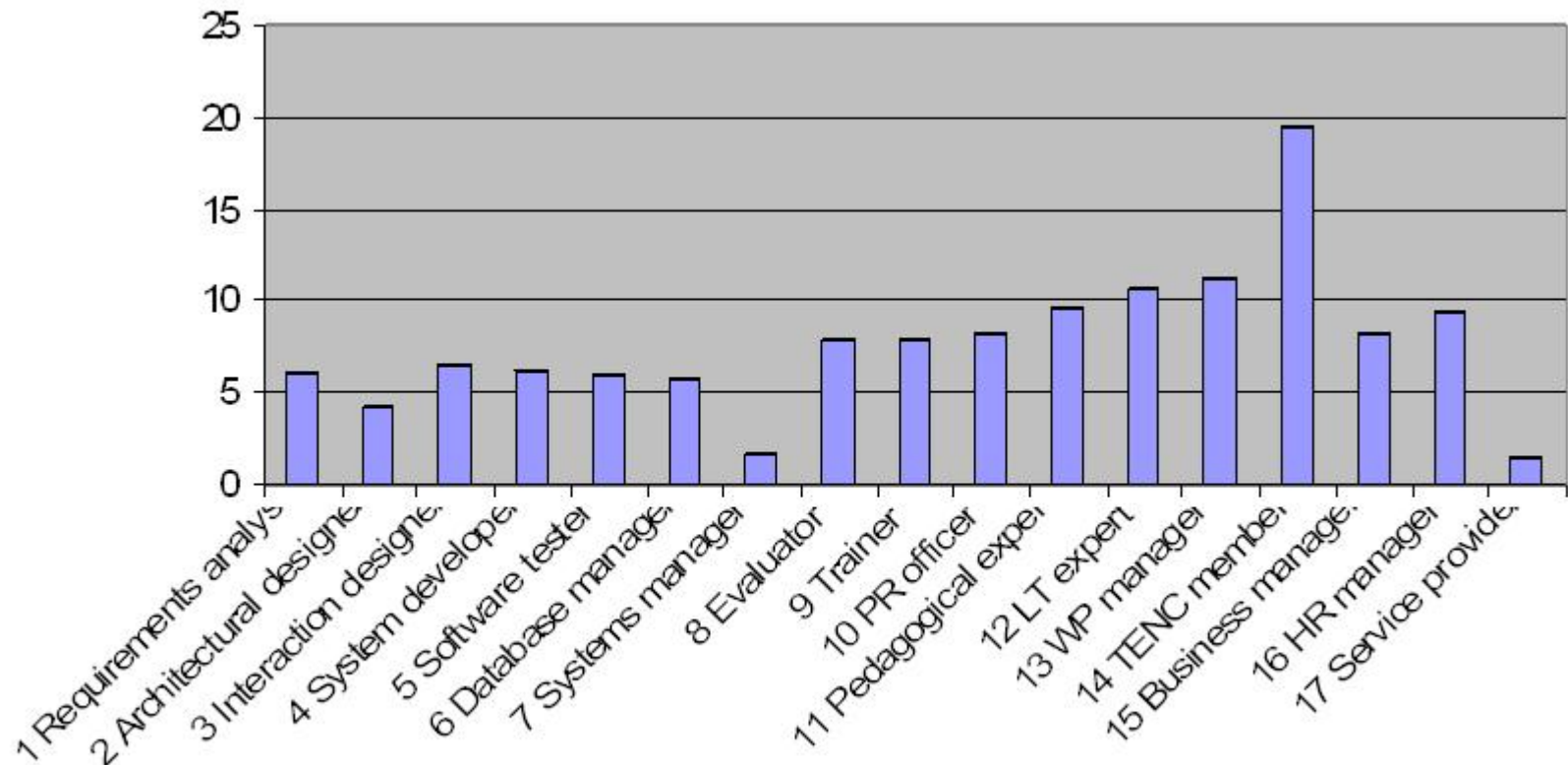
Tasks x Competences Matrix

	Requirements Analysis	Architectural Design	User Interface / Interaction design
	<p>Present interaction design to different target groups</p> <p>Test and adapt interaction design with users</p> <p>Represent interaction Design in a visual schema or prototype</p> <p>Design of click flow, buttons, navigation icons, menus, templates</p> <p>Create an Interaction Design</p> <p>Present the architecture to different target groups</p> <p>UML diagrams and UML principles</p> <p>Handle new requirements in a transparent way</p> <p>Specify APIs for connections to other systems</p> <p>Develop architecture linked to I4b Services/SD4 principles</p> <p>Scope & tactical aims of personal competence development systems</p> <p>Present the requirements to different target groups</p> <p>Create and test simple prototypes to assess the requirements</p> <p>Describe the requirements in a measurable way (e.g. SMART)</p> <p>Create systematic use case models</p> <p>Apply the requirements analysis approach</p> <p>Design a systematic approach for requirements analysis</p> <p>Knowledge of sound methodological</p> <p>Identify users for requirement analysis</p> <p>Scope & tactical aims of personal competence development systems</p>		
WP2 Requirements & Analysis of the Integrated System			
Management, review and assessment			
Complete the work planned under DoW			
Vision development			
Operationalise the vision and models into specific functional and non-functional requirements and process descriptions			
WP3 Technical Design & Implementation of the Integrated System			
Management, review and assessment			
Update the overall TENCompetence architectural design			
Integrate finalized WPS-8 components			
Select, design and implement adaptations of additional existing components that are currently state of the art			
Set up and maintain the infrastructure for running pilots in the project			
Design, implement and deliver new releases of the integrated TENCompetence system for supporting WP4 pilots			
WP4 Pilots with the Integrated System & validation of the project			
Management, review and assessment			
Set up the cycle 1 pilot and validate the initial system			
Definition, planning, and setup of cycle-2 pilots			
Provide evaluation methodologies			
Collect and distribute requirements, use-cases, scenarios, and other useful information			
WP5 Knowledge Resource Sharing & Management			
Management, review and assessment			
Research and development of new and flexible models for pro-active knowledge resources use, sharing and exchange			
Design and develop the KRSM services and tools			
Experiment and evaluate the usability of the knowledge resource sharing & management components			

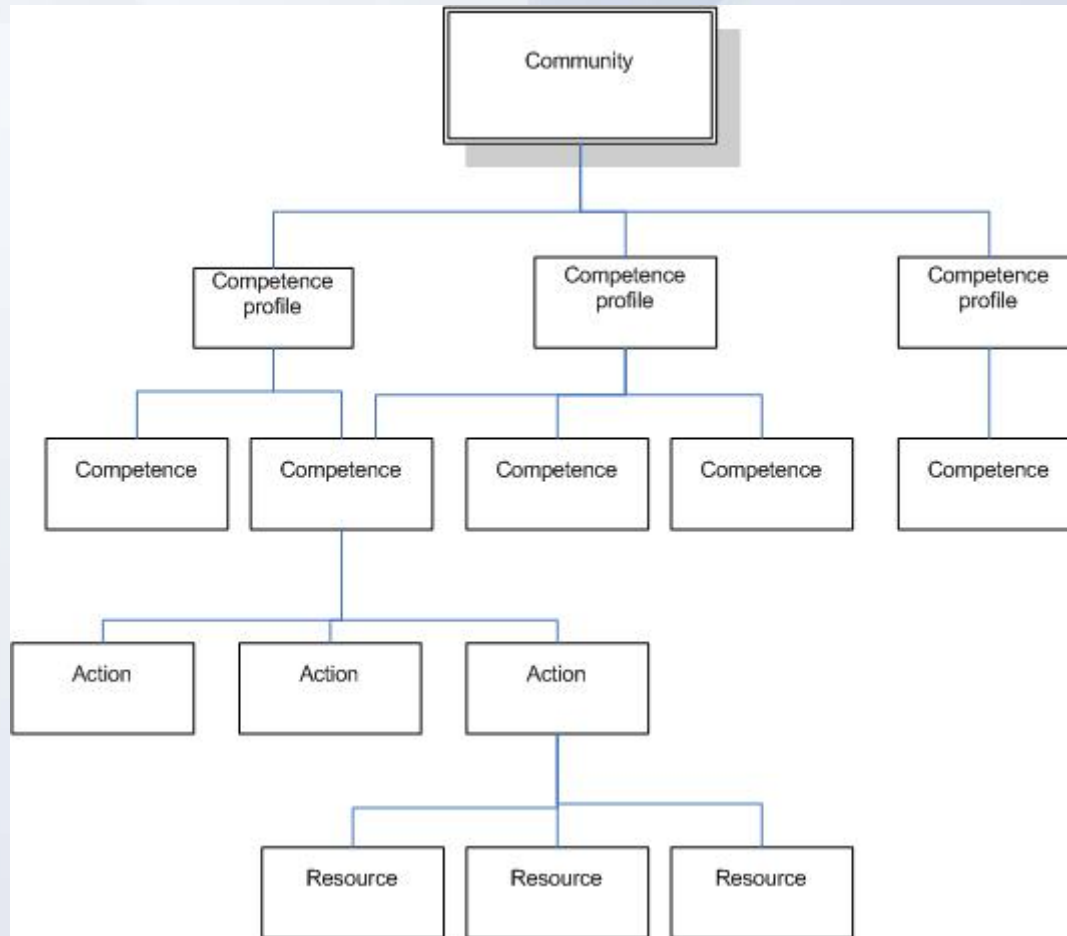
Competence Profiles with Proficiency Levels



Competence Profiles with Experts



PCM Data Structure



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Personal Competence Manager

The screenshot shows the 'guitarists - TENCompetence (Personal Competence Manager)' application window. The interface is divided into several sections:

- Left Panel:** A tree view under 'Selected Competence Profile' showing 'Playing Pop Songs on the G...', 'Basic Guitar Skills', 'Basic Chords', and 'Chord schemas for blues & pc'.
- Top Panel:** 'Playing Pop Songs on the Guit...' with a 'Guess the Chords Test' button and a 'Mark competence as attained' link.
- Main Content Area:** Titled 'Plan for Basic Guitar Skills'. It includes a 'Description' box with text about learning actions, an 'Options' section with links like 'Create new plan', and a 'Route' section containing a flowchart. The flowchart shows a sequence: 'Beginners course to guitar playing' leads to 'Interactive lessons: scales', 'Rythm', and 'Basic Guitar Skills', which all lead to 'Basic Chords'. A note says 'continue when minimal 1 is completed'. There is also a 'Show me what to do next' link.
- Bottom Left:** An 'Agent' section with a chat window showing messages like 'What to do now?' and 'New competence "basic ..." added'.
- Bottom Center:** A 'Rating' section with a table of user feedback.
- Bottom Right:** A 'People' section showing a list of users with their names and availability status.

Rating	Name	Comment
☆☆☆☆☆	Scott	I don't think this action plan was very u...
☆☆☆☆☆	Phil	I don't agree with Scott. Although prob...
☆☆☆☆☆	Gizmo	For me it was very usefull. I am new an...
☆☆☆☆☆	Ruud	I do not like to play the guitar anymore ...

Name	Available
Peter	●
Alex	●
Condol...	●
Ayman	●



- Playing Pop Songs on the Guitar
 - Basic Guitar Skills
 - Basic Chords
 - Chord schemas for blues & pop so...

Select a Competence Profile

Select a competence profile you want to work on

Show: All Competence Profiles from my communities Subscribed Competence Profiles Competence Profiles created by me With one or more completed activities

Search:

Subscribed	Profile	Creator	Community	Completed	Active
<input checked="" type="checkbox"/>	Bread Baker	Bas	bakers	678	67
<input checked="" type="checkbox"/>	Beginner Guitar Player	Jaap	guitarists	456	5
<input type="checkbox"/>	Solo Guitar	Hubert	guitarists	34	67
<input type="checkbox"/>	Baking Cakes	Hans	bakers	5	4
<input checked="" type="checkbox"/>	Assistent Professor Psycho...	Rob	psychology	667	3
<input type="checkbox"/>	Bachelor Psychology	Bas	psychology	4	24
<input type="checkbox"/>	Masters Psychology	Harrie	psychology	22	7
<input type="checkbox"/>	Associate Professor Psych...	Phil	psychology	15	8
<input type="checkbox"/>	Ph.D. Psychology	Arne	psychology	8	87
<input type="checkbox"/>	The Hobby Psychologist	Ruud	psychology	6	67
<input type="checkbox"/>	Clinical Psychology	Scott	psychology	8	8
<input type="checkbox"/>	Educational Psychology	Hubert	psychology	56	55
<input type="checkbox"/>	Psychological interventions	Ruud	psychology	7	32
<input type="checkbox"/>	Psychological diagnoses	Harrie	psychology	5	45

[Create new competence profile](#)
[Discover other communities](#)

OK Cancel





[Mark competence as attained](#)


[Show best route](#)

Start	End
11-2-2007	1-8-2007
15-6-2006	23-10-2006
1-10-2006	

Synchronised Plan (Bas may change)

People Friends

Name	Available
 Peter	●
 Alex	●
 Condole...	●
 Ayman	●

Agent 

What to do now?
[Create an action plan.](#)

New competence "basic ..." added

[User "Colin" requests access to "Guitars" community](#)

Edit Competence Profile

Edit competence profile



Title:

Description:

This competence profile has been created by me to help others start guitar playing.

Settings:

- Do not share the profile
- Share, but only I can change the profile
- Share and everyone in the community can change
- Share and the following persons can change:

Community:

Competences in the profile:

- Basic Guitar Skills
- Basic Chords
- Chord schemas for blues and pop**

Title:

Description:

I have used these actions to learn basic guitar skills. I started with the interactive lessons. Maybe you can also start with the small self test I have made in basic guitar skills to see where you are.

Type:

Select a Competence Development Plan

Select one of the available plans.




In order to attain 'Basic Guitar Skill' you need to have a Competence Development Plan.
Please select a plan from the list below.

Owner	Status	Completed ▾	In progress	Rating	Change when synchro...
Sofia Uni	Completed	80	5	☆☆☆☆☆	everyone
Jan	Completed	34	4	★★★★☆	owner
Rob	Completed	23	32	★★★★★	everyone
Activity	Completed	6	4	☆☆☆☆☆	everyone
Dad	Completed	5	6	★★★★☆	everyone
Open Uni	Completed	4	2	★★★★★	everyone
Pam	Completed	3	4	★★★★★	owner
Failure	Completed	2	1	★★★★☆	everyone
hubert	Completed	1	2	★★★★★	owner
Harrie	In progress	0	1	☆☆☆☆☆	owner
Cool	In progress	0	3		everyone
Scott	In progress	0	2		everyone
arne	In Progress	0	4		everyone

Competence Development Plan

Playing Pop Songs on the Guitar [Guess the Chords Test](#)

 **Plan for Basic Guitar Skills** [Mark competence as attained](#)

Description

I have used these actions to learn basic guitar skills. I started with the interactive lessons. Maybe you can also start with the small self test I have made in basic guitar skills to see where you are.

Plan [Show best route](#)

Status	Action	Type	Start	End
<input type="checkbox"/>	Interactive Lesson: scales	Discussion	11-2-2007	1-8-2007
<input checked="" type="checkbox"/>	Beginners course to guitar playing	Course	15-6-2006	23-10-2006
<input type="checkbox"/>	Rhythm	Information	1-10-2006	
<input type="checkbox"/>	Guess the Chords Test	Test		
<input checked="" type="checkbox"/>	Basic Guitar Skills	Activity		

Options

- [Create new plan](#)
- [Select plan](#)
- [Edit description](#)
- [Break synchronization](#)
- [View rights](#)

Synchronised Plan (Bas may change)

Actions and Resources

Status	Action	Type	Start	End
<input type="checkbox"/>	Interactive Lesson: scales	Discussion	11-2-2007	1-8-2007
<input checked="" type="checkbox"/>	Beginners course to guitar playing	Course	15-6-2006	23-10-2006
<input type="checkbox"/>	Rhythm	Information	1-10-2006	
<input type="checkbox"/>	Guess the Chords Test	Test		
<input checked="" type="checkbox"/>	Basic Guitar Skills	Activity		

Guess the Chords Test

[Mark activity as completed](#)

Description

Perform the questionnaire found in the resources in order to evaluate your progress with chords.

Options

- [→ Edit description](#)
- [→ Break synchronization](#)
- [→ View rights](#)

Resources

Resource

Eric Clapton Playing Live
 Alternative Playing: Jeff Healey
 Wolfman's questionnaire
 Guitar amps

▶ About

Synchronised Plan (1 and other may change)

Resource

Title:	<input type="text" value="CopperCore, a worldclass LD engine"/>
Resource Type:	<input type="text" value="web resource"/>
Creator:	<input type="text" value="Wolfman"/>
Url	<input type="text" value="http://coppercore.org/default.htm"/>
Description:	<input type="text" value="Tube amplifiers have never really disappeared. Nowadays interest in them has grown. This activity will give you insight in the advantages and drawbacks of tube amplifiers. At the end you will be able to decide yourself what tube amplifiers would mean in your situation."/>
Licence:	<input type="text" value="All rights reserved"/>



Summary

- TENCompetence Project
 - Building network for lifelong competence development
- TENCompetence Training
 - PhD Network
- TENCompetence Implementation
 - Personal Competence Manager



TENCompetence Open Workshop

- **Empowering Learners for Lifelong Competence Development:**
 - pedagogical, organisational and technological issues
- Location: Madrid, Spain
- Time: April 10-11, 2008
- Deadline: February 29, 2008
- <http://www.tencompetence.org/node/145>



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Contact

- Project Website:
www.tencompetence.org
- PhD Network:
www.tencompetence.org/node/57
- Papers:
dspace.ou.nl
- **OTEC Vacancies:**
www.learningnetworks.org



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