Goal - TENCompetence project

- Develop an infrastructure
- both open source and standards based
- for lifelong competence development in Europe
- to serve the needs of individuals, groups and organizations

European IP Project – Finished in Feb. 2010

http://www.tencompetence.org/
Some questions

1. What use cases or scenarios are considered in TENCompetence?

2. What is a “competence profile” and how does it relate to competences and learning resources/activities?

3. What kind of tools are needed in a system supporting competence development?

4. In which contexts can TENCompetence be applied?
1. **What use cases or scenarios are supported?**

**Use cases**

1. Want to improve a specific competence
2. Want to study for a new job
3. Want to keep up-to-date
4. Want to explore the learning resources, courses, people, etc. in a certain field
5. Want to assess my competences
6. Want to reflect on my competences (identify new goals)
7. Want to receive support for a non-trivial problem
2. What is a “competence profile” and how does it relate to competences and learning resources/activities?

Concepts

• Learning community  
  (Eg. Domain represented by a profession)

• Competence profile
  – Competences
    – Activities, resources  
      according to a learning plan or programme “suggested”  
      by experts, the institution, etc.

• Personal development plan  (of competences)
Relationship between 4 worlds

- Community of network users
- Community of programme users
- Community of learning activity users
- Community of knowledge resource users

Network for lifelong competence development

Competence development programmes

Learning activities & units of learning

Knowledge resources
Tools

Moduls that can be configured in a web portal

Services

TEN Competence
Building The European Network for Lifelong Competence Development
3. What kind of tools are needed in a system supporting competence development?

**Tools**

- **Authoring tools**
  - Competence profiles, competences, required levels,
  - Courses, tests (ReCourse, IMS Learning Design and IMS QTI compliant).
  - Learning programmes

- **Planner, PDP**: identify competences of interest and manage the personal development plans

- **Course and assessment managers** compliant with IMS LD and IMS QTI

- **Sharing learning resources**: LearnWeb, TENTube

- **Goal orientation**

- **ePortfolio**

All the tools integrated in the *Personal Competence Manager*
TENCompetence tools

- Goal orientation/goal selection
- Competence profiles
- Competence X..N
- Activities: Learning actions
- Assessments - QTI
- WebPDP: My Development Plan
- LearnWeb: Share my experience
- ReCourse

- Formal courses, trainings, etc
- Informal expert support communities, learner communities, experience cases, etc

Formal Learning material repository
Informal Learning material repository

My e-Portfolio
4. In which contexts can TENCompetence be applied?

## Pilots and demos

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<th>Type</th>
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<th>Focus</th>
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<td>Spain</td>
<td>Competence development for social inclusion</td>
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<tr>
<td>UNESCO FMM</td>
<td>Pilot</td>
<td>Multinational</td>
<td>Further professional competence development</td>
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<td>UNESCO DSS</td>
<td>Pilot</td>
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<td>ICT TT</td>
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<td>Digital Cinema</td>
<td>Pilot</td>
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<td>Business Demo</td>
<td>France</td>
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<td>Empower Limburg</td>
<td>Business Demo</td>
<td>The Netherlands</td>
<td>Competence re-development and competence sharing</td>
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<td>Business Demo</td>
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<td>Initial professional competence development</td>
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The experience of the Àgora pilot
Topic outline

- Description of the Àgora pilot
- Implementation
- Evaluation methodology
- Evaluation results
Description of the Àgora pilot
Description of the Àgora pilot

Àgora is a non-profit making association of adults who do not have any academic degree.

Àgora was created in 1986 as the results of the neighbourhood claims about the lack of basic services in the district.

It is dedicated to the non-formal training of lifelong learners, especially those who are socially excluded

Àgora has two aims:

- To offer a wide range of educative and cultural activities to people without academic degree
- To promote the managing ability and initiative of adults
Description of the Àgora pilot

Ana is a mother of three. Ana was born in the 1940s in the south of Spain. She suffers from traditional age-related changes in functional abilities, lacks computer experience and has a low level of education. She currently lives in Barcelona. However, most of her adult children live in the Canary Islands, because of work prospects. (…)

Her adult children urge Ana to use the email and other ways of computer-mediated communication, because it is far cheaper than giving them a call. Ana has little acquaintance with computer-related technologies. Nevertheless, she has a vested interest in learning how to use computers, especially the email and the Messenger, in that she wishes to talk more often to her nearest and dearest. (…)

TEN Competence
Building The European Network for Lifelong Competence Development
Challenging context of the pilot

Learners involved have typically:

- **Low educational profiles** and not used/don’t have the necessary confidence to plan and perform activities on their own initiative

- **Low computer skills**, which could hinder their learning process in the use of TENCompetence tooling

- **Non-formal learning context**. It is not possible to oblige participants to acquire the skills involved or to continue developing competences.

**BUT:**

- **Intrinsic motivation to learn** and develop competences
Challenging context of the pilot

GENERAL GOAL:

– to test and validate the TENCompetence infrastructure and pedagogical concepts in their ability to support the competence development and lifelong learning of adults in languages and ICT (key areas in Àgora).
Implementation
Agora pilot characteristics

Pilot 2 (10 weeks)

- Competence profiles: English (Basic and advanced) + ICT + Basic Spanish (addressed to immigrant people) related competence profiles
- Tools: to create personal development plan (PDP) + running assessment activities + sharing resources + forum
- Setting: computer room in Àgora, home
- 138 Learners: vary in terms of age (19 to 84), gender (95 w/ 43 m), origin (114 local + 24 newcomers), educational levels, needs and interests.
Portal (Liferay)

¡Bienvenid@ a las sesiones de autoformación del piloto Ágora!
En estas sesiones puedes desarrollar competencias en varios ámbitos: Inglés (inicial y avanzado), castellano básico y TIC (informática). Además te facilitamos un espacio virtual para compartir material y opiniones con otros participantes.

Proyecto TENCompetence
Las sesiones de autoformación se realizan gracias al soporte del Proyecto Integrado “TENCompetence” de la Comisión Europea cuyo objetivo principal es crear una infraestructura para el desarrollo contínuo de competencias.

Gracias por tu participación
Utilizarás esta nueva infraestructura durante las sesiones de autoformación para darle soporte a tu aprendizaje. Es muy importante que nos des tu opinión y observaciones ya que nos permitirá mejorar la infraestructura.
Creation of a Personal Development Plan: selecting a competence profile

Nuevo Plan de Desarrollo Personal

Selecciona la opción que mejor se ajusta a tus objetivos de aprendizaje.

Introduce el título del nuevo plan de desarrollo personal

Mi plan de email

Selecciona un perfil de competencias que mejor se ajuste a tus objetivos

- Agora – Inglés nivel básico
- Agora - Castellano Nivel Básico
- Agora - Gestión de carpetas y ventanas en OFFICE y Ficheros en WORD
- Agora - Inglés Nivel Avanzado
- Agora - Uso de Internet
- Agora - Uso de MS Power Point
- Agora - Uso de email
- Doblevia - Educador
Self-assessment
Self-assessment: competence level

Habilidad de enviar y contestar un email

El nivel en el que manejará esta competencia

Mueva el ratón sobre el control para cambiar el nivel. Para saber qué nivel tienes, puedes hacer los tests en la página de inicio del programa.

Nivel 3

- Tengo nociones básicas acerca de esta competencia, pero necesito algún tipo de instrucción para saber qué debo mejorar
- Me siento capaz de realizarla sin ayuda, pero seguramente surjan cosas en las que no será capaz de hacerlo solo.
Self-assessment test:
Tests to determine participants’ proficiency level for a specific competence by their own

**ASSESSMENT SECTION**

Cual es la diferencia principal entre responder a un email y reenviar un email?

- Reenviar es enviar un email que he recibido a otra persona diferente a la que me lo envío. Responder es mandar un email a la persona que me lo ha enviado.

- No hay diferencia

- Reenviar es enviar un email a la misma persona que me lo ha enviado. Responder es mandar un email a una persona diferente de la que me lo envío

Que significa CCO?

- CCO es copia oculta

- No lo se

- CCO es enviar copia de un mensaje

[submit]
Two types of activities (simple and guided / courses)
Guided activity (could be also a course)

Paso 1: Acceder a nuestro correo electrónico

Acceder a internet y a vuestro correo electrónico (en esta imagen y posteriores se mostrará el proceso a través de una cuenta de "Hotmail").

Inicia la sessió

Windows Live ID:  AGoraPilot
(exemple555@hotmail.com)

Contrasenya: ********

Neu oblidat la contrasenya?

Recorda’m en aquest ordinador (?)
Recorda la contrasenya (?)

Inicia la sessió

Utilitza la seguretat millorada
Widgets to support the activities
Mark an activity as completed

*Tener una cuenta email-N1
*Crear cuenta email-N7
*Entrar en cuenta email-N3
Conceptos email-N1
Conceptos de Internet e Email
*Responder email-N3
*Devolución email-N5
Mandar email-N3
*Enviar adjunto no comprimido-N7
*Abrir email con fichero comprimido-N7
*Enviar email con fichero muy grande I-N7
*Enviar email con fichero muy grande II-N7
*Enviar email con fichero comprimido-N7

**Abrir email con foto o documento-N7**

Esta actividad te mostrará cómo abrir un fichero que nos ha llegado en un correo electrónico.

Empezar actividad

[Marcar como completa]
See history of activities

Mi plan de email

<table>
<thead>
<tr>
<th>Seleccionar objetivo</th>
<th>Auto evaluación</th>
<th>Plan de actividades</th>
<th>Hacer actividad</th>
</tr>
</thead>
</table>

Actividades planeadas

*Escribir @ (arroba) -N1
Crear cuenta email-N7
Entrar en cuenta email-N3
Conceptos email- N1
Conceptos de Internet e Email
Responder email-N3
Reenviar email-N5
Mandar email-N3
*Enviar adjunto no comprimido-N7
*Abrir email con fichero comprimido-N7
*Enviar email con fichero muy grande I-N7
*Enviar email con fichero muy grande II-N7
*Enviar email con fichero comprimido-N7

Información

Has terminado esta actividad.

*Abrir email con foto o documento-N7

Esta actividad te mostrará cómo abrir un fichero que nos ha llegado en un correo electrónico.

Empezar actividad

Marcar como completa

Comentarios sobre tus progresos y experiencias / Espacio para comentarios

Mostrar historial de act

TEN Competence
Building The European Network for Lifelong Competence Development
History of activities
Sharing resources
container of Web 2.0 tools to manage and share resources (photographs, videos, etc.), make comments, etc.
Evaluation methodology
Àgora pilot results based on evaluation

Data source:

⇒ Qualitative:
- Questionnaires
  before (pre-test)
  after (post-test) the pilot
- Log files
- Google analytics

⇒ Quantitative:
- Observations during pilot
- Focus group with participants
- Focus group with experts
- Àgora context
- Observations post-pilot
Evaluation results
## Main results

<table>
<thead>
<tr>
<th>Findings</th>
<th>Results</th>
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<tbody>
<tr>
<td>1. <strong>Technology</strong> supported self-competence development <strong>can be useful and beneficial despite the diversity in the participants’ background.</strong></td>
<td>- <strong>most of them completed the pilot (95/138);</strong></td>
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<td>- <strong>the technical complexity to use the tools did not hinder the participants’ involvement</strong></td>
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<td></td>
<td>- Tools were used in the computer room but also at home:</td>
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<td>“<em>I think this pilot is interesting because you can use the program whenever you want and because there is no obligation to attend the self-training sessions in the school as you can do it at home at any time [post-test]</em>”</td>
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<td>- And even used beyond the pilot duration (week-ends, Easter holidays, June-July)</td>
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## Main results

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<tr>
<td><strong>2. Participants appreciated this new way of self-directed learning (75% very much)</strong></td>
<td>The following <strong>facilities</strong> of the tools were appreciated:</td>
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<td>- Being able to work at their own rhythm:</td>
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<td>“It would be good for me to continue as the school does not offer English classes adapted to my proficiency level. I would need a more advanced level. With the program, I can work on my own rhythm, select the activities according to my level of proficiency and work on the elements I would like to refresh [observations-posts].”</td>
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<td>- Being able to choose the activity in accordance to their own proficiency level:</td>
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<td>“First, I worked on the PowerPoint and I was thinking of doing the rest of it later on. I also wanted to brush up my English knowledge. And now, it is also possible to learn how to insert music in a PowerPoint presentation. The capacity of it is huge [focus-participants].”</td>
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## Main results

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| **2. Participants appreciated this new way of self-directed learning (75% very much)** | **-Being able to have a control on their own learning:**  

“A participant who is working on Spanish competences thinks that this way of learning is very convenient as she hasn’t got much time because of her 3 children. Therefore, this way of learning helps her to combine her family life with the possibility to learn [Observer1-session10]” |
### Main results

<table>
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| 3. The experience fostered the participants’ reflection and self-confidence | - They highly appreciate the possibility to see how they advanced in their own learning process (81%)  
“to refresh knowledge acquired and new knowledge that I forgot as I didn’t practice. I have improved my English and phonetic”  
- The creation of new activities as the pilot went along upon the request of the participants’ made them reflect on their real needs in terms of learning and created motivation. |
## Main results

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| 3. The experience fostered the participants’ reflection and self-confidence | - The participants discovered what they could learn and improve in the future, which opened a door to further competence development opportunities.  
  
  “I would like that it could continue in time and have the possibility to use it when I want at home and thus keep me up to date and to improve my knowledge (...) [post-test].”  
  
  - Some participants explained how they lost their fear of the computer and technologies as a result of the pilot experience.  
  
  “I have acquired more abilities and it is easier for me to use the computer in general” |
Conclusion

• TENCompetence provides a relevant solution for competence development in support of social inclusion.

• The use of the TENCompetence infrastructure provides significant learning benefits for adult participants with low educational profiles and who are traditionally excluded from the use of innovative learning technologies and the knowledge society.

• Other examples
(Business Demonstrators - BD)
Description of MIZAR Multimedia BD

- Mizar Multimedia SME, educational content provider (specialised in "Spanish language for business", has worked for Espasa, Barsa Planeta, Pearson Group, Grupo Planeta…)

- Extend their business model by also delivering their own competence development programmes addressing different user profiles:
  - For learners (professionals in different areas, e.g. health sector)
  - For tutors that mediate between the learners and the activities/contents
MIZAR Multimedia BD

• Applicability of the business model demonstrated with the implementation of the system and an experience with a group of learners and tutors
Description of the DobleVia BD

• SME (cooperative) manages social and educational services (employees with social/educational backgrounds)

• 140 employees working in teams in 18 services, clients: public entities (city hall)

• Tasks include management, quality/control processes, accountability, etc.

• Most of the employees are part-time, 90% are also studying or it is their first job → high rotation of employees
Description of the DobleVia BD

- TENCompetence as a solution to complement the Doblevia HRM system so that their employees
  - Develop management competences
  - Keep-up-to-date (current competence profile)
  - Master several competence profiles required by the organization (foster flexibility)
  - Distribute and manage expert knowledge within the workplace (e.g., for new employees)
  - (Motivate employees: working hours allocated to learning)
  - (Acquire a competence based structure to facilitate personnel selection)
Benvingut Davinia Hernandez-Leo

Últimes Noticies

• Manual d'usuari de la Intranet

Ja podeu descarregar el manual d'usuari, que us ajudarà a treure més rendiment de la intranet. Per descarregar aquest manual, feu clic aquí.

• Davinia Hernandez-Leo escollit treballador del mes

La perseverància i la destresa demostrades dia a dia, han sigut definitives a l'hora d'atorgar aquest cotitzat galardó.

• La intranet de Doble Via ja está en fase de proves

Tot aquest sistema ja és a la vostra disposició. Cada vegada, participeu i, si us plau, reporteu tots els errors, faltes ortogràfiques i manques de navegabilitat que detecteu. Recordem que són pioners en lluita d'aquesta tecnologia, per la que són la part més important del procés d'elaboració de tot el sistema.

• Podeu expandir i comentar notícies

Fent un clic als títols que es troben sotafeina, veureu la notícia en la seva totalitat (en aquesta pàgina només es veu el titular i el resum). La majoria de notícies es poden comentar, per la que podeu afegir lliurement els vostres comentaris per avel del lector tots, així com llegir els comentaris de la resta de companys. Feu clic a sobre del titular o en
**Fitxa de programació i valuació de les activitats**

*Open in new window*

Es tracta de que programi una de les següents activitats, tot fent servir la fitxa de programació i valuació de les activitats.

**Nivell 1:** Programar una activitat de Migdia (al sorb del menjador) en una escola.

**Nivell 2:** Programar un concert per la festa major (amb pressupost).

**Nivell 3:** Activitat trimestral. És una fitxa enlazada de un conjunt de subactivitats que dura un trimestre (complir només fitxa general).

**Descargar document:** Fitxa programació i valuació.doc

Es convenç que envii el document generat a icrlis@doblevia.com. Se li enviarà un comentari constructiu que t'ajudarà a desenvolupar millor aquesta competència.

**Marcar com completa**

**Comentaris sobre tus progresos y experiencias / Espacio para comentarios**

Afegir un nou comentari   Eliminar

Terminado
DobleVia BD, Evaluation

• Methodology:
  – Sessions with a group of employees selected by the HR manager (different business units, “permanent” in the SME)
  – Pre-, post-tests, observations, interviews and discussion groups (employees and managers)
DobleVia BD, Evaluation

• Main conclusions, participants:
  
  – PDP enables employees’ competence development
  
  – 4 appreciated positively the experience, 1 was negative (this participant thinks that before using the tools, the organization strategy for CD should be clearer in the organization)
  
  – Flexibility and personalization (4 participants selected a competence profile related to a better company position and 1 worked on keeping up to date current profile)
  
  – QTI assessment activities highly appreciated

DobleVia BD, Evaluation

• Main conclusions, organisation:
  – Discussion on user requirements
    • HR manager wants to monitor different aspects vs. participants say personal competence development should be private until a profile is not completed
    • Sharing progress with employees in the same working team/unit
    • Very positive if senior staff can recommend activities on the fly
    • Interesting if PDP progress connected with Doblevia CV management tool
Summary

- TENCompetence offers new opportunities for competence development: multiple use cases – diverse contexts

- Change, tooling and organizations

- Modular infrastructure (integratable in a configurable Web Portal)
More information

• http://www.tencompetence.org/

• Papers, deliverables, presentations: http://dspace.ou.nl/handle/1820/496

• E-mail: davinia.hernandez@upf.edu
  Twitter: @daviniahl