European University of Tirana

Training & Workshops

Academic Staff, Students & SME Partners

ENHANCING AND VALIDATING SERVICE-RELATED COMPETENCES IN VERSATILE LEARNING ENVIRONMENTS IN WESTERN BALKAN UNIVERSITIES (E-VIVA)

Project reference No.: 598307-EPP-1-2018-1-AL-EPPKA2-CBHE-JP

(Deliverable 3.3.)

Prepared by: Brunilda Duraj

March, 2021

Disclaimer: This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the e-VIVA consortium and do not necessarily reflect the views of the European Union.

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I. OVERVIEW

European University of Tirana (hereinafter UET) organized training sessions with students, staff and partners (SME) in the framework of the dissemination of the e-VIVA project. Concretely, UET organized students and staff trainings to introduce the e-VIVA project and a meeting with SME. Regarding SME-s UET signed a cooperation agreement with "Women's Economic Chamber" in Albania. Meetings were held, using face-to-face and online modalities.

Trainings were mainly organized around service-related competences and their relevance in modern economy. Level 5 methodology was described in details. Students were also familiarized briefly into e-VIVA project, goals and achieved results. Teaching tools and means of validation and certification of service-related competences were also discussed. On October 27, 2020 competence was validated as a service-related competence which helps to bring students closer to labor market.

II. LIST OF TRAININGS

1. June 2020 - ENHANCING AND VALIDATING SERVICE-RELATED COMPETENCES IN VERSATILE LEARNING ENVIRONMENTS IN WESTERN BALKAN UNIVERSITIES (E-VIVA)

The e-VIVA training was held online and participated both students and staff from UET. The main focus of the training was the e-VIVA training pack including:

- Competence Oriented Learning & Validation
- Service Orientation
- The e-VIVA concept
- Entrepreneurship & the EntreComp Model
- Conceptual Background
- Design Thinking

- Prototypical learning pathway
- Planning tools & the e-VIVA Planning Pack

The e-VIVA general aim which is the creation of a blended learning approach to facilitate and validate competence developments related to service orientation in rather informal learning contexts in higher education institutes and workplace learning contexts. Participants were familiarised with the e-VIVA practical purpose: It will contribute to evidencing those competences that are of fundamental importance in the service economy and that are acquired to a large extent in non-formalised learning contexts.

The full list of the participants is taken from the excel extracted from the online meeting in Microsoft Teams Platform.

Table 1 List of participants P01 - UET\P01 - UET\e-VIVA Training Students\E-VIVA Training AttendanceList, students, 08.06.2020.xlsx

No.	Students Name	No.	Staff Name
1	Adela Cëri	1	Agim Kasaj
2	Agelin Hoxha	2	Aurora Lazaj
3	Anxhelina Hoxha	3	Brunilda Duraj
4	Arjol Sako	4	Ermira Qosja
5	Artemisa Çela	5	Gersi Mirashi
6	Besjan Duro	6	Ines Troshani
7	Dea Shega	7	Kebjana Haka
8	Deborah Karanxha	8	Ketrina Çabiri Mijo
9	Denison Meta	9	Ornela Vladi
10	Desada Gjoka	10	Dardane Nuka
11	Edra Rrustemaj		
12	Elina Nela		
13	Emanuela Maraj		
14	Enida Koni		
15	Eralda Bica		
16	Ester Muçaj		
17	Geri Oshafi		
18	Gëzim Cako		
19	Henri Mullishi		
20	Herma Elezi		
21	Imelda Zadeja		

No.	Students Name	No.	Staff Name
22	Iris Delimeta		
23	Jola Osmënaj		
24	Jona Delimeta		
25	Juljan Grori		
26	Katia Lantier		
27	Klea Barçi		
28	Klevisa Kollarja		
29	Klinti Çollaku		
30	Klodiana Ajazi		
31	Krista Kozmai		
32	Kristi Bego		
33	Marko Zhezha		
34	Nikollaq Zhezha		
35	Olta Meçaj		
36	Orgest Karaj		
37	Ornela Zeneli		
38	Roland Plaka		
39	Sindi Hitaj		
40	Sindi Hamataj		
41	Stolije Hoxha		
42	Sueda Fetah		
43	Telo Yzeiraj		
44	Xhana Kodra		
45	Xhemalie Kamani		
46	Xhoana Dhantis		

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ENHANCING AND VALIDATING SERVICE RELATED
COMPETENCES IN VERSATILE LEARNING
ENVIRONMENTS IN WESTERN BALKAN UNIVERSITIES
(e-VIVA)
e-VIVA TRAINING PACK
European University of Tirana
June 2020

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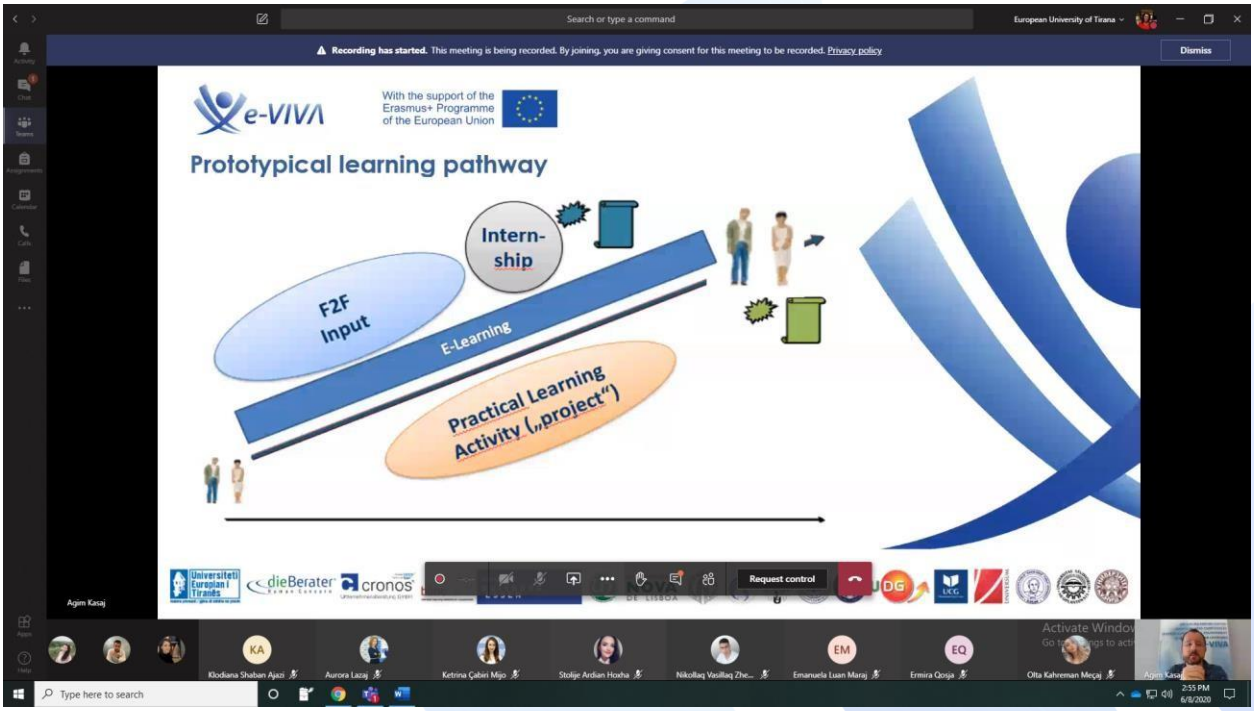
of the European Union
Content
❑ Project Overview
❑ Competence Oriented Learning & Validation
❑ Service Orientation
❑ The e-VIVA concept
❑ Entrepreneurship & the EntreComp Model
❑ Conceptual Background
❑ Design Thinking
❑ Prototypical learning pathway
❑ Planning tools & the e-VIVA Planning Pack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e-VIVA
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Prototypical learning pathway
Intern-ship
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E-Learning
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Klodiana Shaban Ajazi
Aurora Lazaj
Ketrina Çabiri Mijo
Stolije Ardian Hoxha
Nikollaq Vasillaq Zhe...
Emanuela Luan Maraj
Ermira Qosja
Olta Kahreman Meçaj
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F2F Input
E-Learning
Practical Learning Activity („project")
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Invite someone
Currently in this meeting (43)
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Ornela Vladi
Agim Kasaj
Organizer
Anxhelina Selman Hoxha
Arjol Arben Sako
Artemisa Dervish Çela
Aurora Lazaj
Besjan Foto Duro
Dea Manfred Shega
Deborah Kristaq Karanxha
Denison Eduart Meta
Desada Ilir Gjoka
Edra Ramis Rrustemaj
Emanuela Luan Maraj
Enida Fiqiri Koni
Ermira Qosja
Geri Dilaver Oshafi
Ketrina Çabiri Mijo
Stolije Ardian Hoxha
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Prototypical learning pathway
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Request control
Agim Kasaj
Type here to search

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e-VIVA
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Planning & Delivering Competence Oriented Learning
There is a high demand for Professional Development for Educational personnel, be it trainers, teachers, coaches, learning providers or e-Learning designers – but increasingly also professionals without a professional educational background who deliver learning to others.
For both groups, professionals working in formalized education and other competent learning providers working in informal learning it was wanted to set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation.
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Organizer
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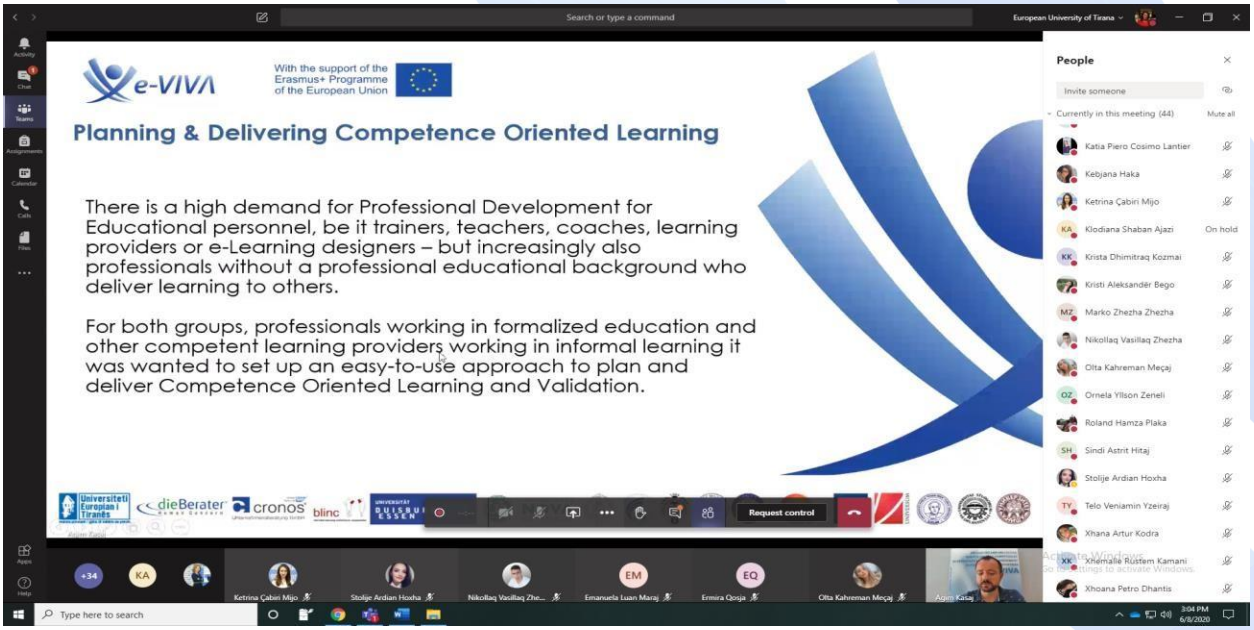
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2. SEPTEMBER, 2020 – SME MEETING, UET SIGNED A COOPERATION AGREEMENT WITH "WOMEN'S ECONOMIC CHAMBER" IN ALBANIA.

The meeting with stakeholders took place on UET premises on September 8th, 2020. There were representatives of five companies. They were given a brief introduction to e-VIVA Erasmus+ project, its main objectives, partners, and achieved results. Benefits of service-oriented competences were explained and discussed with them, and they showed great interest in students educated in such a way. Level 5 methodology and methods for validation and certification of service-related competences were also discussed. Presentation participants were interested in organizing internships related to development service-oriented skills, after pandemic ends

During this meeting UET signed a cooperation agreement with "Women's Economic Chamber" in Albania.

e-VIVA

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List of Participants

SME meeting/training
September 8, 2020
11:00 o'clock
European University of Tirana / InnoLab

No	Name / Surname	Institution	E-mail	Signature	Signature for pictures & audiovisual material publication[1]
1	Selmi Xhefo	UET	Selmi.xhefo@uet.edu.al		
2	Antoneta Haleo	Haleo shpk	antoneta.haleo@haleo.al		
3	Antoneta Ndreka	Jufra	Antoneta.ndreka@gmail.com		
4	Valbona Begolli	Albgroup	v.begolli@albgroupacademy.al		
5	Klodiana Ajazi	INOVEST	k.ajazi@inovest.al		
6	Alida Kondi	CCP	alida.kondi@gmail.com		
7	Agim Kasai	UET	agim.kasai@uet.edu.al		

e-VIVA

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No	Name / Surname	Institution	E-mail	Signature	Signature for pictures & audiovisual material publication[1]
11	Ketrina Miyo	UET	ketrina.cobani@uet.edu.al		
12					
13					
14					

Universiteti Europian i Tiranës
maiora promunt / gjëra të mëdha na presin

DHOMA EKONOMIKE E GRUAS

AXHENDA

Nënshkrimi i Marrëveshjes së Bashkëpunimit mes UET dhe Dhomës Ekonomike të Gruas

E MARTË, DATË 8 SHTATOR 2020, ORA 11:00, INNOLAB, UET

11:00 - 11:10 — **FJALA E MIRËSEARDHJES**
Prof. Dr. Ermira Qosja
Zv.Rektore e Universitetit Europian të Tiranës

11:10 - 11:20 — **PËRSHËNDETJE**
Prof. Asoc. Dr. Selami Xhepa
President i Universitetit Europian të Tiranës

11:20 - 11:35 — **PËRSHËNDETJE**
Znj. Antonela Hako
Kryetarja e Dhomës Ekonomike të Gruas

11:35 - 11:45 — **NËNSHKRIMI I MARRËVESHJES**
së Bashkëpunimit mes Universitetit Europian të Tiranës dhe Dhomës Ekonomike të Gruas

11:45 - 12:00 — **COFFEE- BREAK**

12:00 - 12:30 — **TRAJNIM NË KUADER TË PROJEKTIT E-VIVA**
THIS PROJECT IS CO-FUNDED BY THE EUROPEAN COMMISSION, UNDER ERASMUS + KA2 CBHE
Dr. Ketrina Çabiri Mijo
Office for Project Development and Partnership, UET

MBYLLJA E AKTIVITETIT

DIPLOMË PROFESIONALE / BACHELOR / MASTER PROFESIONAL / MASTER I SHKENCAVE / MASTER EKZEKUTIV / PROGRAME TË INTEGRUARA / DOKTORATURË

kontabilitet menaxhim turizëm financë menaxhim biznesi drejtësi marrëdhënie ndërkombëtare shkenca politike dizajn i aplikuar dhe modë psikologji komunikim arte pamore arte skenike arte muzikore arsim parashkollor edukim fizik dhe sporte aplikime informatike teknologji informacioni inxhinieri informatike inxhinieri industriale inxhinieri ndërtimi infermieri fizioterapi imazheri

FAKULTETI I EKONOMISË BIZNESIT DHE ZHVILLIMIT	FAKULTETI I SHKENCAVE JURIDIKE, POLITIKE DHE MARRËDHËNIEVE NDËRKOMBËTARE	FAKULTETI I SHKENCAVE HUMANE, EDUKIMIT DHE ARTEVE LIBERALE	FAKULTETI I INXHINIERISË, INFORMATIKËS DHE ARKITEKTURËS	FAKULTETI I SHKENCAVE MJEKËSORE TEKNIKE

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FAKULTETI I EKONOMISË, BIZNESIT DHE ZHVILLIMIT
FAKULTETI I SHKENCAVE JURIDIKE, POLITIKE DHE MARRËDHËNIEVE NDËRKOMBËTARE

Overall Budget:993,581 EUR

ENHANCING AND VALIDATING
SERVICE RELATED COMPETENCES
ATILES LEARNING ENVIRONMENT
IN WESTERN BALKAN COUNTRIES
e-VIVA

e-VIVA

3. OCTOBER, 2020 - E-VIVA TRAINING ON COMPETENCES VALIDATION

On October 27th, 2020 on UET premises was held the e-VIVA training on competencies validation. In this training participated 13 students. The participants had a chance to hear from the trainers about advantages and practical experiences of new teaching methodology.

No.	Student Name	No.	Staff Name
1	Albi Ajazi	1	Agim Kasaj
2	Anxhela Lecini	2	Ermira Qosja
3	Besjana Duro	3	Brunilda Duraj
4	Eglentina Ijazi		
5	Florentin Kavalli		
6	Jonida Gjerko		
7	Kristi Bego		
8	Marko Zhezha		
9	Megi Disha		
10	Nikollaq Zhezha		
11	Ritch Doci		
12	Sara Pulaku		
13	Sindi Hamataj		

e-VIVA Training on Competences Validation

October 27, 2020
European University of Tirana

List of Participants

No	Name / Surname	Institution	Phone Number & E-mail	Signature	Signature for pictures & audiovisual material publication[1]
1	Marko Zhezha	UET	mzhezha@uet.edu.al		
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3	Besjon Dvo	UET	besidvo@yahoo.com		
4	Florentin Kavalli	UET	florentin.kavalli1@gmail.com 0696546405		
5	Sara Pulaku	UET	sara.spulaku@outlook.com 0696329056		
6	Anxhela Leçini	UET	anxhela.lecini19@gmail.com 0675727076		
7	Megi Disha	UET	megidisha24@gmail.com 0699359945		
8	Nikollaq Zhezha	UET	nzhezha@uet.edu.al 0699107949		

[1] By signing this you agree to give permission to the hosts of the event to take pictures and audiovisual footage of you, during this event and publish those in public mediums such as website, social media, media outlets & printed promotional materials. The usage of the pictures shall be solely for purposes of event and topic related promotional events and initiatives.

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No	Name / Surname	Institution	Phone Number & E-mail	Signature	Signature for pictures & audiovisual material publication[1]
9	Albi Ajazi	UET	albiajazi.aa@gmail.com		
10	Agim Kasaj	UET	agim.kasaj@uet.edu.al		
11	Ermira Qosja	UET	ermira.qosja@uet.edu.al		
12	Eglantina Ijazi	UET	egi.ijazi@uet.edu.al		
13	Kristi Bego	UET	kristibego1883@gmail.com		
14	Sindi Hamataj	UET	hamatajsindi@gmail.com		
15	Jonida Gjerto	UET	0694292809 jonidagjerto21@gmail.com		
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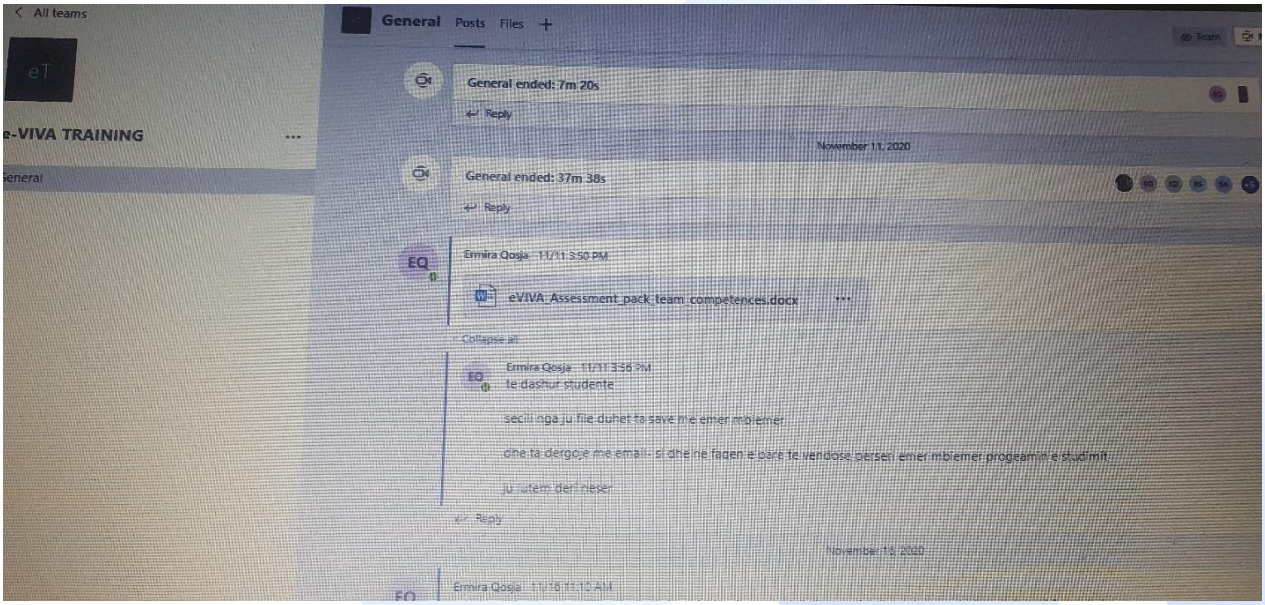
All teams
General
Posts
Files
e-VIVA TRAINING
General ended: 7m 20s
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November 11, 2020
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November 16, 2020
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#BE UET
#BE INTERNATIONAL
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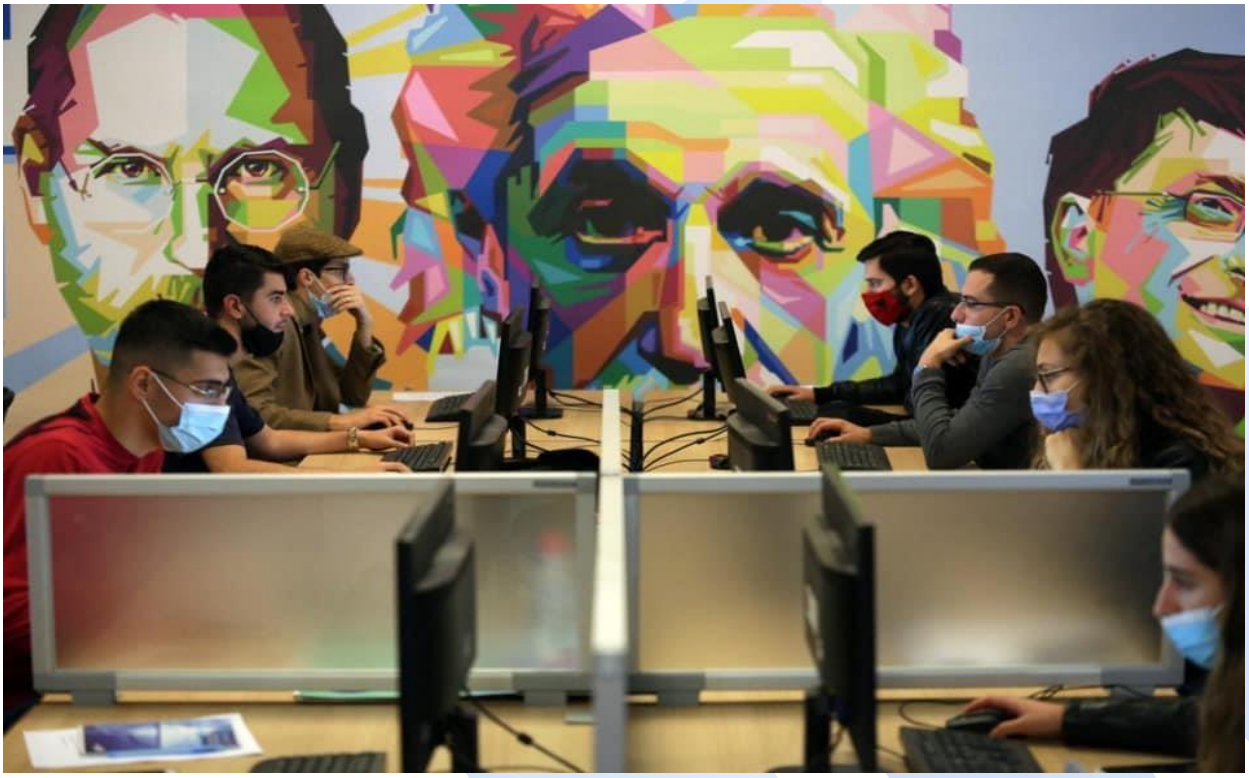

e-VIVA
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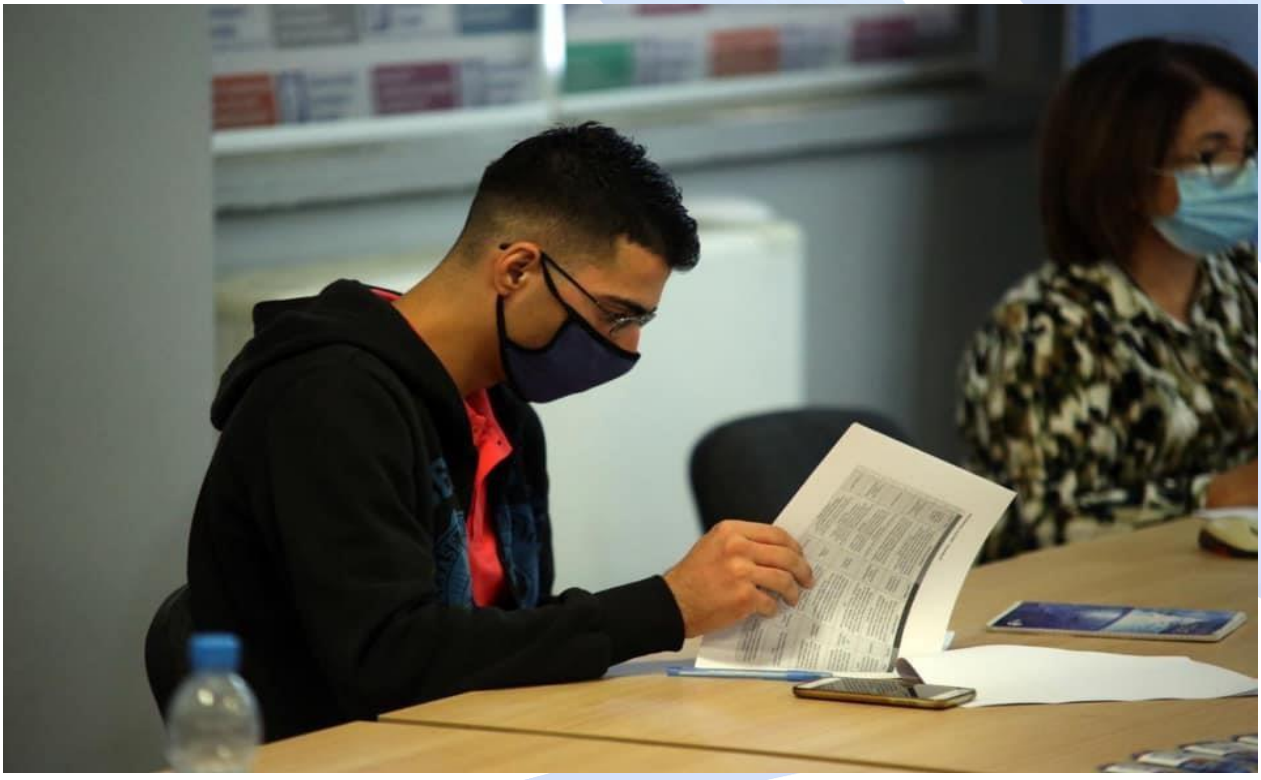

III. ANNEX

Following, is the presentation held to staff and students.

P01 - UET\P01 - UET\e-VIVA Training Students\Staff & Students Training JUNE 2020 (2).pptx

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ENHANCING AND VALIDATING SERVICE RELATED COMPETENCES IN VERSATILE LEARNING ENVIRONMENTS IN WESTERN BALKAN UNIVERSITIES (e-VIVA)

e-VIVA TRAINING PACK

European University of Tirana

May 2020

With the support of the Erasmus+ Programme of the European Union

Content

- ❑ Project Overview
- ❑ Competence Oriented Learning & Validation
- ❑ Service Orientation
- ❑ The e-VIVA concept
- ❑ Entrepreneurship & the EntreComp Model
- ❑ Conceptual Background
- ❑ Design Thinking
- ❑ Prototypical learning pathway
- ❑ Planning tools & the e-VIVA Planning Pack

With the support of the Erasmus+ Programme of the European Union

Project Overview

Project Title: Enhancing and Validating service-related competences in versatile learning environments in Western Balkan Universities

Project acronym: e-VIVA

Project reference no: 598307-EPP-1-2018-1-AL-EPPKA2-CBHE-JP

Budget: 993,581 Euro

Duration: 36 months, started in 15 November 2018

Lead Partner: European University of Tirana

CBHE Priority: Recognition of Qualifications & Qualification Framework (regional priority)

e-VIVA

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Overall objectives:

- e-VA aims at the creation of a blended learning approach to facilitate and validate competence developments related to service orientation in rather informal learning contexts in higher education institutes and workplace learning contexts.

(It will contribute to evidencing those competences that are of fundamental importance in the service economy and that are acquired to a large extent in non-formalised learning contexts)

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Operative Objectives (I):

A) Research on existing (ICT-supported) approaches to create and validate service oriented skills and competences

B) Developing and refining overarching ICT-based assessment and validation systems

- e-VIVA will develop a cross-cutting educational approach to create, assess and evidence learning outcomes as innovative validation method

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Operative Objectives (II):

C) Enriching existing validation and certification systems

- e-VIVA shall be linked with existing, EQF-based validation and certification systems.
- e-VIVA learning projects shall focus on the following domains and include also internships and mobility activities:
- extracurricular activities in higher education including internships,
- learning activities at the work place or in non-formal trainings and
- personal and skill and competences development in practical learning settings such as traineeships and/or internships and learning in mobility
- career counselling activities in the respective universities, including the Alumni association when relevant.

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Operative Objectives (III):

D) Applying a rich competence development and validation software for service related skills and competences

- In the framework of e-VIVA, powerful web-based learning and validation platform will be applied for a number of 300 (10 HEI *30) licences in WBC enabling learners and validators to evidence developments of service related personal and social skills in a process oriented way.

E) Piloting and Evaluation

- The e-VIVA assessment and evidencing system for service related competences shall be piloted in a cross-cutting educational approach covering all Balkan Countries and 3 European member states + 1 new Programme Country (FYROM)

e-VIVA

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Project Work Packages

The project consists of 7 work packages:

- **WP 1** Preparation: Research and needs analysis - Uni Duisburg-Esssen
- **WP 2** Development: Service related competences learning approach (incl. validation) - Blinc eG
- **WP 3** Development: Training and counselling of HE staff - University NOVA Lisbon
- **WP 4** Development: Piloting the Competences-based learning approach (inlc. Validation) of competence developments, accreditation and certification - dieBerater
- **WP 5** Quality Plan and Evaluation - dieBerater
- **WP 6** Dissemination and exploitation of project results - UET
- **WP 7** Management - UET

e-VIVA

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Results (general)

- National Reports + Regional Report on Service-Related competences need assessment
- Training and materials for HE staff prepared, 2 trainings successfully implemented; 2 + HE staff from partner countries trained
- Educational staff has carried our at least 2 blended learning modules
- Validation system is available and successfully implemented integrated in an e-Portfolio and LMS / delivered to partners 30 licenses
- 10 students conduct study visit + create e-portofolio
- One mainstreaming strategy per participating HE from partner countries is available
- International competition, accompanied with mentoring, training, simulations to assist students' innovative ideas and career guidance

e-VIVA

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Project Partners

P1: European University of Tirana – Albania
P2: die Berater® Unternehmensberatung GmbH / dB – Austria
P3: Blended learning institutions' cooperative / blinc eG – Germany
P4: University of Duisburg Essen – Germany
P5: Universidade Nova de Lisboa – Portugal
P6: Cyril and Methodius University in Skopje – North Macedonia
P7: Mother Teresa University – North Macedonia
P8: University of Elbasan "Aleksander Xhuvani" – Albania
P9: University of Sarajevo – Bosnia & Herzegovina
P10: University Sarajevo School of Science and Technology - Bosnia & Herzegovina
P11: University of Donja Gorica – Montenegro
P12: University of Montenegro – Montenegro
P13: Universum College – Kosovo
P14: University "Kadri Zeka" Gjilan – Kosovo
P15: University of Novi Sad – Serbia
P16: University of Niš – Serbia

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Competence Oriented Learning & Validation

What do we mean by 'Competences'?

The Concept of Competence
Competences as defined by various European bodies, as well as by educational experts throughout and beyond Europe, consist of three interrelated ingredients:

- Knowledge (cognition)
- Skills (capabilities and the overt behavioral repertoire) and
- Attitudes (emotions and values).

Should education make learners knowledgeable, or should it make them competent? That is no longer the question.

What we are able to do with this knowledge, and whether we are able to go on developing our abilities.

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To tackle the new challenges from the instructional point of view we need appropriate and specifically adapted approaches to teaching and learning in order to cope with the new societal (learning) environments.

In a time of nearly unlimited access to information, knowledge, facts (and fakes) the main task of teachers and trainers is not merely the processing of knowledge anymore, but rather the facilitation and (self)management of competences of their learner.

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In future, it will not only need competent teachers but also competent learners. Not just smart training and teaching skills will be required but also advanced learning competences.

The affective (emotional, attitude and value related) dimension is of the utmost importance for self- learning competences, for instance:

-by using attractive, demand driven learning formats that create curiosity and motivation,
-which bring into play the rules and norms of central societal values and
-which consider the individual learning context and pre-knowledge and existing competence levels.

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A shift from ***teaching to learning*** and from ***instruction*** to more ***self-centered learning***.

Mathletics – the art of learning

- competence-oriented learning and training approach;
- self-development and empowerment of the learners
- blended learning in which the virtual environment plays and important role.

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Service Orientation

- Towards a service rendering economy?
- What differentiates the service economy from its pre-decessors?
- Products and/or services?
- What are specific challenges for the people working in the service economy?
- …

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Challenges while learning Service-related competences

1. Rather cross-cutting competences
2. Related to a specific context
3. Difficult to generalize and transfer them
4. Difficult to plan
5. Difficult to deliver
6. Difficult to assess
7. ...

n. -> a broadly accepted framework is missing

-> It requires an innovative teaching, learning and validation approach

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Competence Oriented Learning & Validation

Competence taxonomy

- 'competence' is a dynamic concept – competences grow while learning.

- how to measure and document different competence levels is as old as it is complex.

Taxonomies are such reference systems.

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- Bloom's taxonomy - describes cognitive objectives, psycho-motor objectives and affective objectives along a number of quality levels.

- European Qualification Framework and the related Credit Transfer Systems (ECTS and ECVET) is a second, well known taxonomy is for instance

-**REVEAL group** has developed its own taxonomy (**LEVEL5**) based on the post-Bloom taxonomy in a blend with a derivate of the emotional intelligence taxonomy. This taxonomy facilitates assessing, documenting but also planning competence developments in highly context-dependent environments such as learning in mobility or learning on the job or in leisure time activities.

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-The LEVEL5 taxonomy is the basic system for so called ’reference systems’ in which the taxonomy is transferred to distinctive competences.

-In the reference systems competences are contextualized with the help of specific learning outcome descriptors for each of the cells.

-With the help of the reference systems each competence can be described properly on 5 quality levels along their three basic dimensions: the knowledge, skills (capabilities) and affective (value) competence components.

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Competence Development & Learning Pathways

-Competence development is a process which is highly dependent on the competence itself, the potentials (stages) of the learners and also on the external factors such as context and quality expectations.

-LEVEL5 was designed to facilitate and arrange learning in a competence-oriented way in all kinds of possible learning settings, be they formal, non-formal or informal (but not 'unintentional'7).

-A learning facilitator may design, based on a sound reference system, a learning pathway which crosses certain learning outcomes/objectives and different quality levels.

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Competence Validation

Validation of informal and non-formal learning is one of the major educational initiatives in Europe. It has been developed since 2002 and comes with a number of very powerful instruments like the EQF, ECVET and EUROPASS which have been promoted in the European Educational field.

The main purpose is to make skills and competences of the individuals visible, transparent and transferable and with it to contribute to European mobility and cohesion.

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Competence Validation

Validation, as a European concept, is based on a 4-step procedure
- identifying,
  -assessing,
  -documenting and
  -recognizing

*" **Validation** is the process of identifying, assessing and recognizing a wider range of skills and competences which people develop through their lives and in different contexts..."*

Learning outcomes play an essential role in the ***validation*** concept - they are descriptions of what a learner should know and be able to do (after completing a learning activity).

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Competence Validation

REVEAL

LEVEL5 system aims to validate those competences that are not related to qualification or curricula.

Just to name a few - *social, personal or organizational competences, among them teamwork, communication, flexibility, creativity and innovation, conflict management, client orientation, critical thinking and spotting ideas and opportunities,*

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Competence Validation

LEVEL5 can also be used in a formative approach. Formative assessments aim primarily at empowering learners, while summative assessment is a sort of grading process which aims at measuring performances related to knowledge or expected behaviors.

LEVEL5 is an approach which combines Competence Validation with Competence Acquisition; a holistic training, learning and validation approach which we call "**Competence Oriented Learning and Validation".**

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Core Elements of Competence Oriented Learning & Validation

LEVEL5 is based on a three-dimensional model:

- *Knowledge* (-> cognitions)
- *Skills* (-> actions) and
- *Attitudes* (-> emotions and values)

along five quality levels – from beginner to competent expert.

This model forms the basis for the two core LEVEL5 instruments:
The LEVEL5 cube visualizes a person's competence development in a specific (preferably practical) learning field which is described in the so called **LEVEL5 reference system.**

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In a Nutshell …

- Service Orientation competences will be acquired based on a competence framework for entrepreneurship (EntreComp) with
- a strong focus on the clients and their needs in
- an innovative teaching and learning approach based on
- Design thinking approach and instruments in
- Blended learning modalities (F2F – elearning – projects)

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The e-VIVA concept:

1. Rather cross-cutting competences
   - Not oriented towards subjects but competences
2. Related to a specific context
   - Relating them to Entrepreneurship Education
3. Difficult to plan
   - Individual (specific) learning pathways
4. Difficult to deliver
   - Blended learning and design thinking
5. Difficult to assess
   - LEVEL5 validation

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e- VA…Innovative and Creative

- Follows a Design Thinking concept and process
- Includes the Validation of the acquired competences and is
- Based on an Entrepreneurial Competence framework

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Entrepreneurship Definition

- Entrepreneurship as a process:
- Mindset + Resources –> Actions -> Impact

Potential	**Context**	**Activities**	**Projects**
Knowledge	Domain	Approaches	Outputs
Skills	Financial	Products	Professional Impact
Attitudes	Networks	Services	Societal Impact
	…	…	…

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The EntreComp Model

Putting Ideas and Resources into Actions

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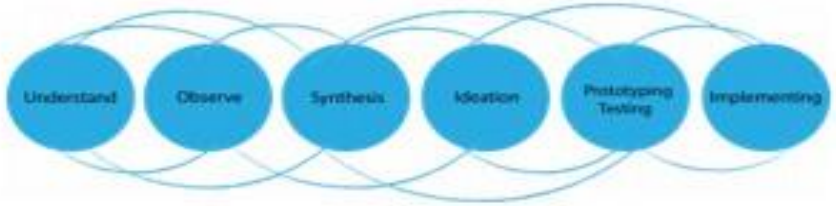
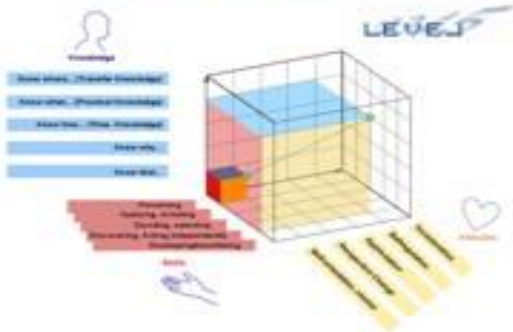
Conceptual Background

Design Thinking



Validation of Competences



The Entrepreneurship Competence Framework

EntreComp – with a focus on service orientation

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Design Thinking

Requirements	DT Phases	Training
Explore and determine Vision and Field	Developing a **Vision** and determining the **Context**	MON
Identify a „problem“ or a demand	Central aims – developing the **Challenge**	MON
Brainstorm basic ideas to contribute to the solution	**Ideating** (Creating Ideas)	TUE
Identify which idea is suitable and innovative …	**Selecting** fine-tuning, modifying ideas	TUE
Turn ideas into something tangible	**Prototyping**	WED
Convince people and stay on track	**Presenting** / Explaining / Testing	WED
		THU
		FRI

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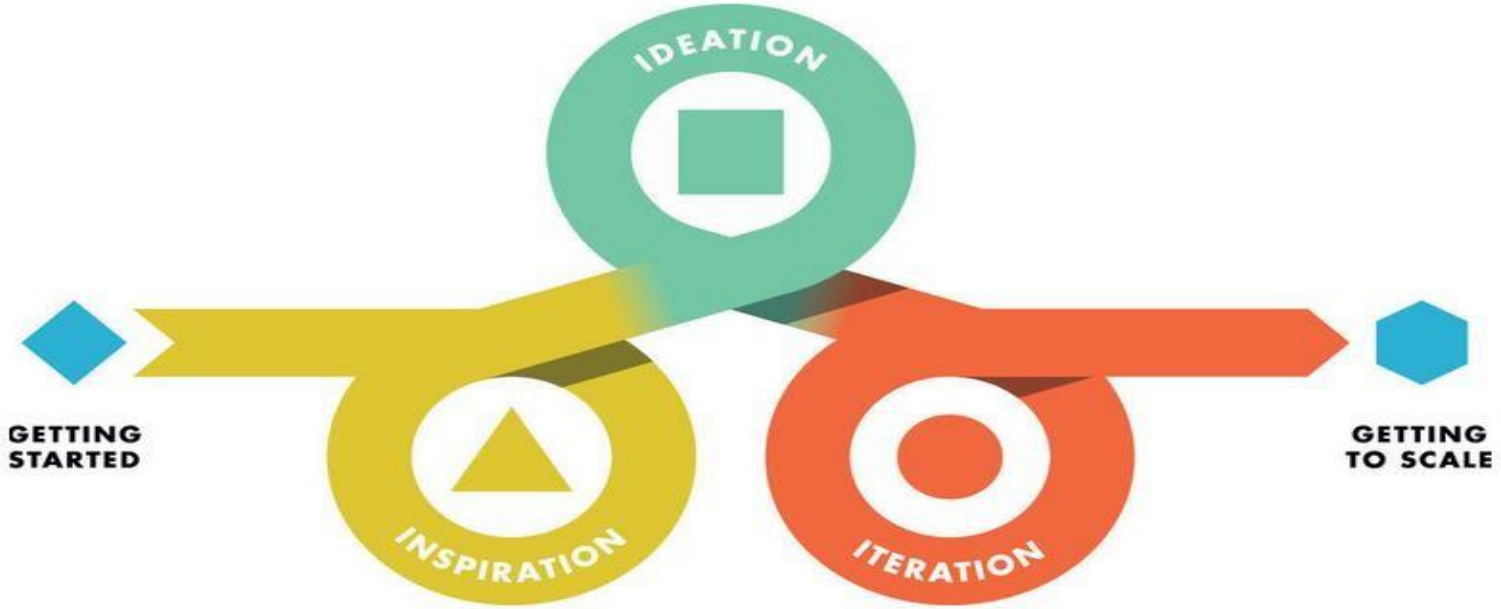
Design Thinking



The graphic above pictures the Design Thinking for Libraries process from getting started to getting to scale, and the Toolkit features tips to help you work through each phase in between. Meanwhile, this supplementary Tools section offers additional resources to inspire you along the way.

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Design Thinking Principles

- It all starts with the team!
  - What do you have to know on team and teamwork
  - How do you have to behave?
  - Questions: How do you rate success and development
- It relates to the need of the target group (customers)
  - How do you find out what they want?
- It promotes creativity and innovation
  - How can we spot ideas and opportunities

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Agreements

- Respect and collaborativeness
- Punctually at the input and team sessions
- Put yourselves in the shoes of your students and colleagues
  - Organize your groups
  - Learn about your group dynamics
  - Be respectful and open to learn with and from each other
  - Reflect on development and collaboration processes (notes/learning diaries)
  - Explore the platform and organize your files

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Challenges for the HEI

- Strict Curricula
  - Little space for innovation
  - Limited possibilities for Service Orientation
- Connection to „real business“:
  - Some HEI have a business environment
    Others rather not ?
- Formats
  - Some have internships and projects
  - Others rather not..

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Challenges for the Business partners

- No clear learning programme
  - Where and how to implement e-VIVA
- Unclear connection to e-VIVA
  - Interns, volunteers
  - How to connect them to creativity and innovation and service orientation in business
- The own professional background
  - No idea on learning and mentorship

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Challenges for all ...

- What is the action field
  - What do the interns have to perfom in regard to client orientation (CO)
- What is the context of the learning project
  - High diversity (-> transferrable setting)
- Objectives have to be defined
- Where are potential opportunities for creativity and innovation in the system

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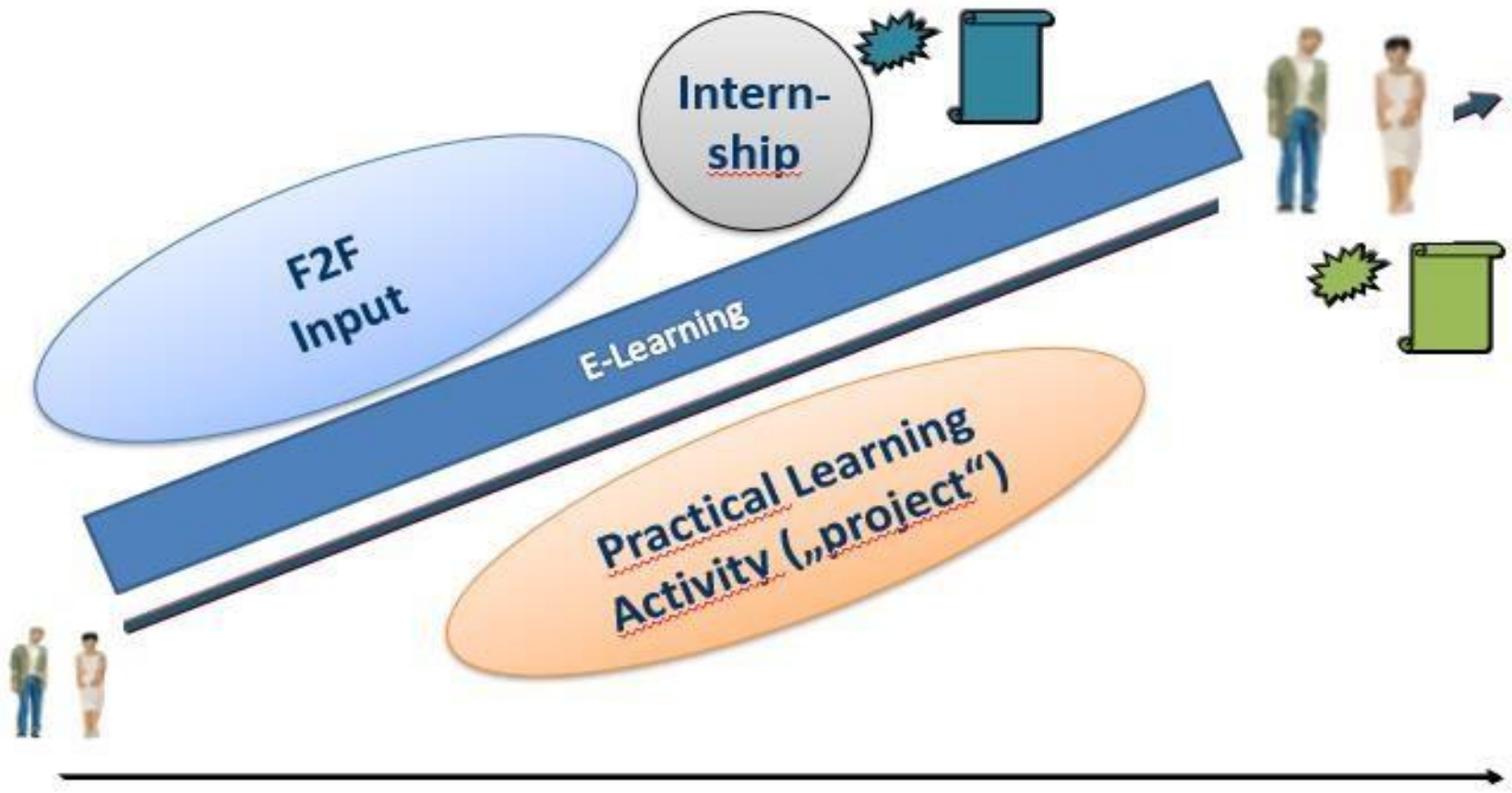
Prototypical learning pathway



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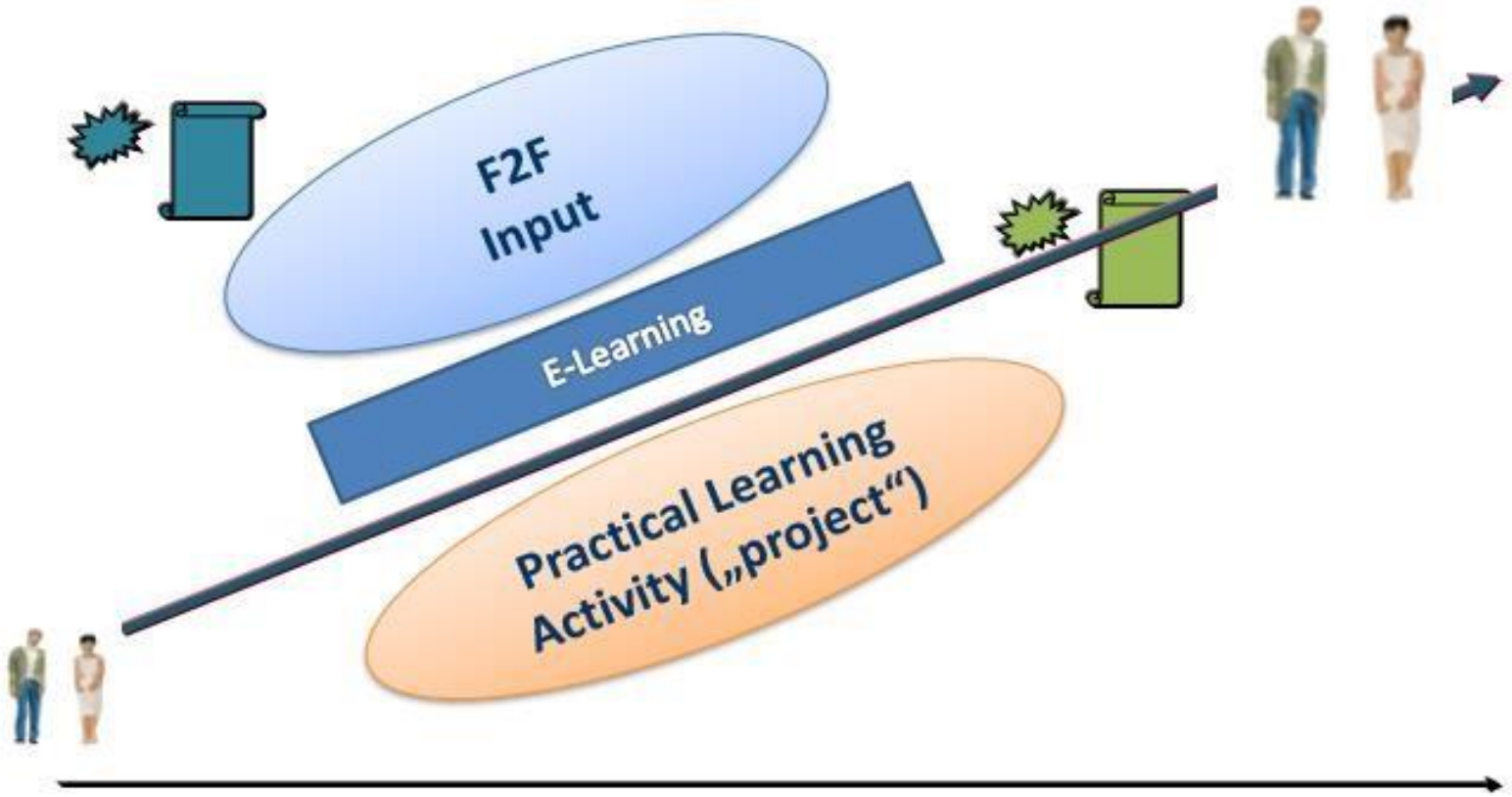
Learning pathway scenario #2



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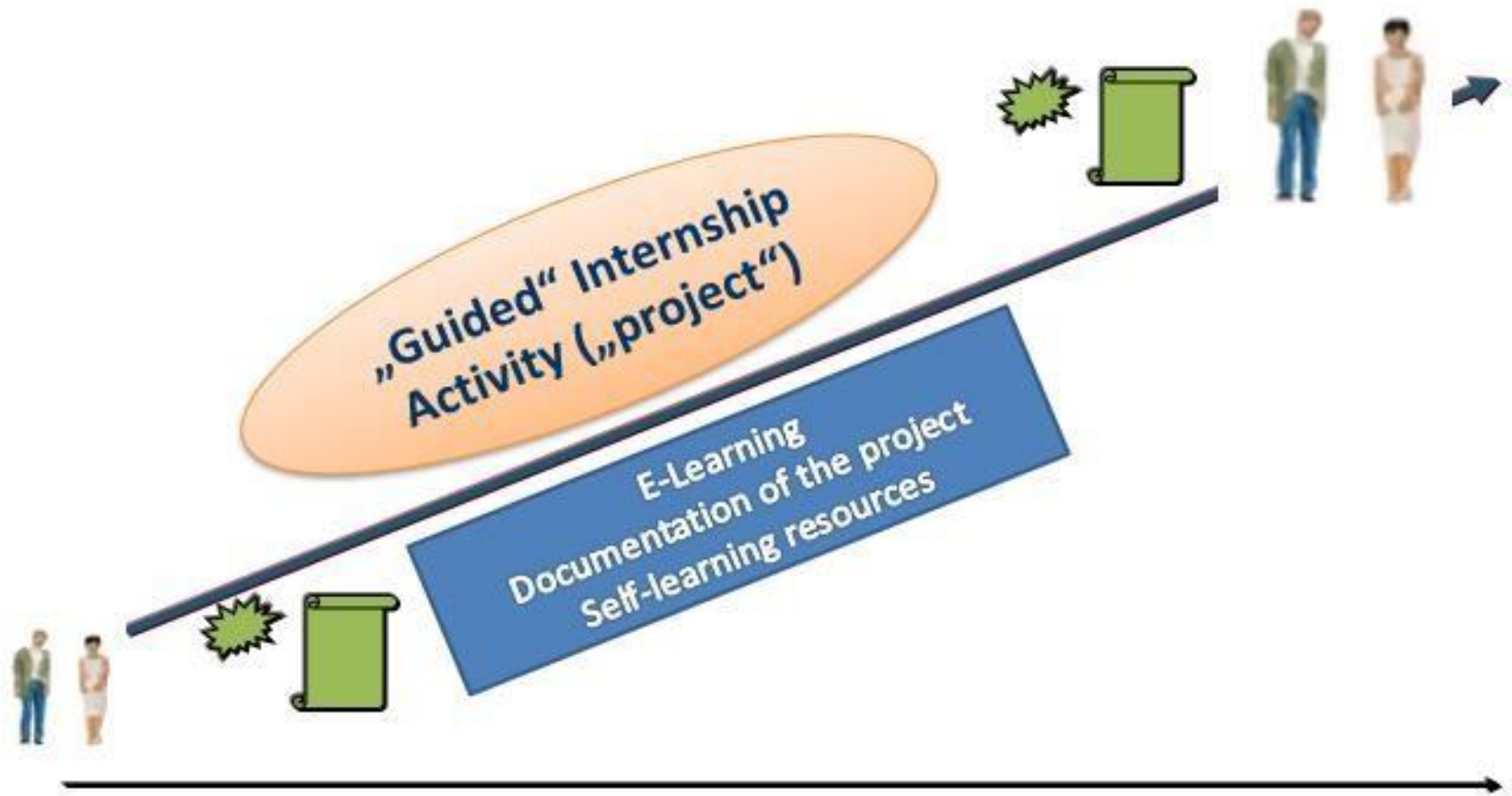
Learning pathway scenario #3



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Planning Tools

- Action Field
- Learning Field
- Sequencing: Planning of the learning pathway
- Assessment and validation

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Planning & Delivering Competence Oriented Learning

There is a high demand for Professional Development for Educational personnel, be it trainers, teachers, coaches, learning providers or e-Learning designers – but increasingly also professionals without a professional educational background who deliver learning to others.

For both groups, professionals working in formalized education and other competent learning providers working in informal learning it was wanted to set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation.

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Planning & Delivering Competence Oriented Learning

Therefore, it was developed the LEVEL5 system which builds on a simplified Plan-Do-Check step procedure:

Plan:

The starting point of the planning is the so called 'action field' in which the learner is located. It describes context, actions, resources and objectives of his/her activities. The conversion of this action field into a learning field is facilitated by the LEVEL5 reference systems which derive the competences that are necessary to tackle the actions and solve the tasks in the field.

Do:

The delivery of learning is highly dependent on the context. It can range from a rather informal, self- guided learning (e.g. in learning on the job or in mobility settings) to more formal arrangements (e.g. in school projects or more guided continuing professional development (CPD) actions). LEVEL5 largely supports blended, web-aided learning arrangements. The REVEAL community offers state-of-the-art learning technologies and an open learning space for these purposes.

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Instruments to Plan and Deliver Competence Oriented Learning and Validation

Action Fields	Learning Fields Reference Systems	Learning Pathways	Validation Design
Description of the project (practice): • Summary • Context • Goals/Objectives • Contents • Target group • Activities • Resources • Levels of difficulty	Description of what can be learned: • Summary • Learning Objectives • Contents • Knowledge • Skills, Capabilities • Attitudes • Competence levels	Pathway through the learning field • Fitting tasks and Assignments • Appropriate Sequencing and • Learning units • Provision of navigation and orientation	Allocating validation in the learning field • Fitting tasks and Assessments • Change of formative and summative elements • Feed-back and Documentation

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Perspective 1
Businesses & Scenarios
as places for
Service Orientation

Action field

Perspective 2
Business cases
as learning spaces for
Service Orientation

Learning field

**Tools &
Instruments**

Competence Framework

Reference Systems

Learning outcomes

Assignments

Assessments

Certificates

Description of the
e-VIVA project:

- Context
- Goals/Objectives
- Contents
- Target group
- Activities
- Resources

Description of what
can (and shall) be learned:

- Contents
- Learning Objectives
- 3 possible levels of difficulty
- Gaining Knowledge on the matter
- Possible Activities
- Developing Emotions and values

Reference system:

- 3 competence levels
- 3 Columns (KSA)
- Localisation of:
- - learning outcomes
- - suitable assessments

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e-VA Planning Pack

- Action field pattern
- Learning field pattern
  - Based on the Spotting ideas or service orientation
  - Task: contextualise it
  - Form: PPT with tasks
- Sequencing tool
- Students‘ learning project pattern

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Reference System

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	**Know where else…** (Transfer Knowledge, *Strategic Knowldege*	Developing/ Constructing **Transfering** *Versatility*	Incorporation (Internalising)
4	**Know when…** Practical (Procedural knowledge	**Discovering**/ acting independently (disturbed systems)	***Commitment*** *(Willing)* *Affective self-regulation*
3	**Know how…** Theoretical knowledge	**Deciding**/ selecting (Known systems)	**Appreciation** Motivation
2	**Know why**… (Distant understanding)	Applying **Imitating** **Exercising**	**Perspective taking** Curiosity
1	**Know-that…** Basic Perception	Perceiving Listening	Self orientation **Neutral**

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Simplified Reference System

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	**Know where else…** (Transfer Knowledge, *Strategic Knowldege*	Developing/ Constructing **Transfering** *Versatility*	Incorporation (Internalising)
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1	Know-that… Basic Perception	Perceiving Listening	Self orientation **Neutral**

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Understanding
Creating
knowledge

Reflecting

Exploring
Applying
Developing

Doing

Feeling
Motivation
Volition

Emotion

LEVEL			
5	Kno… (Transfer … ge, *Strategic Knowldege*	D… ng Trans… *Versatility*	Inc… (Internalis…
4	**Know when…** Practical (Procedural knowledge	**Discovering/** acting independently (disturbed systems)	***Commitment*** *(Willing)* *Affective self-regulation*
3	**Know how…** Theoretical knowledge	**Deciding/** selecting (Known systems)	**Appreciation** Motivation
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LEVEL			
5	(Tra… *Strategi…*	*Versati…*	(In…
4	**Know when…** Reflect on reasons why certain theory parts of CO are working or not working	**Discovering"** Developing own proposals and testing them in practice	***Commitment** (Willing)* *Affective self-regulation*
3	**Know how…** Reflect on the theory (on CO)	**Deciding/** Carrying out specific tasks which afford own creativity (case studies, concepts)	**Appreciation** Motivation
2	**Know why…** Reflect the new context Refelect on the phenomenon	**Applying** Simple tasks in a guided mode on CO	**Perspective taking** Becoming curious for more
1	Know-that… Basic Perception	Perceiving Listening	Self orientation Neutral

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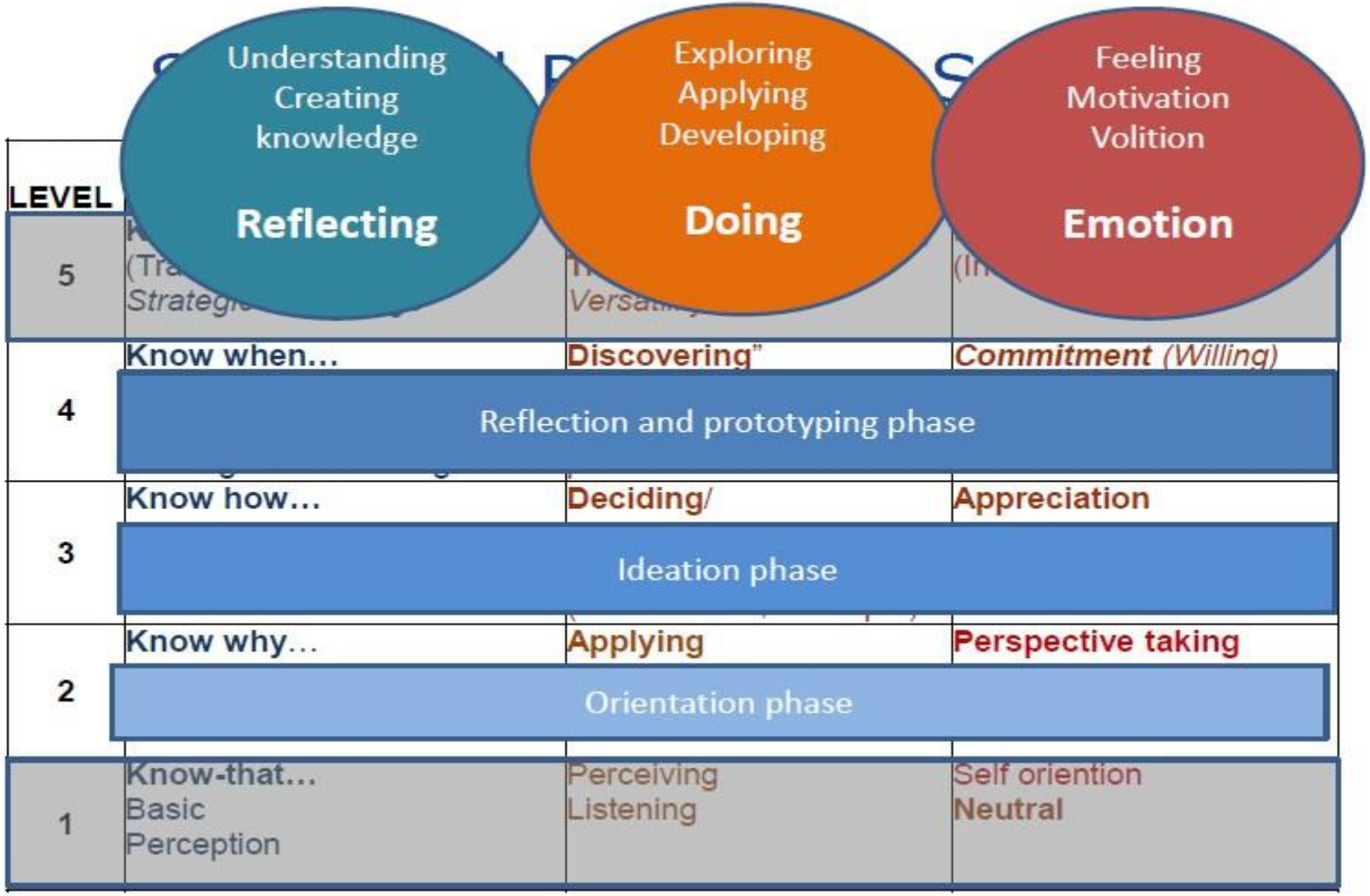

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Client Orientation

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing (or being able to acquire knowledge on) how to deal with any client in any context. Knowing how to transfer knowledge about clients into other fields of life.	Developing, constructing, transferring	Actively planning and developing own/new client oriented strategies that are part of a larger approach, e.g. a (company's) vision or marketing strategy.	Incorporation	Having internalised to act for the benefit of the client, intuitively responding to different clients needs in adequate ways and inspiring others to value client orientation.
4	Knowing when (implicit understanding)	Knowing which actions are needed to help clients with specific demands for a large variety of situations and different types of clients.	Discovering acting independently	Actively researching and expanding own competence to adequately respond to clients in regard to the client's need and the specific situation.	Commitment	Being determined to improve own competence to serve clients and to adequately respond to their needs.
3	Knowing how	Knowing about the specific needs of clients and how the own behaviour and approach can be adapted to the needs of those clients in general.	Deciding/ selecting	Being able to select and apply the appropriate behaviour towards a customer in regard to his/her needs from a set of basic strategies.	Motivation/ appreciation	Valuing client orientation. Being motivated to develop own competence to respond to clients according to their needs.
2	Knowing why (distant understanding)	Knowing that there are different ways to deal with clients and that clients have different backgrounds and needs.	Using, imitating	Adapting the own behaviour towards the client when instructed to or by imitating others.	Perspective taking	Being curious and interested in the theme of supporting clients according to their specific needs.
1	Knowing what	Knowing that clients behave differently and that client orientation is a suitable concept to deal with this.	Perceiving	Seeing and recognising different client behaviours without acting.	Self-orientation	Not relating the theme of client orientation to oneself and the own working life.

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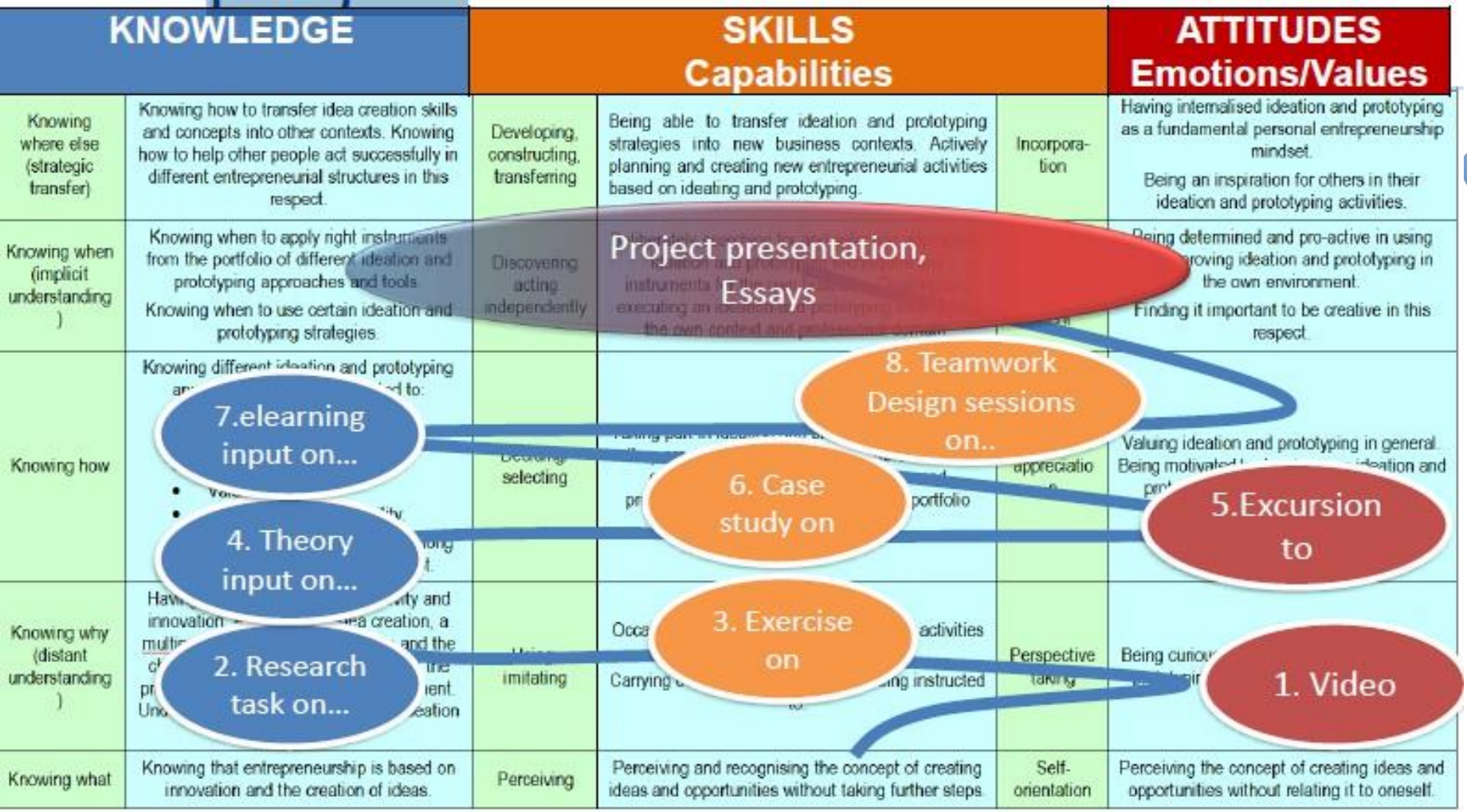
Learning field for a learning project



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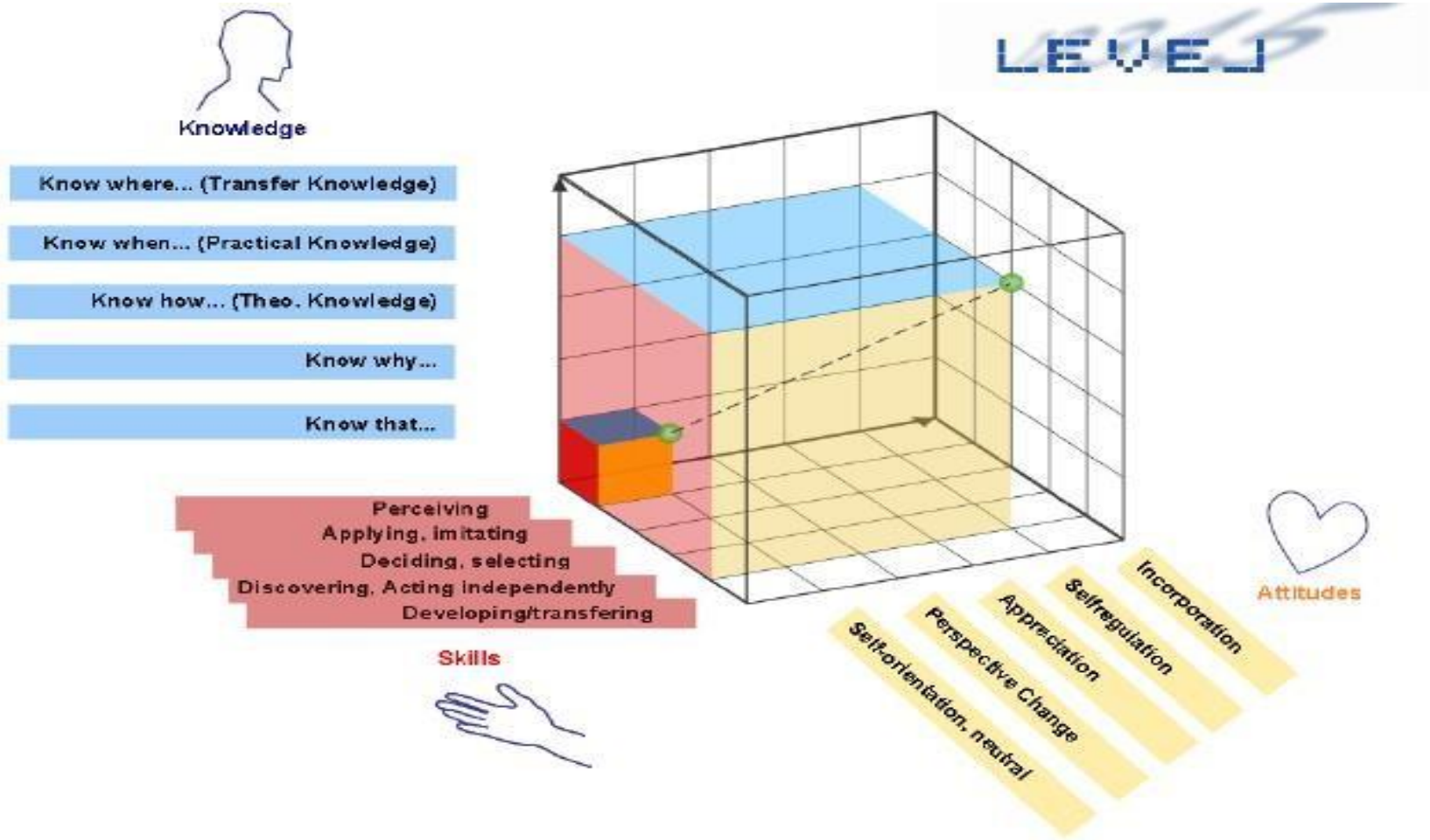
LEVEL5 Cube



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LEVEL5 reference systems

The LEVEL5 reference systems facilitate the design and planning of informal/non-formal learning and the validation of competences in a specific practical action and learning field.

The LEVEL5 cube model reduces significantly the complexity when visualizing and describing learning outcomes and therefore provides an attractive presentation and documentation system for learning.
With LEVEL5, learning and validation of competences is promoted in practical, rather informal learning situations (e.g. learning on the job, in internships, volunteering and in mobility programs etc.) and in innovative competence fields (e.g. entrepreneurship, active citizenship and other key- competences).

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LEVEL5 Certificates

Learner-Certificate

Ready for BUSiness - REBUS, students' study visit to University of Palermo

Participant

Almira Hrusto, 04/10/95

Informal learning project

Ready for BUSiness - REBUS, students' study visit to University of Palermo

Project start	16/09/18
Project end	29/09/18
Institution	University of Palermo
Location	Palermo, Italy

Learning activities

Project consisted of intensive and practical hands-on training on selection and substantiating of the business development ideas, connecting design thinking and project management, using project management tools, value analyses for innovation, desirability, feasibility and viability (economy) of ideas. Included also developing prototype case andeveloping pitch presentation.
Practiced by mixed work groups (universities from AL, BA, MNE), strengthening their intercultural team work competencies.

Evaluated competences

Intercultural Teamwork, Spotting ideas and opportunities

Assessment methods

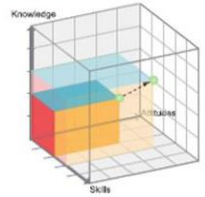
Combination of self-and expert assessment, aiming at self-reflection of what students have learnt (formative) but providing a rather high level of objectivity (external) and validity (based on both EntreComp and LEVEL5 taxonomy) : Combination of self- and expert assessment, aiming at self-reflection of what students have learnt (formative) but providing a rather high level of objectivity (external)

Assessors/Evaluators

Tim Scholze, Branko Vučijak

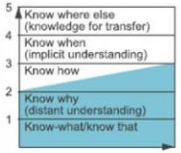
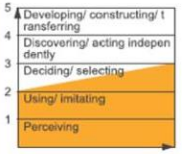
The validation was carried out in the framework of the REBUS project funded with support of the European Commission.

Learning outcomes : Intercultural Teamwork



Competence profile at the beginning	Competence profile at the end
Knowledge: 2: Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences, abilities and cultural dispositions	Knowledge: 3: Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities/limits and cultural preferences of each member are taken into account in order to work efficiently
Skills: 2: Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others. Reacting to diversity following the example of others.	Skills: 3: Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal. Being able to apply basic strategies in intercultural communication
Attitudes: 3: Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team	Attitudes: 4: Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker

Competence development on each dimension

Knowledge	Skills	Attitudes
		
x	x	x

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Check

Check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is largely based on the LEVEL5 reference systems that facilitate individual and contextualized validation. The learning outcomes are documented in LEVEL5 certificates including the dynamic of LEVEL5 Cube.

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- ***Self-assessment exercise on your Competence to create ideas and opportunities:***

https://mahara.vita-eu.org/survey/spotting_ideas_general

e-VIVA

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