

PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

O'SULLIVAN, N.; BRUCE, A. *Teaching and Learning in Competency-Based Education*.

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INTRODUCTION

[1] Teaching and learning in any curriculum require common goals, shared responsibility and accountability between teachers and learners, and supportive or enabling environments to maximize success in learning. Effective learning is learning which is lasting and capable of being put to use in new and differing situations. Learning has traditionally been conceptualized as theory based on academic frameworks where achievement is judged by the ability to recall key points, information imparted or details and sequences memorized. The leap from this to the ability to recall, act and perform to set standards of ability and expertise is the leap to a framework based on competence. This paper discusses competency in teaching and learning. It further examines the type and form of learning strategies that promote competency-based learning.

WHAT IS COMPETENCY-BASED EDUCATION?

[2] Competences as defined by European bodies, as well as by educational experts, to consist of three interrelated ingredients: a) a knowledge component (the understanding part); b) behavioural components (the overt behavioural repertoire) and; c) a value component (including values, beliefs and attitudes). So a competent person will possess a combination of skills, knowledge, attitudes, and behaviours required for effective performance of the task or activity. A competence is defined as the holistic synthesis of these components.

[3] It is the ability of a person to show a particular behaviour in something; a particular context and a particular quality. Defining *competency* is complex, and an educational competency even more so. The *Organization for Economic Cooperation and Development* (OECD) through PISA (*Program for International Student Assessment*) has done much work on defining competencies, and created a framework for comparing student competencies for purpose of assessment. A report completed by PISA states: “A *competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing upon and mobilising [mobilizing] psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency... [PISA]”*

COMPETENCY-BASED TEACHING

[4] The attributes of competency-based teaching are teachers' characteristics and expectations that contribute to learner success. These attributes also demonstrate the shared responsibility of teachers and learners to reach the goal of competence. The most important characteristic of competency-based education is that it measures learning rather than time. It assesses students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. While more traditional models can and often do measure competency, they are time-based-courses last about four months, and students may advance only after they have put in the study or application time. This is true even if they could have completed the coursework and passed the final exam in half the time. So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary.

TEACHING AND EFFECTIVE FACILITATION OF COMPETENCY DEVELOPMENT

[5] Competence based education programs build from the idea that it is more important to focus on outcomes—what a student knows and can do—than on inputs like how the student learns it, where the student learns it, or how long the student takes to learn it. This break from inputs means that CBE programs are free to explore new ways to help students learn and new dimensions of what constitutes a “course.” Some CBE programs are designed to allow students to learn in a variety of formats, sometimes drawing on *open educational resources* (including written materials, videos, recorded lectures, etc.) or hands-on, project-based learning. Many programs are also designed for students to progress at their own pace, rather than at a pace dictated by semesters or credit hours. This means that motivated and efficient students can complete their degrees in less time.

[6] Teaching strategies need to be matched to the domain of learning. We briefly outline the various domains and how a competency-based curriculum may be implemented and the strategy that may be chosen. These domains are the: psychomotor domain, the affective domain and the cognitive domain. Competency-based learning is a way of structuring learning activities so that the individual learner can meet a predetermined set of competencies. Given that learners have a variety of ways of learning or learning styles, it is important for them to recognize that competency-based learning will require that they actually perform or do, rather than learn by observing. Observation, reflection and listening are important learning activities, but competency demonstration is the expected outcome for competency-based education.

PEDAGOGICAL CONSIDERATIONS IN COMPETENCY-BASED EDUCATION

[7] Competency-based education must include attention to the learner’s needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, professional behaviours) and creating a supportive environment for learning. Competency-based education can be pursued through various teaching approaches. However, all curricula need to be evidence-based and outcome focused and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive and affective).

[8] Competence based learning places an emphasis on powerful or rich learning environments that enable students to engage in meaningful learning processes

SUMMARY

[9] People learn at different rates and in different ways, so a handful of demonstrations or activities may be sufficient for one learner to demonstrate competence while the same level of performance of this skill with another will require much more to meet the same learning outcome. This understanding of the learner and learner needs is the primary reason why competency-based education may include direct observation of competency demonstration over time and the clear definitions and classifications of learning outcomes and objectives.

Responda as questões abaixo de acordo com o texto:

1. De acordo com o parágrafo [1], como é definida a aprendizagem efetiva? (1,5 pts).

A aprendizagem efetiva é a aprendizagem duradoura e capaz de ser colocada em prática em situações novas e diferentes situações.

2. De acordo com o parágrafo 2, como os autores descrevem o indivíduo competente e no parágrafo 3, como o relatório PISA (Program for International Student Assessment) define competência (3,0pts - 1,5 pts. cada)

O indivíduo competente possui um conjunto de habilidades, conhecimentos e atitudes. Isto envolve a habilidade de contemplar demandas complexas, por meio da mobilização de recursos psicossociais em um contexto particular...

3. No parágrafo 4, os autores fazem uma analogia entre os programas educacionais tradicionais e os programas baseados em competências. Qual a observação eles que fazem em relação ao fator “tempo”, nos dois modelos? (1,5 pts).

Nos modelos tradicionais a avaliação da competência dos alunos depende de cumprirem um determinado período de tempo que os permite avançar em seus cursos. No modelo baseado em competências, o conhecimento e as habilidades adquiridas são avaliados independente do tempo.

4. O parágrafo 5 aborda os programas educacionais baseados em competências (CBE). Qual a relação, feita neste parágrafo, entre insumos (inputs) e resultados e qual a consequência disto para os referidos programas? (2,0 pts).

Os programas CBEs baseiam-se na ideia de que os resultados são mais importantes do que os insumos como por exemplo, a maneira como os alunos aprendem, onde aprendem ou quanto tempo levam para aprender. Essa ruptura com (a importância dos) os insumos (inputs) implica que os programas CBE estão livres para explorar novas formas de ajudar os alunos aprenderem e novas dimensões sobre o que constitui um curso.

5. No parágrafo 6, com base no fato de que os alunos têm diferentes estilos e formas de aprender, o que os autores alegam ser necessário para que ocorra a aprendizagem baseada em competências? (2,0 pts).

A aprendizagem baseada em competências requer que eles de fato consigam fazer, mais do que aprender por observação. Observação, reflexão e escuta são importantes atividades de aprendizagem, mas a demonstração da competência é o resultado esperado pela educação baseada em competências.