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A Conversation About Learning in a Competence-Based World

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A Conversation About Learning in a Competence-Based World

On October 9th, 2014 DePaul University's School for New Learning, Center to Advance Education for Adults (CAEA) convened leaders in the field of competence-based learning and invited 40 + adult learning colleagues to join them in a conversation about the latest trends and opportunities in competence-based learning. In this collaborative inquiry, we asked:

- In what specific settings do you work with (or are you interested in working with) learners to develop competence?
- Who articulates/establishes the competences?
- How do you/your learners develop competence?
- How do you know competence is developing in your setting?
- What is competence development for?
- What are we talking about when we talk about Competence-Based Learning?
- What are the implications of our themes and insights on our work with adults in our practice settings?

This session also served as a preview for a two-day Adult Learning Innovation Institute, Learning in a Competence-Based World on November 10th and 11th, 2014. In addition to our thoughtful participants, the following panelist/discussants joined the conversation:

- **Catherine Marienau, Ph.D.**, DePaul University, School for New Learning (SNL) Professor, CAEA Leadership Team, and co-author of *Assessing Learning*
- **Pamela Meyer, Ph.D.**, Director, Center to Advance Education for Adults (CAEA), author of three books on innovation, learning and change
- **Russ Rogers, Ph.D.**, DePaul University, Director of SNL Graduate Programs, leading change management and workplace learning consultant
- **Donna Younger, Ph.D.**, Assoc VP of Higher Education, Council for Adult & Experiential Learning (CAEL)
- **Kathryn Wozniak, M.A.**, SNL Writing Faculty, CAEA Leadership Team
- **Jill Archer**, Graphic Facilitator, mapped the key themes, burning questions and insights that emerged during our session (see below):

The discussion was rich and multi-faceted with perspectives and insights reflecting the diverse practice settings, backgrounds and experiences of the participants, as is reflected in the map on the next page. Participants appreciated the opportunity to reflect on big questions that they rarely have time for in their practice setting. For example the discussion around “what is competence-development for?” ranged from the very practical/operational (employability, productivity, profitability) to more humanistic (personal development, meaning, confidence) and societal (necessary for an engaged, democratic society). Participant responses to most questions began with “it depends, . . .” and revealed how our values, approaches and practices for competence-based

learning are highly dependent on the context in which it is taking place, as well as the prior experience, mindset and needs of the learners.

We invite you to download a pdf of the map below and to join the conversation, please visit: <http://caeacommon.ning.com/group/learning-in-a-competence-based-world>

