AQUEDUCT

ACQUIRING KEY COMPETENCES THROUGH HERITAGE EDUCATION

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Lifelong Learning Programme

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Content

1. Why competence based learning?
2. What is competence based learning?
3. The Aqueduct project
4. Methodologies + examples
5. A practical exercise
6. Where to find Aqueduct Products?

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1. Why competence based learning?

Education for the future

The European Commission has pointed out that key competence development is imperative in order to reach the Lisbon and Europe 2020 strategy targets.

Also the "European agenda for culture in a globalised world" wants to "build on the potential of culture as a concrete input/tool for lifelong learning ..."

Problems with Input

WHAT?
Learning content in a rapidly changing environment: What do people need to know in 15 years?

▸ **Explosion of Knowledge** and half-value period of knowledge(18 months)
▸ **ICT** (r)evolution

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Problems with Output

- Reproduction vs. Production of Knowledge
- New media: overnews'd and underinformed
- Validation of information
- Focused on learning output rather than people ("human capital")

- Different levels of Learning, focus on :
  - Knowledge (…reproduction)
    - Attitude/ skills
    - Application/action

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Lifelong Learning

- Initial training +

- Continuous system of additional training

- Formal - non-formal - informal learning

2. What is competence based learning?

Competence

A compentence is the ability to apply a synthesis of **knowledge**, **skills** and **attitudes** in a particular situation and with a particular quality.

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LISBON & EU 2020
Key Competences

1) Communication in the mother tongue;
2) Communication in foreign languages;
3) Mathematical competence and basic competences in science and technology;
4) Digital competence;
5) Learning to learn;
6) Social and civic competences;
7) Sense of initiative and entrepreneurship;
8) Cultural awareness and expression.

How did we learn?

- We listened to teachers
- We studied books/subjects
- We applied our knowledge and made assignments
- We answered questions
- We rehearsed
- Our work was assessed
- We passed or failed
- We became knowledgeable

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How do we learn today?

- We search and scan
- We contact experts or peers
- We read, watch, zap, chat, Skype
- We plan and act
- We tape and download
- We copy and paste
- We produce, create and design
- We present results, build portfolios
- We upload and share
- We discuss and debate
- **We** (try to) **become competent**

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Competence learning is

- Active learning
- In realistic settings
- Of increasing complexity
- Together with others
- Increasingly self sufficient
- Aimed at actual performance !!
- Aimed at learning to learn

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3. The Aqueduct Project = Competence based learning in heritage contexts

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Heritage as a means

- Heritage education is not only to be seen as a topic in 'history, art and culture' subjects but offers a great potential in terms of raising motivation, innovative cross curricular approaches, school – community links, European cultural dimension and reaching the LLP transversal key competences.
- Development of new competences through cultural and artistic activities ...
- Introducing culture as catalyser for creativity in Lifelong Learning
- Learning IN heritage contexts (about, for, through …)

AQUEDUCT: Comenius MP

- General aim:
  - To improve the acquisition of the Lifelong Learning transversal key competences in schools through heritage education.

- Operational aim:
  - To build teacher capacity for competence oriented education in a heritage context.

- The target groups
  - Teacher trainers, initial teacher training students and teachers in schools reaching 6 – 14 age groups (primary and lower secondary education).

4. Methodologies and examples

5 methodologies

- Storyline
- Guided Discovery
- Action learning
- Problem based learning
- Co-operative learning

Summary of the 5 methodologies:

Motivation: Appealing introduction of the topic / What do I know? What do I want to learn?

Experiental learning: learners are active, use of multiple resources

Demonstration: preferably of a **tangible product** (presentation of the foundings in a new order or format)

Reflection: What did I learn? How did I learn it? In what way have I changed?

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1. Storyline

- Step 1: The teacher introduces the learners into a story, preferably including an invitation for a certain performance (role play). Activation of pre-knowledge of the learners and identification of gaps.
- Step 2: experience based learning activities
- Step 3: demonstration: pupils performance of the intended competence(s) by playing certain roles
- Step 4: reflection: at least once at the end of the project, but preferably at different stages during the project already

Example 1: St-Jean d'Angély

- Step 1: The mayor of the medieval town wants to boost his town by becoming the next European Capital of Culture. He asks for the advice of locals, historians, architects, PR consultants, … etc.
- Step 2: experience phase: the learners visit the town, consult the locals, experts, do research,…
- Step 3: different teams of consultants (learners) present their advice to the mayor in the roles of architects, PR consultants, historians, …
- Step 4: Assessment and reflection

Example 2: The Abbey of Vlierbeek

- Step 1: City council asks the pupils how to help promote the abbey beside their school. The pupils response: organizing an exhibition.
- Step 2: visiting the abbey, consulting experts, developing objects for the exhibition,…
- Step 3: Organization of the exhibition: publicity, displaying the objects, guiding the guests,… Rehearsal with another group of pupils. Real event for local community.
- Step 4: Reflection and self-assessment

2. Guided Discovery

- Step 1: confrontation and questioning
- Step 2: experience based input (differentiation possible)
- Step 3: goal and action setting: learners select their learning goals and activities
- Step 4: Problem solving: learners complete their learning activities (differentiation possible)
- Step 5: Demonstration and evaluation

Example: School in War

- Step 1: confrontation: an old army jeep and military ambulance pull up the school yard... A lot of questions arise...
- Step 2: experience based input on 4 sub-themes: the school as war hospital / school life in times of war / the military cemetery beside the school / being a Jewish child in WWII
- Step 3: sharing, reflection, goal setting
- Step 4: 4 sub-themes activities: exhibition / drama performance / cooking a war meal / philosophy session about war and peace
- Step 5: demonstration of results + (self-)evaluation

3. Action Learning

- Main focus on learning by doing

- Step 1: defining the action: what is the learning need?
- Step 2: defining and dividing tasks, organizing the activity
- Step 3: carrying out the tasks
- Step 4: Reflection and evaluation: which where the learning outcomes / success of the approach? / suggestions for improvement?

Example: Wojciech and Aneri Weiss

- Step 1: Experience phase: visiting a street named after a famous person "Weiss" + further research and visits
- Step 2: discovery of the Anagram signature of Aneri Weiss + production of anagrams
- Step 3: painting workshops dedicated to the different topics and techniques of the artist
- Step 4: Exhibition of the pupils' work

4. Co-operative Learning

- Main focus on learning from each other

- Step 1: introduction of the theme, defining the tasks and making groups depending on the mutually dependant tasks
- Step 2: carrying out the tasks, producing the product
- Step 3: demonstration of the products
- Step 4: reflection, (self and peer) evaluation and feedback

Example: St-ART

- Step 1: Introduction of a documentary project: making video portraits of elderly people. Groups: Dutch pupils were matched with elderly people of different ethnic origins and vice versa.
- Step 2: input on interviewing techniques and technical skills during the production of the videos
- Step 3: Demonstration event with elderly people, pupils, friends and family
- Step 4: Reflection

5. Problem based Learning

- Step 1: Introduction of the problem + activation of the pre-knowledge
- Step 2: brainstorming / grouping ideas and identifying learning objectives and tasks
- Step 3: self-directed study, constructing new knowledge through review
- Step 4: presentation of the solution + reflection

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Example: European Studies Programme

▸ Step 1: Introduction of the theme: Ireland and the EU. Problem: "What would Ireland be like if it wasn't part of the EU?" / "Explain the EU to a visitor from outer space". Task: video production
▸ Step 2: brainstorming / defining the knowledge needed for the task
▸ Step 3: study and research / production of the videos
▸ Step 4: Showing the videos / feedback from the audience / reflection on the learning process

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5. Practical exercise

Setting up your own project:

▸ Think of a heritage context close to your school you can use
▸ Define a learning objective related to it
▸ Think of
  – a motivation phase,
  – an experiential learning phase,
  – a product the pupils will produce,
  – a demonstration phase
  – reflection

AQUEDUCT Products

▸ Manual
▸ Methodology to build your own heritage learning project
▸ Examples of good practice
▸ Assessment instrument: Competence Navigator

-> www.the-aqueduct.eu