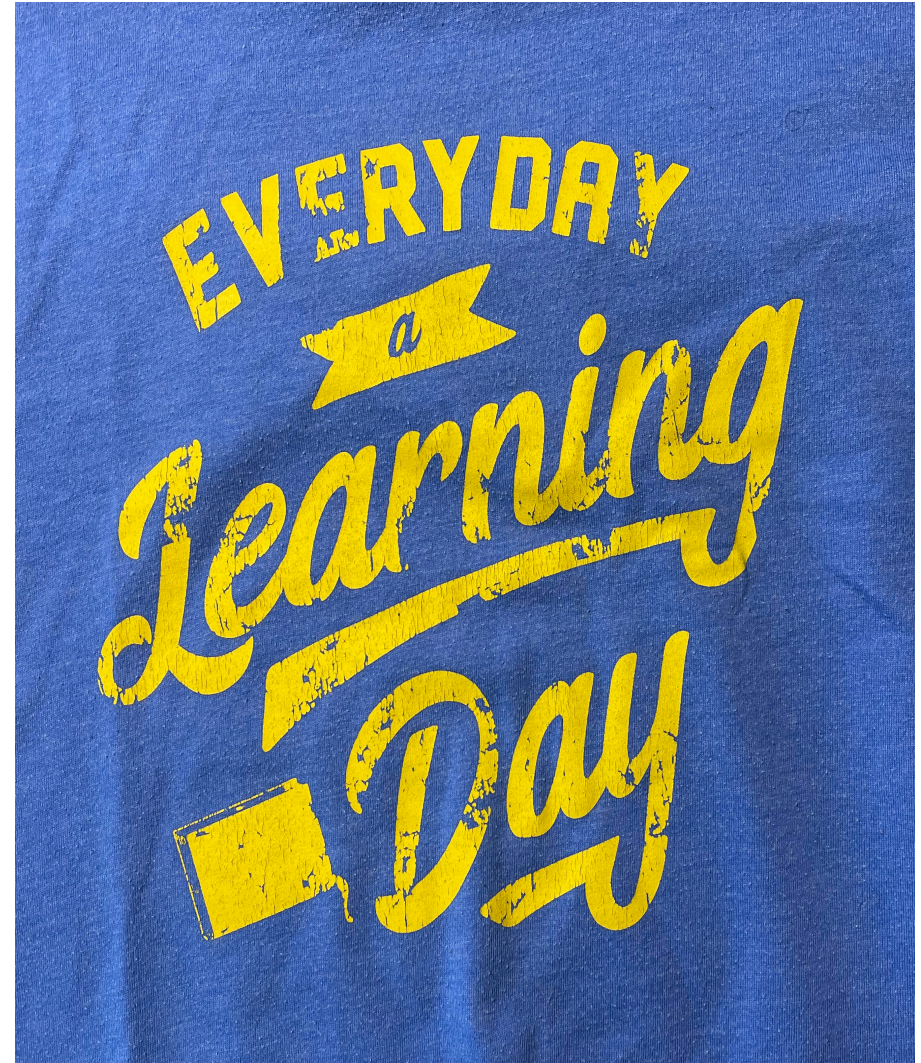

STUDY VISIT ENTREPRENEURSHIP AND ADULT LEARNING

25-27 SEPTEMBER 2022 THE NETHERLANDS

Dialogical Validation

Getting grip on the
Validation of Prior Learning
systematics

Dr. Ruud Duvekot
Prof. *Validation and Workbased learning*
The Netherlands



Workshop

Dialogical Validation

Programme:

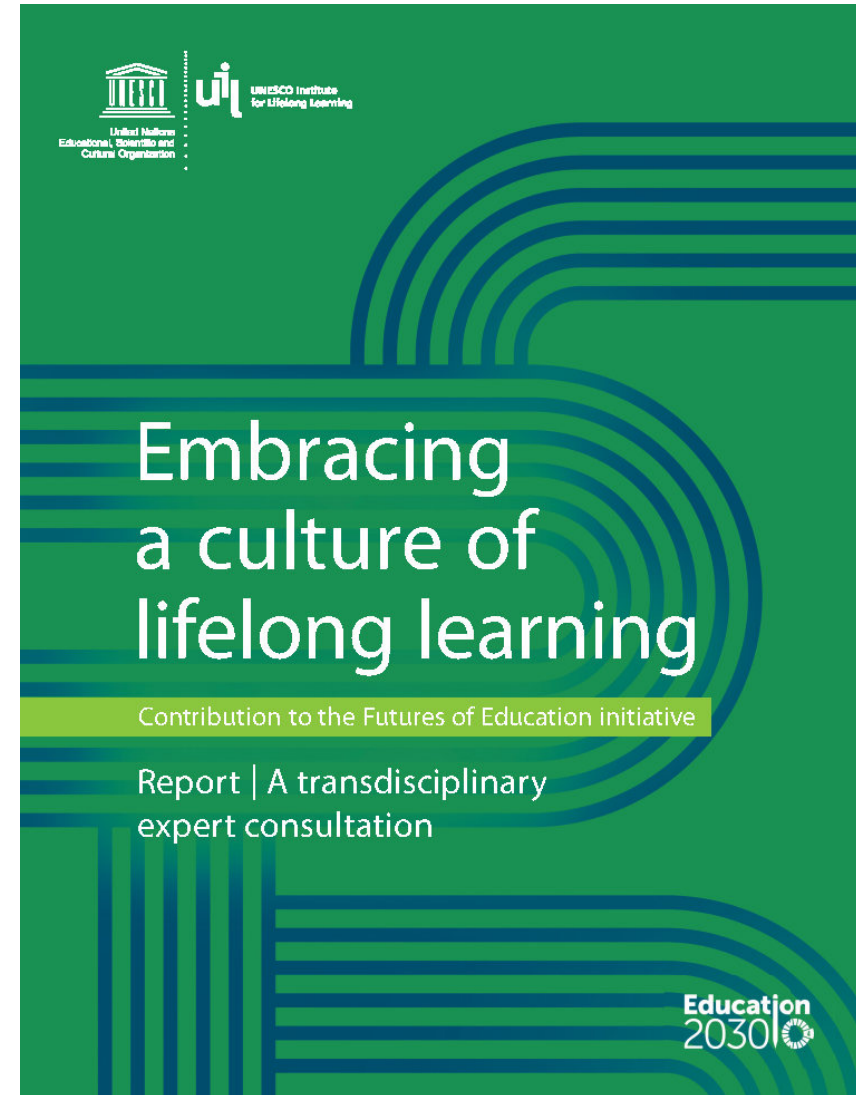
1. Why, what and how?
2. Awareness & recognition
3. Assessing one's value
4. Further tailored learning and working
5. Linkages, guidelines and conceptual approach



Action points

Integrate Recognition, Validation and Accreditation (RVA) mechanisms

Such integration is key to creating flexible learning pathways that recognize non-formal and informal learning outcomes. Procedures for the RVA of prior learning should facilitate access for those who lack conventional admission requirements or those who wish to re-enter education at a later stage in life. RVA can also help to integrate broader sections of the population into an open, seamless and flexible education and training system and thus contribute to building an inclusive society.





Introduction

Why

What

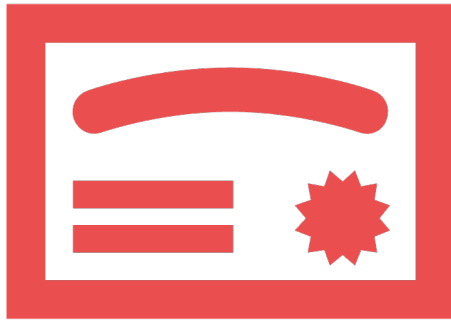
How

Changing context for learning in The Learning Society



1. Orientation from system to process
2. Operationalising a broad concept of learning
3. Contextualising learning
4. Personalising learning
5. Adaptiveness of learning pathway- independent learning, with dialogical validation

Dialogical Validation



Dialogical Validation is recognizing and assessing a person's learning experiences and advising on further learning options with the purpose of achieving a desired learning effect via a personalised learning pathway.

It's a tool (or process) to help people get formal recognition for what they have learned during their prior experiences and for what they can do, know and understand for further development.



Competences & Learning Outcomes

Building blocks

Competences are general statements about a learner's ability to apply knowledge, skills and behavioral aspects in a given (occupational) context.

Learning outcomes are specific statements in qualifications and occupational standards, integrating knowledge, skills and behavioral aspects, on which a learner can reflect and be assessed.



Perspectives

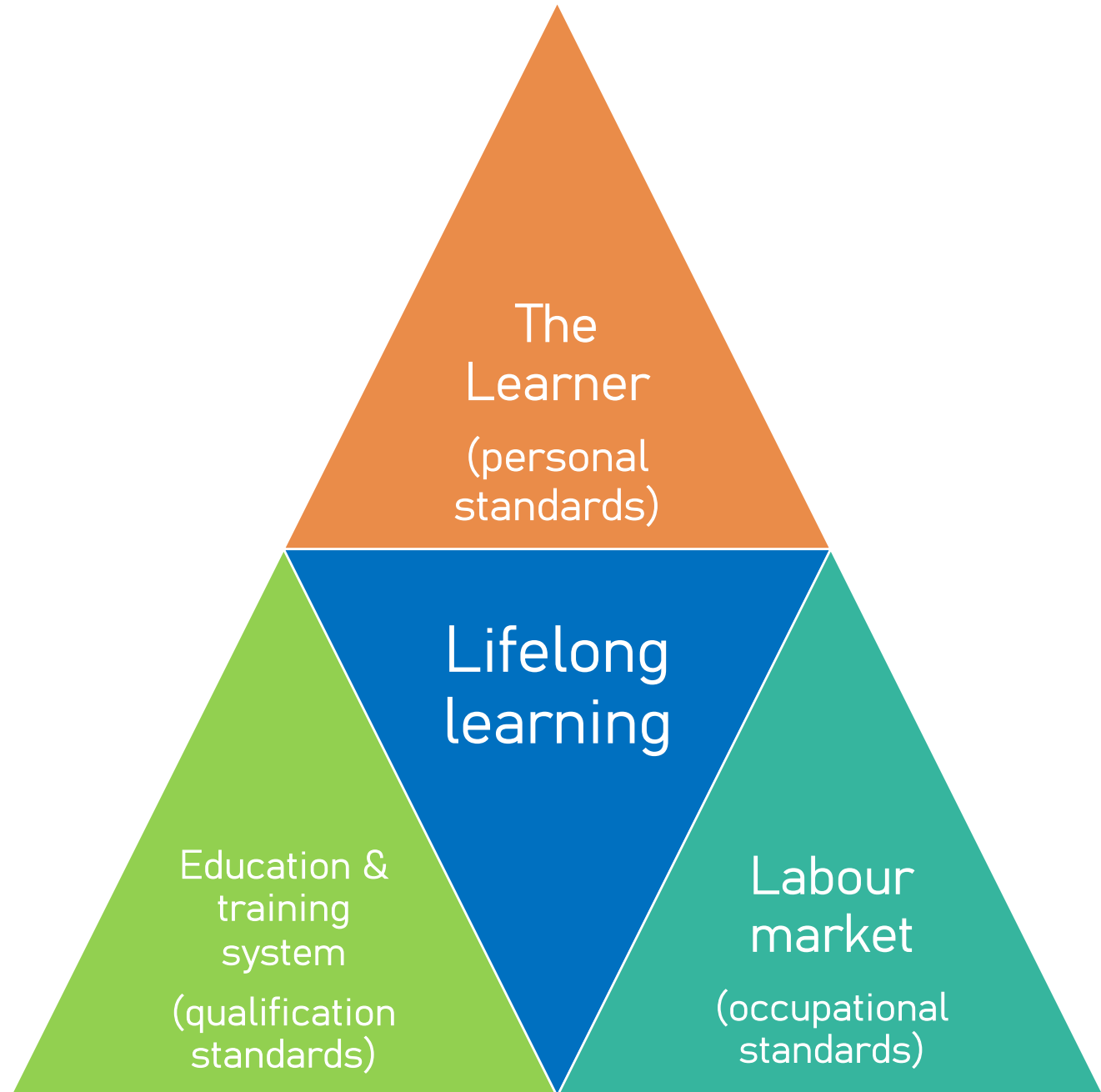
1. Being **qualified**:
qualification/certification, 2nd chance

2. Being **competent**:
update/upgrade, employability

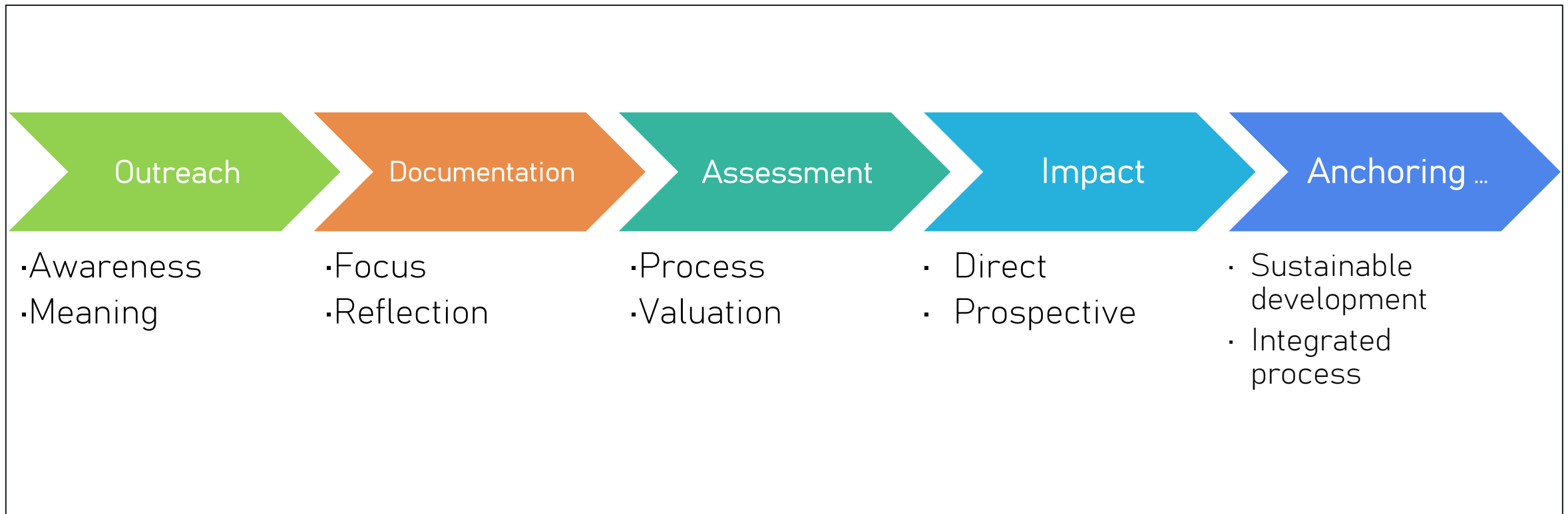
3. Being **engaged**:
personal development, enjoyability



Dialogues in the Learning Triangle




Process steps



— Building blocks

- *Three standards: personal, qualification, occupation.*
- *Learning outcomes for validation and learning.*
- *The personal portfolio as a steering tool.*
- *An open dialogue on what has been learned and what remains to be learned*
- *The test carousel with all tools for assessing learning*





Awareness &
recognition
(outreach)

*The learner is
approached and
articulates (guided
or not) to identify
personal learning
needs.*

What actions can you take for outreach?



- Target group orientation
- Information provision
- Matching & intake
- Counselling & guidance
- Workshops
- Portfoliotraining
- External staff (in the field)

*Infrastructure/
capacity
in your
organization*

*Learning Services Centers
(intermediary function)*

Target groups orientation

Clearing house(s) for learning solutions

*Linkages with NQFs (Qualification &
occupational standards)*

*Trained guides and counselors (also in
the field)*

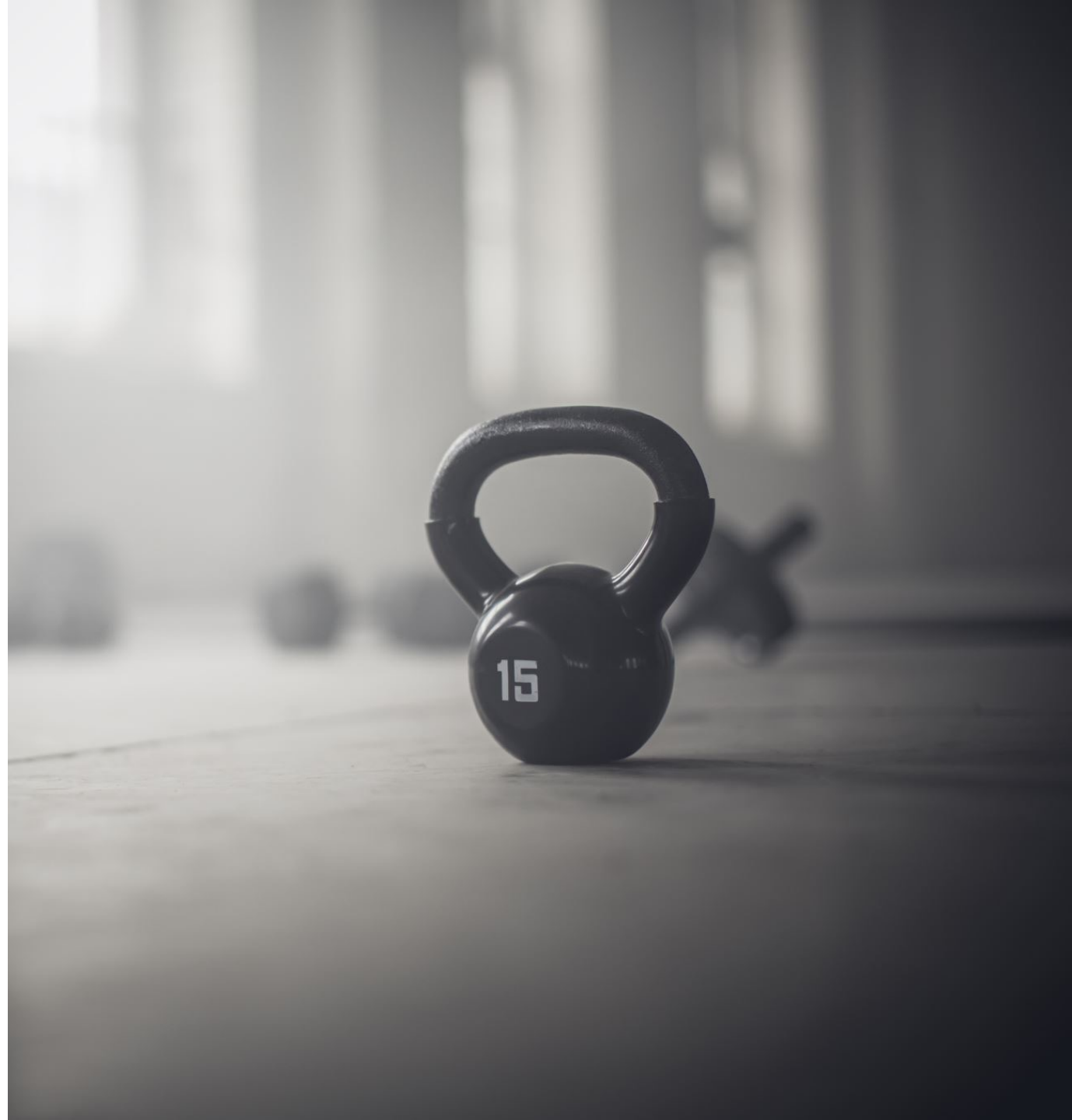
Exercise: recognize your talents

Values exercise (1)

Mark your top three.

Reflect:

- what's the selection telling you about what you're good at?
- what's open to be further developed?
- How could you prove your 'goodness' in your top 3?



Values exercise (2)

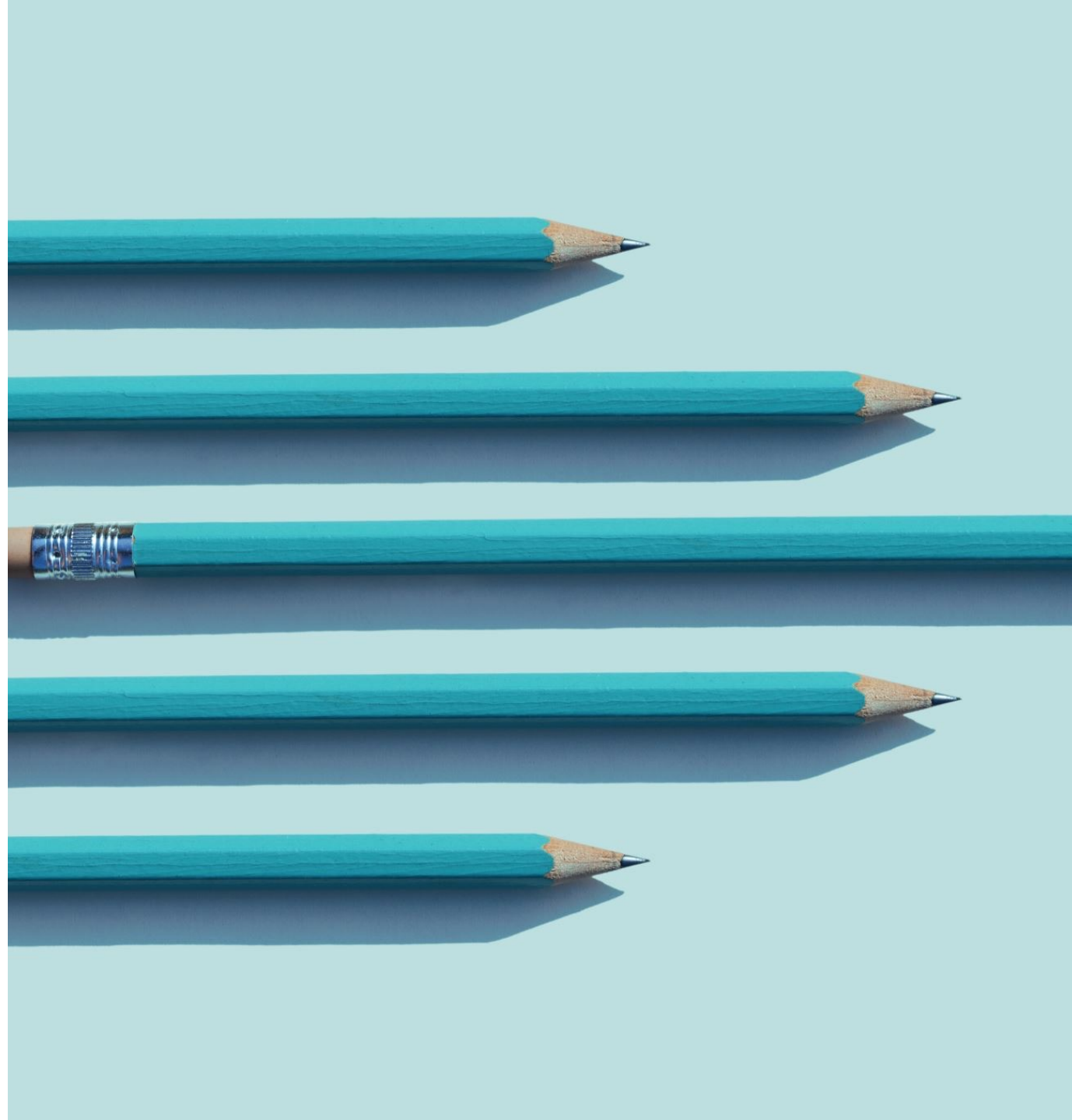
Form a pair.

Explain 'your goodness' to each other.

Help each other to name the qualities of each other's goodness.

Provide feedback and feedforward

Tip: be interested and ask! Use the 'green pencil'





Assessment

In **assessment**, personal reference standards (values, beliefs, professional products, goals), fostered by those personal learning experiences, are paramount.

The standards of qualification and job systems serve as frames of reference to mirror those personal standards

Assessment in dialogical validation

Assessment aims to establish one's development steps by building confidence in the value of one's prior learning experiences and aligning them with a personalized learning trajectory. This stage determines which components learners can already consider completed and which they still need to acquire.

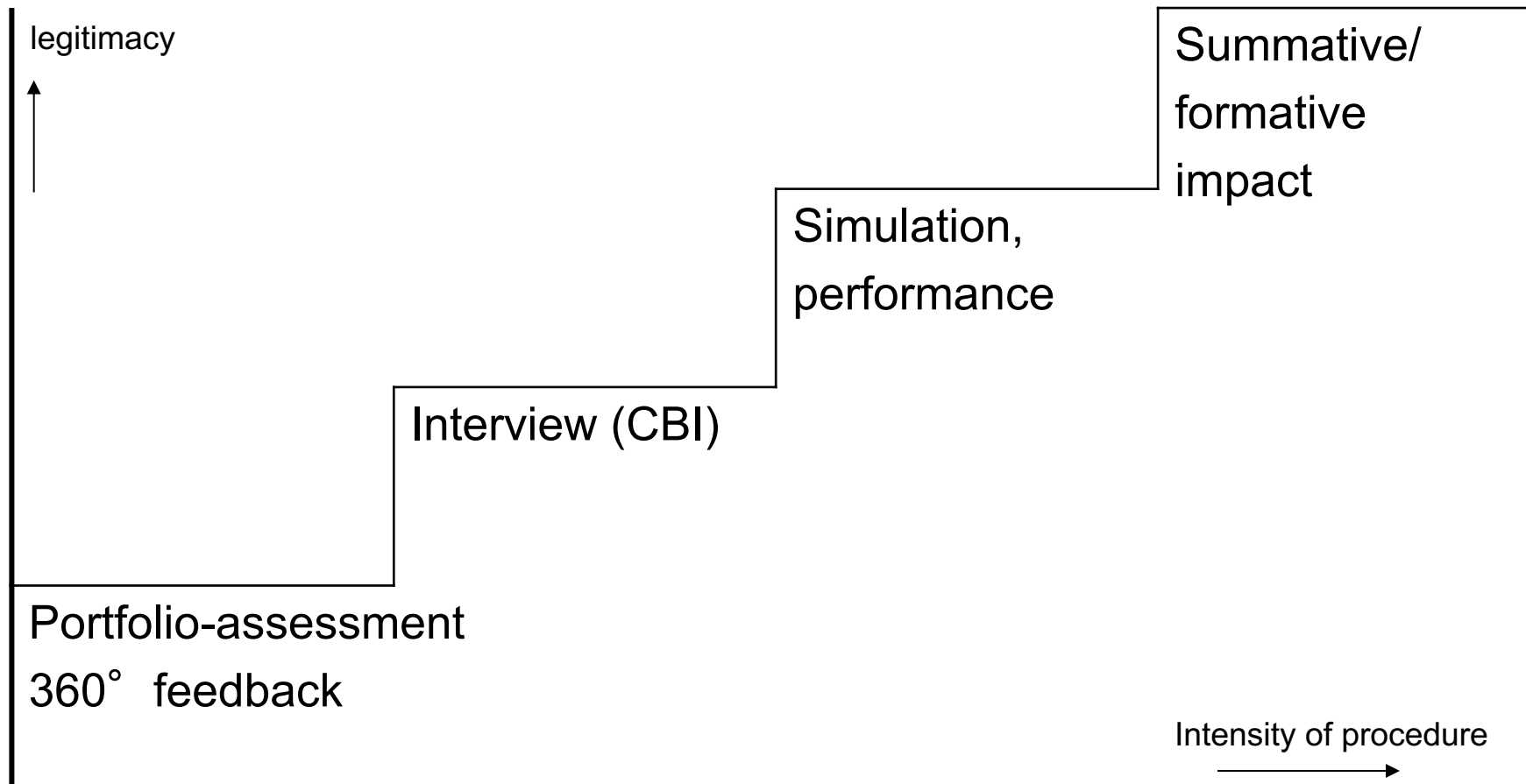
Testing versus assessment

Traditional testing	Assessment
A single test	Several tests and assignments
Objectivity: assessment is the result of a score on standardised items	Objectivity: assessors must be able to justify the assessment and equality (each student to be treated in the same manner)
Standardisation of tasks and scores	Not all tools of assessment have reached the same extent of standardisation
Construct is basis for development and validation of test; different dimensions of a construct are measured in isolation (knowledge, skills, attitudes)	Assessment poses complex, often multidisciplinary problems and is orientated towards competencies (as a whole)
Teacher is assessor	Multiple assessors

The roles of the assessor

- Interviewing
- Giving feedback
- Review
- Observe
- Communicating assessment results
- Validating prior learning
- Advice on further learning

Main characteristics and instruments in assessment



Actions for you

Services:

Test carrousel (instruments)

Assessment of learning experiences [holistic]

Workvisits

Formative advice

Summative outcomes

Infrastructure/capacity:

- *Capacitated staff*
- *Funding opportunities*
- *Quality-assurance*



Test Carrousel



- Self-assessment
- 360° feedback
- Portfolio-assessment
- Criterion-based interview
- Presentation
- Skills-test
- Knowledge-test
- Simulation, performance assessment
- Professional products examination
- Omnibus test (integral process description)
- Essay
- Personality test
- Imitatio Ludem

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STARRTT

	Name of activity and/or context:
	Date of the activity:
S	Situation: describe the occasion and the goal of the activity
T	Task: describe the exact task you had and your personal role in it. Also describe whether it was a complex task or not, and how you can proof this
A	Activities: describe the activity/activities you performed during this task. Be precise on your personal role.
R	Result: describe the result of the task.
R	Reflection: reflect on the impact of the result by the different participants (clients, employer, colleagues/etc.). What happened with the result?
T	Transfer: what was the “learning outcome” for yourself? What would you do the same in a next, similar task and what different? Why?
T	Theory: what was the theoretical basis for achieving the learning experience in the task? How important was this theoretical basis?

— Exercise: debate your STARRTT

Fill-in the STARRTT-form with the input from an entrepreneurial situation.

Then, form pairs

Interview each other (GREEN PENCIL):

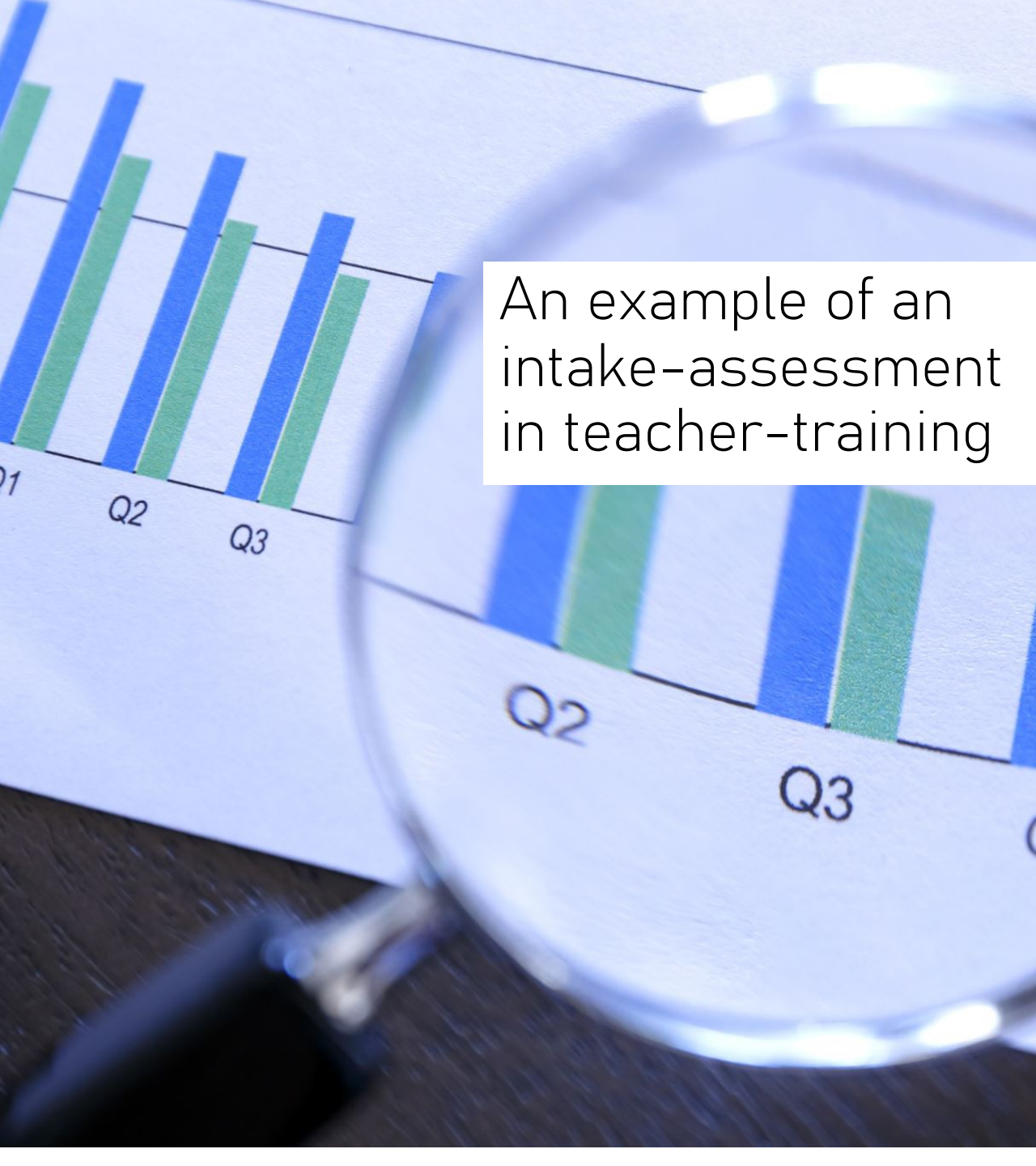
- are you under- or overestimating your qualities in the situation?
- Is it a situation that's truly yours? (authenticity)
- Is it a recent situation (actuality)
- What's the level of performance? (quality)
- Is the behaviour/action transferable to other situations as well? (variety)
- Is the behaviour/action demonstrated of real value? (relevance)

Report

Give the other one your report:

- Is it relevant?
- Is it authentic?
- What's the demonstrated quality?
- Is it actual enough for validation?
- Are the qualities / is the quality found transferable to other situations?



A magnifying glass is positioned over a bar chart. The chart has two rows of bars, with the top row labeled 'Q1', 'Q2', and 'Q3'. The bars are blue and green. A white text box is overlaid on the chart, containing the text 'An example of an intake-assessment in teacher-training'.

An example of an intake-assessment in teacher-training

Someone works as a volunteer in Scouting and organizes a 'parents' day'. This is an authentic situation, which can be elaborated in documentation with a description of the situation, personal reflection on the preparation, implementation and evaluation of the situation and feedback from children and parents. Associated evidence includes program, reports of preparation steps and the meeting, video, photos, feedback forms, etc.

Then the argument with evidence can be compared with the learning outcomes, as used within the teacher-training program of the university for primary education. Comparability is in terms of strengthening personal, pedagogical action competence, communicating with the external environment and/or testing a didactic approach.

The relationship with the professional field can also be made in the connection with the pedagogical assignment and communication with parents in primary education.



Flexible further learning

The outcome of the (intake)-assessment is embedded in the **tailored learning & working** phase in a **personalized** learning pathway.

This pathway may be implemented in a tripartite managed process of learner, teacher and HR-officer *so to say*.

— (Further) tailored learning & working (personalized)

Flexible learning:

- workbased learning
- e-learning
- learning teams
- modular learning
- workshops
- classroom learning

Teaching

Formative feedback

Guidance

Tutoring & mentoring



Infrastructure/capacity

1

Holistic vision and instrumentation of learning solutions

2

Learning outcomes integrated in flexible learning solutions

3

Dialogical learning

Linkages with perspectives

Access to labour market & learning

Job-opportunities

Volunteering & citizenship

Self-employment

Qualification & certificates

Hybrid careers

Lifelong Learning culture

What you need to embed Dialogical Validation in your school, university or organisation?

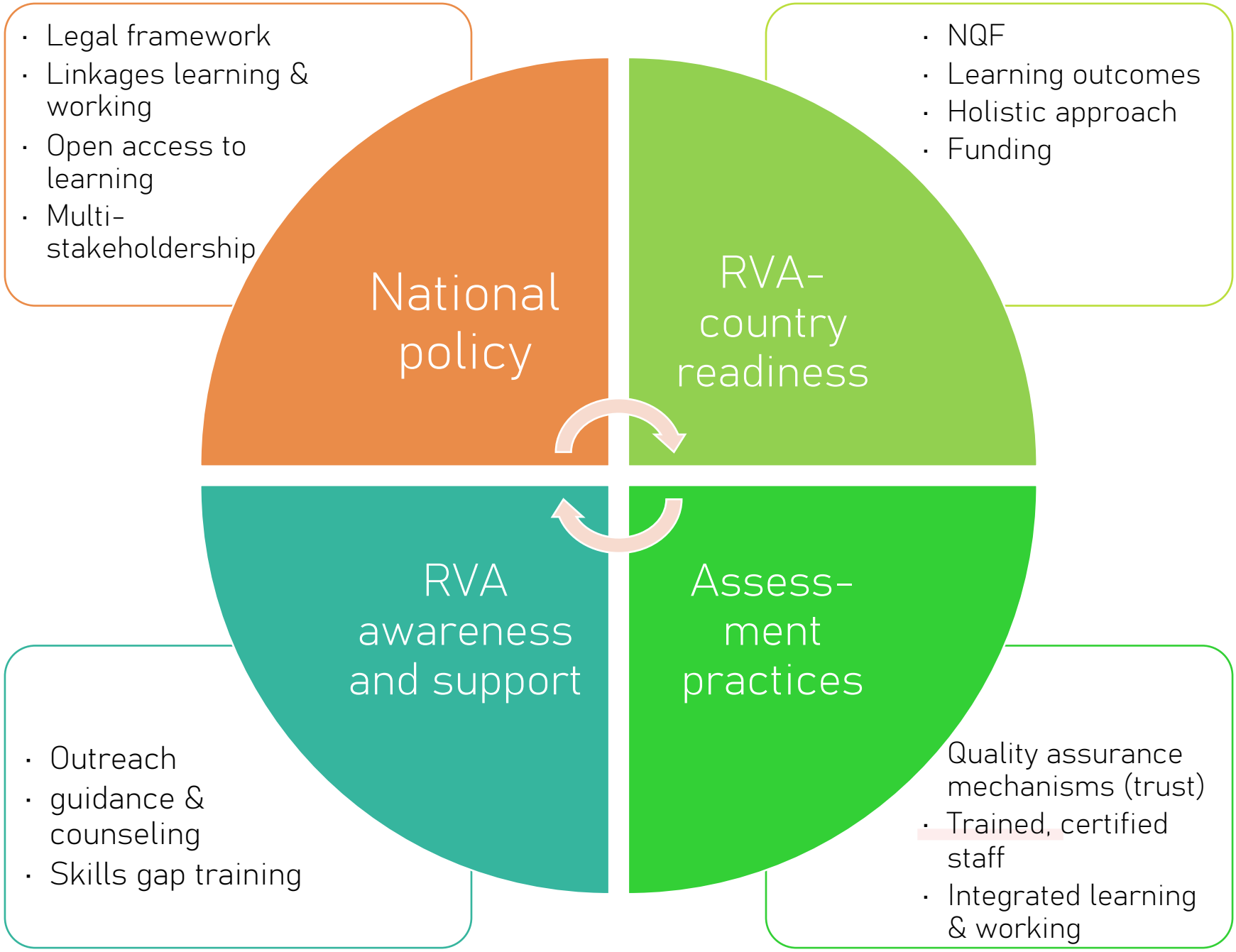
- **Policy** in a more holistic learning culture: theoretical framework, research programme, assessment programme integrated in learning pathways
- Open mind for **learning outcomes**
- **Capacitation programme** for assessors, guiders, managers
- Trained and certificated **assessors** (= examiners+)
- **Test carousel** with assessment methods
- A **databank** with examples ('cases') for calibration and trust
- **Flexible learning options**

Critical Success Factors

Moving from policy to practice

- **Outreach:** information provision on learning and job promotion.
- Services for **portfolio build-up**
- **Linking** qualifications & occupational standards to personal standards
- **Equal value** of informal, non-formal and formal learning experiences.
- **Assessment** is summative and formative
- **Tailored (further) learning**
- **Capacitation** of staff





UNESCO
 Guidelines
 for RVA in
 your
 school,
 university,
 ...

4th VPL BIENNALE

Validation of prior learning for integrated approaches in
lifelong learning, Iceland, May, 19-20, 2022

<https://vplbiennale.org>

5th VPL Biennale in ????????

A close-up photograph of a hand held palm-up, with a vibrant rainbow light projected onto the palm. The background is a soft, warm sunset or sunrise sky. A small red horizontal line is positioned above the text.

Time for the self-test on
'my entrepreneurship'?

See Hand-out 3 for a
self-test on 'my
entrepreneurship'.



Thank you very much

Questions, advice,
material, literature,
etc.

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