

Integrated Competences Curriculum - Teaching terminology in 2009

*EAFT Seminar – Paris
February 19th, 2009*

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ILMH/CTB Programmes

- From 1985 : 60h evening classes (certificate)
- Master (non official degree)
- DESS (3d cycle) : 1999-2006, evening classes, 1 year, official degree
- Adult students with diverse backgrounds : applied language, literature, linguistics, translation, economics, etc.
- Aged 22 to 50
- From every country of Europe, Morocco, Congo, Cameroun, Vietnam (cultural diversity)

Master in translation, terminology and information society (2d cycle) : 2007 -

- Semester 1 : common core
- Semester 2 : common core + 14 ECTS (165h) of specialisation + 1 course (adapted) from the common core
- Semester 3 : common core + 11 ECTS (135h) of specialisation + practical seminar
- Semester 4 : 3 months internship + report to a commission (15 ECTS) + thesis presented to a commission

Re-construction of the curriculum

- VERY different audience (competences, experience, motivation, loss of the cultural and linguistic diversity – a few Erasmus and METS students)
- Necessity to « re-build » the curriculum
- On which bases ?
- To which aims ?
- With wich means ?
- And which educational methods ?

Programme Master 1

- Technical writing
- Theoretical and practical basis of terminology
- Creation rules of specialised terms
- Theoretical and practical basis of multilingual documentation
- Terminology management systems
- Data exchange formats
- Corpus linguistics

Programme Master 2

- Technical writing tools
- Documentation
- Terminology management systems
- Surveys and data management techniques
- Multilingual knowledge management
- Cultural diversity
- Terminology planning (including project management)

Internship

- « Job » description
- Contacts
- Visits (teacher)
- Discussion guide
- Analyze of the students reports (students reflexion on their education and the work carried out)
- Analyze of the data collected through these reports and visits
- Impact on the curriculum construction and evolution

IFA courses for translators from the civil services

- In charge:
 - ILMH (Brussels)
 - Lessius Hogeschool (Antwerp)
- Rather ambitious but too vague project...
- Continuing training in terminology and TM, CAT tools (5 days)
- Very heterogeneous target audience
- Groups of French and Dutch speaking fonctionnaires from levels A and B (absolutely non homogeneous degrees, age, field of activities and skills)

« Abstract » or « non integrated » courses

- Programmes conceived by people who don't really know the field and without any needs inquiry
 - Objectives/aims ?
 - Expectations/needs ?
 - Impact on the staff work ?
- No feedback from the participants/heads – thus no feedback on the efficiency/relevance of the training

A reference framework: the only beacons ...

- Collaboration
- Elaboration of specification tables
- Elaboration of course notes
- Tests construction (questions + weighting)

6	Type de cours :										
7	Examen à livre ouvert ou fermé : ouvert										
8	Nombre de participants prévus :95										
9	Nom du responsable de la formation : M.P. Mayar										
10	Nom du docimologue :										
11											
12											
13											
						Connaissance		Capacités			
14	Objectifs de formation	Thèmes de cours	Éléments potentiellement évaluable (liste exhaustive)	Priorité (de 0 à 3)	Connaissance	Compréhension	Application	Analyse	Synthèse	Evaluation	TOTAL
15					(*)	(*)	(*)	(*)	(*)	(*)	
16	3. Collecter des informations via les sites web existants	3.1. Travail avec différents moteurs de recherche sur Internet	3.1.1. Concevoir des critères de recherche en fonction d'un objectif	2							
17			3.1.2. Utiliser les opérateurs de recherche de Google et d'Exalead	3			1 QO (12)				
18			3.1.3. Rechercher et sélectionner les sites permettant de se constituer un réseau d'experts	2							
19			3.1.4. Utiliser un certain nombre d'outils permettant de se tenir au courant de l'actualité	1							
20			3.1.5. Connaître les moyens de se tenir au courant des développements des moteurs de recherche	0 X							
21		3.2. Consultation de sites pour retrouver des textes préexistants									
22			3.2.1. Déterminer quel(s) site(s) ou outil(s) de recherche utiliser en fonction d'un objectif	2					1 QO (13)		
23			3.2.2. Evaluer la qualité d'un site	3						1 QO (14)	
24			3.2.3. Rechercher des documents dans les sites juridiques belges, étrangers et internationaux	3			1 QCM (15)				
25			3.2.4. Connaître toutes les potentialités de la barre d'outil PDF (Adobe Acrobat Reader)	0 X							
26	TOTAL										
27											
28	(*)		Indiquez ici la modalité de questionnement (QCM, Question Ouverte, ...)								
29			Indiquez dans les cases le nombre de questions								
30			N.B. (uniquement pour les questions qui ne sont pas des QCM) : Si vous souhaitez qu'une question compte pour 3 fois plus de points,								
31			indiquez 3 (comme s'il y avait 3 questions, même s'il n'y en a qu'une)								
32											

CRESI Project

- Pilot Project Leonardo da Vinci coordinated by HENAM : B/06/B/F/PP-144.008
- CRESI Project – European reference guide for competences in nursing (Belgium, France, Italy, Poland, Portugal)
- In collaboration with ISEI and Marie Haps (Haute Ecole Léonard de Vinci)

Why is it interesting to build an Integrated Competences Curriculum ?

- Integrated reference guide for training
- Integrated reference guide for assessment
- Reference guide common to various contexts
- National reference guides, reflecting the local realities, needs, and the common reference guide
- Requires the elaboration of an ad hoc integrated reference guide for competences

Dynamics of European Exchanges

- Clarify the various competences to be acquired
- Realistic vision
- Prospective vision
- Coherence with the needs
- Situate the common reference guide in human resources management
- Promote the transparency of the qualification

Beacons

- Framework, transparency for:
 - Professionals
 - Teachers
 - Students

Internship

- Reference guide
- Internship evaluation
- Link between the internship supervisor (enterprise) and the teacher (academics)
- Coherence between both aspects

How to create an Integrated Competences Curriculum ? (1)

1. Clarify the objectives
2. Have a META vision
3. Precise one's own definition of « competence »
4. Start the production of the integrated reference guide for competences

How to create an Integrated Competences Curriculum ? (2)

5. Ensure a coherent didactic transposition
 - build an integrated reference guide for training
 - build an integrated reference guide for assessment
6. Train/involve the teachers/players
7. Set up a quality observatory

1. Clarify the objectives

- Who do we mean to train ?
- At what level ?
- For which profession ?
- Using which philosophy on the use of competences ?

2. Have a META vision

- On the training
 - identify the contextualization of training
 - identify the groups of players (professionals)
- On the process
 - organization of the creation project
 - production and validation mechanisms
 - participative and representative vision

3. Precise one's own definition of « competence »

- « We can refer to the term 'competence' only in the case of a mobilization of significant resources when faced with a problem situation to be solved or a complex task to be undertaken »

J.M. De Ketele

European curriculum ?

- Systematization of the curricula on European level
- Creation of a base reference framework
- Precise objectives
- To adapt to specific needs

Capacity - Indicators

- A capacity is a (cognitive, reflexive or meta-cognitive, procedural, psycho-affective or social) approach to be mobilized in order to carry out a competence.
- « All the observable elements (contextualized and concrete) linked to a criterium (general and abstract) and which show what has to be observed, measured in a production in order to evaluate it. »

F.-M. Gérard

4. Start the production of the integrated reference guide for competences (1)

- Tool to build :
 - Reference guide for training
 - Reference guide for assessment
- Allows to develop a pedagogical approach which is
 - coherent
 - dynamic
 - updateable according to the evolution of the profession and society

Start the production of the integrated reference guide for competences (2)

- Description of the organizations in which professionals work
- Description of the function and professional activities, starting from professional situations
- Reference guide for professional activities
- Categorization of the activities : cognitive, reflexive, procedural, psycho-affective, social
- Pinpointing the competences or macro-capacities
- Integration of the competences

Situation family

- Group of professional situations showing enough common characteristics to mobilize the same competences and capacities
- The synthesis of situations families enables to extract from it the continuous integration objective

Integrated reference guide for training

- Reference document presenting the structure of the training programme for each year of studies and ensuring that all the contexts and learning methods (classes, internships, seminars, etc.) clearly aim at the building and integration of competences in coherence with the situation families identified.

To put oneself on the road...

- Institution
- Students

- Underlying knowledge of students

Team

- Methodological team
- Pedagogical team
- Quality experts
- Coordination team

Fears

- Guidelines:
 - loss of creativity
 - compartmentation
 - reveal weaknesses
 - rigidity
 - can everything be objectivized ?

Amount of work

- Documents
- Meetings
- Already done ?
- Academic, national, European, international injunctions

Structure of the institution

- Coordination
- From where does the injunction come ?
- Aim in itself or tool ?
- Assessment based on the subject or the competence ?

Turn to the future...

- Inventory of the existing initiatives
- « Mutual pollination »
- European integrated reference guide ?

Thank you for your attention !

CRESI

- www.henam.be/doc/inter/CRESI_PDF_FR/0_CRESI_Farde.pdf
- www.henam.be/doc/inter/CRESI_PDF_GB/0_CRESI_Folder.pdf

Existing reference guides

- Radt : tasks + requirements (general – capacity/competence ?) – professional, linguistic, research and teaching)
- OTTIAQ : competences, objectives, competence indicators

Integration of the competences

- Helps to specify the situations families
- Identification of the elements which make up :
 - the analytic approach of the competence
 - the « situated » approach of the competence

Situated approach of the competence

- Reference guide for competences
- List of the competences, with mention of the capacities and criteria/indicators by professional situation families