Meeting Blueprint #1: Competencies

Duration: 2 hours

Objective: To identify beginner, intermediate, and advanced competencies for your designated subject area.

Agenda:

1. Introduction & Overview (10 min)
2. Identify Competencies (30 min, small groups brainstorming)
3. Silent Review (15 min)
4. Categorizing Competencies into Levels (15 min, small groups)
5. Adding Badge Types (20 min, entire group)
6. Questions, Concerns, and Connections (30 min, entire group discussion)

Introduction & Overview (10 min)

Allow all attendees to briefly introduce themselves. Review what was covered at the Working Group Kick-off meetings; define *competencies*, and clarify the differences between *knowledge*, *skills*, and *dispositions* in order to prepare participants for small group brainstorming activity.

> ***Definitions of key terms should be posted on Basecamp and shared with participants prior to this session.***

Identifying Competencies (30 min, small groups)

Briefly define the digital badge types for this exercise.

Competencies are the abilities needed to do something effectively.

Knowledge – refers to the information that is gained as a result of participation in a particular program

Skill – refers to the enhanced ability to do something as a result of participation in a particular program

Disposition – refers to the shift in habits of mind and behavior that occurs as a result of participation in a particular program.

Divide participants into three groups and assign each group a badge type (KNOWLEDGE, SKILL, or DISPOSITION). Provide each group with index cards that correspond to their badge type: i.e. **WHITE** index cards represent **KNOWLEDGE**; **YELLOW** index cards represent **SKILLS**; and **GREEN** index cards represent **DISPOSITION**.

Next, ask each group to brainstorm competencies that correspond to their subject area (i.e. Robotics, Making and Design, etc.) in their particular badge type (KNOWLEDGE, SKILL, or DISPOSITION). Ask them to use the following format:

For KNOWLEDGE ask that they write a ***The learner should know****…* statement.

For SKILLS ask that they write a ***The learner should be able to****…* statement

For DISPOSITION ask they write a ***The learner should exhibit****…* statement.

It is fine if they want to adjust the wording. Just be sure to encourage full statements, not one word answers or phrases.

Ask groups to clearly display their index cards at their table (or on a nearby wall) so that others may be able to read them.

Silent Review (15 min)

Ask participants to circulate to the other tables (if in a circle, you could ask them to rotate clockwise), silently, and read the other groups' index cards. If there are any additions, participants may write their suggestion on an index card and add it to the board or, if they have a question, they can write it on the back of the index card that prompted the question.

Categorize Competencies Into Levels (15 min, small groups)

Inform the participants that now each group is going to separate the competencies into different levels (within each competency type; group by group). Ask participants to return to their assigned group and divide the KNOWLEDGE, SKILL, and DISPOSITION into what they might consider BEGINNER, INTERMEDIATE, and ADVANCED levels.

Adding Badge Types (20 min, entire group)

Next, instruct participants (as one group) to attach all the competencies from each of the three groups to a large sheet of paper (hanging on a wall, accessible to all groups) that is divided into three levels (BEGINNER, INTERMEDIATE, ADVANCED). At the end of the activity each competency level should have a mix of KNOWLEDGE, SKILL, and DISPOSITION competencies.

Questions, Concerns and Connections (30 min, entire group)

Once all the data has been consolidated one the sheet at the front of the room, lead the group in a conversation that addresses the following questions:

- Do the competencies and their placement make sense? What questions or concerns does the group have?

- Do you see any gaps?

- Are there obvious connections between beginner, intermediate, and advanced competencies?

- Are more connections needed?

Closing

Thank you for participating in this session. Continue to think of competencies that fall into the badge types. Send any additional ideas to me (facilitator). I look forward to seeing you at the next meeting.

After-Action: Facilitator must record competencies in the Developing Learning Pathways Worksheet and make available to participants via Basecamp.