latent competencies: learning from literacy about the limits of performance

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Competencies are everywhere

On completion of the course, students will be able to demonstrate comprehension and critique of diverse forms of educational and social research.
Agenda

① Education as a time machine
② Problems with competencies
③ Applying this to literacy
④ Next steps
Post-Tyler world

Education starts by identifying objectives
Education works in reverse
Start with outcomes:

\[ O(t_1) \]

And work back to inputs:

\[ O(t_1) \rightarrow I(t_0) \]
Correcting to our normal view of time!

\[ I(t_0) \quad \leftrightarrow \quad O(t_1) \]

\[ = \]

\[ L(t_0) \quad \leftrightarrow \quad C(t_1) \]
2 problems here

① Learning and competency do not map onto each other so simply: $L \neq C$

② Competency emerges through embedded expression of capability
prior to $\neq$ causes
What are the outcomes of literacy learning?

Alternatively:

What competences emerge from increased literacy capabilities?
Literacy outcomes

Expression of appropriate competences in a given context
中左門
Data

What is the likelihood that a person with given capabilities will express them in a defined context?
Data

\[ P_S = p_1 \]

What is the likelihood that a person with given capabilities will express them in a defined context?

\[ x \quad p_2 \]
Meaning

That what looks like a simple measure is actually a compound measure!

\[ P_\mathcal{S} = p_1 \times p_2 \]
Implications

① Tylerian determinism is not always justified
② Competencies seem to measure specific expression of capabilities, but are seriously limited
③ Competency-based curricula are inherently problematic
Questions

① What does it mean to have a network of capabilities?

② What about latent competencies (the non-expressed capabilities):
   – Understanding
   – Measurement
   – Development