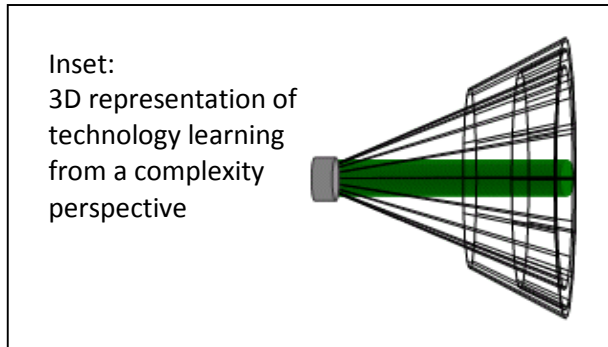








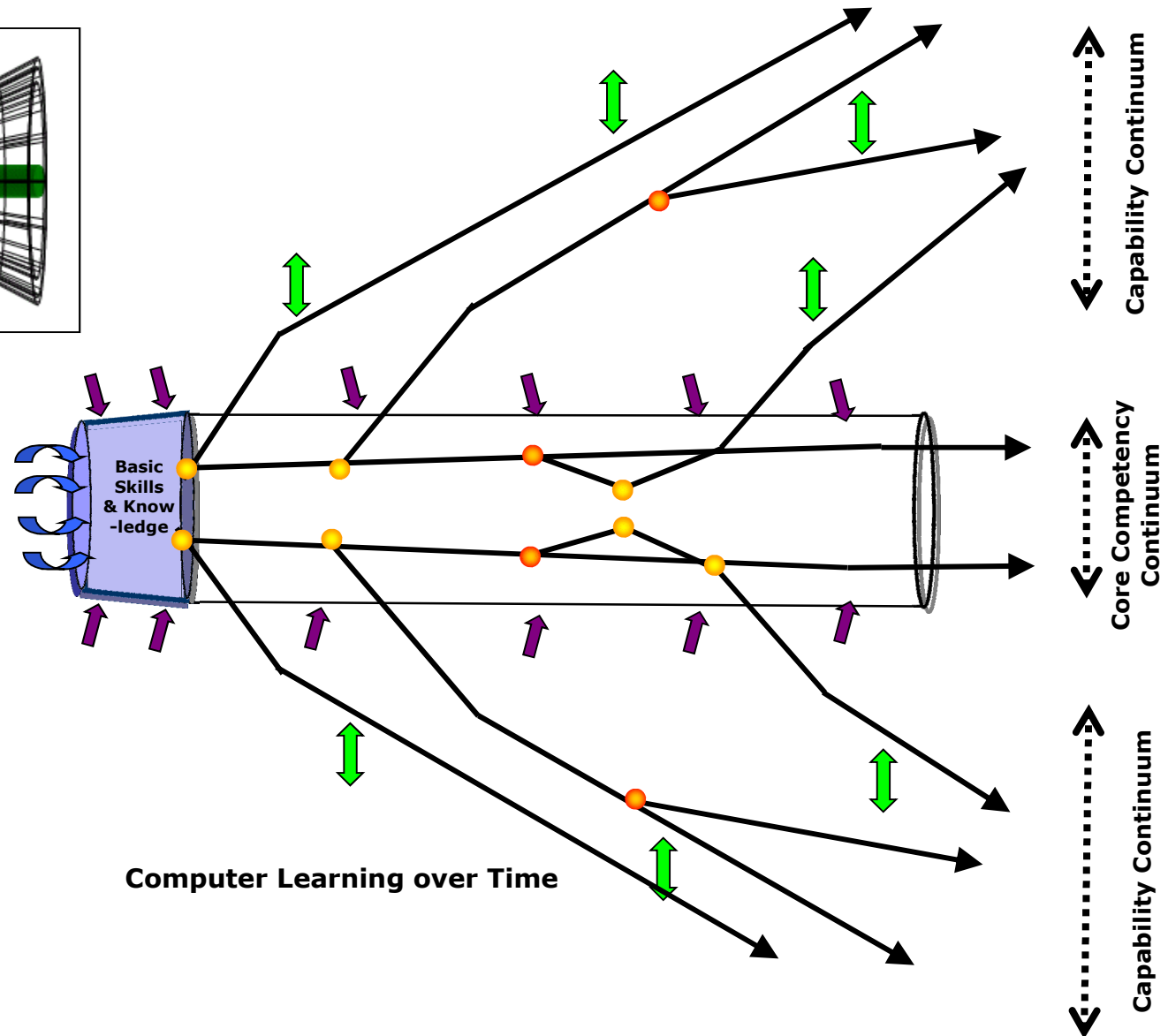
Competency/capability model

Resource 10 || Figure 4.1



LEGEND

-  Indicates individual's background and 'initial conditions', including, for example attitudes, values, beliefs, motivation
-  Indicates external input. External input on the capability continuum involves two-way stimulus indicated by 
-  Indicates *potential* pathways of learning
-  Indicates potential bifurcation points which *increase* self-efficacy
-  Indicates potential bifurcation points which *decrease* self-efficacy



Computer Learning over Time

Eight key points shown in the competency/capability model

- Both the competency and capability approaches to technology learning require some basic skills and knowledge
- Both forms of learning take time
- Competency-based learning can progress learners quickly, but with limited outcomes
- Capability-based learning may take a little longer, but the potential outcomes are far greater
- Competency-based learning requires outside input – training by another person, usually in the form of directive-style training
- Capability-based learning relies on dialogue and conversation - a two-way interaction between people
- People can “go backwards” in terms of both their competence and capability
- People can have “aha” moments that send them in a new learning direction, usually (although not always) from competence to capability. These aha moments are what the metacognitive approach tries to promote!