**The design of learning activities**

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| **From Knowledge-Based Learning (KBL)** | **To Competence-Based Learning (CBL)** |
| Discipline or theory oriented.  Teaching materials and lesson sequence determined by scientific discipline. Teacher starts from theory. Assignments from books, to check the understanding of theory. | Task or practice oriented.  Realistic situations (life/work) as starting point of the learning process. Authentic assignments borrowed from professional practice. Application of theory to understand practice. |
| Planning for classroom teaching inside the Vocational Training Institute; lesson plan for teacher’s activities. | Various modes (group work/individual tasks/ projects) in-and outside Vocational Training Institute; lesson plan for learner’s activities. |
| Assignments that prescribe what to learn/what to know. | Assignments that describe how to learn/what to do. |
| Classroom instruction/uniformity. Same content, same speed and same place. | Flexible programme in powerful learning environment/towards self-control/tailor-made where needed. |
| Useful learning assignments from books. Theory is given to understand what and why. | Authentic assignments borrowed from professional practice. Theory gives direction to action in practice. |
| Work placement to apply theory, to get familiar with the professional practice (practice for checking knowledge). | Work placement to practice skills and to construct new theories (practice to create understanding). |