Innovation in Education through Competency Based Education (CBE)

The relationship between online development skills and CBE development

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Agenda

- Introduction to Competency Based Education (CBE) Programs
- Approaches to developing CBE programs
- Faculty who develop CBE curricula
- Known skills to develop CBE curricula
- CBE and LMS platforms
- Demonstration & Practice
- Q&A
Competency Based Education Programs are not new but academia and learning communities look to CBE as a means to innovate.

- Military
- Alverno College
- Western Governors
- Brandman University
- Secondary Education

In the past five years, interest in competency-based education (CBE) has exploded as legislative and market pressures to boost educational attainment while lowering the cost of developing and delivering quality degrees have increased (Book, 2014).
Introduction to CBE

- Allow students to work at their own pace
- Increase graduation rates
- Lessen the financial burden on students
- Demonstrate the skills required to perform tasks through assessments
- Uses a backward design approach that begins with identifying the competencies that students must be able to perform
- Assessments tend to occur on two levels
Faculty Considerations

- 1.5 Million faculty in 2013
- There is no way to determine how many of the faculty were involved in CBE or traditional curricula development
- 75 faculty were invited to participate
- 58 responded, 47 completed the survey in its entirety
- Focus was on post-secondary institutions

(Institute of Education Sciences, 2015)
What we found . . .

- Approximately 30% of the respondents (14) were under 45 years of age, 56% were between ages of 45 and 64, and 15% were 65 years or older.

- In 2013, the U.S. Department of Education found that 51% of faculty identified as male; 49% female.

- The survey respondents were the inverse of national data with 51% female and 47% male.

- 57% of the 47 survey respondents were employed as full-time faculty; the remaining faculty members were part-time.

- In 2011, 49% of all faculty members in the United States were employed full-time.

(Institute of Education Sciences, 2015)
Approaches to developing CBE

- Best practices for developing competency-based curriculum are still undefined
- CBE uses a backward design approach
- Begins with identifying the competencies that students need to demonstrate upon completion of the program
- Starts with the development of competencies, followed the development of valid, reliable summative assessments
- Learning content is developed last, after the competencies and assessments are developed
- The educational focus is shifted from what academics believe college graduates should know to graduate, to what students need to know and be able to do on their first day on the job

(Voorhees, 2001; Carlson, 2013; O’Donoghue & Chapman, 2010)
Faculty who develop CBE curricula (1)

- Faculty members and/or SMEs had experience teaching online and experience developing college-level courses or programs for various modes of delivery

- More than 50% of the respondents had taught over 26 online courses

- 45% of the respondents taught more than 35 online courses

- 13% taught between 26-35 online courses

- Faculty who participated in the survey appear to be seasoned in teaching online courses
CBE Skills and Experience

- 49% had experience developing learning solutions for blended courses
- 90% reported experience developing learning objectives/outcomes
- 70% stated they had experience developing discussion questions
- 83% had experience developing formative assessments; 81% had experience developing summative assessments
- 77% had experience lessons
- 77% had experience developing scoring rubrics
- 40% had experience developing videos
- 36% had experience developing simulations
- 32% social media elements
- 30% experienced developed webinars
- 21% experienced developing games
A major challenge associated with implementing CBE programs is delivering the content via suitable platforms/Learning Management Systems.

Some institutions have:

- Developed within
- Repurposed existing technology
- Partnered with a third party vendor

Interactive technology is a must!
Demonstration & Practice

See hand-out for instructions.
References


Questions?