

Welcome!

We will begin shortly...

Don't forget to check out our
website: IBSTPI.org!



IBSTPI promotes high standards of professional practice in training, performance, and instruction for the benefit of individual and organizational consumers through systematic research and development.

Competency sets:

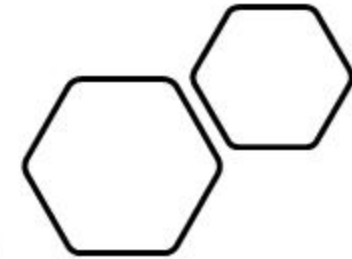
- Instructor
- Instructional Designer
- Evaluator
- Online Learner





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Monthly Webinar Series Topics:

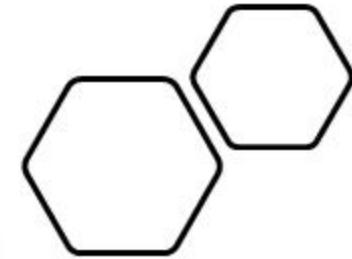
1. Competencies: How Do We Define “Competency”?
2. Dispositions (or Attitudes) – Part 1: Defining & Fostering
3. Dispositions – Part 2: Dispositions & Competency Models
4. Competencies in the Workplace
5. **Competency-Based Curricular Approaches**
6. Competency-Based Education Curricular Models (late July)
7. Competency-Based Assessment Approaches (late August)



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Competencies
Webinar Series



Competency-based Education: Curriculum and Pedagogical Design

Jessica Hodell, M.S.

Sinclair College

Christopher Prokes, Ed.D.

Sinclair College

Learning Objectives



1

Define dispositions in diverse contexts.

2

Analyze how computing ed, instructional design, leadership, and performance models support (or overlook) disposition development.

3

Apply strategies to intentionally embed dispositions into learning design, feedback, and workplace culture.

4

Design or adapt instructional or leadership practices that cultivate key dispositions in diverse adult learners or teams.

Let's Get to Know Each Other!



Introduce yourself



Think of a time when you had a learner, trainee, etc. that didn't "fit the mold" of the majority of their learner peers.
What happened?

Defining Competencies



- **Knowledge, Skills, and Dispositions**
 - ***Knowledge*** = “know what”
 - ***Skills*** = “know how”
 - ***Dispositions*** = “know yourself/know why/know when”
- Sometimes expressed as “...**in a context**” or “**in a task**”

Why Competency-Based Education?



- “One size fits all” doesn’t work
- CBE = Progress based on mastery
- Personalized, flexible, and skill-focused
- [Sal Khan on CBE](#)

Four Pillars of CBE Strategy



Program Strategy

- Financial Models
- Program Models
- Tuition Models
- Staffing

Course Design

- Course Structure
- Content & Activities
- Assignments & Assessments
- Grades/Mastery

Course Delivery

- Flexible Entry/Exit
- Student Pacing & Minimum Standards
- RSI
- Grading Habits

Data & Support

- Faculty & Student Preparedness
- Enrollment & Registration
- Coaching/Progress Monitoring

What is Competency-Based Education?



CBE Is Built on 5 Key Principles:

1. Empowered learners
2. Explicit, measurable competencies
3. Meaningful assessments
4. Timely supports
5. Real-world application

(Sturgis & Patrick, 2010)

What's the Difference, Anyway?



	Online	CBE
CURRICULUM	Arranged by topics, which accommodate the number of weeks in a semester	Bundled into topics or units based on course needs. No reference to “weeks.”
ADVANCEMENT	Students advance based on time. Even if they do not master content, they move on.	Students only advance upon mastery of the competencies, regardless of time.
INSTRUCTION	Standardized for all students	Customized for all students
PACING	Student move at pre-determined, standard pace set by the instructor.	Student progress at different paces in different areas of the course, while meeting minimum progress requirements.
TIME	Fixed entry and exit; required weekly assignments and due dates	Flexible entry and exit; learning time is variable with no weekly due dates
ASSESSMENT	One-and-done summative midterms and/or final exams	Pre- and Post-Assessments of individual topics/units, with multi-attempts allowed
SUPPORT	Student initiates support	Proactive and collaborative support by faculty and (sometimes) success coaches

CBE Outcomes



7,500 students enrolled across 12 programs and 80 courses, with **2,600** graduates since 2013



44% adult learners over the age of 24, **30%** minority, and **8%** military-affiliated



Average time to course completion is **36%** faster than a traditional semester



Students consistently **credential at higher rates** than non-CBE students in the same programs

Challenges & Opportunities



Challenges:

- Faculty resistance
- Financial aid structures
- Tech infrastructure

Opportunities:

- Equity & access
- Workforce alignment
- Lifelong learning

Group Discussion



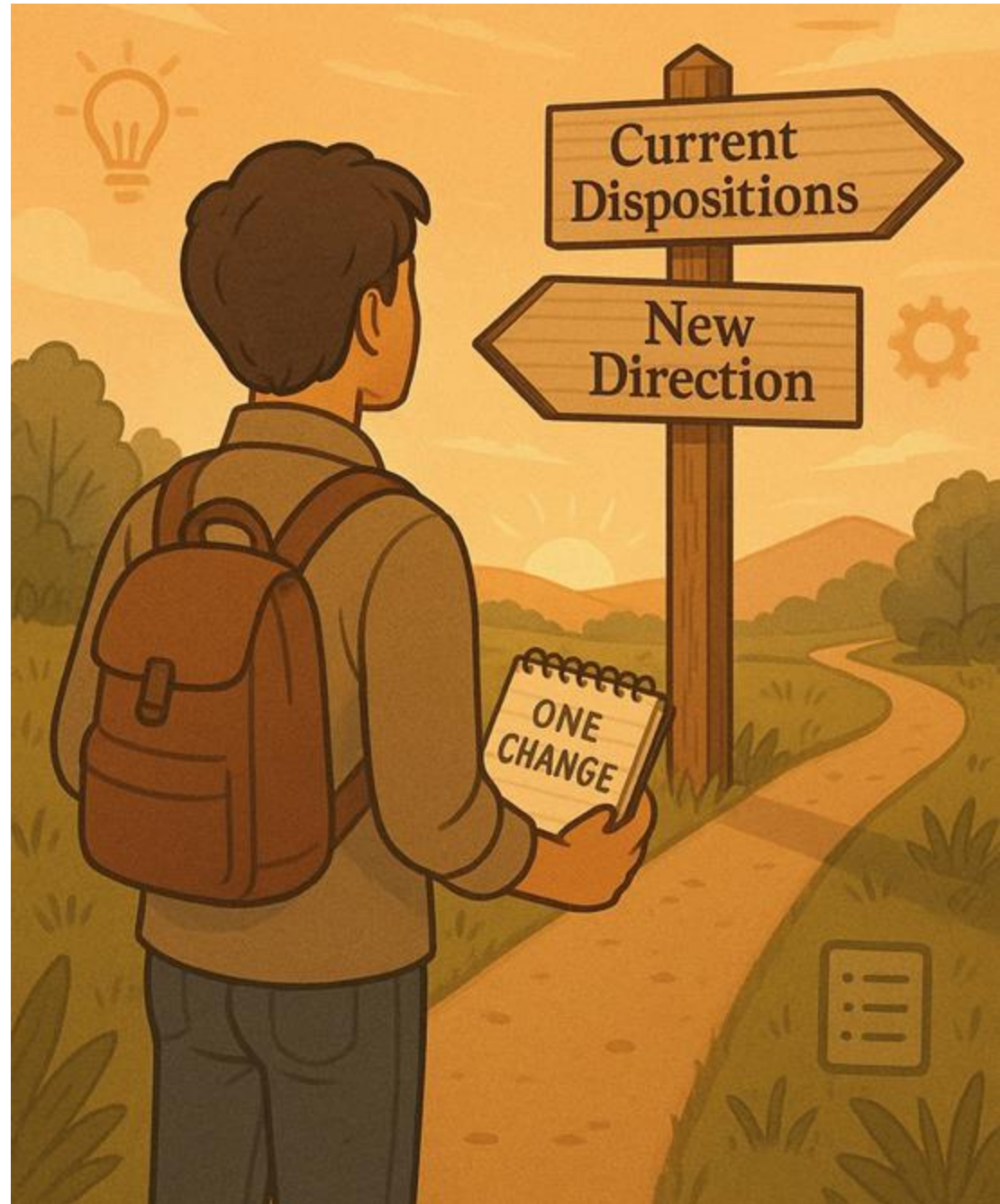
Discuss 1–2 of the following:

1. How could CBE improve student outcomes in your context?
2. What barriers might you face in implementing CBE?
3. How might assessment evolve in a CBE model?

Final Challenge

As a designer, trainer, faculty, manager, etc....

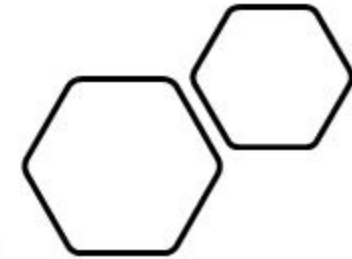
What is one idea, thought, or suggestion you would have for someone interested in CBE curriculum development?





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Promos coming via LinkedIn and our email news list!