

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:

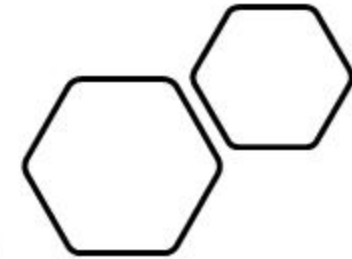
- Instructor
- Instructional Designer
- Evaluator
- Online Learner





IBSTPI

INTERNATIONAL BOARD OF STANDARDS FOR
TRAINING, PERFORMANCE, AND INSTRUCTION

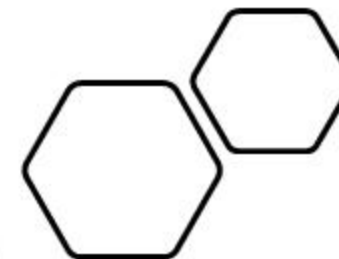


Monthly Webinar Series Topics:

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 Pedagogical Delivery Models**
7. Competency-Based Assessment Approaches (August 25)



Competencies
Webinar Series



Competency Based Education Pedagogical Delivery Models

Christopher Prokes, Ed.D.

Sinclair College

Learning Objectives



1

Recap the broad definition of competency-based education (CBE)

2

Compare and contrast Curriculum Design in CBE to Delivery and Pedagogical Approaches.

3

Discuss and share methods by which participant institutions can impact CBE or competency programs through such models.

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

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

Pedagogical Models for CBE Delivery



1. Direct Instruction + Competency Mapping

- Pre-assessed gaps guide instruction
- Alignment of curriculum to defined competencies

2. Flipped & Blended Models

- Asynchronous content delivery; synchronous coaching
- Supports self-paced, personalized learning pathways

3. Project-Based or Experiential Learning

- Real-world tasks for applied mastery
- Builds transferable 21st-century skills

4. Modularized Curriculum Delivery

- Bite-sized, stackable learning units
- Allows flexibility for learners and institutions

Source: CAEL (2020); Gervais (2016)

Role of the Instructor in CBE



- From 'Sage on the Stage' to 'Guide on the Side'
- Key Instructional Shifts:
 - **Facilitation of learning vs. content delivery**
 - Continuous formative feedback and coaching
 - Data-driven personalization of instruction
 - Validation and assessment of competencies
- Required Competencies (IBSTPI):
 - **Instructional planning for flexible learners**
 - **Designing authentic assessments**
 - **Fostering self-directed learning**
- *Effective CBE delivery depends on instructor adaptability and support for metacognition (Voorhees & Bedard-Voorhees, 2017).*

Delivery Technologies and Assessment Integration



Technology Tools Supporting CBE Models:

- Learning Management Systems (e.g., Canvas, Brightspace)
- ePortfolios and Digital Badges for evidence collection
- AI and Analytics for adaptive learning
- Mastery-based gradebooks and dashboards

Assessment Alignment:

- Authentic, performance-based assessments
- Mastery thresholds clearly defined
- Continuous feedback loops

Evidence-Based Practice: Digital tools enhance personalization and tracking of learner progress (U.S. Dept. of Ed, 2015)

Challenges & Considerations for Implementation



- **Institutional Considerations:**
 - Faculty development and mindset shift
 - Policy alignment (credit hour vs. mastery)
 - Infrastructure for modular content and tracking
 - Equity in access to technology and support
- **Pedagogical Considerations:**
 - Ensuring rigor and coherence in self-paced environments
 - Supporting learner motivation and persistence
 - Balancing personalization with curricular standards
- Quote for Reflection: "CBE is not just a change in pace; it is a change in purpose." — Johnstone & Soares (2014)

Group Discussion



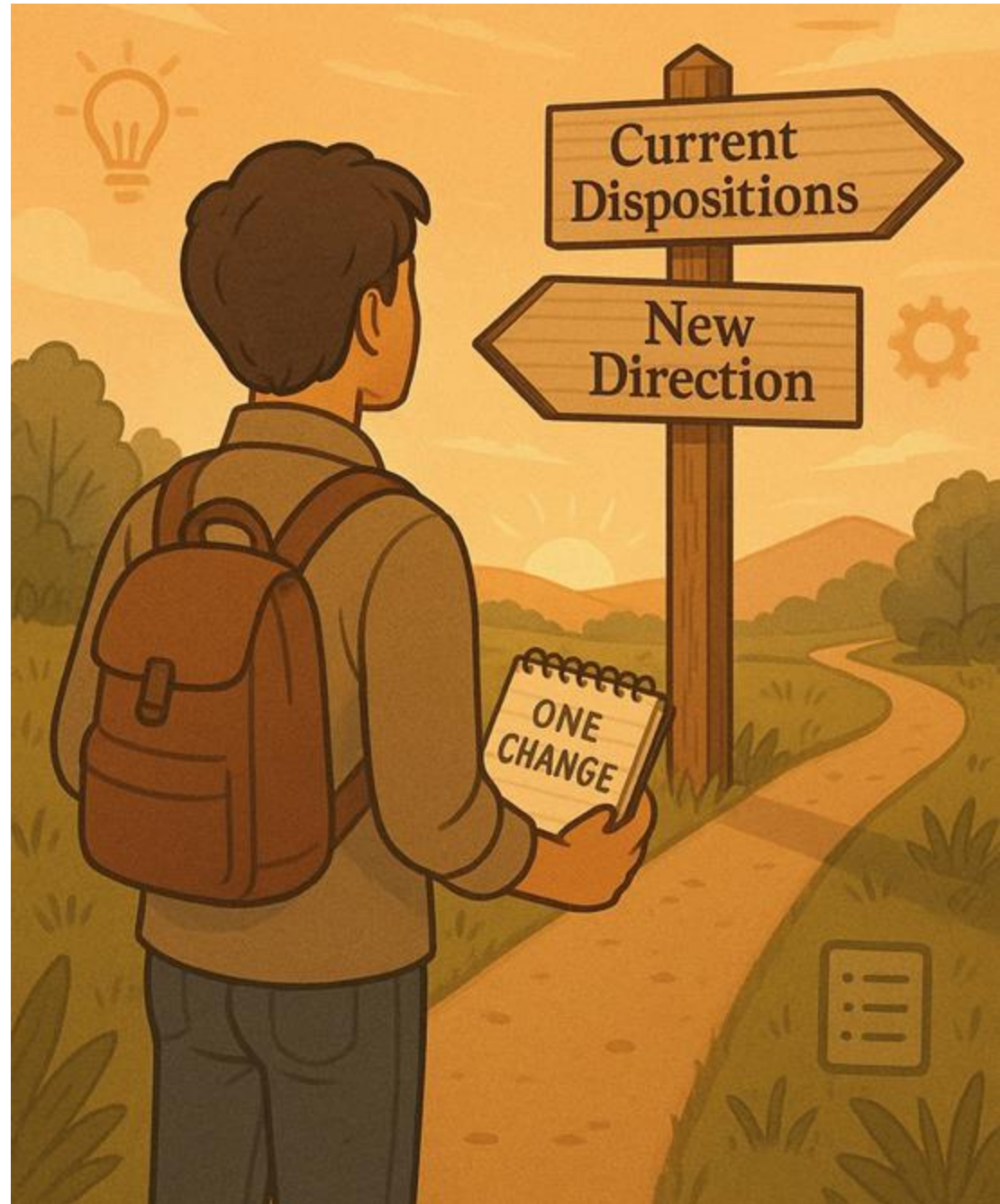
Discuss one or both of the following:

1. In your current or future educational context, which CBE pedagogical model (e.g., flipped, modularized, project-based) do you believe would be most effective—and why?
2. What are the biggest instructional or organizational shifts needed to implement competency-based education at scale—and how can we begin to address them?

Final Challenge

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

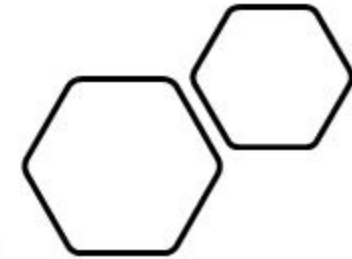
- How might you alter delivery of your CBE course, or a course emphasizing competencies in general?





IBSTPI

INTERNATIONAL BOARD OF STANDARDS FOR
TRAINING, PERFORMANCE, AND INSTRUCTION



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 Pedagogical Delivery Models**
7. Competency-Based Assessment Approaches (August 25)