Competency-Based Learning

DESCRIPTION

Competency-based education (CBE) is an education model that "focuses on the demonstration and application of learning, rather than on the time spent taking courses" or generally any approach that "substitutes the [direct] assessment of student learning for time-based measures" ("Experimental Sites," 2014, p. 5). When developed and implemented correctly, CBE can be a reliable, valid indicator of learning and proficiency in regard to designated competencies. Furthermore, it can provide a more learner-centered, personalized, and efficient way of learning and demonstrating proficiency. This principle defines and describes models of CBE and provides research-based recommendations in the way of best practices in CBE curriculum design and implementation. Recommendations include adhering to principles of backward design, engaging in curriculum mapping, and the rigorous development, administration, and ongoing validation of direct assessment of learner competencies via formative and summative knowledge- and performance-based assessment ("Experimental Sites," 2014; McClarty & Gaertner, 2015).

LEARNER IMPACTS

- Achievement
- Motivation

CAPABILITIES

- Assessment: Project
- Assessment: Work sample/e-portfolio
- Management: Prerequisites

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive instruction and assessment capabilities
- Simple Technology: Synchronous or asynchronous collaboration features/capabilities
- Content Support: Development and administration of performance-based assessment

Pearson

Competency–Based Learning

SELF-ASSESSMENT INSTRUMENT

Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Purpose/ Model	The product strategy is aligned to competency-based learning as a core principle of a learner-centered product. The product strategy is exploring integrating an evidence-based model of competency-based learning.	The product team is exploring competency-based learning as a core LDP for creating a more learner-centered product.	The product team considers competency-based learning to be an important LDP for creating a more learner-centered product. The product strategy considers competency-based learning at a high level but does not currently align to an evidence-based model.	The competency-based learning LDP does NOT align to the product strategy and is not necessary to explore further.	= _____
Competency-based Learning Application	The product uses empirically-based recommendations concerning competency-based learning.	Principle is applied only to a specific area of the product and more learner feedback is needed to improve principle application.	Product team thinks applying this principle would add value to their product strategy. Product team has applied similar principles to their product strategy.	This principle is NOT currently being applied to any area of the product and is NOT needed to improve the product.	= _____
Competency-based Learning Delivery	The impact on a capability or service aligned to this principle has been gathered/reported on.	Product team is in early discussions about partnering with LD team to validate this principle with learners. Product team has specific capabilities they need to validate this principle with.	Product team needs more information about how this principle might be tested with learners using LD's validation services.	This principle does NOT need to be validated in order to inform product design & development.	= _____
Learner Characteristics	Design & development are currently using validation reports to further align the principle and the product strategy.	Product team is currently exploring how validation results and recommendations could be used in product design & development.	Product team feels there is time in the schedule to include validation data to inform product design & development. Product team needs a consultation to learn more about validation services and results reports.	Validation data will NOT be used to inform product design & development.	= _____
Formative/ Summative Applications	The formative and summative applications make proper use of competency-based learning LDP recommendations for creating assessments.	Product team is currently exploring how recommendations for designing assessments for competency-based learning could be used in product design & development.	Product team feels there is time in the schedule to include time spent on assessment application design & development. Product team needs a consultation to learn more about designing competency-based learning assessments.	Formative/summative applications will NOT be used to inform product design & development.	= _____