

Dipping our Toes into CBE Waters with a Learning Technology & Leadership Innovation (LTLI) Graduate Certificate

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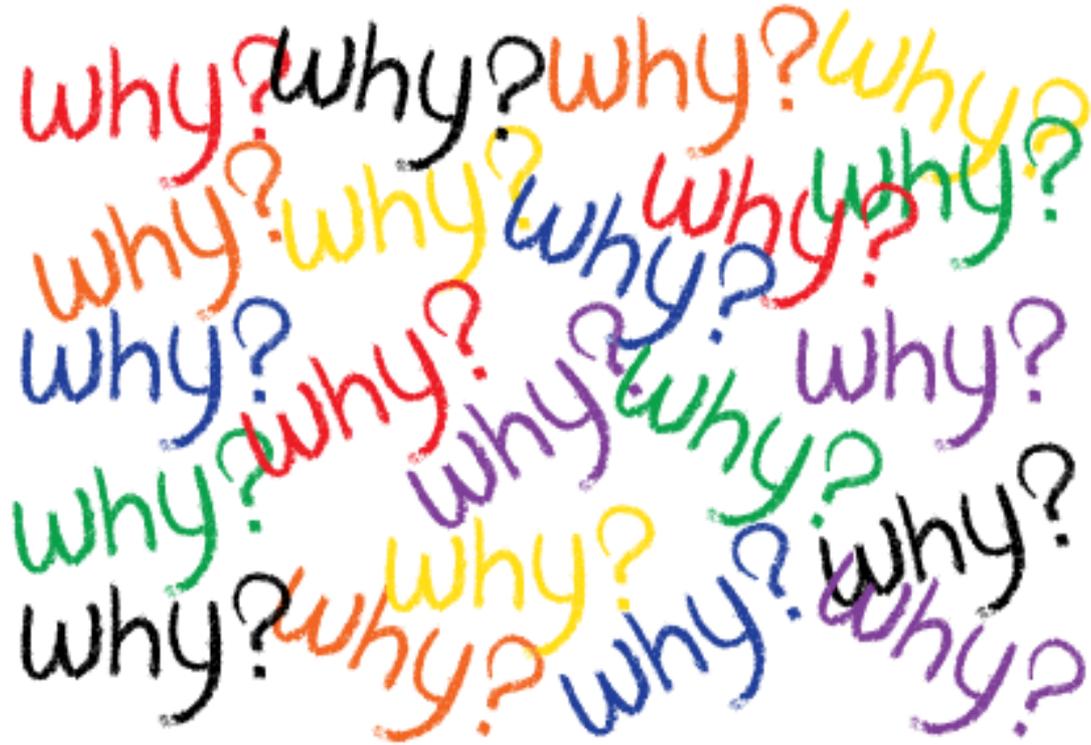
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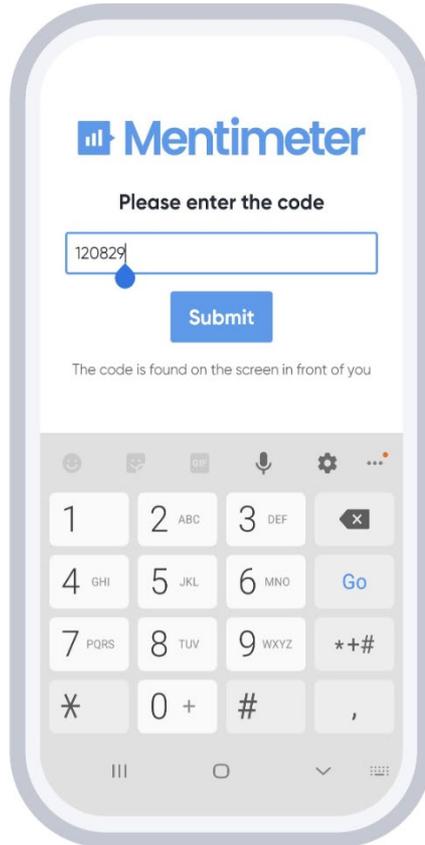


Why are you attending this session?



A cluster of approximately 20 handwritten 'why?' words in various colors (red, orange, yellow, green, blue, purple) and orientations, overlapping each other. The words are written in a casual, cursive style, with some appearing more prominent than others due to their position and color.

Why CBE?



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Introduction



How does a University new to CBE design a competency-based program?

Benefits and Challenges of Competency-Based Education (CBE)



STELAR Team

HOME TRAINING & EVENTS TECHFOLIO



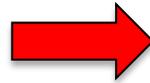
STELAR Techfolio: Technology, Teaching, and Learning Support

- Explore CBE in our University's context
 - Call for innovation grant proposals
 - Dr. Chou's proposal accepted; co-funded by ITS and Education

Why Explore Competency-Based Education?



Time-bound constraints of standard teaching and learning...



A more personalized model of learning focused on mastery of specific and measurable learning objectives

Implementation Challenges



Objectives

- Evaluate the applicability of a novel model of CBE for your own institution.
- Apply instructional design processes to create CBE templates for consistency across the certificate
- Establish successful teamwork between faculty, administration, and instructional designers
- Use student feedback to inform the continuous quality improvement of a CBE program

3 Phases of Development



Planning



Design and Implementation



Quality Assurance & Evaluation



Phase I: Planning

Spring 2019 – Fall 2019

The Phase I Team

- Educational Leadership Program and Faculty SME's
- Innovation Technology Services (ITS)
 - St. Thomas eLearning and Research (STELAR)
- Other stakeholders from across the University
 - Center for Faculty Development, Registrar, Financial Aid, HLC Accreditation Coordinator, CAO, CIO

Phase I Project Goals

1. Review status of CBE in higher education
2. Identify the infrastructure and stakeholders needed
3. Determine core competencies for the program
4. Develop program structure

Phase I Deliverables

- Set course schedules within existing university semester calendar
- Determined enrollment processes
- Developed competency-based structures within each course
- Identified a list of competencies based on job trends/national standards for educational technology leaders
 - International Society for Technology in Education (ISTE) and Consortium for School Networking (COSN)



Phase II: Design & Implementation

Spring 2020- Fall 2020

Phase II Team and Deliverables

- Faculty SMEs and STELAR instructional designer
- Developed:
 - Competencies
 - Course content and strategies
 - Student assessment plans

Phase II: Specific Activities & Decisions

- Established **four competency sets per course**
- Created program and course templates
- Developed media and content
- **Required individual instructor-student online meetings** for each competency set
- Encouraged student-student interaction with **optional monthly webinars and online discussions**
- Developed a standardized evaluation rubric



Program and Competency Structure

Establish Competencies of Technology Leaders

- Identify a list of competencies for the educational technology leaders
- Identify competencies for each course



Profiles of Target Learners



Educator

- Seasoned teachers with extensive tech experience looking for making an impact in school



School Leader

- Leaders looking to promote diversity, equity, and inclusion with technology and learning initiatives



Technology Leader

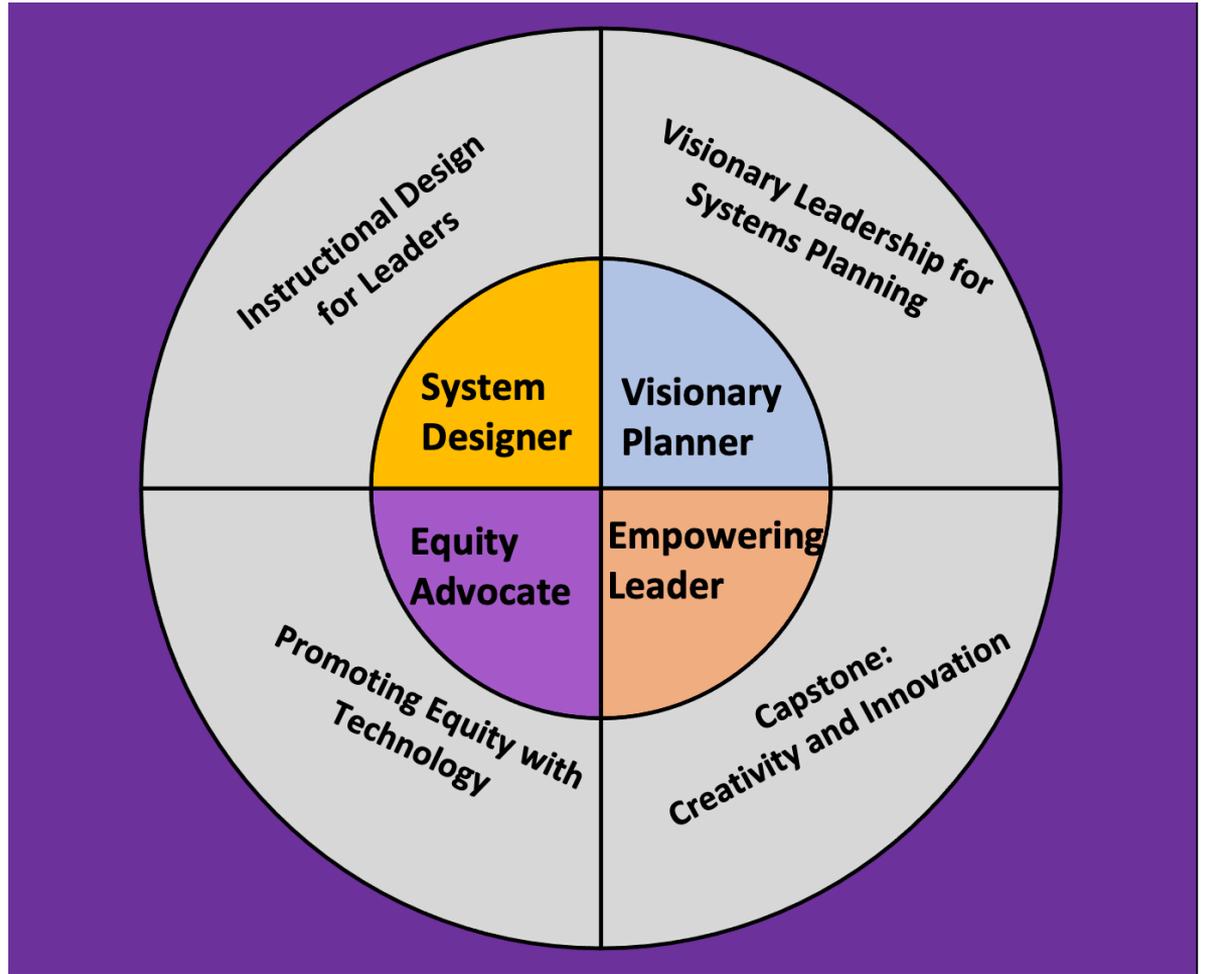
- Technology director or specialist to offer tech-enriched professional development opportunities



Instructional Designer

- ID leaders at higher education to promote innovative integration of learning technologies

Core Principles



Alignment of Standards

<u>ISTE for Education Leaders</u>	System Designer	Empowering Leader	Visionary Planner	Equity & Citizenship Advocate			
<u>COSN</u>	II. A. Instructional Focus & Professional Development	III. A. & III. B. Managing Info Technology & Communication Systems	I.A. Leadership & Vision	I.B. Strategic Planning	III. C, D., & E Business Management, Data Management, Data Privacy & Security	II. B. Team Building & Staffing	I.C. Ethics & Policies
EDLD 580	x	x	x			x	
EDLD 581		x	x	x	x	x	
EDLD 582	x		x				x
EDLD 583	x	x	x			x	

Competency Sets in Each Course



Instructional Design

- Instructional Design Process
- Quality Assurance for e-Learning
- Practical Application
- Innovation in Instructional Design

Visionary Leaders System Planning

- Technology planning
- Data Analytics
- Resource Selection
- Project Management

Promote Digital Equity

- Digital Diversity in Innovation
- Technology Access and Equity
- Service Learning
- Personalized Learning

Innovation & Creativity

- Innovation Case Study
- Creative Problem-Solving Techniques
- Social Venture or Grant Proposal
- ePortfolio

Course Structure

- 15-week term
- 3-credit courses
- One optional synchronous session per competency set
- **Only** mastery projects are graded
 - Standardized rubric; score of >80% is required for passing

⋮	▼	Competency Set #1 The Instructional Design Process
⋮	📄	OVERVIEW #1: The Instructional Design Process
⋮	📄	#1 Instructional Design Process Baseline Assessment 10 pts
⋮	🚀	#1 Self-Assessment of Proficiency (survey) 1 pts
⋮	📄	#1 Instructional Design Learning Activities & Resources
⋮	📄	#1 Create Instructional Design Process Mastery Plan 10 pts
⋮	📄	#1 Instructional Design Mastery Project 110 pts
⋮	🚀	Student Feedback Survey #1

Competency Task Flow



**1. COMPETENCY
SET OVERVIEW**



**2. BASELINE
ASSESSMENT**



**3. SELF-
ASSESSMENT OF
PROFICIENCY**



**4. LEARNING
ACTIVITIES &
RESOURCES**



**5. MASTERY
PLAN REVIEW
W/ INSTRUCTOR**



**6. MASTERY
PROJECT
COMPLETION**

Sample Competency Set Learning Outcomes

Competency Set Learning Outcomes

Competency Set #1 *The Instructional Design Process*

- Relate theories of learning to instructional design principles
- Apply instructional design processes and models
- Align learning objectives with content, technology, and assessments

Competency Set #2 *Quality Assurance Models for Online Learning*

- Conduct an online course review based on published standards
- Summarize key features of well-established rubrics from professional organizations and educational institutes
- Compare major instructional design evaluation methods and examples through case examples
- Examine the role of learning analytics in improving student performance

Competency Set #3 *Practical Application: Design an Online Professional Development Program*

- Create and deliver an online professional development plan for an organization including needs assessment, analysis, design, development, evaluation, and implementation
- Create online learning artifacts to be used in professional development

Competency Set #4 *Issues and Innovation in Instructional Design and Technology*

- Report on current issues in instructional design and technology
- Develop a plan for an innovative solution to a real-world educational problem
- Conduct a review of the literature to support the application of an innovative instructional design solution

AND, Related Assessments

Competency Set Mastery Projects

Project #1 *The Instructional Design Process*

- Instructional Design Paper (20%)

Project #2 *Quality Assurance Models for Online Learning*

- Online Course Quality Review (20%)

Project #3 *Practical Application: Design an Online Professional Development Program*

- Professional Development Plan (10%)
- Online Learning Module/Lesson (20%)

Project #4 *Issues and Innovation in Instructional Design and Technology*

- Innovations in Instructional Design and Technology Research Paper (30%)

Standardized Rubric

#1 Instructional Design Mastery Project

? Purpose

The purpose of this assignment is to demonstrate mastery in the area of instructional design related to the following learning objectives:

1. Relate theories of learning to instructional design principles
2. Apply instructional design processes and models
3. Align learning objectives with content, technology, and assessments
4. Utilize instructional strategies to improve student outcomes

✓ Task

Before proceeding with the project, make sure that you have met with your instructor and your plan is approved.

Different epistemological perspectives have influenced the field of instructional design over time. Instructional design models are deeply rooted in learning theories. After reviewing the learning theories and instructional design models introduced in the Learning Activities, you will write a 10-12 page paper describing the approach you would take to the instructional design process in your context or a context assigned to you.

- Relate your approach to:
 - At least 3 learning theories and 3 instructional design models.
 - The role of learning objectives and alignment.
 - Utilization of instructional strategies to improve student outcomes.
 - Compare and contrast applications in fully online, blended, and face-to-face environments.
 - Working with stakeholders.
 - Your strengths and weaknesses as an instructional designer.
- Submit an outline of your paper for instructor feedback.
- Integrate feedback and submit the final version of your paper.

Complete this paper following APA 7 style with double-spacing, appropriate citations, and references.

🎯 Criteria

Papers will be graded based on the rubric below. A score of >80% is required to demonstrate mastery.

Instructional Design Mastery Project				
Criteria	Ratings			Pts
Content:	25 to >23.0 pts Exemplary All required components are addressed. Content clearly expresses and defines scope of project, including its central goal and supportive arguments. Includes convincing, factual details and maintains strong focus. Presents information in balanced, persuasive manner that effectively establishes foundation for central goal and supporting arguments. Demonstrates researched knowledge and understanding of topic. Gives reader insightful presentation of information.	23 to >19.0 pts Mastery All required components are addressed. Content adequately expresses and defines scope of project. Includes factual details but may not always maintain focus. Presents information in manner that establishes foundation for central goal and supporting arguments. Demonstrates adequate researched knowledge and understanding of topics. Succeeds in giving reader basic presentation of information.	19 to >0 pts Needs Improvement to Meet Mastery Does not include all required components. Content does not clearly define and express the scope of the project. Details are inaccurate, unconvincing or lacking in focus. Information presented does not establish a strong foundation for the central goal and supporting arguments. Not adequately supported by researched knowledge and lacks demonstrable understanding of the topics. Reader gains little insight from the presentation of information.	25 pts
Organization	10 to >9.0 pts Exemplary Presents information in well-organized, coherent way. Connects all topics in logical manner. Reader can easily follow flow of reasoning.	9 to >7.0 pts Mastery Presents information in an organized, coherent way. Connects most (>90%) of the topics in a logical manner. May have some issues with flow but reader can generally follow the flow of reasoning.	7 to >0 pts Needs Improvement to Meet Mastery Information is unorganized. Lacks logical connection between topics and touchpoints. Difficult for the reader to follow the flow of reasoning.	10 pts
Style and Tone	10 to >9.0 pts Exemplary Presents arguments clearly, concisely, and effectively. Maintains professional tone	9 to >7.0 pts Mastery Most arguments (>90%) are presented clearly and concisely and effectively. Maintains	7 to >0 pts Needs Improvement to Meet Mastery Arguments are not clearly presented, may ramble.	10 pts



Phase III: Quality Assurance & Evaluation

Spring 2021- Ongoing

Phase III: QA & Evaluation Processes

- End of term IDEEA evaluations
- Post-competency set surveys
- Ongoing evaluation
- Program adaptations based on findings

Student Feedback



Student Comments: OPPORTUNITIES

- I like that it applies to my everyday life and that I can use this to make my class better. I'm actually enjoying having no due dates as I can manage more easily life, work, and my school work.
- I appreciate the option to attend the monthly webinars to have questions answered and create some community without worrying about not being able to make it.
- I feel like I'm getting the flow of the course now after completing the second competency set. I like the required check-in before I complete the mastery projects. It helps clarify any lingering questions and has given me some great ideas for the projects.
- Individualized time lines are working great!
- Weekly emails that update where others are at, so we have an idea of how we are progressing.
- I really appreciate the instructor feedback. I enjoy the competency sets because they are of interest to me and they challenge me to think in ways I haven't had to think like for awhile.

Student Comments: CHALLENGES

- Even as someone who considers themselves highly disciplined, I am finding the lack of deadlines a little difficult. This weekend, for example, has been particularly difficult to find the motivation to log on. The frequent communication from professors helps greatly as a gentle reminder to keep working.
- I have been stressed out during this course due to the openness of it. I understand the concept of the course and how it is guided by the four competencies, but without face to face lectures (or online) I have felt confused on what was expected of me.
- Right now, I feel like the ball is in my court.† I need to do the work and reach out as needed. No confusion--just uncertainty about my next project (Comp. set #3). But that's on me--need to think through some options and meet up with professors.
- More face to face time and making it explicitly about the course content and giving examples of the competency projects.

Student Comments: RECOMMENDATIONS

- I'd be interested in reading about or knowing more about the projects others did throughout this course. Wondering about a final student showcase or a space for us to share the work we've done with each other - this may already exist, I just haven't accessed it if it does.
- I appreciate your willingness to try something completely out of the box. I feel less stress and more permission to schedule my learning than to be on someone else's schedule.

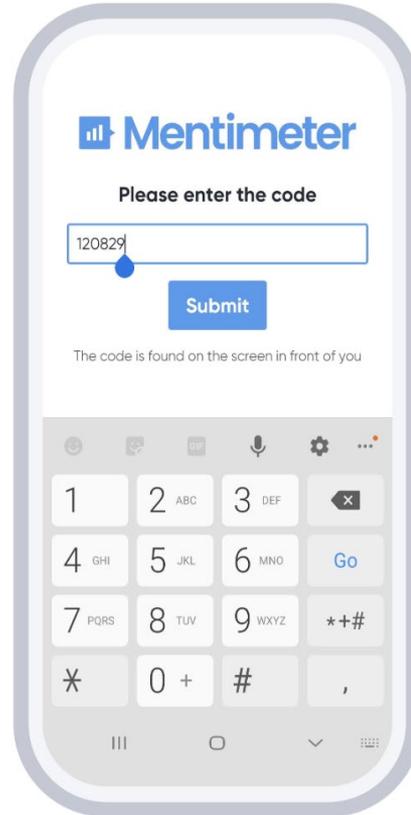
Student Comments: COMMUNITY

- Important and Challenging
 - “I think there could be more community building but at the same time, I know I probably wouldn't take the time to do it with the crazy of life and daily work”
 - “I appreciate the option to attend the monthly webinars to have questions answered and create some community without worrying about not being able to make it. At this point I wouldn't change anything.”

Building a Sense of Community

- Our efforts
 - Monthly Zoom sessions-- Optional discussion forums-- InScribe-- Canvas Community-- Participation criteria added to Mastery Project rubrics-- Require discussion participation?

CBE- Importance & Community Building



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The Finished Product

The image shows a screenshot of a website page. At the top, there is a navigation bar with the text 'SCHOOL OF EDUCATION' on the left and 'ADMISSIONS GIVE VISIT NEWS & EVENTS' on the right, followed by the University of St. Thomas logo. Below this is a secondary navigation bar with links: 'ABOUT THE SCHOOL', 'TEACHING DEGREES & LICENSURES', 'EDUCATIONAL LEADERSHIP DEGREES & CONTINUING EDUCATION & LICENSURES', and 'COMMUNITY PARTNERSHIPS'. A search icon is on the far right. A purple breadcrumb trail reads: 'Home // Continuing Education // Graduate Certificates // Learning Technology Leadership & Innovation Certificate'. The main content area features a background image of a person wearing a VR headset, with the text 'LEARNING TECHNOLOGY LEADERSHIP & INNOVATION CERTIFICATE' overlaid in large, white, underlined letters. A small tagline 'Lead in a Growing Field' is positioned above the main title.

SCHOOL OF EDUCATION

ADMISSIONS GIVE VISIT NEWS & EVENTS | UNIVERSITY OF St. Thomas

ABOUT THE SCHOOL TEACHING DEGREES & LICENSURES EDUCATIONAL LEADERSHIP DEGREES & CONTINUING EDUCATION & LICENSURES COMMUNITY PARTNERSHIPS

Home // Continuing Education // Graduate Certificates // Learning Technology Leadership & Innovation Certificate

— *Lead in a Growing Field*

LEARNING TECHNOLOGY

LEADERSHIP &

INNOVATION

CERTIFICATE

<https://education.stthomas.edu/continuing-education/certificates/learning-technology-leadership/index.html>

Discussion & Questions



Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
 - Complete session evaluation*



*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) \$25 gift cards** will be awarded.

Thank You!

