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

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Why are you attending this session?
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

- 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

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<th>ISTE for Education Leaders</th>
<th>System Designer</th>
<th>Empowering Leader</th>
<th>Visionary Planner</th>
<th>Equity &amp; Citizenship Advocate</th>
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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 Task Flow

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Sample 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%)
#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.
Phase III: Quality Assurance & Evaluation
Spring 2021- Ongoing
Phase III: QA & Evaluation Processes

• End of term IDEA 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

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.