Implementing a Comprehensive Learner Record of Employer-Defined Credentials for Reflection of the Entirety of Student Experience

Dr. Sherri Braxton
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UMBC

Suzanne Carbonaro
Director of Academic Partnerships,
AEFIS
Agenda

Part 1: CLR Overview
CLR Landscape & Benefits

Part 2: Process
Curriculum Mapping & Alignment

Part 3: Platform
Supporting CLR

Part 4: Implement
Readiness for CLR

Part 5: Q&A
Q&A
Session Outcomes

- Identify curricular and co-curricular achievements to display on CLR
- Describe strategies for mapping competencies to define stackable micro-credentials
- Identify best practices for multi-stakeholder collaboration in the adoption of CLR
- Adapt CLR Best Practices Continuum to their own CLR initiatives
Part 1
CLR Overview

CLR Landscape & Benefits
## What’s the Problem?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td>36M</td>
<td>Americans have a Bachelors Average cost is $122K</td>
</tr>
<tr>
<td>39%</td>
<td></td>
<td>Adults who have some college, no degree</td>
</tr>
<tr>
<td>39%</td>
<td></td>
<td>Students finish in 4 years $1.6 Trillion in Student Loan Debt</td>
</tr>
</tbody>
</table>
Transfer Tragedy

Transfer Colleges at least one time
- 32%

Transfer lost all credit
- 43%

Average credits lost if some transferred
- 39%

Lateral Transfer Rate
- 13%

What’s the Problem?

Our current transcript shows what courses were delivered – not the learning that occurred

- It’s all text and abbreviations

Therefore, students and others struggle to:

- Make cross cutting connections across the curriculum
- Articulate what a student knows and can do
- Demonstrate value of the degree or credential they have earned
Learning Outcomes Communication Continuum

Compliance posting of outcomes & select (favorable) results

- Oversharing of easy to measure outcomes & results, just to do something
- More complete picture of all of the places learning occurs, posting outcomes in student affairs/services & results for different audiences

More tailored posting of outcomes, by program/major experience & results for different audiences

- More tailored, nuanced framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way.

National Learning Outcomes Assessment (NILOA)
digital asset that helps students both better understand their learning and share a verifiable record of their knowledge and accomplishments

Source: EDUCAUSE
## Comprehensible Value Proposition for Comprehensive Learner Record (CLR)

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFICIAL</strong></td>
<td>Official record of achievements and skills across all stages of education and employment recognized by AACRAO.</td>
</tr>
<tr>
<td><strong>INTERCONNECTED</strong></td>
<td>Interconnected skills reflecting the precise progression of learning within and outside the record.</td>
</tr>
<tr>
<td><strong>INTEGRATIVE</strong></td>
<td>Provides an authentic demonstration of integrative learning and assessment with evidence.</td>
</tr>
<tr>
<td><strong>CONTEXTUAL</strong></td>
<td>Captures learning achievements and competencies in context of a learning experience and trajectory.</td>
</tr>
<tr>
<td><strong>DEVELOPMENTAL</strong></td>
<td>Supports the definition of knowledge, skills, and abilities (KSAs) assessment at defined or increasing levels expressed in rubrics.</td>
</tr>
<tr>
<td><strong>INTENTIONAL</strong></td>
<td>Captures the design of curricular, co-curricular and experiential pathways and the individual’s progress towards their goals.</td>
</tr>
<tr>
<td><strong>VERIFIABLE</strong></td>
<td>Verifiable as individual achievements and as a complete record.</td>
</tr>
<tr>
<td><strong>SELF-SOVEREIGN</strong></td>
<td>Privately shareable by the learner or employee in whole or parts.</td>
</tr>
</tbody>
</table>

Part 2
Process

Curriculum Mapping & Alignment
About University of Maryland, Baltimore County

UMBC - Founded in 1966

One of 12 institutions in the University System of Maryland

➔ 48 undergraduate majors
➔ 36 master & 24 doctoral programs
➔ 17 graduate certificates

About 13,500 FTE students (77% FT)

931 FT/PT faculty
UMBC CLR Pilot Background

- UMBC participating in CLR Pilot Initiative
- Focusing on credential collaboratively defined by industry and higher education institutions
- Target audience = students pursuing non-technical majors at the university
Higher Education and Industry Partnership

“...civic alliance of CEOs in the region, drawing from the leading employers and entrepreneurs committed to making the Capital Region—from Baltimore to Richmond—one of the world’s best places to live, work and build a business”

http://www.greaterwashingtonpartnership.com/
Higher Education and Industry Partnership

CAPITAL COLAB
An action-oriented partnership of business and academic institutions.
Why Badges, Micro-credentials and CLR?

Growing Trend in Data-Driven Education-Workforce Alignment

- shift from static educational records & transcripts to online, digital credentials focused on certificates and certifications that summarize achievement, skills or competency.
- driven by employers and industry certification programs, working in partnership with community colleges, extension schools, and university graduate programs
  - central to the “unbundling” of degrees into shorter-form micro-credentials that can stack into a larger lifelong curriculum
- market is increasingly demanding that colleges and universities move beyond bachelor’s degrees toward more nimble, lower-priced, digital “credentialized packages” of learning and mastery valued by employers
- move away from one-and-done degrees and toward lifelong learning and upskilling is central to achieving the widely-embraced goal of greater education-workforce alignment

(source: https://hbr.org/2020/09/the-pandemic-pushed-universities-online-the-change-was-long-overdue)
GWP Digital Generalist Competencies

1. The Role of Data and Analytics
2. Probability and Descriptive and Inferential Statistics
3. Data Manipulation
4. Data Visualization and Communication
5. Data Ethics
6. Data Security
Digital Generalist KSAs

<table>
<thead>
<tr>
<th>Competency 1. The Role of Data and Analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain the importance of data and what data represent - knowledge</td>
</tr>
<tr>
<td>b. Differentiate common data typologies, including structured vs. unstructured, numeric vs. text, root vs. derived - knowledge</td>
</tr>
<tr>
<td>c. Explain potential uses/applications given a source and type of data - knowledge</td>
</tr>
<tr>
<td>d. Demonstrate how data can be used to reduce uncertainty and risk related to decisions and decision making - knowledge</td>
</tr>
<tr>
<td>e. Explain and demonstrate how differences in data and desired outcomes impact the appropriateness of data analysis techniques (e.g., descriptive vs. diagnostic vs. predictive vs. statistical) - knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2. Probability and Descriptive and Inferential Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate knowledge of probability and standard statistical distributions - knowledge</td>
</tr>
<tr>
<td>b. Explain hypothesis testing and statistical significance - knowledge</td>
</tr>
<tr>
<td>c. Demonstrate and explain the role and importance of model validation and accuracy metrics in analytics projects, hypothesis testing, and information retrieval - knowledge</td>
</tr>
<tr>
<td>d. Explain the concept of the least squares criterion - knowledge</td>
</tr>
<tr>
<td>e. Describe the conditions that comprise the simple linear regression model - knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3. Data Manipulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Perform basic data manipulation and exploration using appropriate tools and software, including use of key Excel functions - skill</td>
</tr>
<tr>
<td>b. Create and edit simple data structures and storage - skill</td>
</tr>
<tr>
<td>c. Detect and remediate missing, miscoded, and anomalous data - skill</td>
</tr>
<tr>
<td>d. Explain the purpose of and code conditional logic statements - skill</td>
</tr>
<tr>
<td>e. Use a computer application to manage large amounts of information - skill</td>
</tr>
<tr>
<td>f. Implement common information retrieval and filtering applications in databases and data systems - skill</td>
</tr>
<tr>
<td>g. Find and access publicly available datasets - skill</td>
</tr>
<tr>
<td>h. Conduct ad hoc analysis (summarize, estimate, predict data, use pivot tables) - skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 4. Data Visualization and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain the role of data visualization in discovery, communication, and decision-making - knowledge</td>
</tr>
<tr>
<td>b. Evaluate data visualization options for proper application in various situations - ability</td>
</tr>
<tr>
<td>c. Create effective static and interactive data visualizations or narratives that employ analytics and visualization software and strategies for various audiences - skill</td>
</tr>
<tr>
<td>d. Visualize data using various types of displays including tables, dashboards, graphs, maps, and trees - skill</td>
</tr>
<tr>
<td>e. Distinguish between advanced visualizations and explain the advantages of each - knowledge</td>
</tr>
<tr>
<td>f. Discuss techniques for creating advanced data visualizations - knowledge</td>
</tr>
<tr>
<td>g. Apply the principles of color, composition, and hierarchy to design - skill</td>
</tr>
<tr>
<td>h. Properly define a problem in context, use appropriate data, and deliver a compelling visualization to explain or answer a question - ability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 5. Data Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify how global legal, policy, and ethical constraints might impact data analyses - knowledge</td>
</tr>
<tr>
<td>b. Identify the established ethical and legal issues in data management facing organizations - knowledge</td>
</tr>
<tr>
<td>c. Explain how ethical, compliance, and legal issues should be considered in data-driven decision making - knowledge</td>
</tr>
<tr>
<td>d. Demonstrate awareness of personal privacy issues related to the collection and usage of data - knowledge</td>
</tr>
<tr>
<td>e. Explain the important issues around data governance - knowledge</td>
</tr>
<tr>
<td>f. Recognize potential sources of bias in data or analysis - knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 6. Data Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain information assurance (IA) principles and organizational requirements that are relevant to confidentiality, integrity, availability, authentication, and non-repudiation - knowledge</td>
</tr>
<tr>
<td>b. Apply confidentiality, integrity, and availability principles - skill</td>
</tr>
<tr>
<td>c. Explain data classification standards and methodologies based on sensitivity and other risk factors - knowledge</td>
</tr>
<tr>
<td>d. Explain authorization and access control principles and methods - knowledge</td>
</tr>
<tr>
<td>e. Describe the fundamental concepts of Risk Management and Risk Management Life Cycle - knowledge</td>
</tr>
<tr>
<td>f. Explain rationale for data anonymization and data security standards - knowledge</td>
</tr>
<tr>
<td>g. Identify situations vulnerable to insider threats - knowledge</td>
</tr>
<tr>
<td>h. Explain various methods to prevent insider threats - knowledge</td>
</tr>
<tr>
<td>i. Describe the spectrum of insider threats and its implications - knowledge</td>
</tr>
</tbody>
</table>
GWP Digital Generalist Competency Mastery
Stackable Credentials (Competency-Based)
Our Process

1. Identify potential courses where competencies are addressed
2. Secure faculty SME support
3. Map competencies to course objectives/identify gaps
4. Work with faculty to align objectives/content/assessments
5. Design and implement modules
Our Process
# Our Process

## GWP Generalist Credential

### 6 competencies

<table>
<thead>
<tr>
<th>GWP Generalist Credential</th>
<th>SME</th>
<th>Corresponding course</th>
<th>Kick-off</th>
<th>Map, Content, Assessments</th>
<th>Target Build-Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Role of Data and Analytics</td>
<td>Patty Delafuente</td>
<td>DATA 601</td>
<td>9/20/2019</td>
<td>Map completed, 11/15/2019</td>
<td>January 2020</td>
</tr>
<tr>
<td>2. Probability and Descriptive and Inferential Statistics</td>
<td>Ronald Wilson</td>
<td>GES 774; GES 673</td>
<td>12/19/2019</td>
<td>Map draft 1/20/20; identify, share, or create content (TBD); create assessments (TBD)</td>
<td>April 2020</td>
</tr>
<tr>
<td>4. Data Visualization and Communication</td>
<td>Lee Boot</td>
<td>To be scheduled</td>
<td></td>
<td></td>
<td>May 2020</td>
</tr>
<tr>
<td>5. Data Ethics</td>
<td>Adam Lippe</td>
<td>DATA 605; ENMG 656; CYBR 623</td>
<td>10/1/2019</td>
<td>Map completed, 11/15/2019</td>
<td>January 2020</td>
</tr>
<tr>
<td>6. Data Security</td>
<td>Christina Smyre-Deloatch</td>
<td>CYBR 620</td>
<td>12/23/2019</td>
<td>Map draft, 12/23/2019; identify, share, create content (TBD); share, create assessments (TBD)</td>
<td>April 2020</td>
</tr>
</tbody>
</table>

**Target completion of Generalist Credential: May 2020**
# Our Process

## EdX Outline for GWP Generalist Credential - Competency 6: Data Security

<table>
<thead>
<tr>
<th>KSAs aligned with sections and titles</th>
<th>Topics</th>
<th>Content</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 01: a, b, f</td>
<td>Confidentiality, Integrity, Availability (CIA)</td>
<td>Ch 01 slides, Ch 06 slides</td>
<td>MC, TF, scenario-based</td>
</tr>
<tr>
<td>Title: Fundamentals of Data Security</td>
<td>Authentication Software Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malware*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Basic content/knowledge needed for malware, software security, firewalls, and IDS which can be created based on the CYBER course text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 02: d</td>
<td>CIA</td>
<td>Ch. 01 slides, Oct. 17 content (Ch?) or slides</td>
<td>MC, TF, fill-in-the-blank</td>
</tr>
<tr>
<td>Title: Introduction to Access Control Principles</td>
<td>Risk, File System Security Security Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 03: c</td>
<td>Sharing, Storing Files Access Control List (ACL)</td>
<td>Ch 7, 8 slides, Ch 4 slides</td>
<td>MC,</td>
</tr>
<tr>
<td>Title: Fundamentals of Data Classification</td>
<td>Filesystem Security Bell-La Padula (BLP) model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 04: e</td>
<td>CIA</td>
<td>Ch 01 slides, Case study</td>
<td>MC, TF, fill-in-blanks, scenario based, hypothetical computing system</td>
</tr>
<tr>
<td>Title: Fundamentals of Risk Management</td>
<td>Risk</td>
<td>Hypothetical computing system</td>
<td></td>
</tr>
<tr>
<td>Section 05: g, h, i</td>
<td>Internet Services and Email; Web Security (Ch 15)</td>
<td>*Content needs to be created, using the current CYBER course text.</td>
<td>MC,</td>
</tr>
<tr>
<td>Title: Fundamentals of Insider Threats</td>
<td>Software Security and Malware* Firewalls, IDS, Tunnels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There’s got to be a real education and awareness program that goes along with these initiatives so people understand the how, the why, the so what.”
Part 3
Platform
Supporting CLR
AEFIS is an all-in-one platform with integrated solutions that work together
AEFIS Solutions

Curriculum Mapping + Outcomes Alignment
Outcomes Assessment + Evidence Collection
Outcomes Transcript + Competency Portfolio [CLR]
Strategic Planning + Data Collection

Course + Syllabus Management
Course Evaluation + Feedback
Faculty Activity + Curriculum Vitae
Accreditation Reporting + Self Study
AEFIS Solutions

- Curriculum Mapping + Outcomes Alignment
- Outcomes Assessment + Evidence Collection
- Outcomes Transcript + Competency Portfolio [CLR]
- Strategic Planning + Data Collection
- Course + Syllabus Management
- Course Evaluation + Feedback
- Faculty Activity + Curriculum Vitae
- Accreditation Reporting + Self Study
Key Benefits

- Empower learners with validated evidence of their achievements using Comprehensive Learner Record (CLR)
- Create visibility into learning across the institution including curricular, co-curricular and extracurricular experiences
- Provide learners real-time feedback to create agency, inform growth and achievement in terms of outcomes and skills
- Enable learners to take their achievements with them and digitally share portfolio with all stakeholders including employers
- Identify learners who are at risk using deeper insight into their learning and outcomes achievement
- Support learners with advising aligned to outcomes and skills as opposed to mere course grades
- Align with industry standards from IMS Global, NASPA and AACRAO including principles of self-sovereign identity and FERPA

Success Examples

- **University of Rochester** Nursing Program implementing holistic assessment of student learning using CLR (2020)
- **University of Rochester** implementing CLR for 1-Year Clinical Laboratory Program (2019)
- **University of the Sciences** Philadelphia College of Pharmacy implementing CLR and empowering students with evidence of their learning (2018)

Works With
Determining CLR Readiness

First:

1. Accredited programs
2. Health profession programs
3. Licensure programs
4. CBE programs

Then:

1. Director or coordinator for assessment within a program
2. Champions or advocates for alternative assessment
3. Key assessments within courses, co-curricular or experiential
4. ePortfolios in place as a summative assessment
5. Robust use of technology for assessment (high usage of LMS and other ed technologies for capturing assessment data)
Part 4
Implement

Readiness for CLR
AEFIS CLR & Academic Value Chain

1. DIGITAL CATALOGS
   - COURSES
     - In-Class & Online Courses
     - Source: Your Campus Systems OR AEFIS
   - CO-CURRICULAR
     - Co-curricular, Extra-Curricular & External Educational Experiences
   - DIGITAL CREDENTIALS
     - Badges, Micro-Credentials & Digital Certificates
   - OUTCOMES
     - ILOs, PLOs, CLOs, Skill Sets, Competencies & Standards
   - RUBRICS
     - AAC&U VALUE & Custom Rubric Collections
   - ASSESSMENTS
     - Key Assessments, Assignment Templates & External Assessment Sources

2. PROGRAMS
   - Curriculum 3.0
     - Degree-, Micro-, Stackable-, Certificate- Programs
   - Program Mapping & Alignment

3. ACADEMIC EXPERIENCES
   - Syllabus 3.0
     - Program Aligned & Learner-Centered Syllabus
   - Authentic Assessment for Learning
     - Easy and Automated Direct Assessment Data Collection Methods

4. COMPREHENSIVE LEARNER RECORD (CLR)
   - Authenticated Achievements
   - Endorsed Achievements
   - Self-Issued (Portfolios)

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OLC Accelerate
ACCELERATING ONLINE LEARNING WORLDWIDE

AEFIS
Career Platforms (i.e., Handshake)
Other Institutions
Licensure Requirements
Personal Skills Wallets
Social Media (LinkedIn)
Competencies

Greater Washington Partnership - Digital Generalist Credential

Student Outcomes

Competency 1. The Role of Data and Analytics

Competency 2. Probability and Descriptive and Inferential Statistics

Competency 3. Data Manipulation

Competency 6. Data Security

1. Novice
2. Apprentice

CRITICAL ANALYSIS AND REASONING 3b

Identify and evaluate stated and unstated assumptions, supporting evidence and data, alternative points of view, and assess implications and consequences of particular courses of action.

Institutional
AEFIS University
UMBC-GEN ED 3b (I)
Competency 6- Data Security

<table>
<thead>
<tr>
<th>Experience</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CYBR 620 Introduction to Cybersecurity</td>
<td>Co-Curricular Section</td>
</tr>
</tbody>
</table>

Instructor Campus Address

instructorEmail@emailaddress.edu
Competencies

Greater Washington Partnership - Digital Generalist Credential

College: College of Engineering
Department: Department of Engineering

CO-CURRICULAR EVALUATIONS
- Survey Questions
- Evaluation Results

EDUCATIONAL EXPERIENCE | MAPPED OUTCOMES AND PERFORMANCE INDICATORS
--- | ---
CYBR 620 | GWP-DGC6 > Competency 6a, GWP-DGC6 > Competency 6b, GWP-DGC6 > Competency 6c, GWP-DGC6 > Competency 6g, GWP-DGC6 > Competency 6h, GWP-DGC6 > Competency 6i
Syllabus

Course Overview

CYBR 620 : Introduction to Cybersecurity

This course introduces students to the interdisciplinary field of cybersecurity, cybersecurity to nations, businesses, society, and people. Students will be exposed to various topics in this area, and develop appropriate strategies to mitigate risks present in these environments, and develop appropriate strategies to mitigate risks present in these environments.

Instructor

Instructor Name
Instructor Campus Address
instructorEmail@emailaddress.edu

Learning Outcomes

No Course Learning Outcomes are available for this course.

Program Learning Outcomes (PLOs)

Greater Washington Partnership - Digital Generalist Credentia
Program Outcomes

Course Materials

Textbook(s)

The following text will be used as reference. Other readings will be posted in BlackBoard and/or distributed during the semester as appropriate.

Additional Course Materials

Class sessions will consist of a mixture of instructor's lecture, class discussion, and presentations by various students in the class. Everyone should read the assigned readings with sufficient care to participate in a serious discussion during class. Each week instructions will be given concerning areas of emphasis for the following week's discussion to aid you in preparing for the reading assignments. Some of the reading assignments might seem lengthy, but they sometimes include rather light reading and bibliography in the page ranges. You should use your judgment and interests to decide what to skim and what to read carefully. The aim is to bring substantial
Educational Experiences
INSTITUTIONAL OUTCOMES PERFORMANCE SUMMARY

92% of 52 Goals Achieved

PERFORMANCE BY TERM

Fall Semester 2018
Spring Semester 2019
Fall Semester 2017
Spring Semester 2018

AEFIS UNIVERSITY DETAILS | INSTITUTIONAL OUTCOMES

COLLABORATION

Students will work productively with others toward a common goal by valuing and strengthening relationships, incorporating diverse viewpoints, using active listening skills, and focusing on solutions rather than problems.

Learning Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Introduction to Mechanical Engineering I</td>
<td>John</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Assignments and Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Reports</td>
<td>Grade: 73 of 100</td>
</tr>
<tr>
<td>Group Project</td>
<td>Grade: 31 of 100</td>
</tr>
</tbody>
</table>

Outcome Attempted

1. Collaboration_214

Success Level Earned

1. Does Not Meet Expectations
2. Meets Expectations
3. Exceeds Expectations

Exceeds Expectations

No Rubric Description Available

Success Goal: Meets Expectations (level 2) or higher was required to achieve success.
From League City, Texas, Michael started at AEFIS University in the fall of 2017. While attending AU, he has worked as a manufacturing technology intern at DuPont. On campus, he has volunteered and worked as a tutor at Library. Michael is very active in student organizations, with leadership roles including President for NSBE, Vice President for SGA, Vice President of the Science Club, and special liaison for Civil Engineering Honor Society.

My Work Section
Here will be the student work.

Student Work

Writing assignment
December 19, 2018 00:00:00 - 0500
Students will write an essay regarding to the discussions in first 3 weeks tutorials

Teamwork Assessment
December 19, 2018 00:00:00 - 0500
The teamwork assessment grade is assigned by your laboratory instructor, and is a measure of how well you have worked with

Group Assignment
December 19, 2018 00:00:00 - 0500
The group assessment grade is assigned by your lab instructor, and is a measure of how well you have worked with your group during

Elements of Mechanical Design Assessment
December 15, 2017 00:00:00 - 0500
Complete assignment in recitation

Community Service
03/04/2019
Michael thinks that the best way to gain volunteer experience is to consider the activities you enjoy and find a way to apply
Part 5
Q&A

Dr. Sherri Braxton
Senior Director of Instructional Technology, UMBC

Suzanne Carbonaro
Director of Academic Partnerships, AEFIS
Your center for communities of practice.

WELCOME TO AEFIS ACADEMY
We invite you to Learn, Teach, Collaborate, Innovate.

LEARN
Learning activities, on-demand webinars, well-guided curricula, best practice guides, and more.

TEACH
Teach what you love! Share your knowledge and experience with your community, and help others.

COLLABORATE
Engage in communities of practice events, activities, and discussions with colleagues and friends.

INNOVATE
Join thought leadership in assessment, authentic learner success, and lifelong learning.

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