



# Competency Based Learning: Outcomes, Curriculum, Perceptions, and Learning

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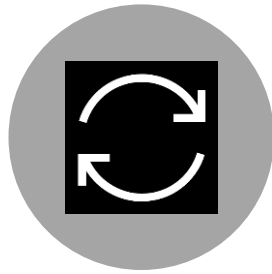


Purpose

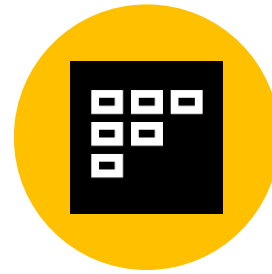
# Competency Based Learning



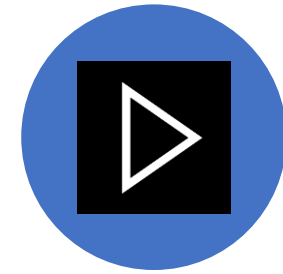
DEVELOP  
COMPETENCIES



PROCESS





NOT PRODUCT



MASTERY OF  
SKILLS

# Traditional Education vs Competency-Based Education

Learning happens inside a traditional classroom, little to no accommodation of student interests or learning styles.	 <b>SCHOOL CULTURE</b>	Students have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate student interests and learning styles.
Students are expected to master grade level college and career ready standards.	 <b>LEARNING PROGRESSION</b>	Students are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives.
Students advance at educator's pace regardless of mastery or needing additional time.	 <b>LEARNING PACE</b>	Students receive customized supports both in-school and out-of-school to ensure they stay on pace to graduate college and career ready.
Every classroom has one teacher who designs and delivers instructional program with very little differentiation.	 <b>INSTRUCTION</b>	Educators work collaboratively with community partners and students to develop a unique learning plan for every student based on interests, learning styles, and real-time data.
Assessments at set times to evaluate and classify students. One opportunity to take the summative assessment at the end of the year.	 <b>ASSESSMENT SYSTEM</b>	A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; taken when ready and multiple chances to demonstrate mastery.
Grades are norm-referenced, reflect course standards, are typically based on weighted quarters and a final exam.	 <b>GRADING POLICIES</b>	Grades reflect the degree of mastery of competencies. If students do not earn course credit, records indicate competencies that need to be re-learned instead of the entire course.

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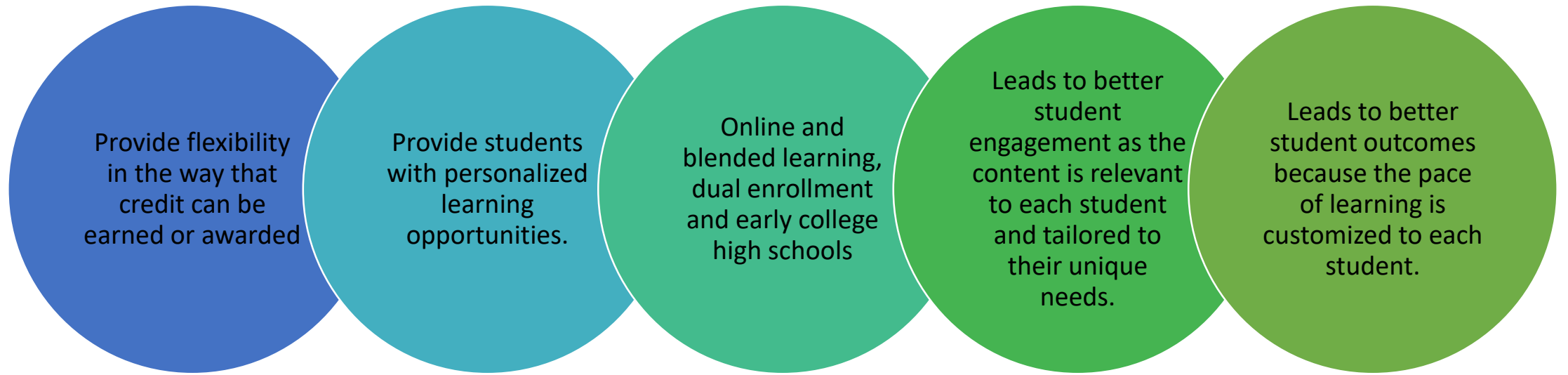


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# United States Department of Education Competency-based strategies

# COMPETENCY-BASED EDUCATION: WHAT IS IT?

Competency-based education is an organizational or systems approach to schooling and learning where students move ahead primarily based on the demonstration of what they know and can do, rather than time spent in class

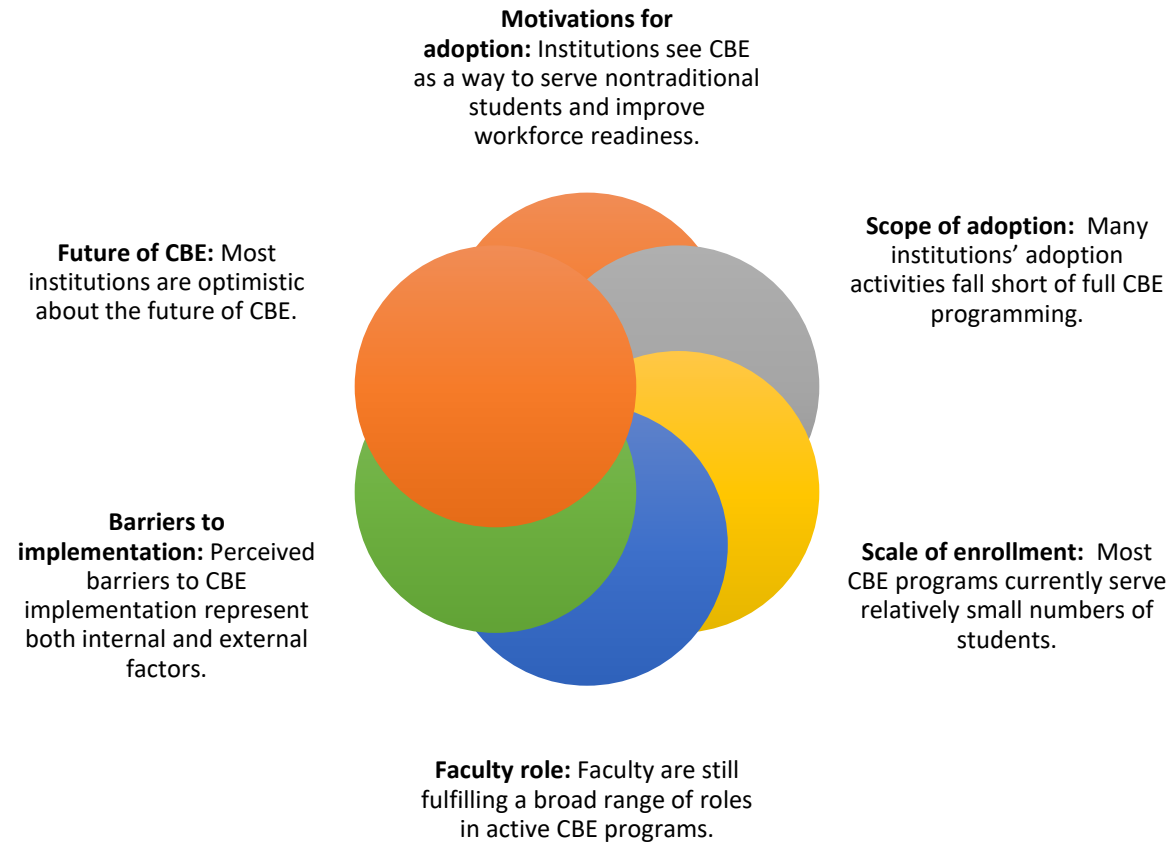
- States that seem most ready to encourage P-20 CBE pathways
  - States that seem partially ready to encourage P-20 CBE pathways
  - States that do not seem ready to encourage P-20 CBE pathways
- \*\* highest scoring state





# American Institutes for Research (AIR)

# Survey Results



# Hypothesis and Research Questions



HO: THERE IS A POSITIVE RELATIONSHIP  
BETWEEN COMPETENCY BASED LEARNING  
AND STUDENT LEARNING



H1: THERE IS NO CORRELATION BETWEEN  
COMPETENCY BASED LEARNING AND  
STUDENT LEARNING

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# Hypothesis and Research Questions

# Methodology- Data Collection 1



Individual  
Interviews



Semi-structured  
observations &  
Field Notes



Other Sources



# Methodology- Data Collection 2

## Interviews & Interview Process

Formal consent of the participants for the interview.

Standardized open-ended interviews with a few Likert-style questions.

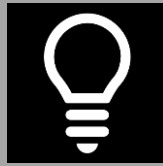
Interviews at a mutually convenient time and place (Lynn University).

Time frame:  
3 weeks

# Exploratory case study methodology



Answering 'how'



Discovering ideas



Developing insights



Gillham (2000) suggests that qualitative methods focused primarily on the kind of evidence (what people tell you, what they do) that would enable one to understand the meaning of what is going on. The great strength of such methods is that they can illuminate issues and turn up possible explanations; they are essentially a search for meaning as is all research (Gillham, 2000, p. 10).

# Methodology - Sample Description

## Subjects:

- Undergraduate students of Lynn University. All participants are older than 18 years with no known mental or physical disabilities.

## Student Group:

- Undergraduate students of enrolled in the College of Business and Management at Lynn University, taking at least one CBE course.

## Faculty:

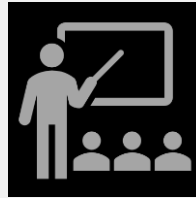
- Faculty from the College of Business and Management that are implementing the CBE in their course. Faculty are included in the sample for the reason that they are more knowledgeable about the benefits of CBE and thus they act as the bridge between the students and their expectations.



# Outcomes



The research focuses on the opportunity for the faculty to re-examine and innovate the philosophy of delivering content



With meaningful and creative tools and empower students with advancement linked to their respective competencies.



This technique will improve the learning outcomes and achievements of students.

# CBE in Online Class

Each chapter is set up a one module

Module video

Learning resources

Case studies

Quiz

- Mastery paths
- Assignments

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Professor assigned way to many assignments at one time, expectations should be realistic if most folks attending online have full time jobs and kids.

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Awesome course!

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I would just like to add some appreciation for this instructor. The workload was perfect. I was never overly stressed with the amount of work but did have to

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put in the time and effort. The teacher was very engaging and helpful. She made sure you understood what was being asked in order to achieve a good

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grade. The teacher is also very knowledgable and I can't wait to take another class from her.

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**Student Feedback**

# References

AIR. (2019). National Survey of Postsecondary Competency-Based Education. Retrieved from <https://www.air.org/project/national-survey-postsecondary-competency-based-education>

# Image Source

Competency Based Learning USA: Mohammad M. Megahed  
Professor, Faculty of Engineering, Cairo University. Retrieved from  
ResearchGate