

# Competency-based and Blended Learning for Adult Educators

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David J. Rosen

[djrosen@newsomeassociates.com](mailto:djrosen@newsomeassociates.com)

Blended Learning Guide

<https://lg189.infusionsoft.com/app/page/blended-learning-guide-download>

## David J. Rosen, Ed.D

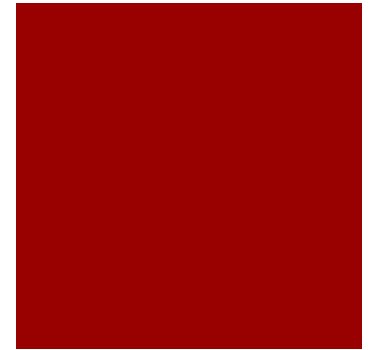
- Many years focusing on the integration of technology in adult basic skills (incl. ESOL/ESL) at the University of Massachusetts Boston
- Independent consultant to adult basic skills programs, states, and professional development organizations
- LINCS Communities of Practice Moderator
- Co-author of an Essential Education free publication, *Blended Learning for the Adult Education Classroom*
- *Co-author of a Competency-based GED Curriculum*



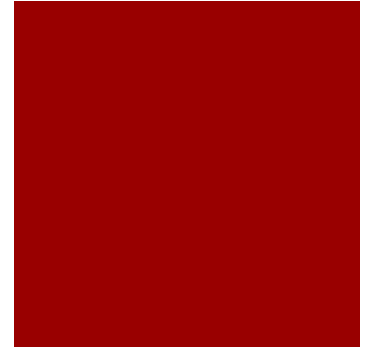
# Who's here today?

Choose all that apply. Are you a:

- Teacher?
- Program or State Administrator?
- Provider of Professional Development?
- Technology Coordinator
- Other (What?)



# Your use of, or interest in, competency-based learning ? Blended learning?

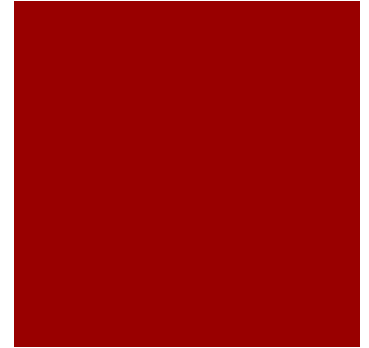


- Do you use competency-based learning now?
- Do you use blending learning now?
- If not, what intrigues you about these that brought you to this session?

# Objectives

Participants will be able to:

- Define competency-based learning (CBAE)
- Define blended learning (BL)
- Describe features and advantages of blended learning and competency-based learning for students, teachers, and programs
- Describe how CBAE and BL fit together
- Describe how to access inexpensive computers and broadband Internet in the classroom or for home use
- Survey students' technology skills and their access to portable digital devices



# What is competency-based teaching and learning?



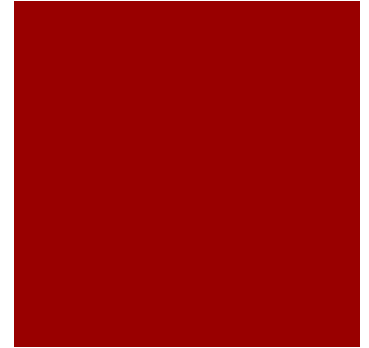
- Focused on learning outcomes rather than seat time
- Learners progress by directly demonstrating competence, usually not on a multiple choice test
- Learners prove that they have mastered the knowledge and skills (called competencies) required for a particular course, or curriculum regardless of how long it takes

Dr. Robert Mendenhall, President of Western Governors University, a leader in competency-based Higher Education

# What is competency-based teaching and learning?

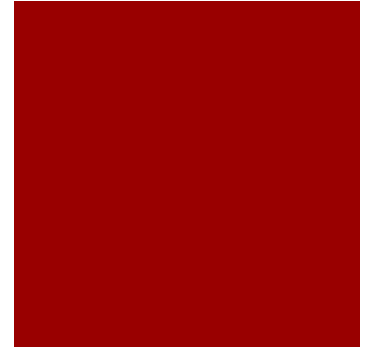
- Underpinned by *Mastery Learning* and **critierion-referenced**, not norm-referenced **assessment** — the constant is that every student will achieve the intended learning outcomes; the variable is the amount of time each person needs to reach them, so learning is individually-paced.

Mastery Learning is an instructional strategy and educational philosophy, first formally proposed by [Benjamin Bloom](#) in 1968.



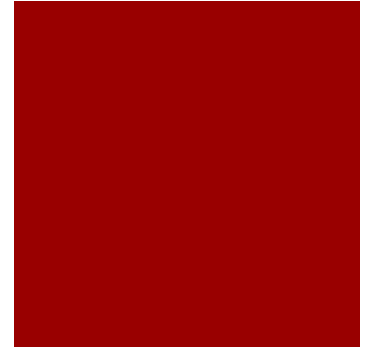
# What is competency-based teaching and learning?

- Sometimes leads to micro-credentials, which leads to (stackable) credentials, as increasingly blended learning does
- Includes **contextualized learning**
- Is organized as **learning systems** with intended outcomes/objectives, and valid and reliable observable or measurable **assessments that align with the objectives**



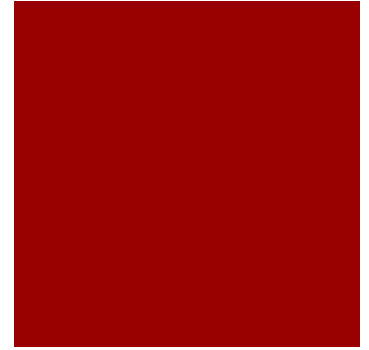


# Features of competency-based models



- Learning standards held constant by clear, measurable student learning objectives (competencies)
- Not “minimum competencies”
- Mastery of the competencies held constant for all students – assumes all students will master them
- Each student’s learning schedule, pace, and path may vary
- Use of criterion-referenced, not norm-referenced, assessment. Grading on a curve is gone.

# Features of competency-based models: curriculum



**CBE**  
is a model



**Centered on  
the student**



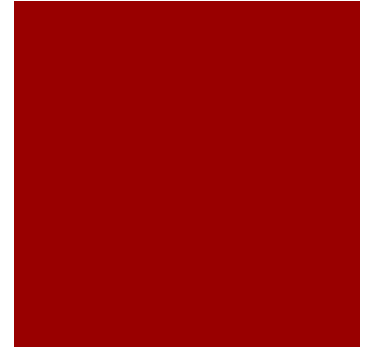
**Focused on  
mastery of  
competencies**



**Based on  
learning  
outcomes**

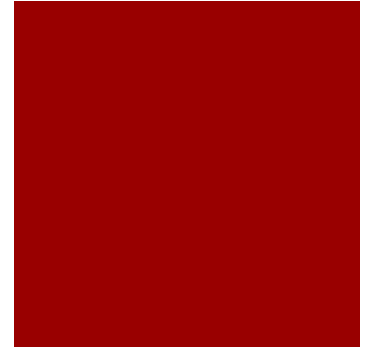
- Curriculum refers to the set of competencies to be mastered
- Instruction or learning resources designed to be wide-ranging, enabling all learners to be successful
- Students thoroughly introduced to the curriculum (competencies), and early on

# Features of competency-based models: competencies and assessment



- Direct Measures
- Conditions under which the knowledge or skills must be demonstrated are specified in competencies
- Standard or level of performance expected to master each competency is included in the competency
- Competencies are clear, unambiguous
- Overall pre/post assessment
- Unit/module post assessments
- Formative assessments throughout

# Features of competency-based models: personalized Learning plan



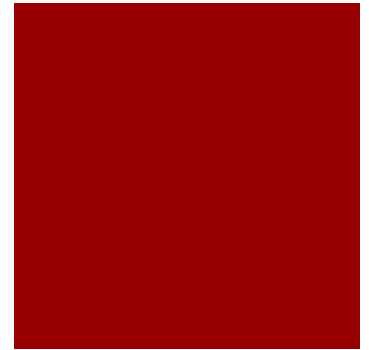
- Pre-assessment determines what has been mastered, what remains to be learned
- Based on the pre-assessment some students may be able to “place out” of some parts of the curriculum
- Students develop an individual (“personalized”) learning plan to focus on competencies they need to work on
- An efficient path to course or certificate completion

# Features of competency-based models: instruction/learning resources



- A range of learning resources (reading levels, learning styles) to master competencies
- Competencies originate from: 1) academic disciplines and 2) defined industry sectors or local business needs and 3) needs of learners as determined by them and their instructors
- Learning can take place inside or outside the classroom

# What is blended learning?



- ❑ Face-to-Face Integrated with Online Learning

## Complexity Range



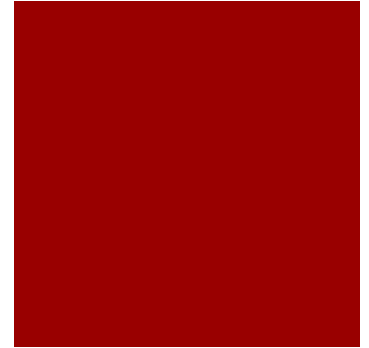
free, easy-to-find or  
prepare online  
lessons



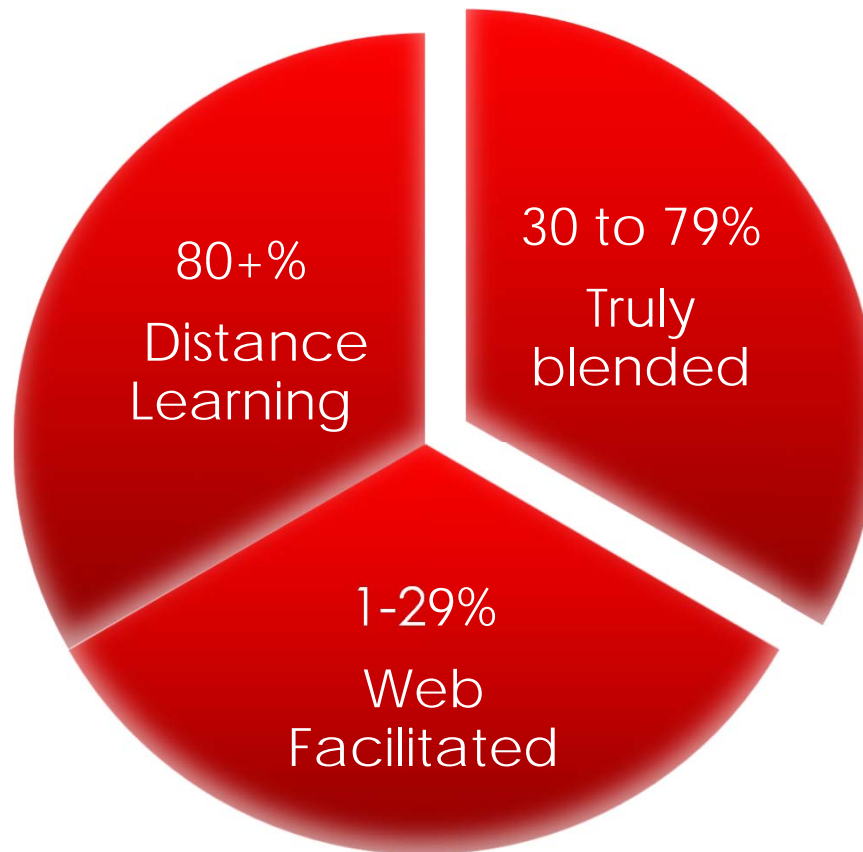
sophisticated  
learning platforms  
that offer complete  
curricula

# What is blended learning?

- The online component can range in complexity and cost from free, easy-to-find or prepare online lessons stored in free online filing systems, to sophisticated online or blended learning platforms that offer exciting features and complete curricula
- The online component can be offered asynchronously or in real time (as the instructor teaches).



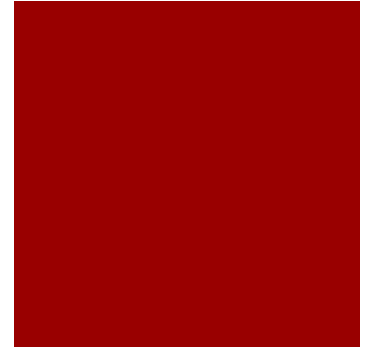
What % of online vs. face-to-face learning is required to be considered *blended*?



[http://olc.onlinelearningconsortium.org/sites/default/files/Blending\\_In.pdf](http://olc.onlinelearningconsortium.org/sites/default/files/Blending_In.pdf)



# Why use blended learning? How will it help students, teachers and programs?



- Blended learning may be more effective for adult learners than only face-to-face learning or only online learning -- Texas Educating Adults Management System (TEAMS)

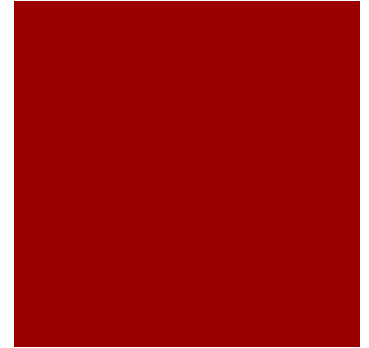
Glenda Lynn Rose post to LINCS

<https://community.lincs.ed.gov/comment/9097#comment-9097>

# Why use blended learning?

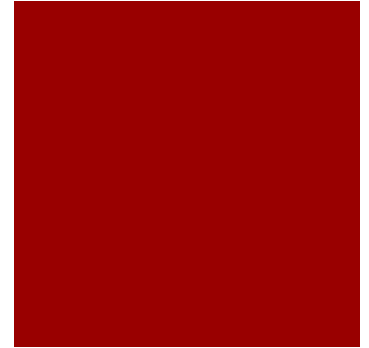
- Higher education and K-12 research on blended learning also suggests that it is effective. “Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.”

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>



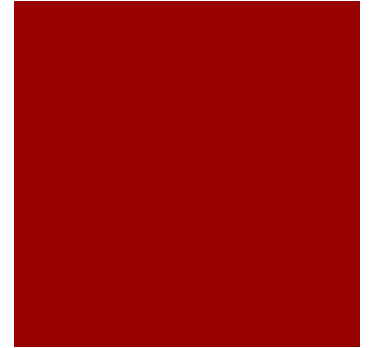
# Why use blended learning?

- Students can acquire digital literacy/digital readiness, and online learning skills
- A way to “make up” missed classes
- A way to make homework more convenient and appealing
- Extends learning time so students can reach College and Career Readiness Standards



# Why use blended learning?

- Enables easier monitoring of student progress
- Fits well with workplace basic skills
- Fits well with competency-based (proficiency-based or mastery) learning models.

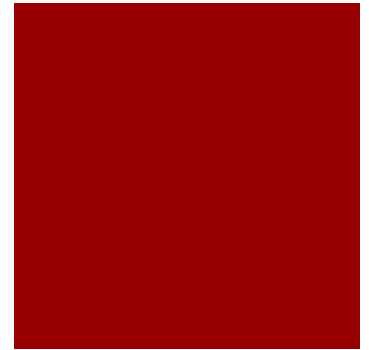


# How adult education teachers use blended learning....They:



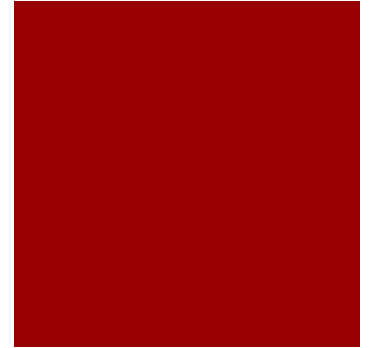
- Supplement instruction with online videos
- Differentiate instruction for each student
- Incorporate chats or discussion boards, e.g. for practicing writing in English
- Create free, private, class Facebook pages. (*Adult Educators Using Facebook for Education* FB group)

# How adult education teachers use blended learning....They:



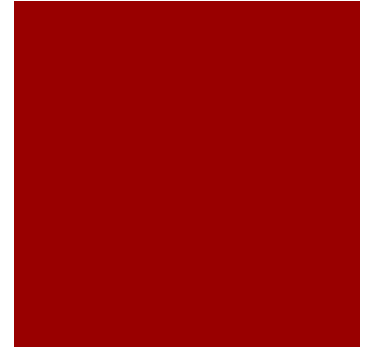
- Add an online presence to face-to-face learning
  - Use web-based filing tools such as [Scoop.it](#), [Pinterest](#), or [Livebinders](#)
  - Use content-complete online programs, such as [Burlington English](#) or [GED Academy](#)
- Use free online tools and resources such as polling software, video customizing software such as [EdPuzzle](#), online quizzes, and more

# How adult education teachers use blended learning... They:



- Use shell platforms to build their own online presence, such as [Schoology](#) or [Edmodo](#)
- Make free, class instruction websites using [Weebly](#), [Wix](#), [WordPress](#), or [Google Sites](#) (See [Comparison chart](#))
- Incorporate teaching digital literacy skills
- Use free, easy-to-use blended learning tools that are described in the guide and listed in the appendix:

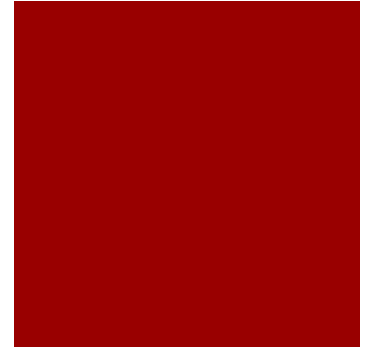
# How competency-based and blended learning reinforce each other



- Competency-based/mastery learning can lay the organizational groundwork for curriculum and assessment
- Blended learning is an instructional delivery system which works well with competency-based education. It is, however, not the only way blended learning can be delivered.
- CBAE leaves up to the adult learner what resources to use for mastering the competencies.
- Blended learning uses a wide range of online and face-to-face resources



# Student access to and use of technology. To begin:



- Survey students for computer skills and mobile phone access and skills
  - <http://tinyurl.com/ovntxsv>
  - <http://tinyurl.com/yjzqxy6>
- Get access to low-cost computers and Internet service for students and yourself at home and for your classroom  
[EveryoneOn.org/adulted](http://EveryoneOn.org/adulted)
- Use smartphones, chromebooks or tablets for online learning, as well as computers

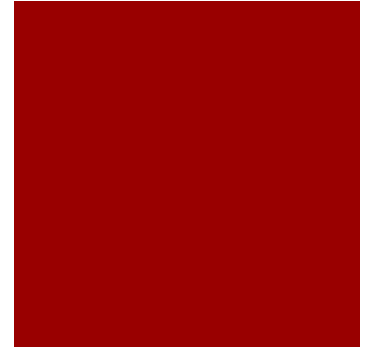
# Portable digital devices

- Tremendous growth of smartphones, including among immigrants and African Americans (Pew Internet and American Life research

<http://www.pewinternet.org/2013/06/05/smartphone-ownership-2013/> and <http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015/>)

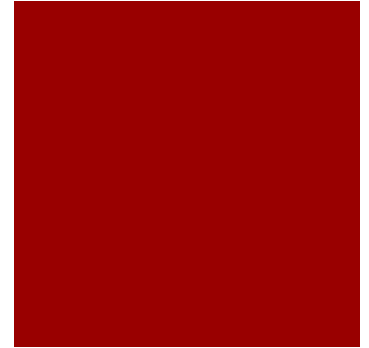
Portable digital devices:

- Make homework more engaging and convenient for students
- Make flipped learning possible



## Discussion

- If you are doing competency-based and/or blended learning now, tell us what you are doing
- For you, what are the most compelling reasons to use blended learning or competency-based learning?
- Have you used [www.everyoneon.org/adulted](http://www.everyoneon.org/adulted) ? If so, what has your experience been?
- What else would you like to learn about blended learning or competency-based learning?



# Evaluation



- What was the most useful part of this session for you, and why?
- What do you plan to do with what you learned from this session? What are your next steps?



## Web Address for the blended learning guide

- <https://lg189.infusionsoft.com/app/page/blended-learning-guide-download>

