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LEARNING LOG

A CBE Curricular Model for System-wide Adoption or Adaptation



DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

A CBE Curricular Model for System-wide Adoption or Adaptation

SOLUTION

Digital Learning and Next Generation Digital Courseware

CAPACITIES 1

Policy;Information Technology

Owner



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Record Type

Monthly-Current 2017

INSTITUTION

University System of Georgia

REFLECTION

SITE INITIATIVE

Valdosta State University through the leadership of Dr. Anthony Scheffler are leading an effort to develop and sandbox an online CBE curricular model for system-wide adoption/adaptation which may be used with CBE degree or certificate programs or with themed CBE micro-degrees designed to standalone or integrate as a component of a traditional degree program.

PROGRESS TOWARD STUDENT SUCCESS®

During AY 2016-17 VSU has piloted and made progress by:

- Creating a functional CBE curricular model has been developed which allows for the integration of hard program outcomes with soft skills.
- The CBE model has been launched as a STEM endorsement program for K-5 classroom educator
- The exclusive use of project-based mastery competency assessments and an associated rubric design has been functionally integrated into the LMS.
- To date three pilot groups of classroom educators have been enrolled in the CBE science endorsement program.
- Student program progression metrics and associated student/faculty dashboards have been constructed and are in a test phase.
- An organizational and implementation model for standalone micro-degrees/certificates is in development with a target reveal date
 of fall 2017.

IMPACT®

- Data gathered from ongoing student focus groups is being used in a continuous improvement process of the curricular model and associated STEM endorsement program content.
- · Student feedback has indicated a high program quality as well as student support challenges with scale.
- Student completion and progression data is being gathered during the startup phase of the STEM endorsements and analyzed with regard to the quality and functionality of the CBE curricular model.
- The CBE curricular model has been spotlighted by a number of professional and support organizations and is currently a program subject in an independent national study.
- Discussions are underway to define a vehicle and context for system wide adoption/adaptation of the CBE model.

The CBE Initiative has been characterized by the level of collaboration among diverse agencies including faculty from the Dewar College of Education and Human Services and the College of Arts and Sciences at Valdosta State University; an administrative representative from the VSU Office of Academic Affairs; university instructional designers; master classroom educators from the local K-5 public schools systems; the University System of Georgia; the Georgia Professional Standards Commission (GaPSC); and the Georgia Department of Education (GaDOE).

Master teachers from the school systems were recruited to work with College of Education and Human Services faculty to ensure the appropriate pedagogy-related competencies were defined and associated instructional episodes were incorporated into the learning modules. The university system of Georgia has provided technical support in the form of a unique instance of the state adopted LMS which has been dedicated to the CBE endorsement program. In addition, USG personnel have provided organizational and administrative support.

As VSU's Personalized Learning Model for the Preparation of STEM Educators has progressed in its development and implementation, the program has garnered the attention of other institutions, national educational organizations, and technology firms, each of which have partnered to provide technical and operational insights and to facilitate communications among similar efforts nationwide. The Council for Adult and Experiential Learning (CAEL) has featured the program in a published case study, Desire to Learn featured the program at its 2016 Fusion Conference, and The Council of Graduate Schools invited VSU representatives to conduct a workshop focusing on the CBE program. In addition, the program has been presented at Educause, CBExchage, The Association of Teachers Educators conference, CAEL and Ellucian Live. Eduventures is currently completing a longitudinal research study on CBE programs which includes the CBE STEM Endorsement initiative.

NEXT CRITICAL STEPS

- . The importance of the academic coach's role as a critical component in the CBE curricular delivery model
- . The challenges to innovation posed by the inflexibility of traditional student administrative support services
- Importance of collaboration among diverse stakeholders to program development, implementation and continuous improvement
- The potential for accommodation of nontraditional students by innovative curricular models such as CBE

OPPORTUNITIES/CHALLENGES

The nature of the model as it has been developed to date allows for the presentation of both hard and soft skills in a student centric platform. As the model is refined it will be used to a provide a personalized educational opportunity to a more diverse audience of students. However, the success of this or any other new model of teaching and learning will depend heavily on overcoming the systemic reluctance to accommodate such innovations administratively and operationally.

QUESTIONS/REQUESTS 6

STATUS

- 1. Have you developed statewide practices for advising teams on campus? If so, how have you balanced the need for professional advising efforts and faculty advising?
- 2. For institutions that have moved from a faculty/distributed advising model to a more centralized/professional model, what was the process and how was "advising" defined for the faculty? What challenges did you face during and after the process?
- 3. How have you incorporated statewide and institution data in your advising process? Have you developed a systematic, statewide approach that is (generally) followed by institutions?
- 4. How have you communicated the importance of advising/pathways/credit intensity to institution faculty? What approaches have proven most effective?
- 5. Have you addressed the differing needs for advising efforts in research versus state/comprehensive institutions? If so, have you maintained common approaches in light of varying needs?

617/106	
Final	
Completion Date	
5/30/2017	
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