

GLOSSARY

Part-I Module 1

Competency-based Education Understanding Competency-based Education

Module	Term / Word	Where Introduced?	Definition	Reference
1	Ability	Part 1: What is Competency-based Education?	Ability is the vast underlying capacity or talent that is essential to learn and apply knowledge and skills.	Tucker, S., & Cofsky K. (1994). Competency-Based Pay on a Banding Platform. ACA Journal, 3 (1)
1	Academic equity / Educational equity	Part-3: Why Competency-based Education is Important and Needed?	Academic equity means every child getting what he or she needs to develop to his or her full academic and social potential.	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.
1	Assessment <i>for</i> learning	Part-3: Why Competency-based Education is Important and Needed?	The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.	P.M. Broadfoot, R. Daugherty, J. Gardner, W. Harlen, M. James, G. Stobart. Assessment for learning: 10 principles University of Cambridge School of Education, Cambridge, UK (2002)
1	Competency	Part 1: What is Competency-based Education?	Competency can be defined as an individual's capability of	Spencer L. & Spencer S. (1993). Competence at Work: Model for Superior

			performing a task by using knowledge, skills and abilities.	Performance. John Wiley & Sons, New York
1	Constructive / Effective feedback	Part-3: Why Competency-based Education is Important and Needed?	Constructive feedback is providing useful comments and suggestions that contribute to a positive outcome, a better process or improved behaviours.	https://www.utas.edu.au/curriculum-and-quality/student-surveys/evaluate/constructive-feedback-principles
1	Criterion-referenced test	Part 1: What is Competency-based Education?	Criterion-referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.	https://www.edglossary.org/criterion-referenced-test/
1	Culture	Part 2: How CBE is different from Traditional System of Education?	Culture can be defined as socially shared beliefs, values, norms, expectations, and practices within a group, community, or society at large.	Triandis, H., Lambert, W., Berry, J., Lonner, W., Heron, A., Brislin, R., & Draguns, J. (Eds.). (1980). Handbook of cross-cultural psychology: Vols. 1–6. Boston, MA: Allyn & Bacon.

1	Deeper learning	Part 1: What is Competency-based Education?	Deeper learning is an umbrella term for the skills and knowledge that students must possess to succeed in 21st-century jobs and civic life. The deeper learning framework includes six competencies that are essential to prepare students to achieve at high levels. 1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn 6. Develop academic mindsets.	https://hewlett.org/library/deeper-learning-defined/
1	Demonstrated mastery	Part 1: What is Competency-based Education?	A student is said to have demonstrated mastery if he /she exhibits proficiency of learning objectives.	https://www.gettingsmart.com/2019/09/demonstrating-and-assessing-mastery-and-managing-mastery-learning-data/
1	Disposition	Part 1: What is Competency-based Education?	A recurrent behavioral, thinking, or emotional pattern that distinguishes an individual from others.	https://dictionary.apa.org/disposition
1	Fixed mindset	Part 2: How CBE is different from Traditional	Fixed mindset is a belief that basic qualities, like intelligence or talent, are	https://www.edglossary.org/growth-mindset/

		System of Education?	simply fixed traits and there is no way to change them. The concept was explained by psychologist Carol Dweck and popularized in her book, <i>Mindset: The New Psychology of Success</i> .	
1	Formative assessment	Part 2: How CBE is different from Traditional System of Education?	Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.	https://www.edglossary.org/formative-assessment/
1	Growth mindset	Part 2: How CBE is different from Traditional System of Education?	Growth mindset is a belief that one can learn more or become smarter if one works hard and perseveres. The concept of a growth mindset was developed by psychologist Carol Dweck and popularized in her book, <i>Mindset: The New Psychology of Success</i> .	https://www.edglossary.org/growth-mindset/
1	Knowledge	Part 1: What is Competency-based Education?	Knowledge is the conceptual and theoretical understanding of the subject.	Tucker, S., & Cofsky K. (1994). Competency-Based Pay on a Banding Platform. ACA Journal, 3 (1)

1	Learning need	Part 1: What is Competency-based Education?	The gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks.	https://www.igi-global.com/dictionary/a-survey-of-learning-needs-of-street-vendors-innigeria/72647#:~:text=The%20gap%20between%20the%20learner's,or%20a%20set%20of%20tasks.
1	Learning outcome	Part 1: What is Competency-based Education?	A formal statement that tells what a student is able to do after learning a given topic /concept.	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.
1	Learning pathway	Part 2: How CBE is different from Traditional System of Education?	Learning pathway refers to the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education.	https://www.edglossary.org/learning-pathway/
1	Learning Sciences	Part 2: How CBE is different from Traditional System of Education?	The learning sciences is concerned with the inter-disciplinary empirical investigation of learning as it exists in real-world settings.	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons

				Attribution 4.0 International license.
1	Learning style	Part 1: What is Competency-based Education?	Learning style can be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation.	https://web.cortland.edu/andersmd/learning/introduction.htm
1	Lifelong Learning (LLL)	Part-3: Why Competency-based Education is Important and Needed?	LLL concept refers to the activities people perform throughout their life to improve their knowledge, skills and competence in a particular field, given some personal, societal or employment-related motives.	Field, J. (2001). Lifelong education. International Journal of Lifelong Education, 20 (1/2), 3-15
1	Pedagogy	Part 1 : What is Competency-based Education?	The art and science of teaching.	https://infed.org/mobi/what-is-pedagogy/
1	Rote learning	Part 2: How CBE is different from Traditional System of Education?	Rote learning is the memorisation of information based on repetition. Examples of rote learning include memorising the alphabet, numbers, and multiplication tables.	https://www.oxfordlearnings.com/difference-rote-learning-meaningful-learning/

1	Skill	Part 1: What is Competency-based Education?	Skill is a measurable and observable proficiency that is learned due to training or experience.	Tucker, S., & Cofsky K. (1994). Competency-Based Pay on a Banding Platform. ACA Journal, 3 (1)
1	Student agency	Part 2: How CBE is different from Traditional System of Education?	Student agency or student ownership refers to the skills and the level of autonomy that a student has to shape their learning experience.	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.
1	Summative Assessment	Part 2: How CBE is different from Traditional System of Education?	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.	https://www.edglossary.org/summative-assessment/