

Learn More:

Part-I: Competency Based Education (CBE)
Module 1: Understanding Competency Based Education

References

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.

Suggested Readings

- ☐ **Suggested Reading 1:**
Levine, E. & Patrick, S. (2019). What is competency-based education? An updated definition. Vienna, VA: Aurora Institute. (Content in this report is licensed under a Creative Commons Attribution 4.0 International license.)
- ☐ **Suggested Reading 2:**
Surr, W., & Redding, S. (2017). Competency-based education: staying shallow or going deep?

Time-Lines

Time-lines	Description
Early 1900s	John Dewey challenged the traditional rote learning methods of education and developed the concept of “Learning by Doing” and was the first to detail it.
1960s	CBE was introduced in USA after it was realized that school and higher education does not prepare the individual with competencies required for life after school.
1968	Benjamin Bloom published his famous work, “Learning for Mastery” which discusses the necessity of allowing students to learn at their own pace.

1970s and 1980s	Extensive research on the CBE showed significant gains in learning.
1980s and 1990s	USA saw the “standards movement” and setting of common educational goals.
1994	Alaska became the first to launch performance-based learning system, a forerunner of CBE.
2008	New Hampshire became the first to launch CBE by giving credit for mastery of LO (Learning Outcomes), rather than time spent in classroom.
Reference Required:	Attached PDF given by the client

Common Misconceptions

Five Misconceptions of How People Learn	
1. Cognitive development does not progress via a fixed progression of age-related stages. 2. Students do not have different “learning styles.” 3. Humans do not use only 10 percent of their brains. 4. People are not preferentially “right-brained” or “left-brained” in the use of their brains. 5. Novices and experts cannot think in all the same ways.	
Reference:	The science of learning. Deans for Impact.