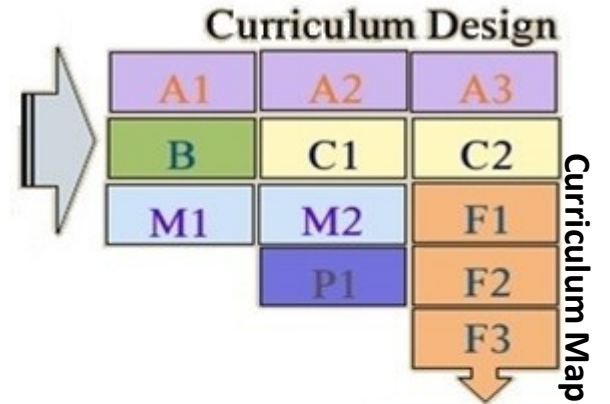
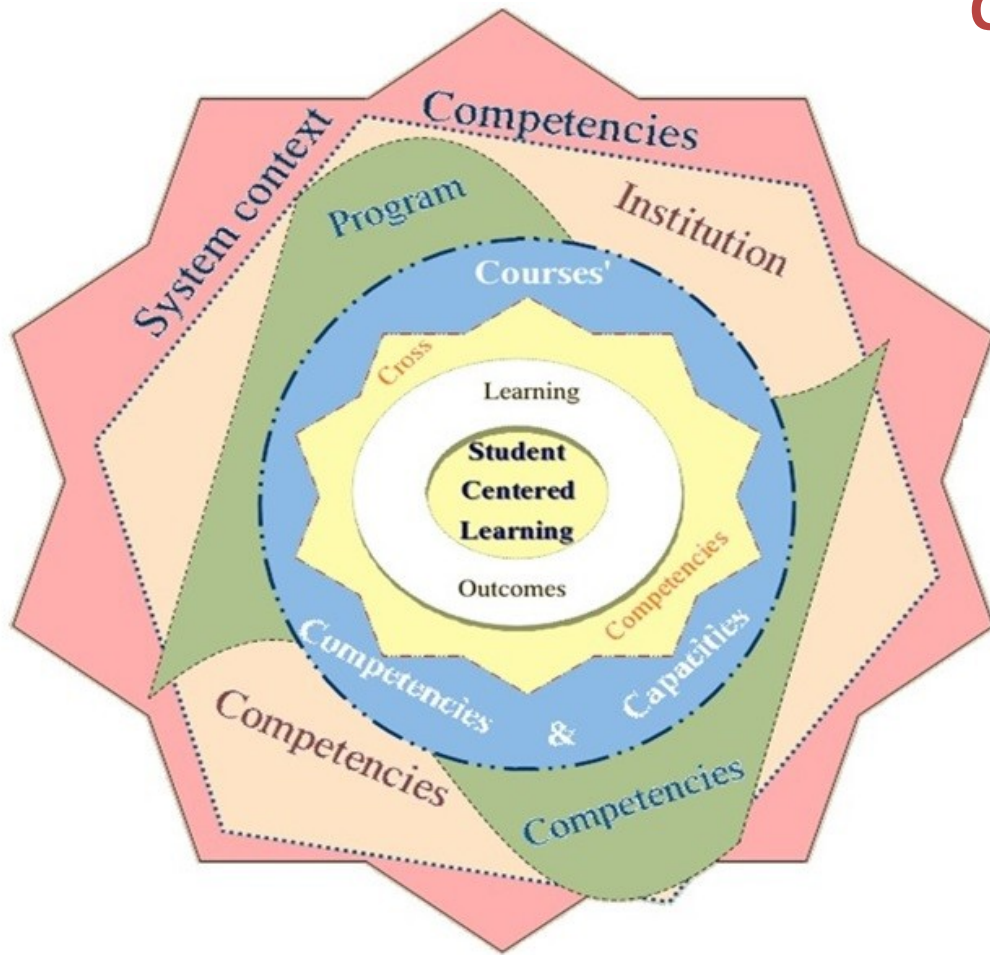


# Curriculum and Learning Design for Competencies/Outcomes Based Education:

*A Systemic View*



Luis Guadarrama Olivera

Learning Designer

Athabasca University

# Agenda

1. Introduction
2. Considerations
3. C/OBE Model: *Overview*
4. Case Study: *Universidades Politécnicas*
5. *Conclusions*



## What I bring to the UOC?

## *Successful practices*

### •Competencies Based Education: Online Diploma - Mexico

Distance Education Online  
Face to face  
Literature review  
Adapted the model - Mexican context  
Project management

Faculty Development  
Curriculum Design  
Learning design  
Online implementation: MOODLE  
Evaluation / Piloting

### •Master in Arts: Educational Technology – Canada – OBE oriented

#### **Role: Student**

Blended education  
Hands-on education  
Total control/responsibility  
Active learning  
Collaborative and cooperative learning  
Critical thinking

Student centered education  
Situated cognition  
Literacy Information - Technologies  
Formative over sumative evaluation  
No exams  
Portfolios  
Internship (s)

### •Professional Experience in Canada

Canadian education is OBE oriented, flexible and student centered

# What I bring to the UOC?

*Successful practices*

## •Professional Experience in Canada (Continue)

Canadian education is OBE oriented, flexible and student centered

Learning designer at Athabasca University:

- Online Education at distance
- Learning design
- Faculty development
- Educational Technology
- Learning Management Systems (Moodle)
- Instructional technologies assessment and evaluation
- Interface design
- Evaluation

Projects in progress at Athabasca university:

- Learning design methodology - Evaluation (proposal)
- Literacy Information Skills Integrated into the curriculum Evaluation (proposal)
- Video/audio advance organizers – Evaluation
- Automated Written Quiz Exercises – Evaluation
- Dynamic online 3-D and 2-D maps - cooperative learning - Evaluation

# What I bring to the UOC?

## *Successful practices*

### •Professional Experience in Canada (Continue)

Learning designer at Athabasca University:

- leads the course design and/or educational development process.
- conducts needs assessments as appropriate
- creates course planning documents, aligning outcomes, resources, activities and assessments
- discusses with subject matter experts about methods for online teaching and learning
- analyses learners and learning context for courses and educational development activities
- offers expertise in learning design and student-centred instructional design to teams working on courses, programs, learning activities, workshops, presentations, consultations etc.
- gathers feedback from multiple sources to influence learning design activities
- locates, evaluates and recommends assessment strategies for courses
- participates in discussions related to the alignment of course level outcomes with program outcomes
- explores and analyzes the benefits of existing and evolving educational technologies, and offer suggestions for maximizing their effectiveness in AU systems
- monitors course design progress

# Considerations

*C/OBE in the Literature  
An Emerging Model*

Competencies/Outcomes Based Education



## Considerations

*C/OBE in the Literature  
An Emerging Model*

**Educación Basada en Competencias**  
Competencies/Outcomes Based Education



# Considerations

*C/OBE in the Literature  
An Emerging Model*

**Educación Basada en Competencias**

Competencies/Outcomes Based Education

Outcomes Based Education





## Considerations

*C/OBE in the Literature  
An Emerging Model*

**Educación Basada en Competencias**

Competencies/Outcomes Based Education

Outcomes Based Education

Outcomes (Labor) Based Education  
*(Training)*



# Considerations

*C/OBE in the Literature  
An Emerging Model*

**Educación Basada en Competencias**

Competencies/Outcomes Based Education

Outcomes Based Education

Professional Competencies Based Education

Outcomes (Labor) Based Education  
*(Training)*



# Considerations

*C/OBE in the Literature  
An Emerging Model*

Educación Basada en Competencias Profesionales  
**Educación Basada en Competencias**

Competencies/Outcomes Based Education

Outcomes Based Education

Professional Competencies Based Education

Outcomes (Labor) Based Education  
*(Training)*



# Considerations

*C/OBE in the Literature  
An Emerging Model*

**Éducation Basée sur les Compétences**

Educación Basada en Competencias Profesionales

**Educación Basada en Competencias**

Competencies/Outcomes Based Education

**Outcomes Based Education**

Professional Competencies Based Education

**Outcomes (Labor) Based Education  
(Training)**



# Considerations

*C/OBE in the Literature  
An Emerging Model*

L'approche par les compétences

**Éducation Basée sur les Compétences**

Educación Basada en Competencias Profesionales

**Educación Basada en Competencias**

Competencies/Outcomes Based Education

**Outcomes Based Education**

Professional Competencies Based Education

**Outcomes (Labor) Based Education**  
*(Training)*



# Considerations

## *C/OBE - Literature An Emerging Model*

### It is important to acknowledge:

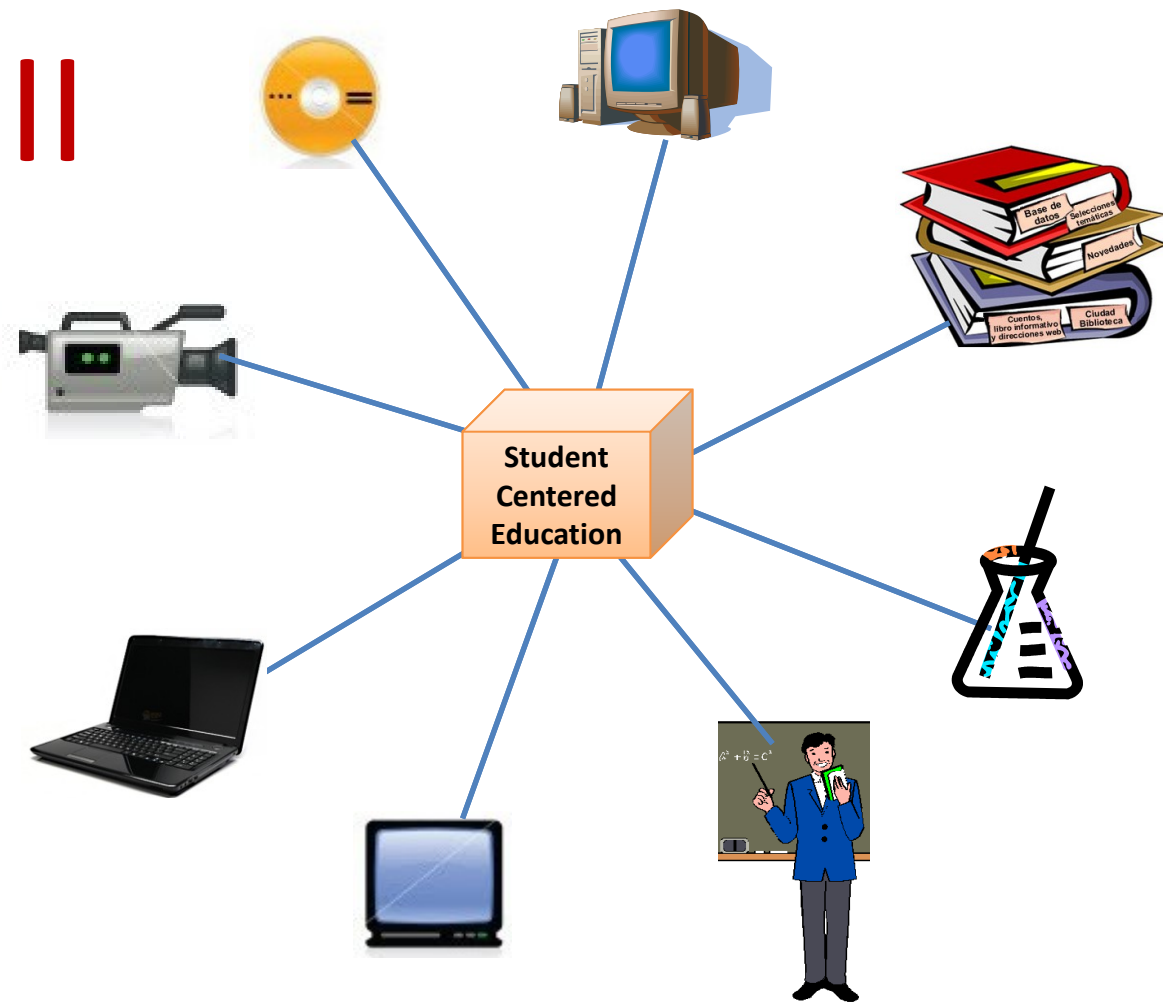
- C/OBE is still an emerging pedagogical model in higher education, and yet it is a very dynamic
- The different interpretations of the model in order to have an overall and systemic understanding of C/OBE
- In different educational contexts and countries C/OBE has been applied slightly differently
- The main concepts and components that integrate the C/OBE's framework and how they interrelate and impact one another
- The different experiences in C/OBE to identify and adapt successful practices that might be suitable in your context
- C/OBE is ultimately adapted to your own context taking into account your own practices and the system's demands



# C/OBE Framework

## Part II

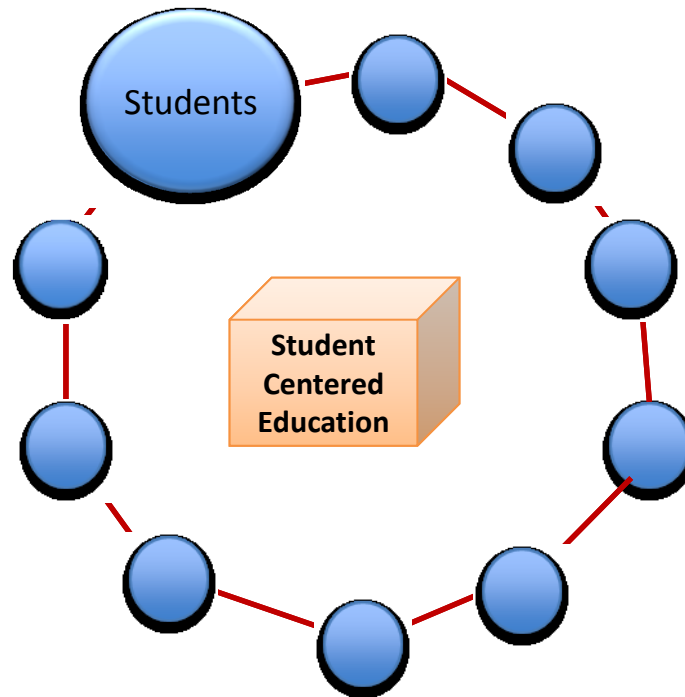
*A Systemic View*



# C/OBE Framework

## *A Systemic View*

Collaborative  
learning



Student role:

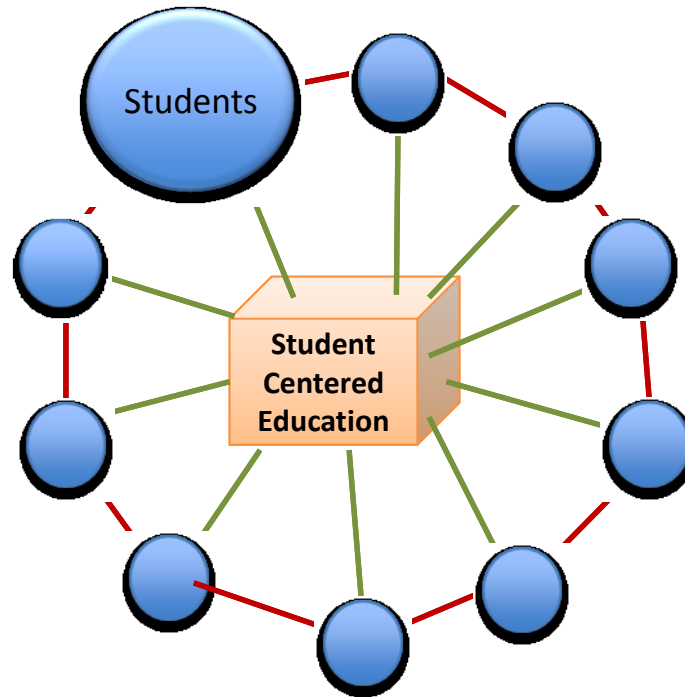
- Active learner
- Self directed in a paced environment
- Independent learner
- Total control
- Information - technology literate
- Critical thinker
- Multidisciplinary group work/research



# C/OBE Framework

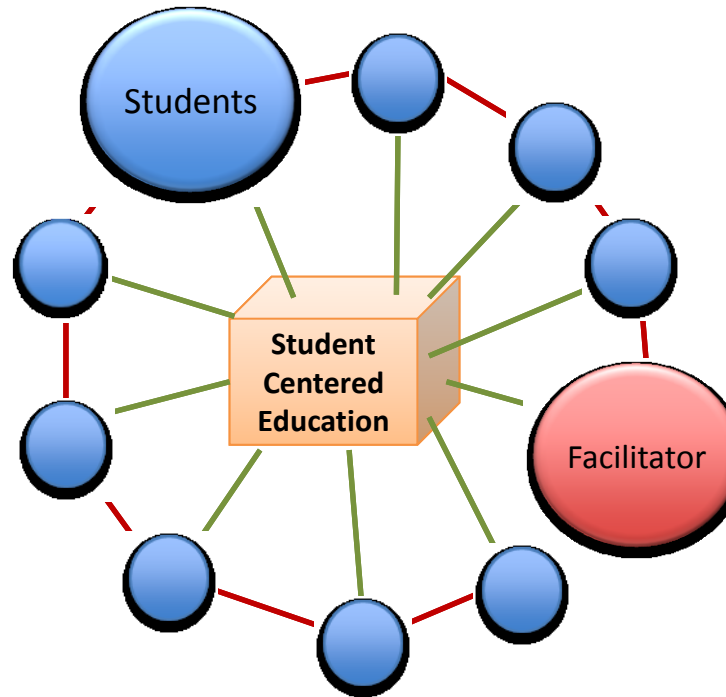
*A Systemic View*

Collaborative  
learning



Cooperative  
learning

## C/OBE Framework

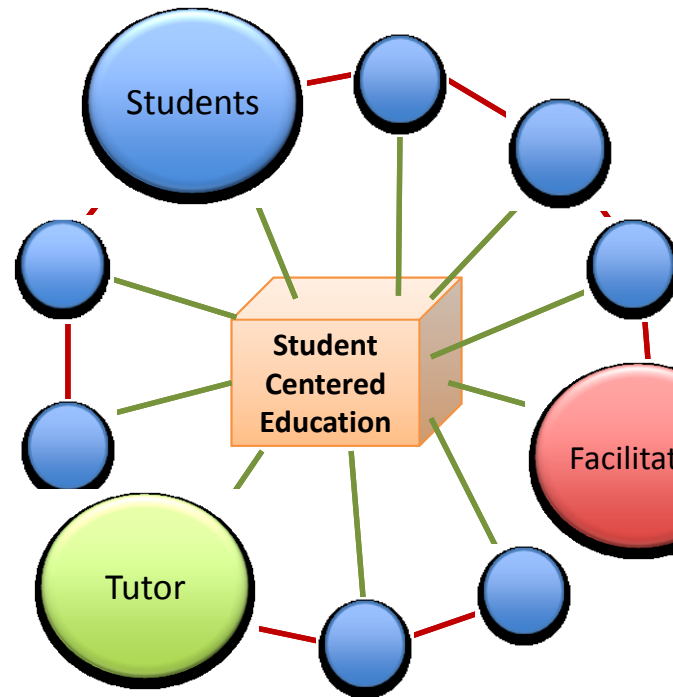


### *A Systemic View*

Facilitator role:

- Facilitates learning
- Orients, guides, supports students
- Introduces topics/themes
- Facilitates/moderates discussion
- Addresses students questions
- Provides formative input
- Conducts formative evaluation
- Evaluates students' competencies
- Works in consultation with Tutors

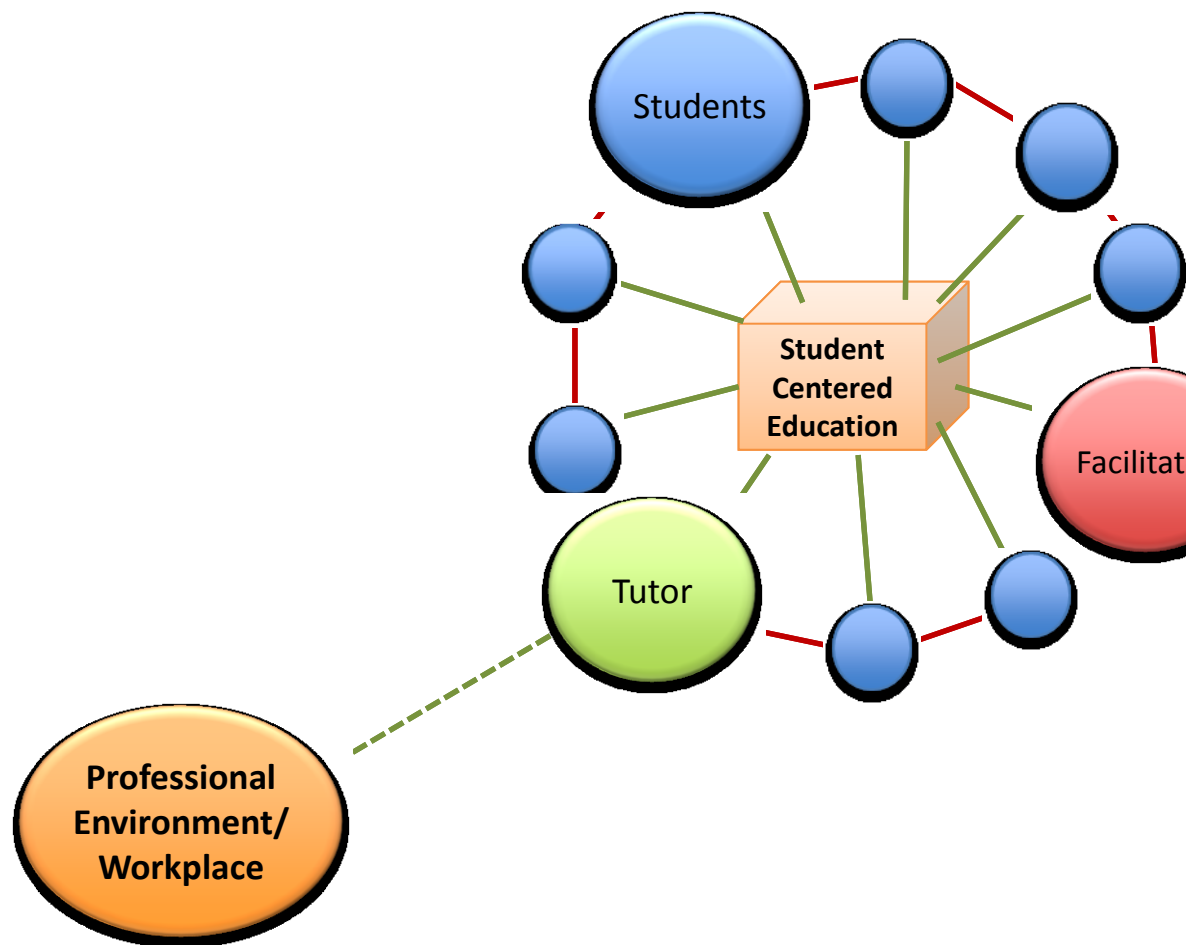
# C/OBE Framework



## *A Systemic View*

- Tutor role:
- Orients and guides students throughout their program
- Provides academic advice to students
- Assists students on planning their studies and selecting courses
- Assists students who undertake remedial learning activities
- Orients students to identify and plan internships
- Is the liaison between facilitators, students, and the labor market
- Works in consultation with Facilitators

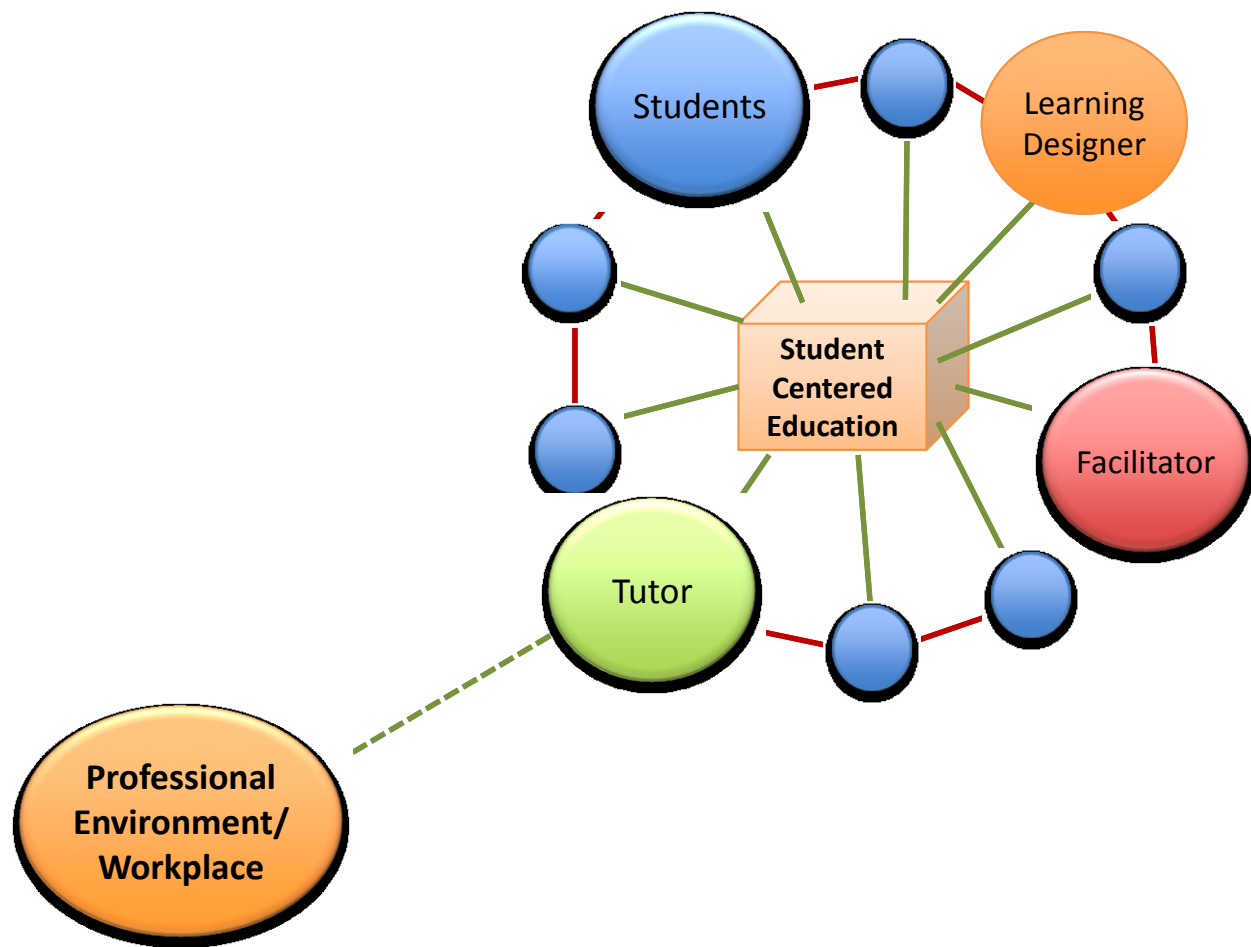
## C/OBE Framework



### *A Systemic View*

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## C/OBE Framework



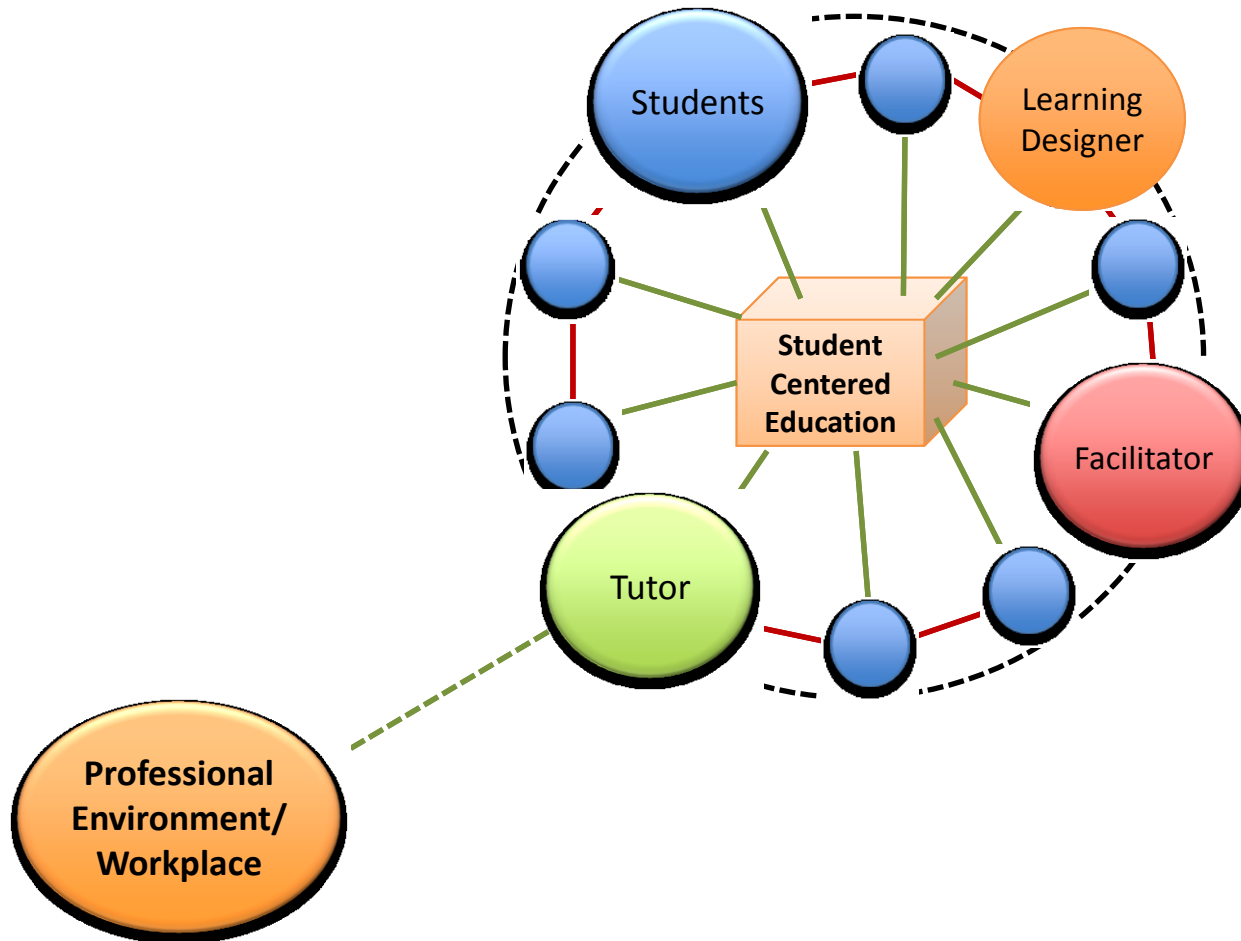
### *A Systemic View*

Learning Designer:

- Plans, designs and evaluates programs (curriculum design)
- Plans, designs, produces, implements and evaluates (online) courses (learning design)
- Identifies competencies and capacities (programs, courses)
- Designs evaluations, learning activities
- Identifies, designs, and/or produces learning materials and content

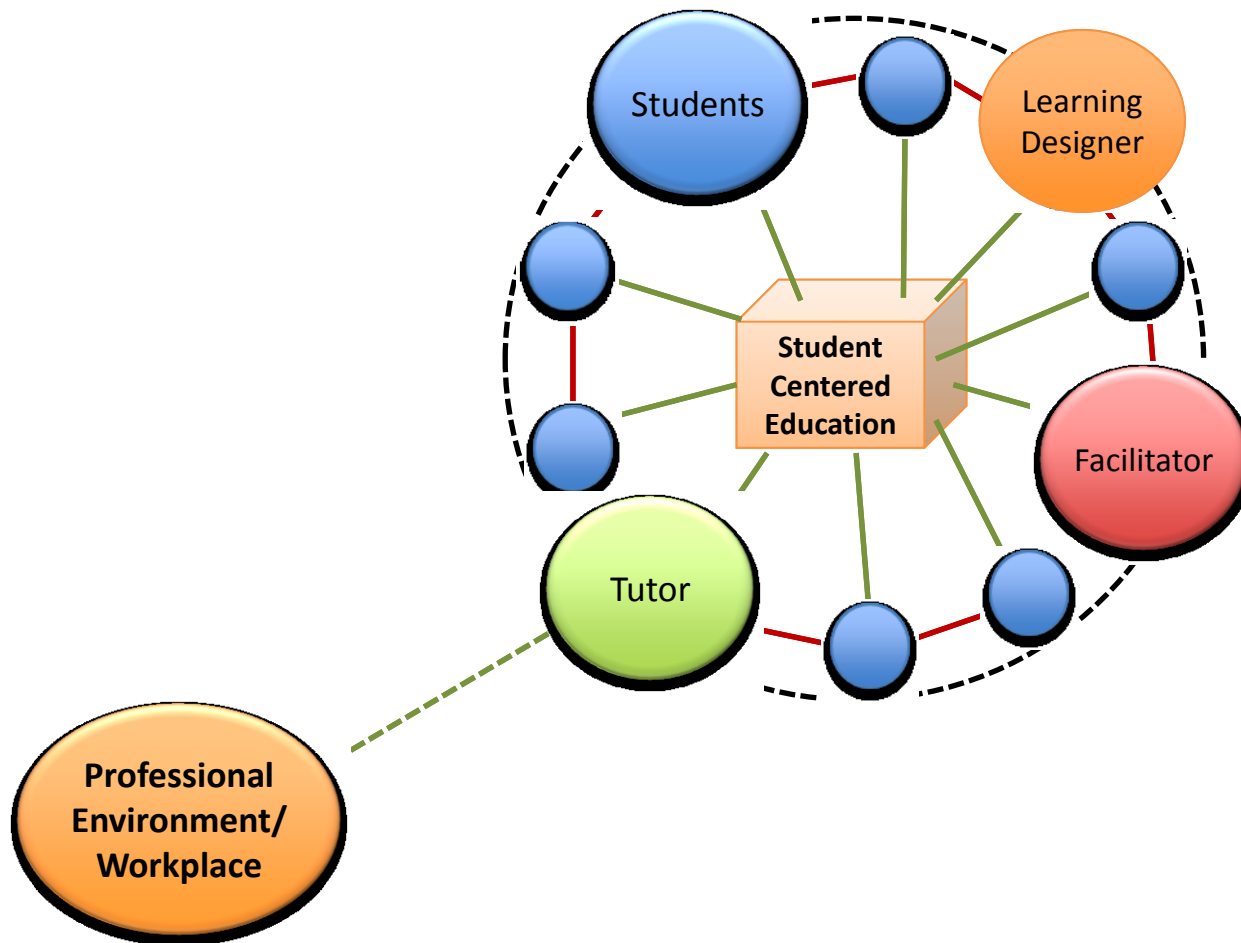
# C/OBE Framework

*A Systemic View*



# C/OBE Framework

## *A Systemic View*

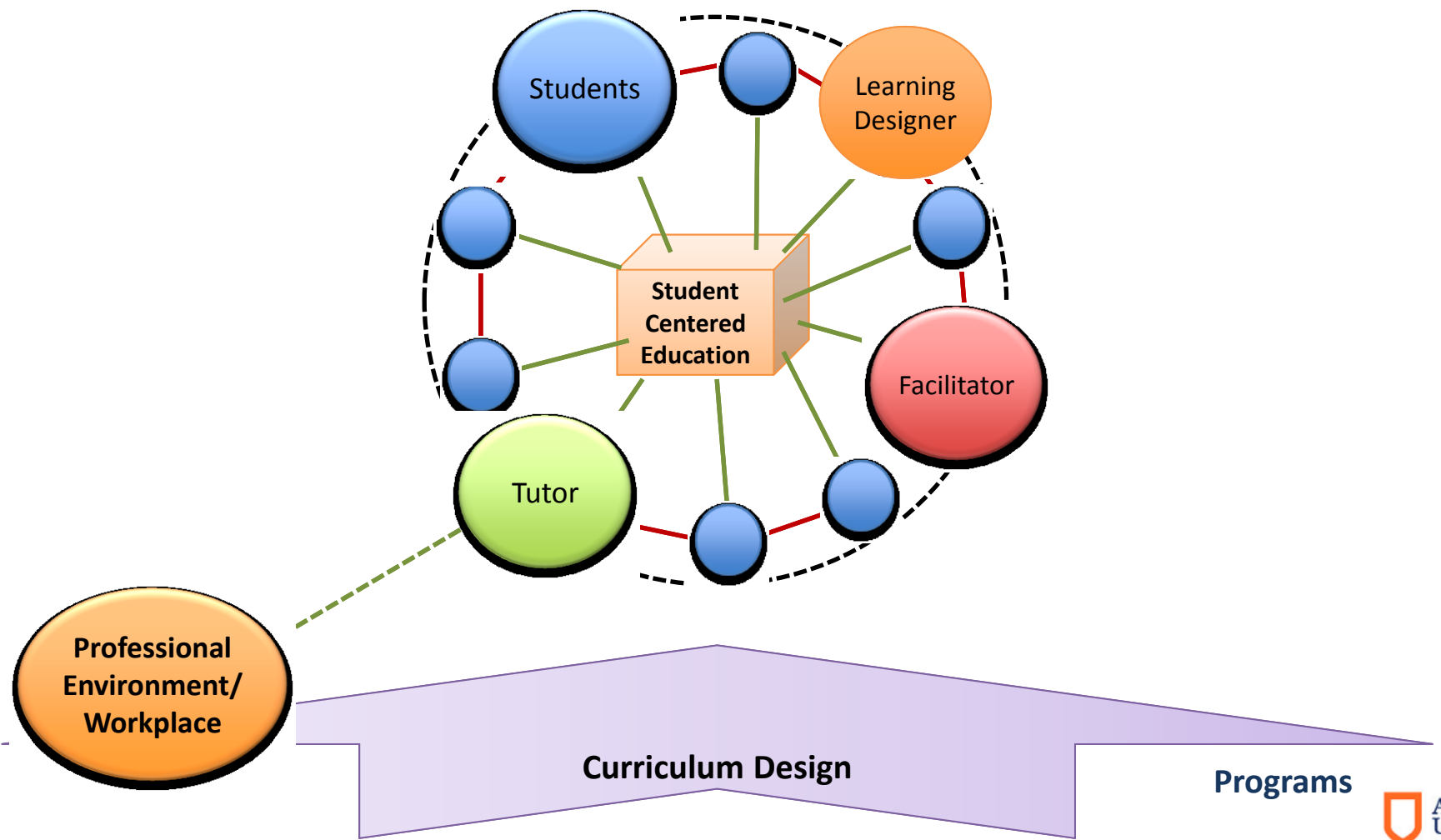


### C/OBE Learning Theories:

- Collaborative Learning
- Cooperative Learning
- Situated Cognition
- Meta-cognition
- Active Learning
- Social Learning
- Critical Thinking
- Individual Learning
- Adult Education

# C/OBE Framework

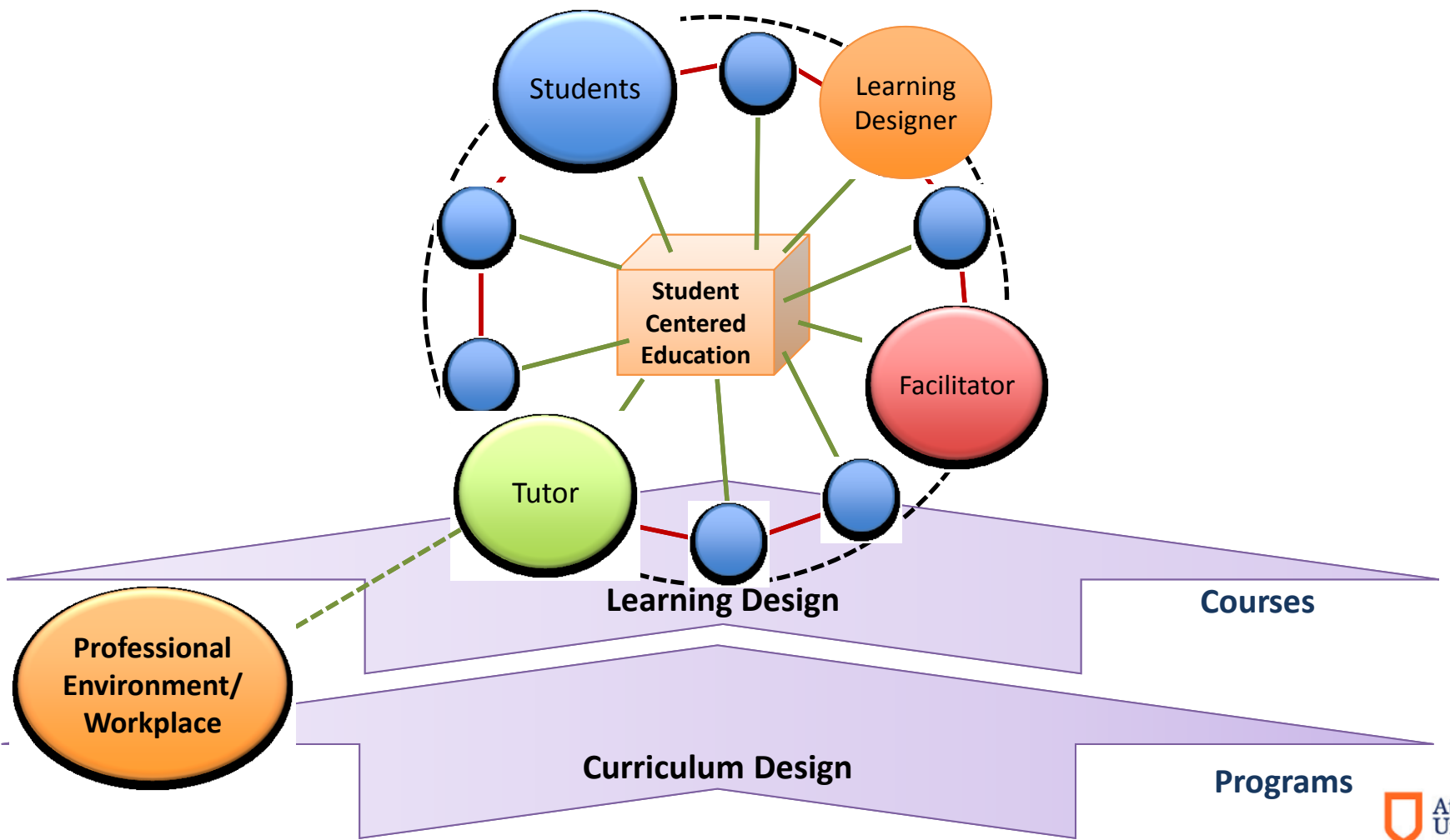
*A Systemic View*





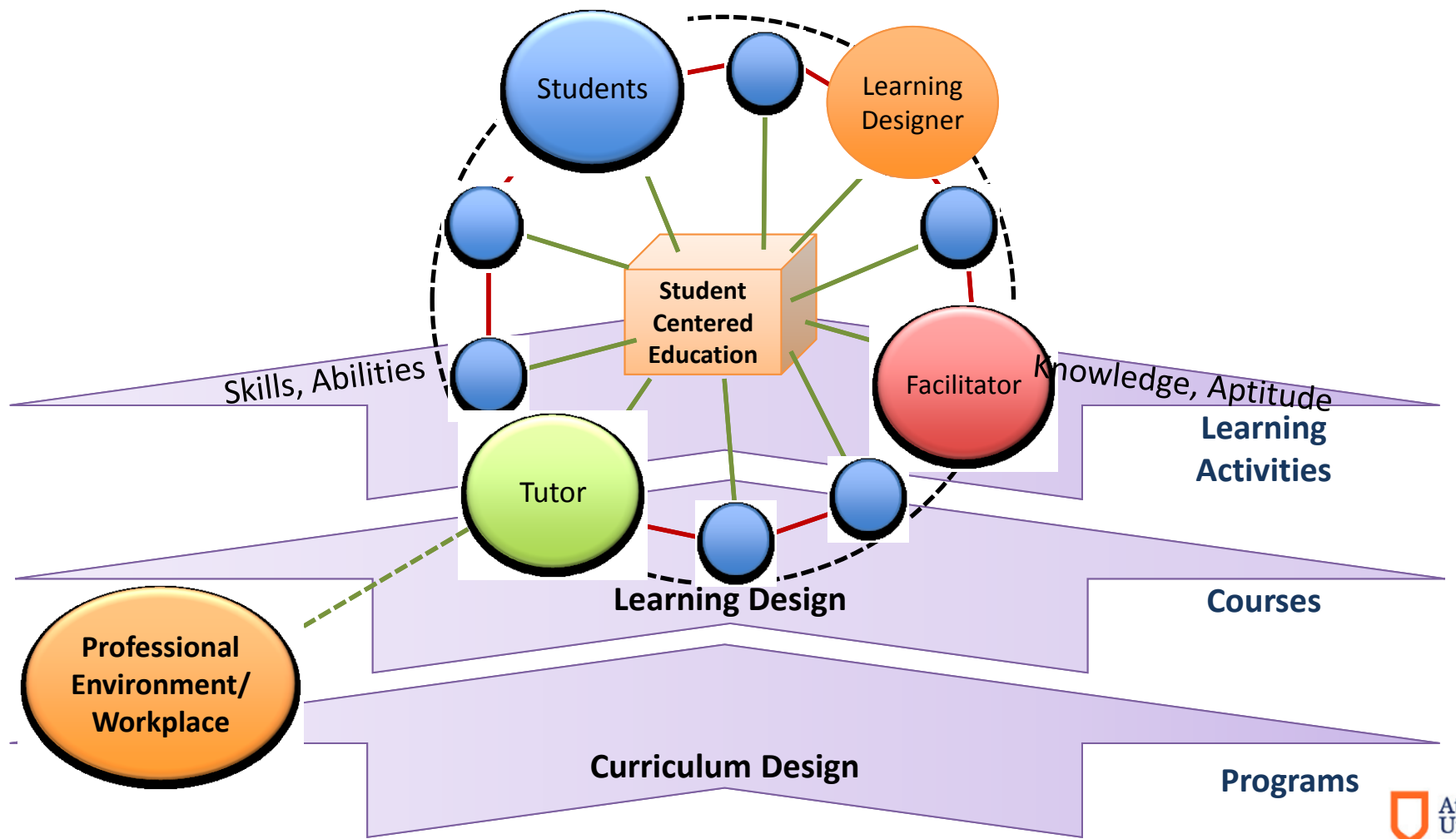
# C/OBE Framework

*A Systemic View*



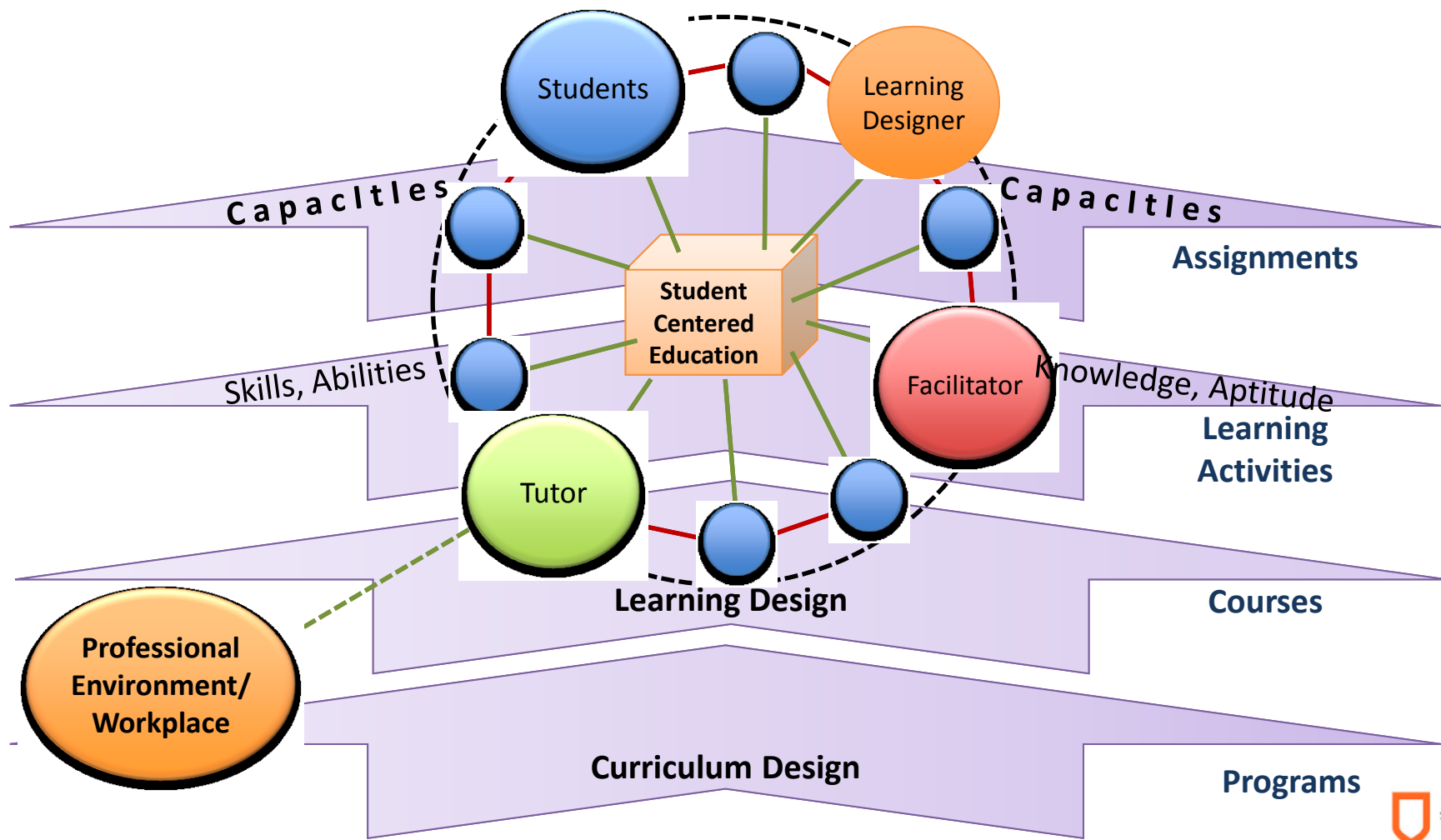
# C/OBE Framework

*A Systemic View*



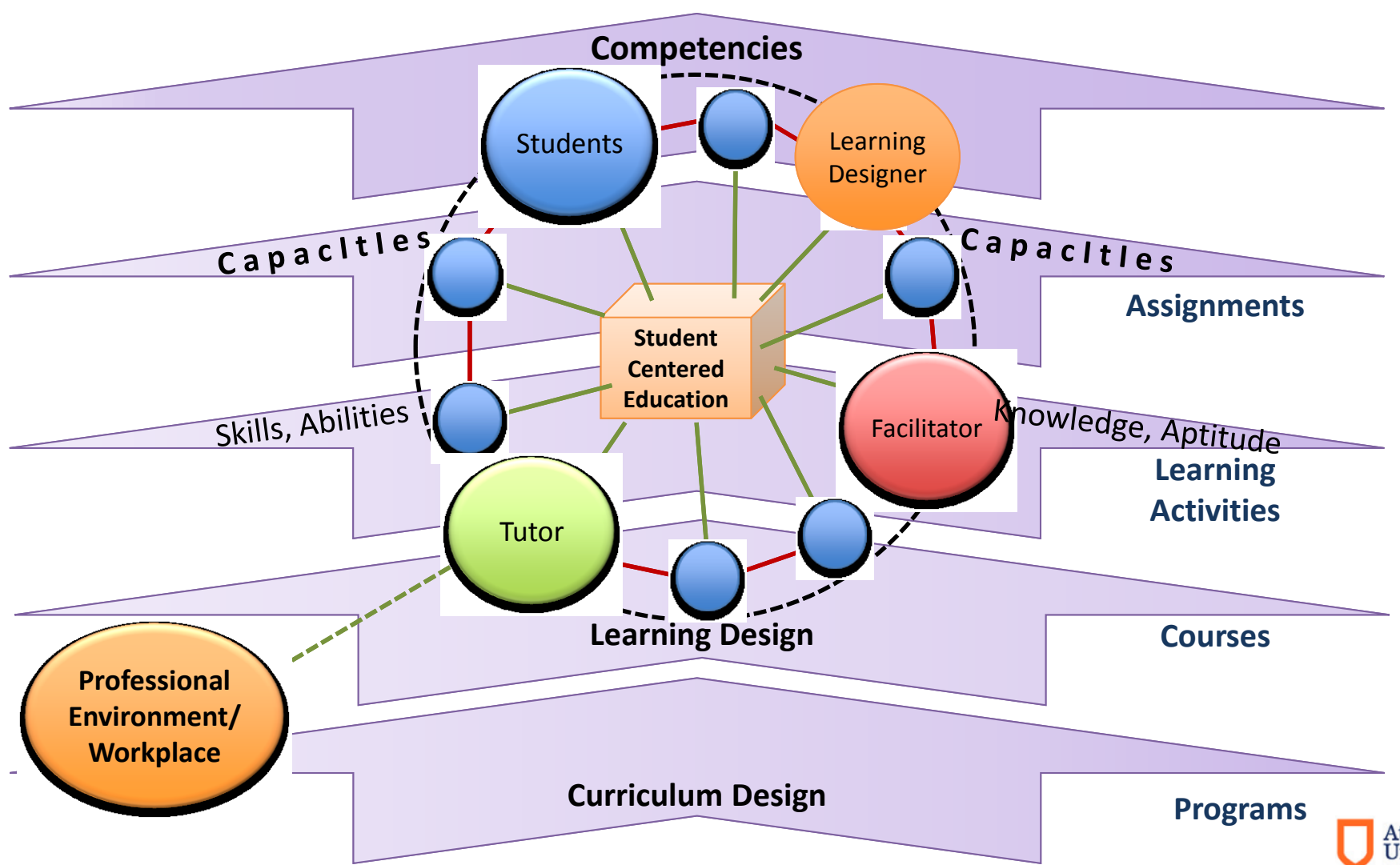
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*A Systemic View*



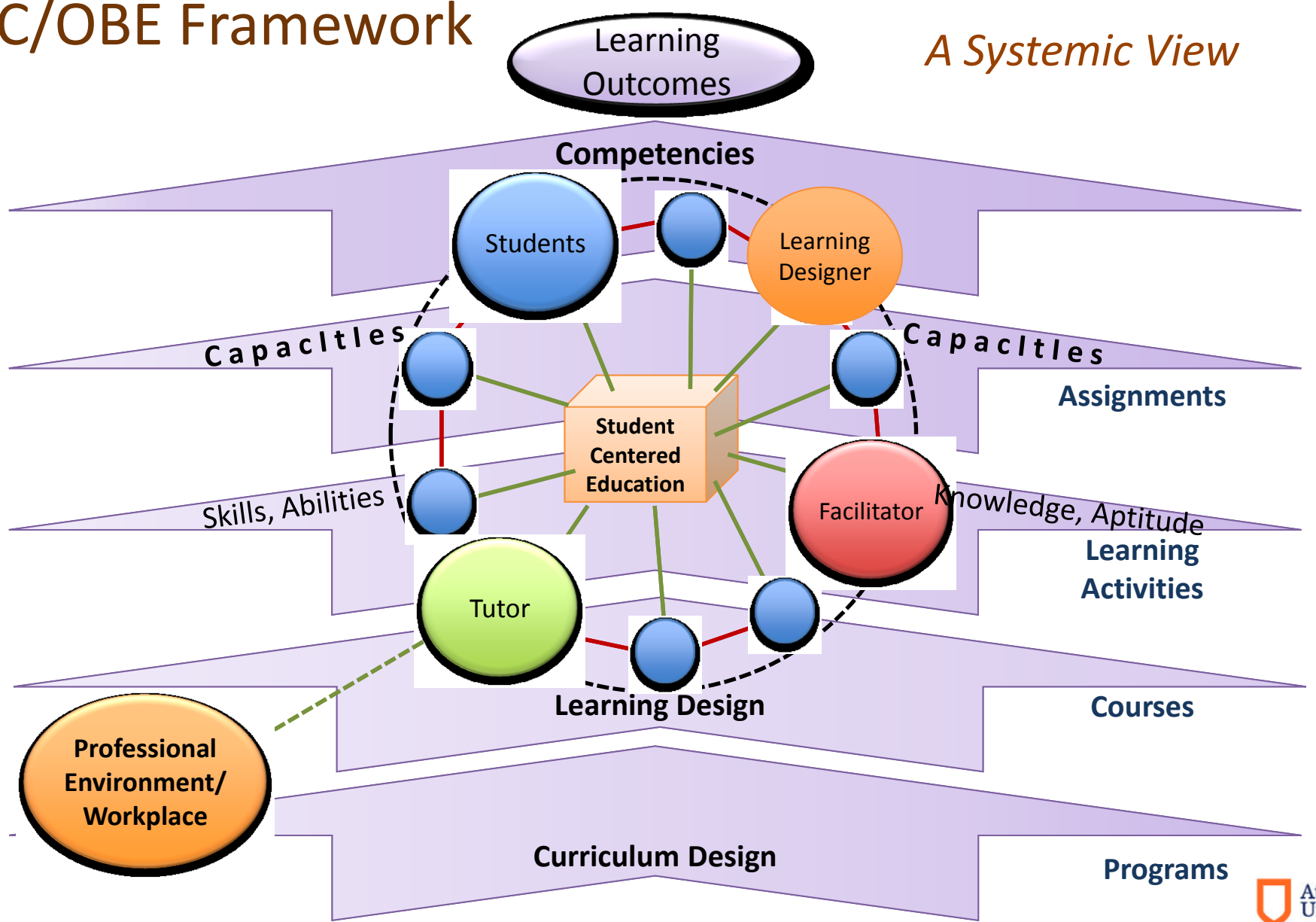
# C/OBE Framework

*A Systemic View*

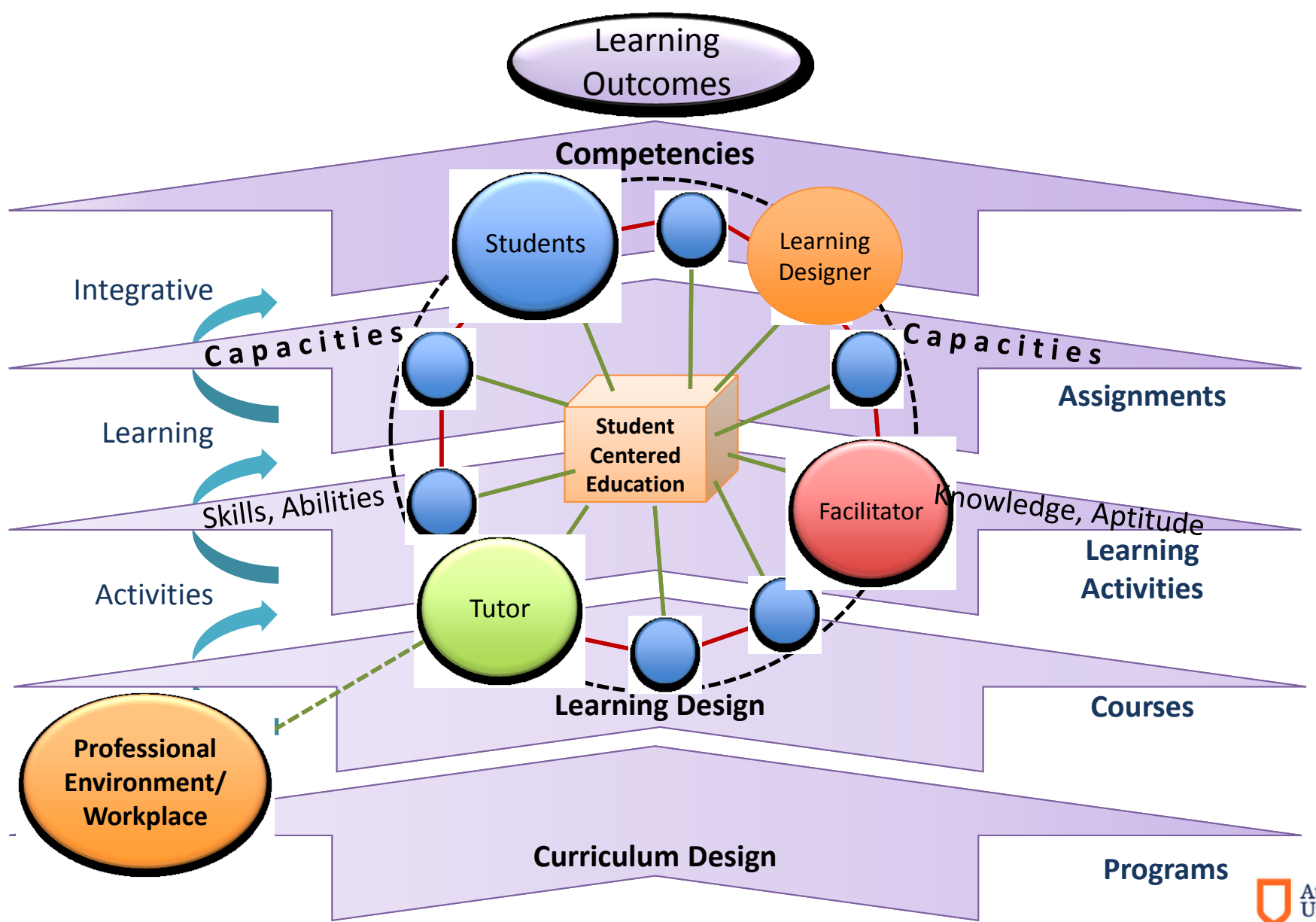


# C/OBE Framework

*A Systemic View*

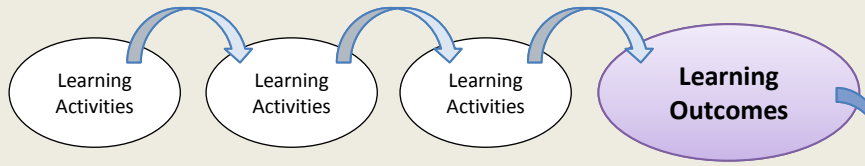


# Curriculum and Learning Design for Competencies/Outcomes Based Education: A Systemic View

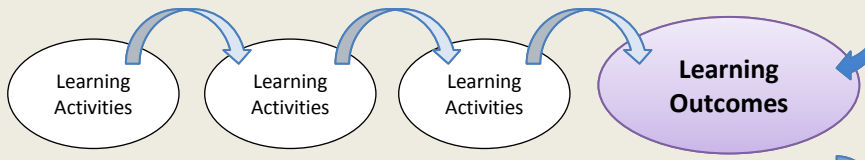


## Integrative Learning Activities

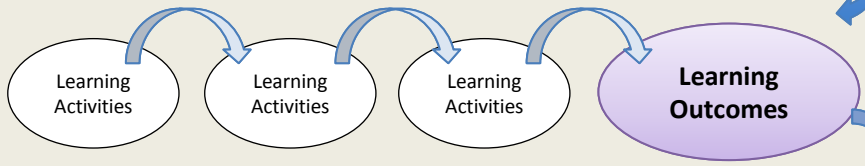
Unit 1



Unit 2



Unit N



Curriculum Design

Programs

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## C/OBE Learning Strategies

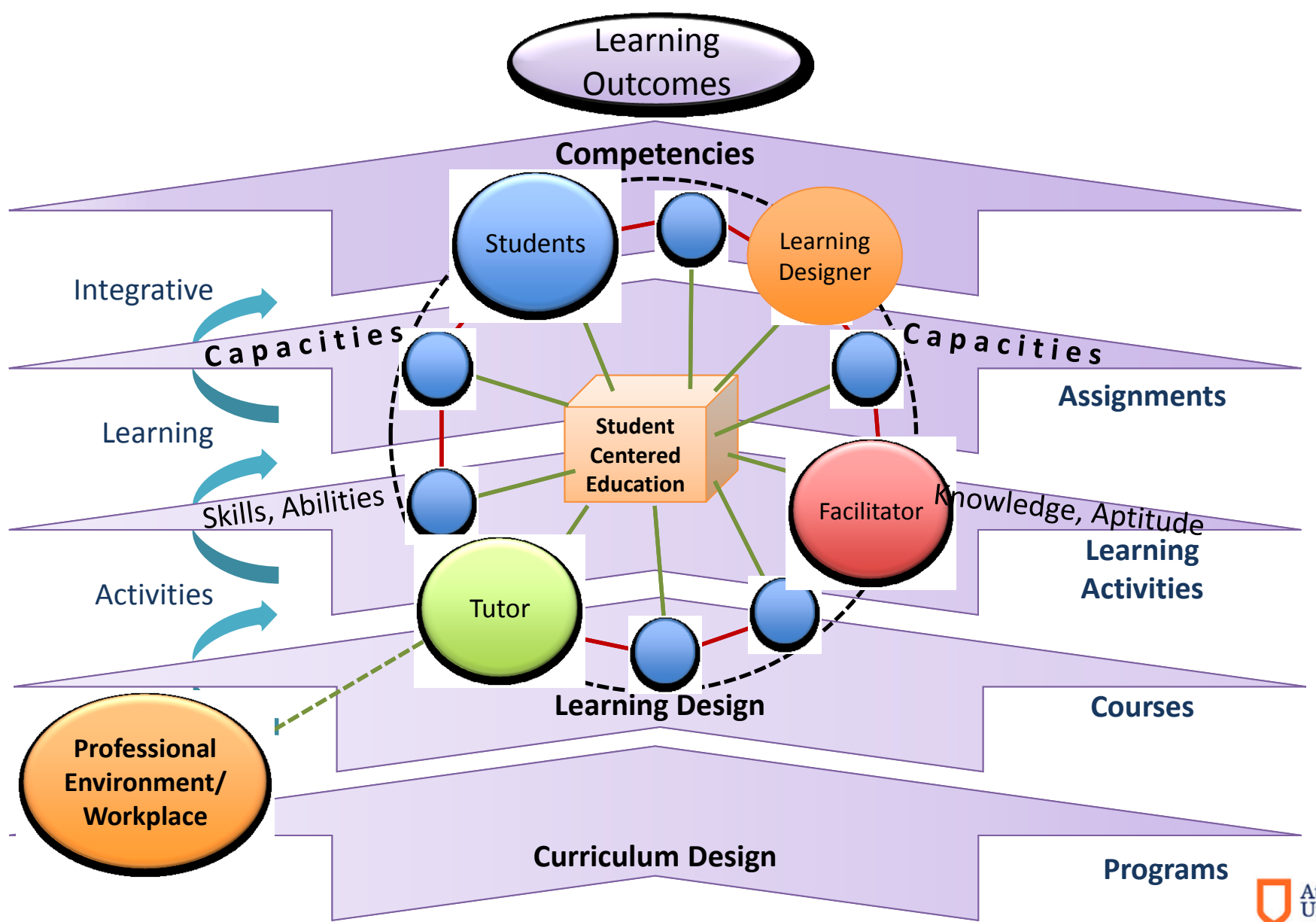
- Diagnostic Evaluation,
- Research Journals, Portfolios,
- Concept/Mental Maps,
- Debate/Discussions,
- (Position/Discussion) Academic Papers,
- Problem-Solving,
- Group Work,
- Presentations,
- Evaluation,
- Research Peer Review,
- Formative Evaluation,
- Work Place Practices,
- Internships,
- etc.

Curriculum Design

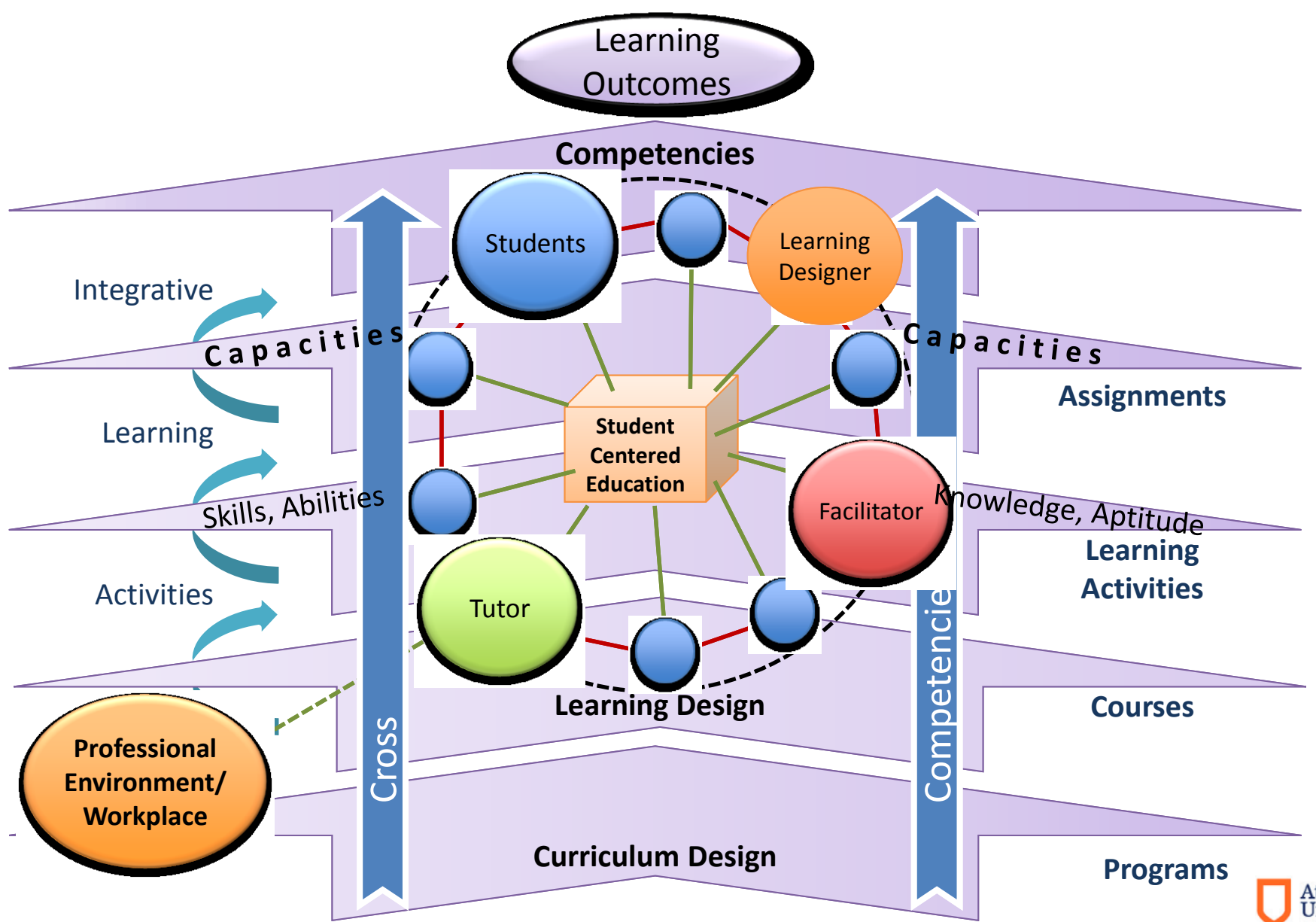
Programs



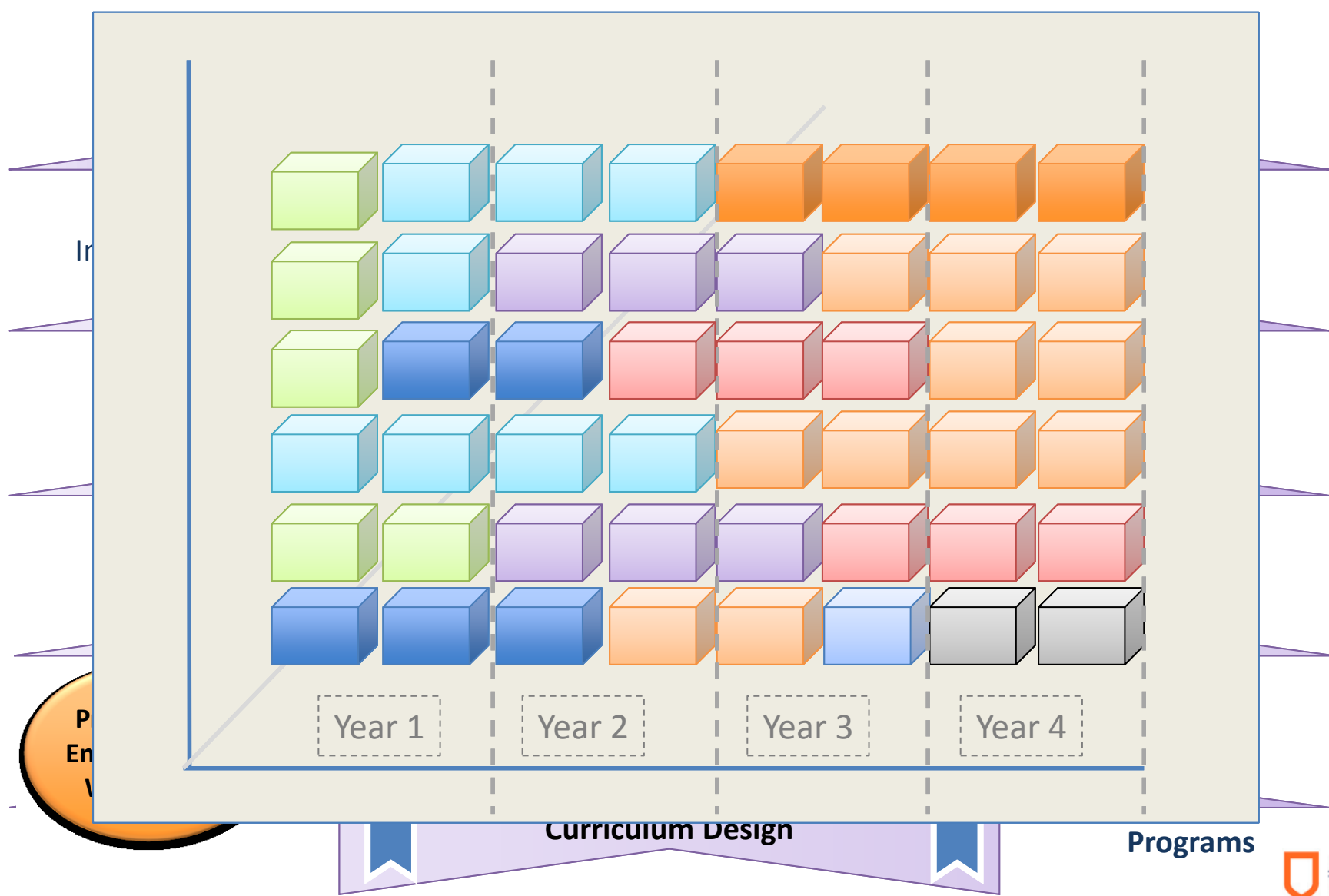
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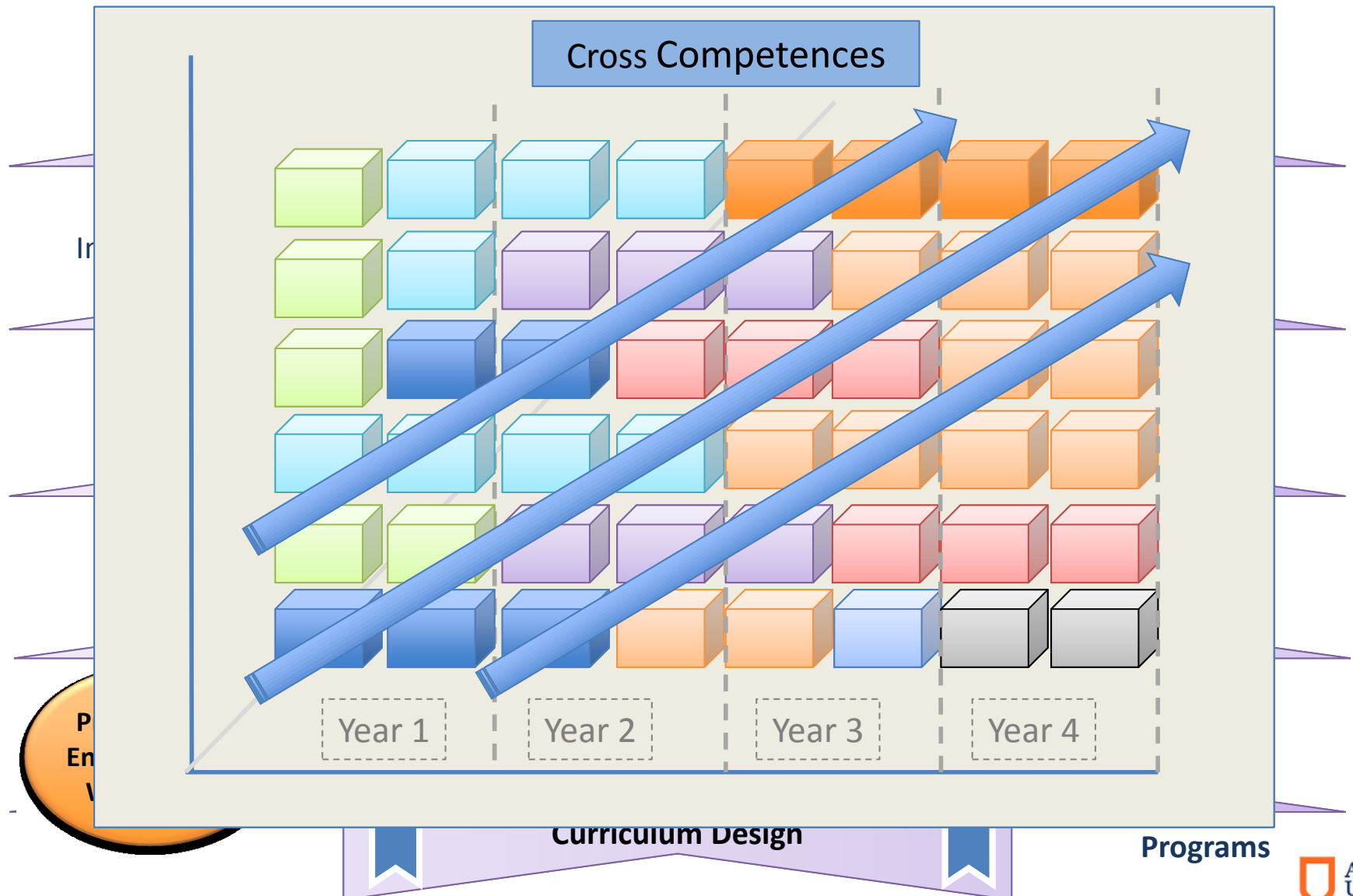
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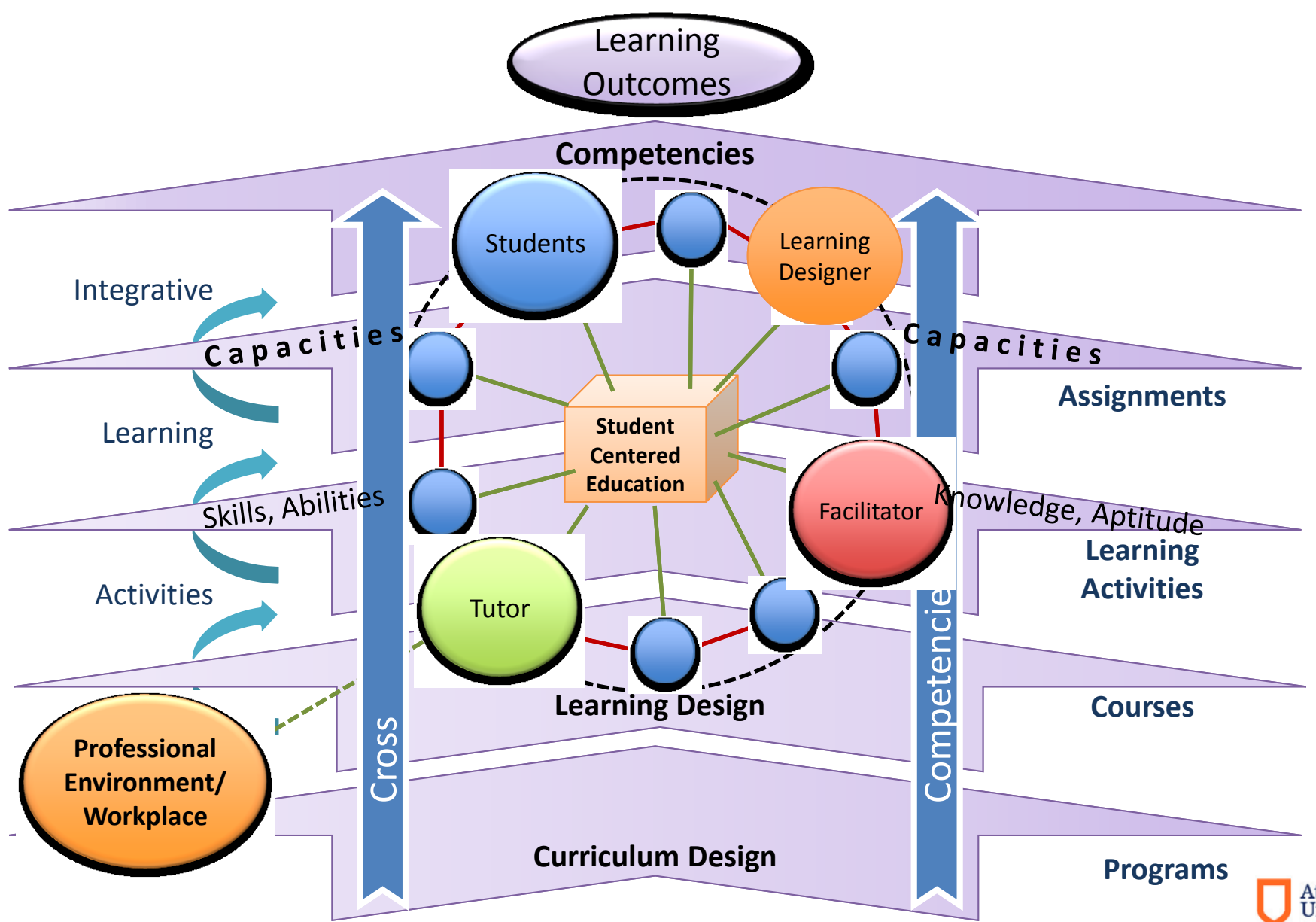
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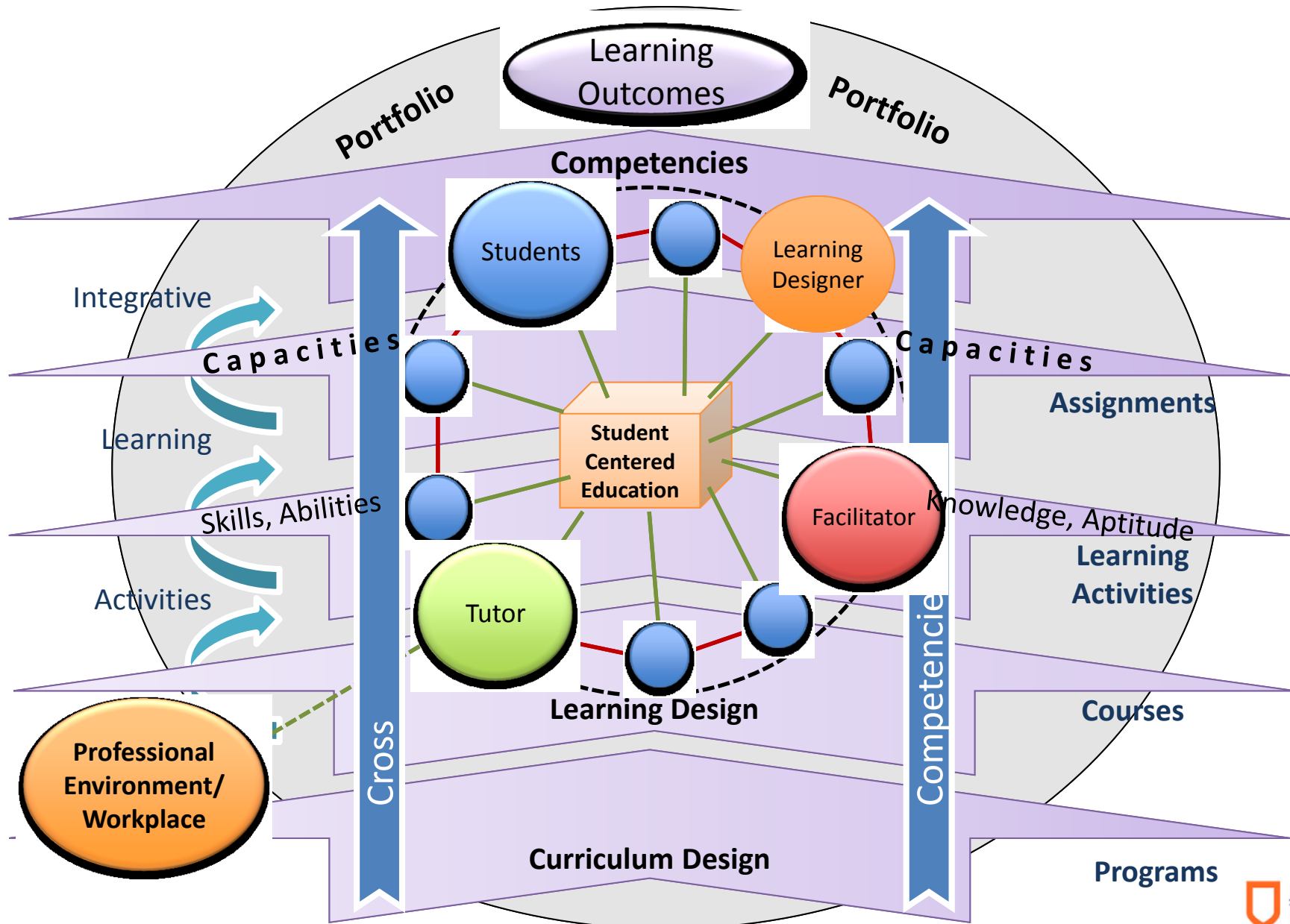
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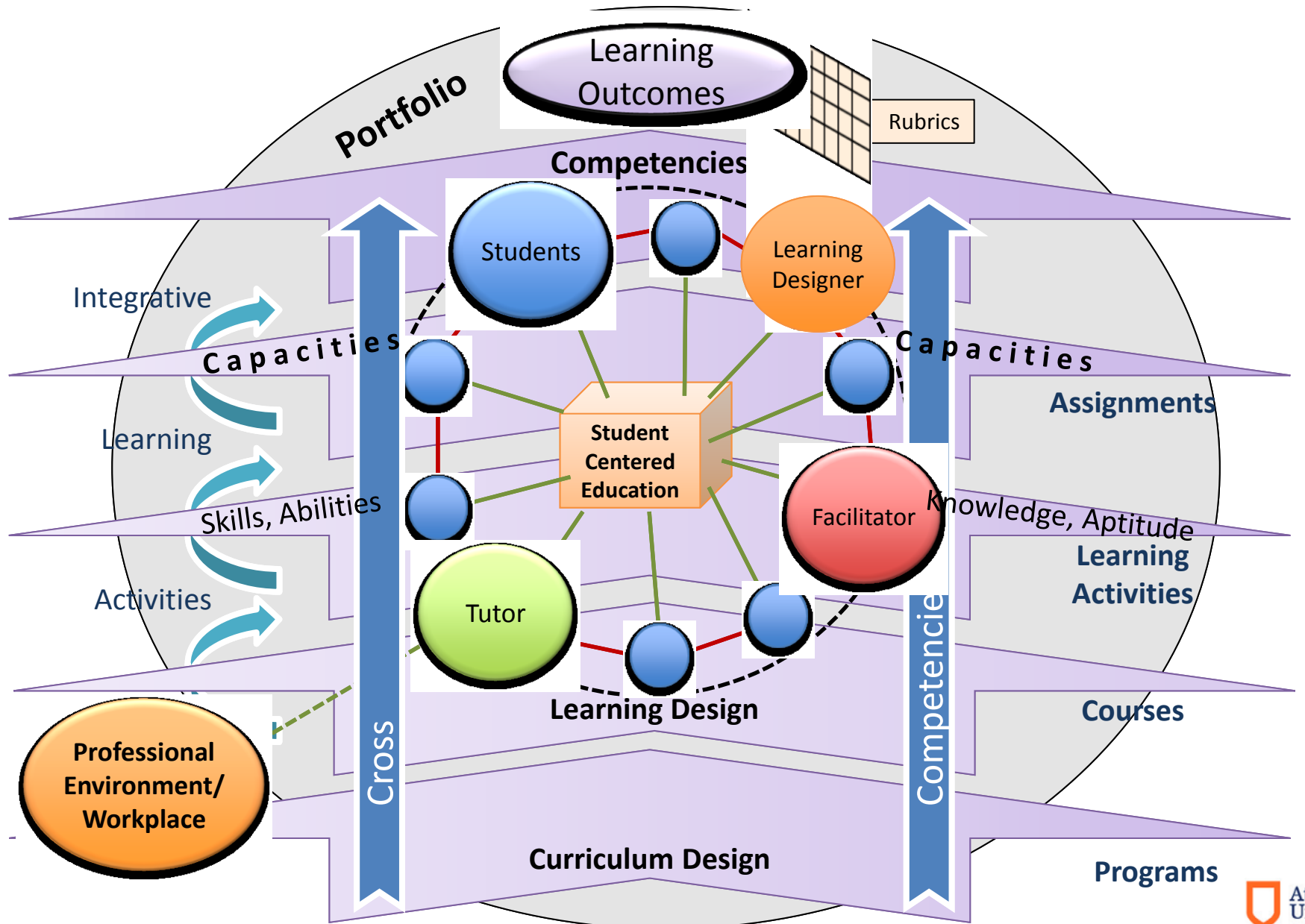
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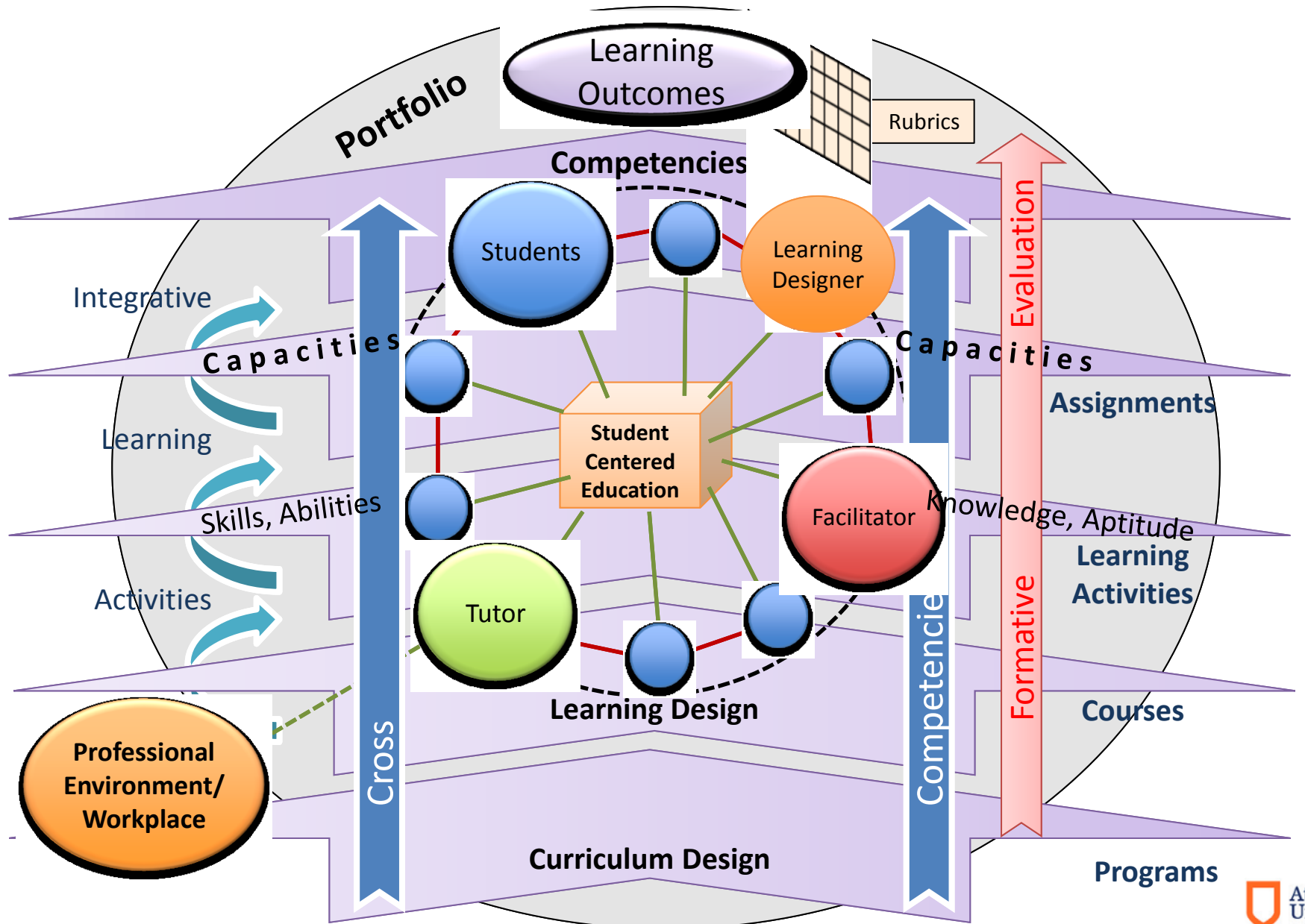
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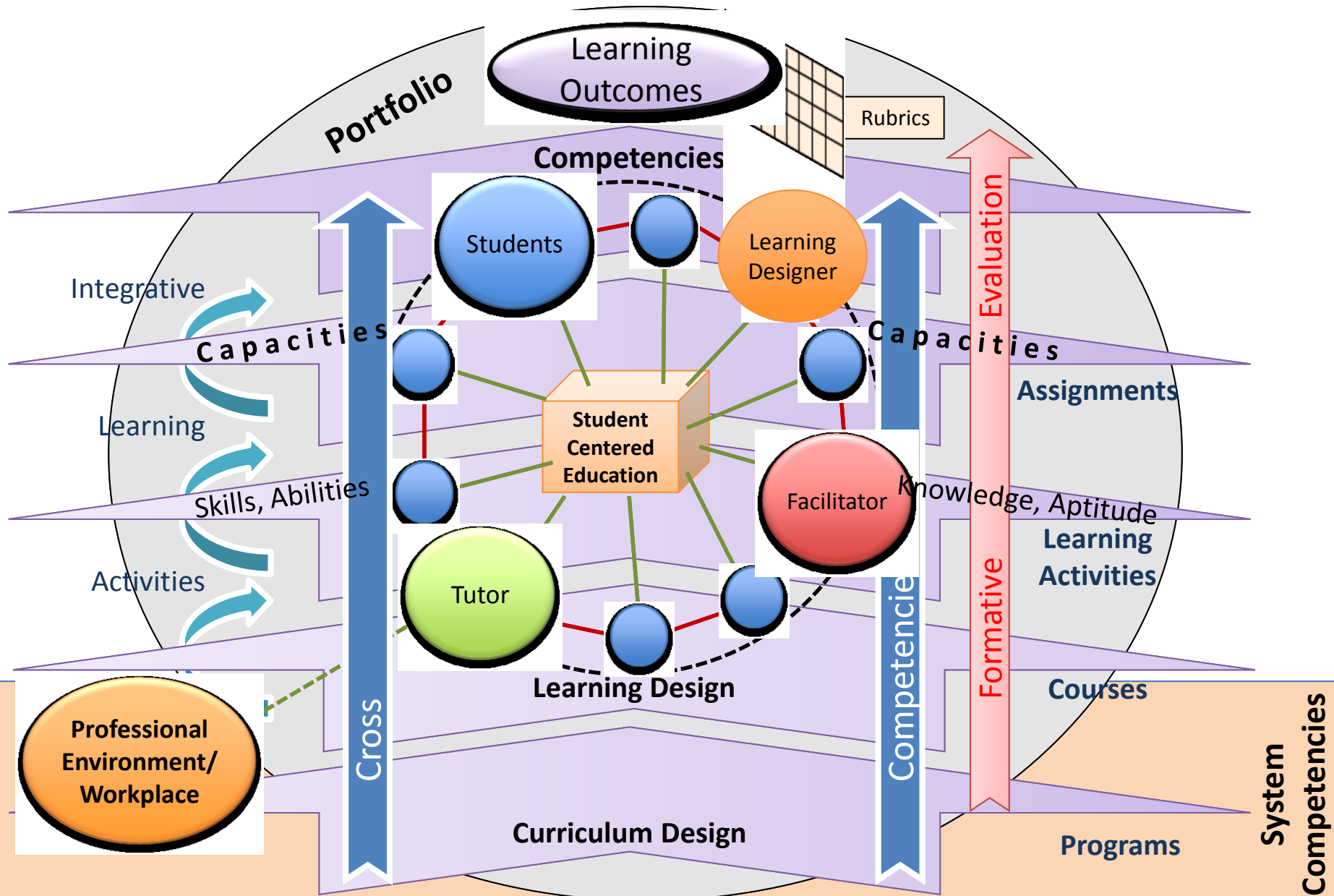


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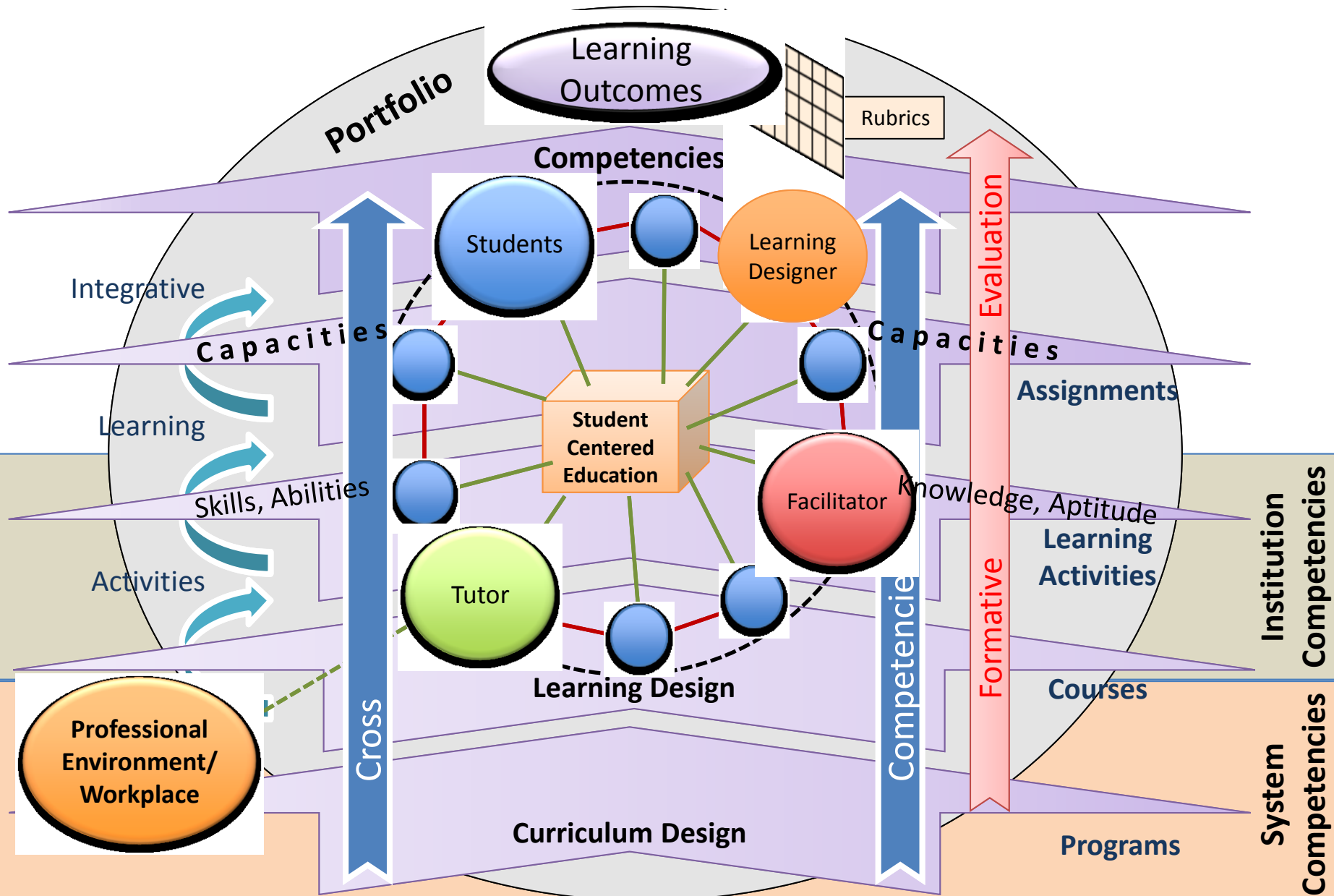




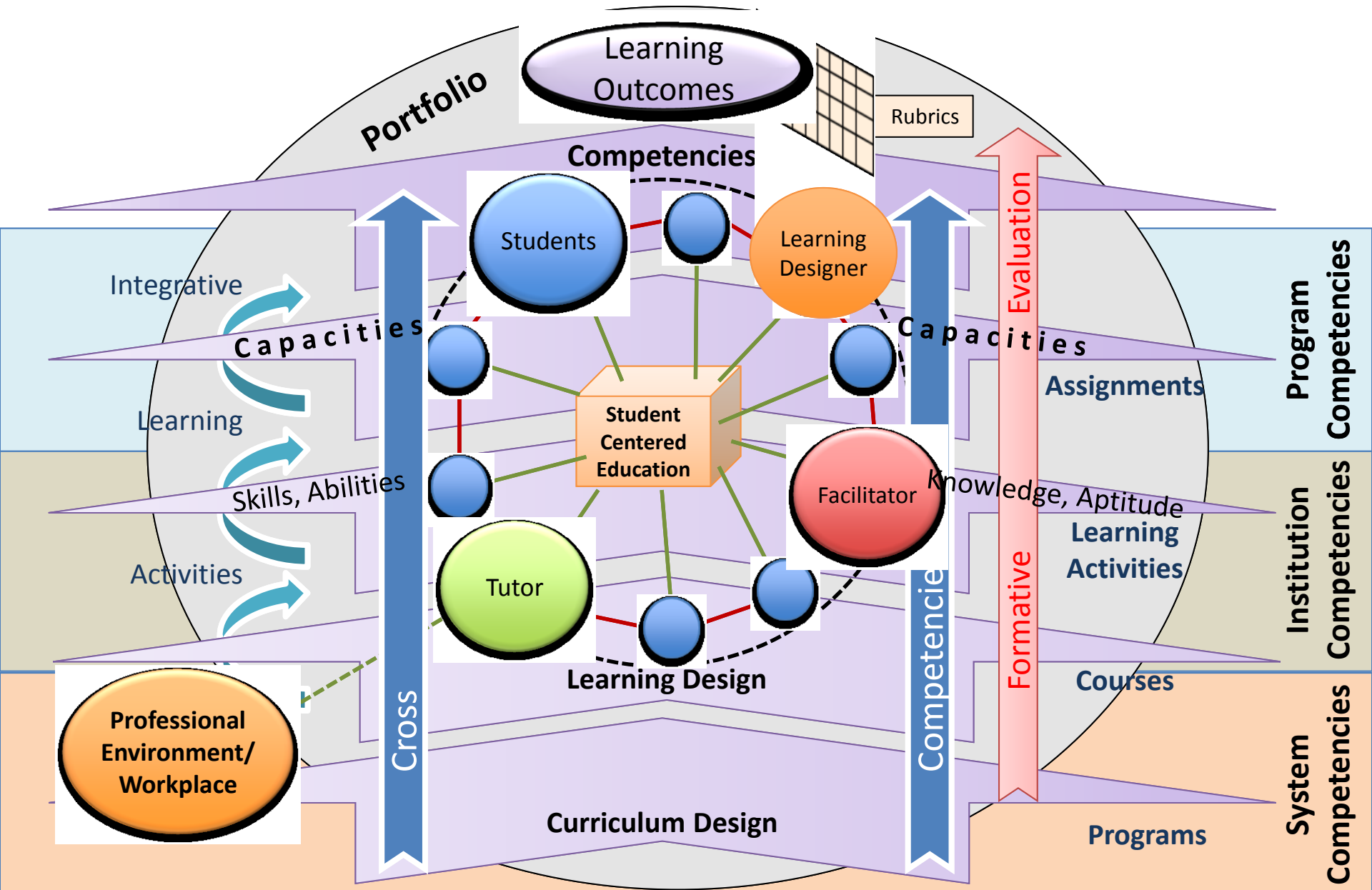
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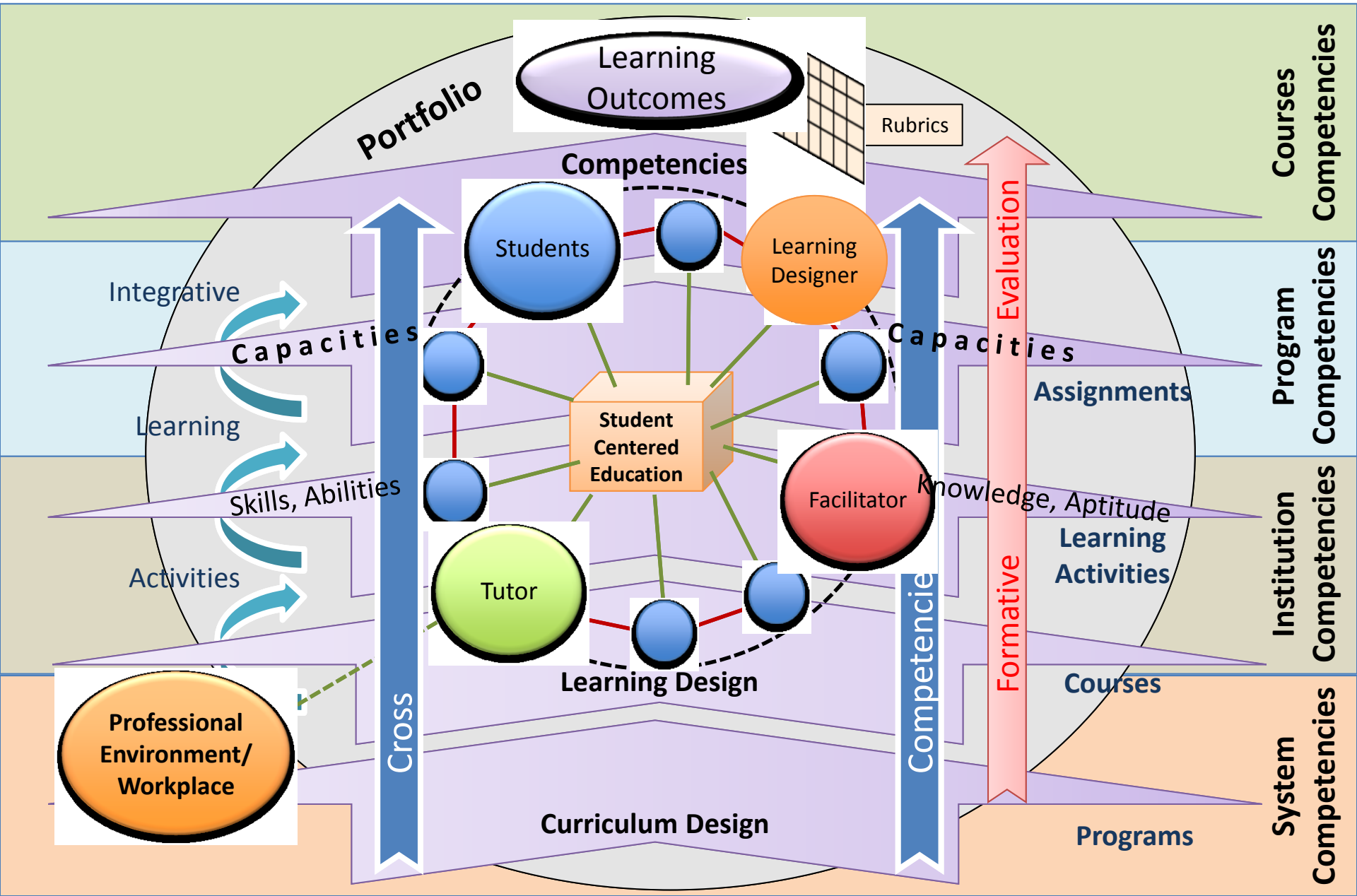
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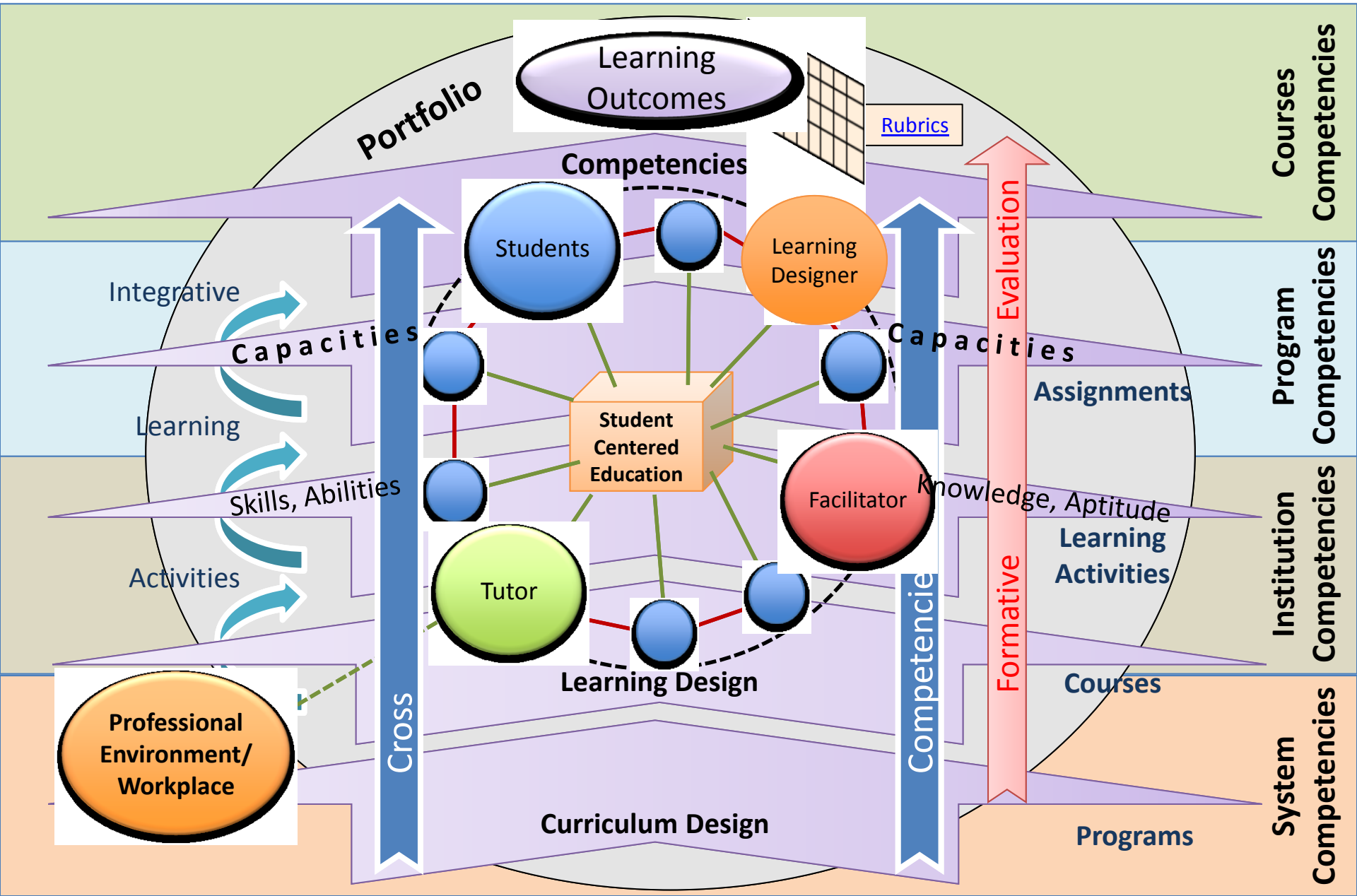
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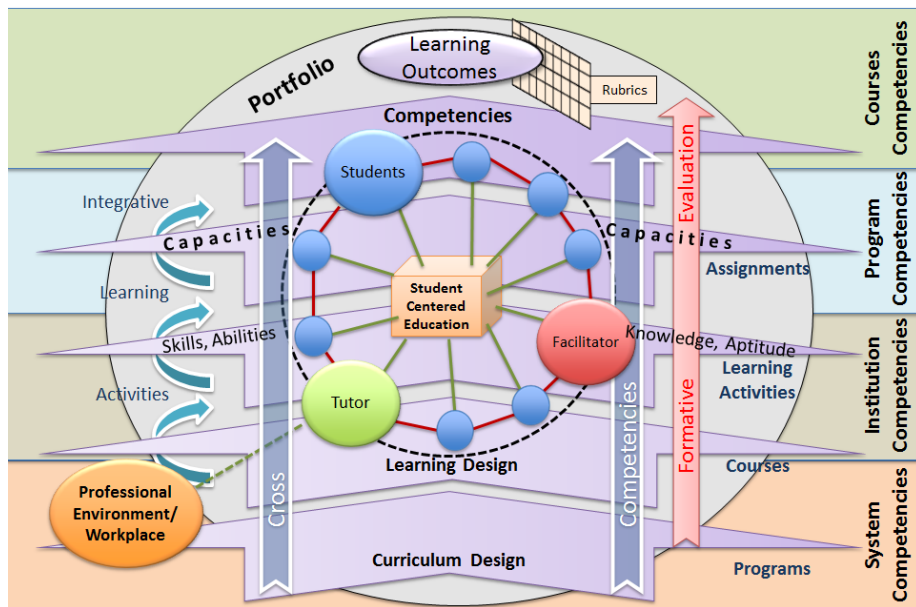


# Instructional Design

## Course Map

Elementos principales del diseño del aprendizaje	Unidades	Competencia(s) específicas del módulo <small>(en que eres competente?) (de manera global, qué es lo que sabes hacer?) Que hace, que implica...</small>	Capacidades <small>(de que eres capaz?) (Unidades de competencia expresadas en términos de capacidades - conocimientos, habilidades, destrezas, actitudes, valores - responden al diseño de la competencia misma)</small>	Contenidos temáticos <small>(conocimientos que necesitas para poder aprender algo - toda la teoría que corresponde a lo que vas a saber-hacer)</small>	Actividades de enseñanza y aprendizaje <small>(que actividades de aprendizaje centradas en el alumno se realizan para el desarrollo de las capacidades identificadas, como interactúa el alumno con el ambiente de aprendizaje para apropiarse del conocimiento)</small>	Resultados de Aprendizaje <small>(Evidencias) (Learning Outcomes) (productos comprometidos para demostrar que el alumno es competente a partir de sus aprendizajes en los tres niveles saber, saber-hacer, y ser) (las evidencias son medibles)</small>	Tiempo Estimado que toma al estudiante desarrollar el diseño del aprendizaje
Secuencia en que se realiza el diseño del aprendizaje	1	2	5	4	3	6	
	Unidad 1						
	Unidad 2						
	Unidad N						

# Curriculum and Learning Design for Competencies/Outcomes Based Education: A Systemic View



[AU Competencies: System - Institution](#)

[AU Guide \(Learning Design - SMEs\)](#)

[Competencies](#)

[Student role](#)

[Facilitator role](#)

[Study Methods](#)

[C/OBE Learning Strategies](#)

[Marking scale](#)

[Pre-requisites](#)

[General Information \(Institution-Program\)](#)

[Cross Competencies \(Program\)](#)

[Competencies \(Modules\)](#)

[Curriculum Map \(Collegial work\)](#)

[Course Map \(Learning Design\)](#)

[Module 3 \(Learning Design\)](#)      [Alignment](#)

[Guide \(Learning Design - SMEs\)](#)

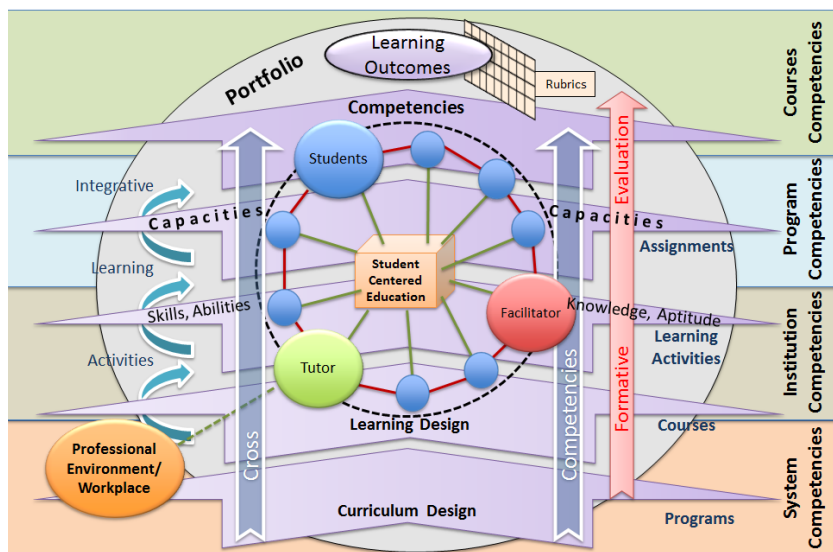
[Module 3- Study Guide](#)

[Rubrics \(Example 1\)](#)

[Rubrics \(Example 2\)](#)

[Rubrics \(Example 3 - AU\)](#)

[Graduation](#)

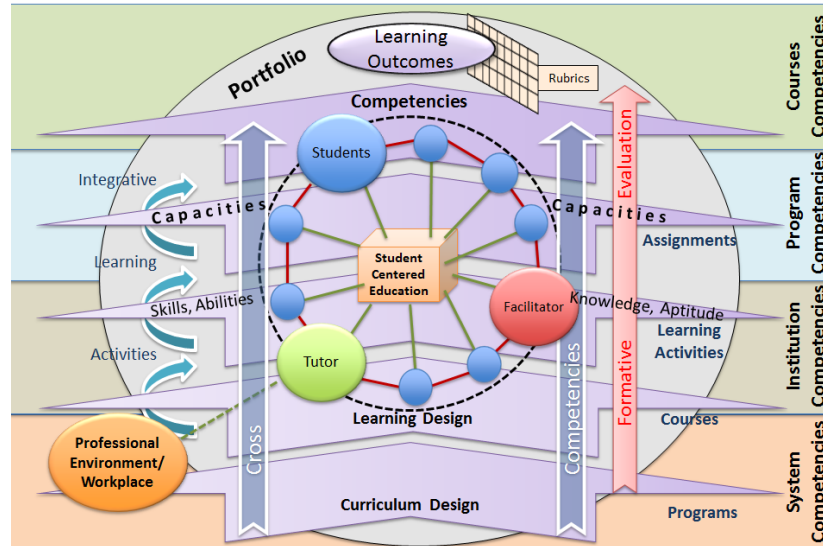


- C/OBE is still an emerging model
- It is important to know the different interpretations in the literature of the model to have an overall and systemic understanding of C/OBE
- It is crucial to understand C/OBE framework, its main components, and how they relate to one another
- The model has to be adapted to your own context, system and your own goals
- The way the model works permeates not only curriculum (program) but also learning design (course design)
- It is relevant to design all level competencies and break them down accordingly
- Collegial work is a must
- It is helpful to know successful practices that might be adapted to your own context
- Guidance and orientation facilitate curriculum and learning design
- Curriculum/learning design is an iterative process
- Involving all the academic community (tutors, professors, facilitators, administrative) in discussion and conversations about the model is very helpful to ground the model

## Conclusions:



Thank you for your attention:



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Learning Designer

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[luismx66@gmail.com](mailto:luismx66@gmail.com)