

Overview of Performance-Based Learning Requirements for Curriculum Design

The standard for curriculum design at Eastern Florida State College is Performance-Based Learning. As its name implies, a performance-based learning experience is deemed successful when students are able to demonstrate what they have learned in a measurable performance of discrete skills. The purpose of Performance-Based Learning is to establish clear and measurable criteria that can be understood by all faculty teaching a course, and more importantly, by all students enrolled in that course.

The major skill set for any course is expressed in *Competencies*. Competencies are meant to be communicated to students in the syllabus for each course. Therefore, competencies must declare what students will be able to do in concise, unambiguous language. Further, what the students *do* must be observable and measurable by objective standards. Providing objective standards assures that students are assessed against the standards and not against each other and that the standards are consistent from classroom to classroom and semester to semester.

These measurable standards are expressed as *Learning Objectives* and are used to determine attainment of a *Competency*. *Learning Objectives* are the separate steps that must be mastered in order to arrive at overall mastery. The number of *Learning Objectives* needed to measure success will vary according to the difficulty of the associated *Competency*. Again, it is essential that these separate steps are clear to both faculty and students alike.

Examples of Competency and Associated Learning Objectives

Apply the conventions of standard American English grammar, including usage (Lecture 8 hours)

Domain: Cognitive Level: Applying

- a. Recognize commonly confused words
- b. Avoid inappropriate shifts in verb tense
- c. Use standard verb forms
- d. Maintain agreement between subjects and verbs

Practice personal and academic honesty (Lecture 1 hour)

Domain: Affective Level: Responding

- a. Examine the college policy on Academic Honesty
- b. Comply with the college policy on Academic Honesty
- c. Incorporate source material accurately into one's own work while avoiding plagiarism

Participate in collaborative learning skills (Lecture 2 hours)

Domain: Affective Level: Valuing

- a. Perform a variety of roles in group activities
- b. Create consensus for given tasks
- c. Apply key concepts arrived at through consensus

- d. Provide helpful feedback of writing to others through peer review process

Note: Levels for are not required when using the Psychomotor Domain

EFSC has adopted a set of standards for the language of *Competencies* and for *Learning Objectives*. These standards are listed below. Course plans containing language that does not adhere to these standards will be returned to their author(s) for revision. Some exceptions may be allowed for curriculum language required by accrediting and licensing bodies. But in many cases, even such requirements can be made to fit EFSC's standards.

Standards for Course Competencies

- Each Competency begins with one action verb. No more than one action/performance per competency
- Are written at the application level or above on Bloom's Taxonomy
- Are measurable and observable
- Are understandable for both students and faculty
- Describe the end result of the learning experience

Standards for Learning Objectives

- Each learning objective begins with one action verb. No more than one action/performance per learning objective.
- Are written at the competency verb level or lower on Bloom's Taxonomy (for instance if your competency verb is at the Evaluate level of Blooms Taxonomy then the Blooms verbs for the learning objectives will be from the Evaluate level or lower)
- Are measurable and observable
- Are understandable for both students and faculty