UNIVERSITY OF CENTRAL OKLAHOMA
21st Century Pedagogy Institute
Empowering Teaching Excellence

Faculty Learning Outcomes (FLO) *Competencies*

The 21st Century Pedagogy Institute (21CPI) presents UCO faculty with opportunities to transform their teaching through professional development that is designed following research-based educational theories and practices. These programs align with UCO's Academic Vision of being a learning-centered organization with a focus on teaching first. 21CPI's processes consist of the following Faculty Learning Outcomes (FLOs), and their competencies, that were developed by a cross-disciplinary Advisory Board and are informed by current educational research.

By participating in programs and submitting learning artifacts based on these FLOs, which are assessed using the FLO Rubric, your are able to improve their teaching and earn recognition at one or more levels across their teaching careers stacking to our prestigious Teaching Excellence Award. For more information on 21CPI's recognition system, please refer to the 21CPI Recognitions Info Sheet. As you earn badges and other recognitions, we will send you an updated tracking sheet (view a sample Tracking Sheet). Please use the Artifact Submission Form to submit your artifacts for specific badges.

21CPI will support instructors as they 1) engage relevant professional development (PD) programs, and 2) use feedback on their teaching to improve their courses in one or more of the following areas:

Course Design (CD) FLO

- **1) Horizontal, Vertical, & Historical Alignment*: There is direct alignment between a) outcomes, b) activities, c) assessments, and d) learners' backgrounds
    - Horizontal Alignment – Course elements (outcomes, activities, and assessments) directly align with each other at a given level (e.g., major course elements, modules/units, individual class sessions)
    - Vertical Alignment – Course elements align across levels (e.g., module/unit outcomes align with overall course outcomes; class session activities align with overall course projects)
    - Historical Alignment – Course elements align with past, present, and future trends in one's discipline, department, degree program, college, et cetera
- **2) Instructional Design Methods*: At least one specific instructional design method is used to develop a) outcomes, b) activities, and/or d) assessments
    - Examples: Backward Design; ADDIE; Design-Based Instruction; Democratic Education;
- *3) Learning Theories*: At least one specific learning theory is used to develop a) outcomes, b) activities, and/or c) assessments
    - Examples: Transformative Learning; Constructivism; Social Learning; Neuro-Education;
- *4) Holistic Curriculum Development*: Course elements (outcomes, activities, and/or assessments) are designed to a) build on prerequisite courses in the curriculum, and b) develop proficiencies that are required for subsequent courses in the curriculum
    - Examples: Instructor works with faculty teaching prerequisite courses to ensure the course builds on prerequisite course concepts/skills;

Outcome & Assessment (OA) FLO

- **1) Measurable Outcomes*: Outcomes define measurable standards for students to achieve
    - Example: Outcomes that are Specific, Measurable, Achievable, Relevant, & Timely (SMART)
- **2) Holistic Assessments*: At least three different types of assessments are used to a) determine student proficiencies, and effectively adapt b) outcomes, c) activities, and/or d) assessments
    - Examples: Multiple Choice Exams; Thesis Paper; Presentations; Skill Demonstration; Journals;
- *3) Formative & Summative Assessments*: Assessments are used to provide feedback to learners' regarding 1) strengths as well as 2) areas for improvement in relation to the learning outcomes
    - Examples: Peer Feedback; Self Questioning Strategies; Revising & Resubmitting Projects;

Engagement Strategy (ES) FLO

- **1) Active Learning*: Activities are a) effectively adapted for current students, b) have learning outcomes that are understood by students, c) actively engage students in course concepts and skills, and d) provide effective formative feedback
    - Examples: Direct Instruction; Inquiry-Based Projects; Reciprocal Teaching; Problem Solving;
- **2) Self-Regulated Learning*: Activities a) guide students to effectively plan personalized learning pathways, b) supports students in effectively using the learning strategies from their plans, and c) engages learners in effectively using assessment data to adjust their plans
    - Examples: Study Plans; Exam Wrappers; Reading Reflection Questions;
- *3) Collaborative Learning*: a) Activities engage small groups in course concepts and skills, and b) there are well-defined protocols for group interactions
    - Examples: Cooperative Learning Activities; Peer Tutoring; Role Playing; Team-Based Learning;
- *4) Embodied Learning*: Activities engage students directly with course concepts/skills via physical, emotional, and/or experiential tasks
    - Examples: Brain-based Teaching Strategies; Community Engagement Projects; Contemplative Pedagogies; Identity Learning Activities;

Inclusive Ecosystem (IE) FLO

- **1) Individual Human Dimensions*: Students' prior learning, interests, experiences, and/or cultural backgrounds are used to effectively develop a) outcomes, b) activities, and/or c) assessments
    - Examples: Pre-assessments; Students-As-Partners Activities; Learning Style Inventories;
- **2) Classroom Communities*: a) Interactions among students are respectful and supportive, b) there is continual responsiveness to one another's behaviors, and c) students adhere to course rules and expectations
    - Examples: Developing Ground Rules with the Class; Properly Using Preferred Pronouns; Responding to Inappropriate Use of Technology;
- *3) Physical & Technical Environments*: Physical environment and/or digital technologies are effectively used to develop a) inclusive learning ecosystems, b) learner engagement strategies, c) outcome and assessment systems, and/or 4) support course design processes
    - Examples: Room Setup Supports Collaborative Learning; Online Modules Provide Formative Feedback; Digital Assessment Data is Used to Modify Activities;

* - *Core FLO Competencies to focus on, these are the highest of these high impact areas*.

These FLOs and their criteria were developed by members of 21CPI's Advisory Board by reflecting on educational best practices and synthesizing the following evidence-based educational systems: PORTAAL Observation Tool; Hattie's book, *Visible Learning*; The Classroom Assessment Scoring System (CLASS); Quality Matters Rubric; Victoria State Government's *High Impact Teaching Strategies (HITS)*; Marzano's NASOT Model; InTASC Model Core Teaching Standards. A summary, complete list of citations, course feedback form, and effect sizes can be accessed online.

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