

# Learner perspective

## Review learner lifecycle.

1. Question "subject mastery" Change to "Acquiring Competency (e.g. acquiring competency)" and "Demonstrating Competency"
2. Question on "Collaboration" We can think of collaboration as a learner competency. As an instructional capability it can be served by a core service. We could think of collaboration as an important part of the learner experience: a part of informal groupings and relationships (networking).
3. Engagement/Community

## Competencies

### Career Planning

1. Surveying Interests, Market
2. Measuring Aptitude
3. Matching Employers (relates to CRM?) (Might belong in "Collaboration" as a networking activity.
4. Exploring (student gathers information regarding candidate careers)
  - a. manage events for job fairs. Subscribe
  - b. Understanding what would be required to qualify
5. Advising
6. Degree Matching

### Degree Planning

1. Advising (top level -- lifecycle item?)
2. Applying for degree program
3. Exploring course catalogue to understand options
4. macro scheduling
5. Market analysis (determine market value)
6. Audit progress

### Course Selection

1. micro Scheduling
2. Degree requirements matching
3. Degree audit analysis
4. Course Shopping
5. Evaluating options
6. Exploring /Reviewing Info

### Information

1. Shopping History (Produced),
2. Shopping List (Produced)
3. Course requirements (consumed)
4. Degree requirements (C)
5. Transcript (used by degree audit) (C)
6. Peer input
7. GAP analysis: re Requirements and credits
8. Class attributes (c)
  - a. size
  - b. Class average
  - c. Instructor
  - d. Is it team taught
  - e. Does it have a service learning component
  - f. Modality
  - g. Course Catalog (Consumed),

### Notes

1. Catalog year of admission (when you are admitted into the plan program)

### Acquiring Competency

1. advising
2. attending
  - a. lecture
  - b. lab
3. Consuming
4. Engaging
5. reflecting
6. practicing
7. Simulating

8. Researching (as in doing undergraduate research)
9. producing
10. collaborating
11. self-assessment
12. Access Resources
13. Curate Resources

#### Information

1. Assignments
2. Instructions
3. Sources
4. Learning objects (to browse) (something that has pedagogical value -- symbolic and concrete. Pedagogical value comes in the context of the instructor's use. This is an atomic piece that can be composed into bigger learning objects. Object involves metadata including DRM. Modality note: available for re-use)
5. Mentoring (involves participants and a venue. Modality determines the venue)
6. Lecture
7. Assessment (formative and sumative): used for self assessment.
8. test (C, P)
9. Quiz (C,P)
10. Rubrics defining competency
11. Metrics evaluating competency (perhaps belongs with demonstrating competency)
12. Peer reviews, comments

### Demonstrating Competency

1. Reflecting
2. Assessing
3. Performing/presenting
4. publishing
5. Demonstrating
6. Demonstrate Equivalence (belong with certification/credentialing)

#### Information

1. Learning object (c)
2. Grade (p)
  - a. varying kinds of grades)
3. Dissertation, essay, performance
4. Exams question C answer P
5. Thesis defense - oral review panel
6. Rubric
7. Definition of competency
8. Note: an assessment can be more or less rigorous, more or less personal, more or less fine grained, and covers competency over a shorter or longer life span according to the criteria set up before use. Modality will have an impact on optimal assessment.

### Collaboration

1. Networking
2. Group work
3. Create
4. Curate
5. Communicate
6. Share

### Certification/Credentialing/Badging

1. Acquiring
2. obtaining
3. displaying
4. tracking
5. proving that I have the credential, prove that I qualify for the credential
6. auditing progress
7. Acquire Equivalence (for previous work)

#### Information

1. Certificate (Badge, credential, degree, grade)
  - a. issue date
  - b. Policy uri
  - c. Process uri
  - d. expiration date
  - e. issuer
  - f. type
2. transcript (P used as input to justify credential) (maybe synonymous with degree progress) (or unofficial transcript or degree progress report)
3. Equivalency (P) reference (matrixed or ad hoc)
4. Credential requirements (C as input) (course requirements are a type of and perhaps part of credential requirements)
5. Demonstrated competency (c)

- a. Rubric (c)
- b. Learning Outcomes (c)

## Manage Events

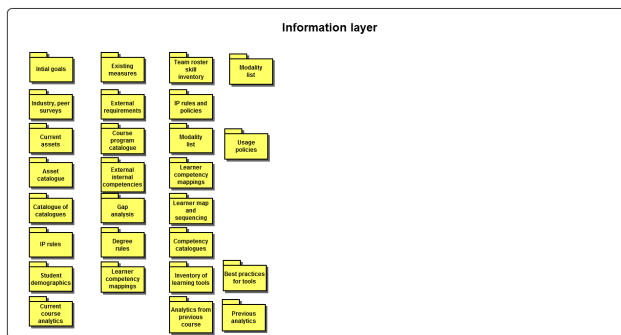
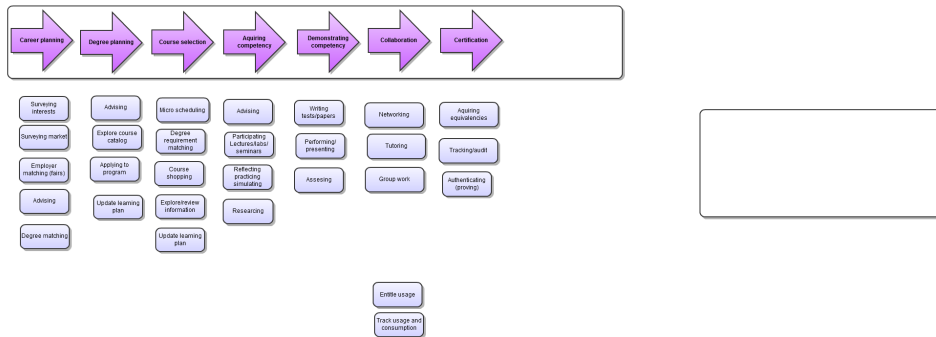
## Finance

## Seek Advice

## Manage Portfolio

1. Create
2. Update
3. Display
4. Provide
5. Prove
6. Curate Resources
7. Repose related resources

ITANA Reference Architecture for Teaching and Learning  
Learner capability map (draft)  
May 2013



Modality has greater impact toward the center

