

LINC Phase II New Activity: Competency Performance Recording for Learning(CPRL)

Results:

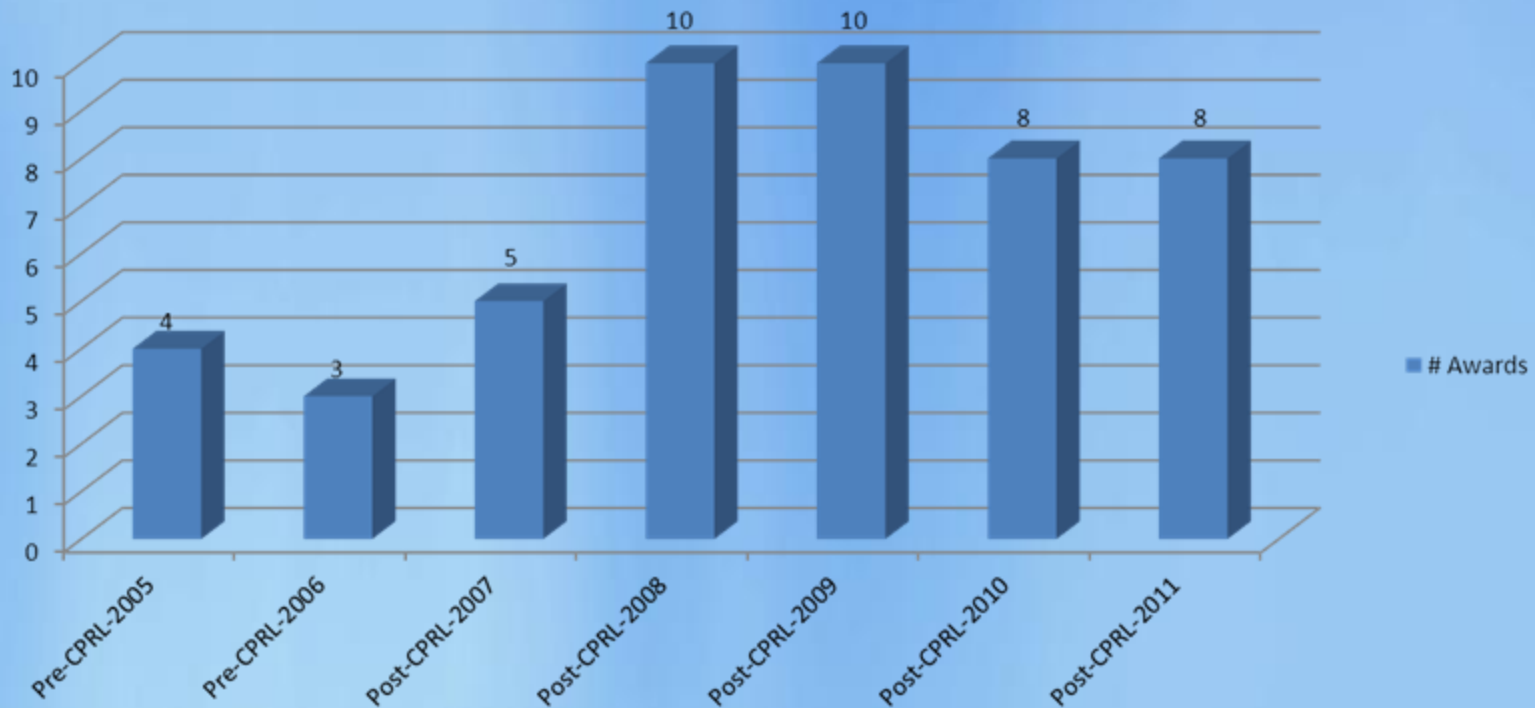
Impact of Trial CPR-L on SABC/STEM Summer Double Bridge
Chemistry Class: 2009-2012



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Results:

STEM Research Presentation Awards Pre/Post CPRL Methods
(Intro to Chemical Research)



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More Results

By request, the CPRL process has been presented at numerous venues, and received favorable feedback:

- Dr. John K. Coleman & Valerie Harris – National Science Foundation SEIS HBCU-UP Meeting, Las Vegas, NV. 9/4-7, 2007
- Dr. John K. Coleman – National Science Foundation, QEM Workshop; New Orleans, LA 10/25-27, 2007

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- Dr. John K. Coleman – National Science Foundation, Information on Effective STEM Instructional Strategies; Baltimore, MD 11/2509, 2012
- Dr. John K. Coleman – National Conference on Learner-Centered Teaching. Tulsa, OK. April 12-14, 2010

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Opportunities

- The CPRL quickly and positively impacts learning
- Process is replicable and can migrate to other disciplines and other locations

SWOT Analysis: CPR-L

STRENGTHS & OPPORTUNITIES - CPRL

STRENGTHS & WEAKNESSES - CPRL

Strong integrated Technology components (tablet PCs, smartboards, interactive white boards, video, audio)

Methodology linked to researched best practices for learning

Strong innovation element in design: 21st century technologies + best practices protocols

Produces results (See performance charts)

Homework completion process generates summative evaluation instruments, promotes good study habits, and process thinking

OPPORTUNITIES & THREATS - CPRL

Process is replicable and can migrate to other disciplines and other locations.

Instructors can be trained on CPRL process through workshops, online support

WEAKNESSES & THREATS: CPRL

Tablet PCs with audio/video recording capability required for homework completion. Represents student or school investment. (Hardware becoming more affordable and readily accessible. Many students already have them)

Requires classroom with projection capability

Instructors without strong course content knowledge impede process

Instruction tools must include Course Concept Rubrics and problems aligned with course concepts to guide targeted learning

Funding for technology support

Process for ensuring that instructors have adequate course content knowledge