Welcome!

Thank You for Joining Us
&
We’re Glad You are Here!
Learning Sciences: Aligning Research to the Classroom Experience

General Session:
OLC Collaborate with Emerging Learning Design
May 31, 2017

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About Me

• Chair, Department of Communication, Loyola University Maryland

• Co-founder, M.A. program in Emerging Media (low residency program)

• Co-author
  – Best Practices in Online Program Development (2014)
  – Best Practices in Planning Strategically for Online Education (Forthcoming)
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The Agenda

• My perspective bias
• The Problem: What constitutes learning?
• The Problem: What constitutes data?
• Questions for learning analytics?
• 3 small but concrete ideas you can do today.
• Conclusion
My Bias

- Online education should provide educational experiences that EXCEED the quality of face-to-face education.
  - Better for student and teacher

- A practitioner’s perspective
What Constitutes Learning?

• A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth.
  --- *The Conditions of Learning by Robert Gagne*

• It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of meaning of one’s experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function.
  --- *From Learning How to Learn: Applied Theory for Adults by R.M. Smith*

• A persisting change in human performance or performance potential... [which] must come about as a result of the learner’s experience and interaction with the world.
  --- *Psychology of Learning for Instruction by M. Driscoll*
What Constitutes “Competence”

• Students need competencies (including creativity, collaboration, and communication) to navigate a fluid and increasingly borderless world.
  – Partnership for 21st Century Learning

• Individual characteristics, including knowledge, skills, abilities, self-image, traits, mindsets, feelings, and ways of thinking, which when used with appropriate roles, achieve desired results.
  – Society for Human Resource Management
Definition I Use

• Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities.

  – *Make It Stick: The Science of Successful Learning* by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel
Key Factors: Learning -> Knowing

- Time
- Context
- Independence.

- You may “know” something even if you can’t recall it immediately on demand
The Problem: What Constitutes Data?

Neuroscientific Data

LMS Data
Learning Analytics Questions

• What is the relationship between engagement and completion?
  – Course access
  – Content access
  – Social learning
• Who owns the data?
• Who sets the policies?
What Do You Really Want Students to Learn/Know?

• **The essential question:**
  – What is the impact of living in a highly mediated environment on the way we see ourselves; the way we see others, and how we live together?

• Hegemony
What Are You Really Assessing?

The results of summative assessment

True or False

The Ogallala Aquifer in the Midwestern US has a refresh rate that is more than twice the withdraw rate.

• More than half of the students marked this as TRUE.

• The vast majority of students chose to answer this essay question, which was based on a recent class discussion of the Pollan article.

• Almost all of them mentioned that Big Agriculture is using too much water and that the aquifers were being used faster than they could fill.
When Do Students Go Astray?

And if a student doesn’t understand something, there are many means of remediation.
Keeping the End Goal in Sight

• Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities.
Conclusion

• The growth of online education and educational technology provides an opportunity to rethink educational experiences from the ground up.
• Cognitive psychology provides a direction in applying them
Each session evaluation completed (limited to one per session) = one contest entry
One (1) $25 gift card will be awarded

*Contact information required for contest entry but will not be shared with the presenters. Winners will be contacted post-conference.
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