The Ultimate Course Search Learning Tool

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Agenda

• Millennials!
• Our NSF Grant
• UCS and Learning Preferences
• Demonstration of UCS
• Implementation
• Preliminary Data
• Implications for Higher Education
We are Teaching Millennials!

- Multitask
- Have Short Attention Spans
- Tend to be Visual Learners
- Bore Easily
- Want Instant Gratification

- Want Control Over Their Learning
- Have an Expectation to Achieve
- Lack Self-Reflection Skills
- Need Individualized Educational Opportunities
Our NSF Grant - iSECURE

• To Reduce Attrition in Computer Science Security Courses
  • Increase availability to materials
  • Focus Studying Time
  • Access to Multiple Learning Materials
• Ultimate Course Search (UCS)
Our Objectives for UCS

• Create a program that will accurately search all electronic course materials
• Integrate UCS into Courses
• Help students understand learning preferences as connected to UCS
• Create a user friendly, clean interface
• Determine the effectiveness of the tool
Learning Preferences

• Index of Learning Preferences (Felder & Soloman, 1993)

  Four Types of Learners

• Active – Reflective
• Sensing – Intuitive
• Visual – Verbal
• Sequential - Global
Your Results

- **ACT**
  
  11a  9a  7a  5a  3a  1a  1b  3b  5b  7b  9b  11b

- **SEN**
  
  11a  9a  7a  5a  3a  1a  1b  3b  5b  7b  9b  11b

- **VIS**
  
  11a  9a  7a  5a  3a  1a  1b  3b  5b  7b  9b  11b

- **SEQ**
  
  11a  9a  7a  5a  3a  1a  1b  3b  5b  7b  9b  11b
What UCS Does

- Indexes PowerPoint Slides - The set of slides belonging to a presentation file are mapped relationally to that presentation along with the values of presentation title and presentation filename
- Segments Videos - In order to find where the slide exists in a video, the lecture video transitions are determined, and segmented. Then we determine the transition of videos.
- Indexes Textbook – The Textbook’s Index was used to determine the ontology to form our index (Apache Lucene)
- Creates Search Terms - The materials are searched for matches in keywords, and a presentation’s relevancy is calculated
The Tool!
The Research

Collected Data in a Security Course

• Control and Experimental
• Face-to-Face and Hybrid
• Same teacher, same book, same lectures
Research Questions

• Is there a statistically significant difference in post-test and final exam outcomes between the control and experimental groups?
• Is there a difference in attrition between the control and experimental classes?
• How did the students utilize the tool?
• How did the students utilize the learning preferences information?
## Student Learning Preferences

### Face-to-Face

<table>
<thead>
<tr>
<th>Control</th>
<th></th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>6</td>
<td>Active = 10</td>
</tr>
<tr>
<td>Reflective</td>
<td>21</td>
<td>Reflective = 9</td>
</tr>
<tr>
<td>Sensing</td>
<td>20</td>
<td>Sensing = 15</td>
</tr>
<tr>
<td>Intuitive</td>
<td>7</td>
<td>Intuitive = 4</td>
</tr>
<tr>
<td>Visual</td>
<td>21</td>
<td>Visual = 17</td>
</tr>
<tr>
<td>Verbal</td>
<td>6</td>
<td>Verbal = 2</td>
</tr>
<tr>
<td>Sequential</td>
<td>14</td>
<td>Sequential = 12</td>
</tr>
<tr>
<td>Global</td>
<td>13</td>
<td>Global = 7</td>
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</tbody>
</table>
## Student Learning Preferences

### Hybrid

<table>
<thead>
<tr>
<th>Control</th>
<th></th>
<th>Experimental</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>10</td>
<td>Active</td>
<td>18</td>
</tr>
<tr>
<td>Reflective</td>
<td>7</td>
<td>Reflective</td>
<td>12</td>
</tr>
<tr>
<td>Sensing</td>
<td>13</td>
<td>Sensing</td>
<td>22</td>
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<tr>
<td>Intuitive</td>
<td>4</td>
<td>Intuitive</td>
<td>8</td>
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<tr>
<td>Visual</td>
<td>13</td>
<td>Visual</td>
<td>28</td>
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<tr>
<td>Verbal</td>
<td>4</td>
<td>Verbal</td>
<td>2</td>
</tr>
<tr>
<td>Sequential</td>
<td>13</td>
<td>Sequential</td>
<td>19</td>
</tr>
<tr>
<td>Global</td>
<td>4</td>
<td>Global</td>
<td>11</td>
</tr>
</tbody>
</table>
Student Demographics F2F

Control

• N = 28 (66 enrolled in course)
• Mean Age = 23.8
• Year in School = 3.54
• Gender
  • Female = 4
  • Male = 24
• Racial/Ethnic Identifiers
  • African American/Black = 5
  • American Indian or Alaska = 0
  • Asian = 3
  • Caucasian/White = 12
  • Hispanic/Latino = 9
  • Pacific Isl/Native Hawaiian = 1
  • Other = 4
  • No Answer = 3

Experimental

• N = 21 (30 enrolled in course)
• Mean Age = 23.19
• Year in School = 3.52
• Gender
  • Female = 1
  • Male = 20
• Racial/Ethnic Identifiers
  • African American/Black = 2
  • American Indian or Alaska = 1
  • Asian = 6
  • Caucasian/White = 6
  • Hispanic/Latino = 8
  • Pacific Isl/Native Hawaiian = 1
  • Other = 5
  • No Answer = 0
Student Demographics Hybrid

**Control**
- N = 19 (27 enrolled in course)
- Mean Age = 22.89
- Year in School = 3.16
- Gender
  - Female = 1
  - Male = 18
- Racial/Ethnic Identifiers
  - African American/Black = 2
  - American Indian or Alaska = 0
  - Asian = 9
  - Caucasian/White = 4
  - Hispanic/Latino = 5
  - Pacific Isl/Native Hawaiian = 0
  - Other = 2
  - No Answer = 2

**Experimental**
- N = 30 (36 enrolled in course)
- Mean Age = 21.97
- Year in School = 3.40
- Gender
  - Female = 6
  - Male = 24
- Racial/Ethnic Identifiers
  - African American/Black = 2
  - American Indian or Alaska = 0
  - Asian = 11
  - Caucasian/White = 11
  - Hispanic/Latino = 9
  - Pacific Isl/Native Hawaiian = 1
  - Other = 5
  - No Answer = 0
Pre and Post Test Results F2F

**Control**
- Pre Test Mean = 9.39
- Standard Dev = 2.25
- Post Test Mean = 12.18
- Standard Dev = 2.29
- Change in Scores = 2.79

**Experimental**
- Pre Test Mean = 9.10
- Standard Dev = 2.16
- Post Test Mean = 11.70
- Standard Dev = 3.09
- Change in Scores = 2.60
## Pre and Post Test Results

### Hybrid

<table>
<thead>
<tr>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test Mean = 8.89</td>
<td>Pre Test Mean = 10.13</td>
</tr>
<tr>
<td>Standard Dev = 2.424</td>
<td>Standard Dev = 2.569</td>
</tr>
<tr>
<td>Post Test Mean = 12.59</td>
<td>Post Test Mean = 11.69</td>
</tr>
<tr>
<td>Standard Dev = 2.647</td>
<td>Standard Dev = 3.253</td>
</tr>
<tr>
<td>Change in Scores = 3.7</td>
<td>Change in Scores = 1.56</td>
</tr>
</tbody>
</table>
# Final Exam Results - F2F

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>144.57 (out of 200)</td>
<td>150.86 (out of 200)</td>
</tr>
<tr>
<td>Standard Dev</td>
<td>47.60</td>
<td>17.59</td>
</tr>
</tbody>
</table>

An independent T-test showed no between statistical significance in the final exam scores: $t(47) = 6.286$, $p=.568$. 
Final Exam Results Hybrid

Control
- Mean Score = 116.68 (out of 200)
- Standard Dev = 24.347

Experimental
- Mean Score = 123.97(out of 200)
- Standard Dev = 23.576
Attrition Findings - F2F

Control
• 66 students enrolled
• 39 students completed the semester
• 41% attrition rate

Experimental
• 30 students enrolled
• 26 students completed the semester
• 13% attrition rate
# Attrition Findings Hybrid

## Control
- 27 students enrolled
- 26 students completed the semester
- 4% attrition rate

## Experimental
- 36 students enrolled
- 36 students completed the semester
- 0% attrition rate
Survey Feedback: How did the students use UCS?

- Study for the exam
- Review lecture videos – past and present
- Search for Information/specific words & terms
- Review video podcast lectures
- As a reference and to take notes
- To help complete homework assignment/class projects
- To ‘test the tool’
Survey Feedback: What did the students like about UCS?

- User friendly
- Freeware
- Search engine
  - Fast and accurate
  - Search exact words
  - Tabs and specific information
  - Search Videos
  - Searches lead to a lot of information
- Helped Students Understand Concepts
  - Made studying easier
  - Able to better understand material covered in class
Survey Feedback: Comments About UCS

- “I didn’t feel overwhelmed cause I had all the information in tools.”
- “…it was like having the professor actually explaining & answering the questions I had.”
- effectiveness of the search when looking for a topic to study about”
- “All needed information in one place.”
- “it was excellent reference on slides where the prof. talked about how to do something like spinning tree”
- “fast search engine.”
- “taught me tricks I didn’t know.”
- “it saves me the work of actually taking notes.”
- “maybe have most viewed notes, or what topic most students have problems maybe put as the 1st thing.”
Implications for Higher Education

• Reduce attrition
• Increase clarity of course organization
• Increase accessibility of materials – One stop shop
• Increase student interaction with materials
• Individualize learning
• Create connections within and between courses
Questions?

• Our YouTube Channel: http://bit.ly/1imcF8o

• This Presentation on Slideshare: http://www.slideshare.net/renfromichel/final-ucs-eld-2015