INCREASING STUDENT SUCCESS THROUGH ONLINE LEARNING, LEARNING ANALYTICS, AND LEARNER-CENTERED PRACTICES

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Less Teaching نريد تعليماً أقل
More Learning وتعلماً أكثر
Less Teaching + More Learning = Increased Student Success
WHAT DOES “STUDENT SUCCESS” LOOK LIKE?

FORMAL VS. INFORMAL LEARNING

LEARNING “ANYTIME, ANYWHERE”

LEARNING “HOW TO LEARN”

LIFELONG LEARNING
What are areas of “broad agreement” at #eli_2015?

- We have the technology to make online education effective
- The demand for online education is growing rapidly
- 21st century learners were born into a digitally connected world
- There will continue to be waves of innovation in eLearning
Students are leading us into the “postmodality” era
“…online learning is no longer a novelty. It is simply a regular part of their education. They are increasingly unconcerned with the distinctions between face-to-face and online learning, instead choosing individual courses that meet their particular needs at any given time, regardless of modality. This postmodality behavior, enabled by instructional technology, has become their normal routine. Going forward, meeting the needs of these students with institutional ecosystems that support, encourage, and enable them to succeed will become key components of college and university strategic plans.”

Premise #1: Success in online learning requires an ecosystem
Ball State University

- Ball State University, Muncie, IN, United States
- State-funded public institution
- Student enrollment: approximately 21,000
- Division of Online and Distance Education
  - Programs (degrees, certificates, and licenses)
    - Grad – 63
    - Undergrad – 9
  - Enrollment
    - Undergrad – 2,549 online-only and 6,427 blended-format
    - Grad – 3,739 online-only and 658 blended-format
Ball State’s Online Programs

– US recognition with national rankings
  • US News and World Report “Best Online Programs”
    – Seven top 20 US rankings for our online programs
– Awards
  • UPCEA – 2014 Strategic Innovation for Online Education
  • OLC – 2014 Excellence in Institution-Wide Online Education Award

– Recognized by QM Academic Advisory Council
  • Among only a few institutions for promoting learner engagement and systematic evaluation of course effectiveness
Premise #2: eLearning “mindsets” and our “cultures” of learning affects how we develop our online programs
A Culture of Learning Innovation

• **Fosters continuous learning** among faculty, staff, and professionals through a variety of means.

• **Encourages critical and creative thinking** around teaching and learning, leading to new solutions and new possibilities.

• **Turns research into practice** by generating and supporting new pilot projects and providing incentives for innovation.

• **Builds a culture of assessment** to evaluate the successes and failures of learning innovators.
Challenges for Online Learning Programs

• e-Learning as a “disruptive innovation” in higher education (Clayton Christensen)

• Continuous evolution of online education in 21st Century
  – New types of recognitions for learning achievements
  – New course types and course lengths
  – New cultures of learning for 21st century students

• Preparing for the next generation of online teachers and learners
Premise #3: Anticipate great change

Next Ten Years: What is going to change “the most”?

Education

Work

Society
Overview of iLearn Research Projects

• **New Forms of Content Delivery**
  – NSF-funded iBook and Website for Mobile and Blended Learning in STEM courses

• **Open Educational Resources (OER)**
  – OER-based Organic Chemistry Preparation Modules

• **Learning Analytics**
  – HITS (Homework Improvement and Tracking System)
    • Used in math, accounting courses with high DFW rates

• **MOOC Initiative**
  – Gender Through Comic Books, Film Noir, Pre-Calculus Algebra (through Instructure’s Canvas Network)
Sampling of iLearn Research Projects

- **Gamification**
  - Youth Life skills mobile game and eLearning modules (funded by Creative Associates International)
- **Flipped Instruction**
  - PodcastLab
- **Enhancing Student Engagement**
  - ContextLMS for the Digital Media Minor
Online education can help optimize student success efforts.
Consider “small data” analytics
OVERVIEW OF LEARNING ANALYTICS: FOUR ASPECTS

TYPES OF ANALYTICS: DESCRIPTIVE TO PREDICTIVE

SCALE OF ANALYTICS: SMALL TO BIG

SPEED OF ANALYTICS: FAST TO SLOW

STAKEHOLDERS: ONE TO MANY
3 TAKEAWAYS:

THE ADVANTAGES OF ONLINE EDUCATION
1. Adopt best practices for learners: Help learners develop “the good habits of highly successful students” (the corollary of “7 principles of good practice in undergraduate education” [Chickering and Gamson, 1987]

- Self-regulation: planning and monitoring one’s own learning

- Design and deliver online modules or courses on learning readiness and preparation
Welcome to Pathways to Successful Learning for History 150.

Choose one of the options below.

- Start Now!
- Tell Me More ...
2. Help learners develop their metacognitive skills
(learning how to learn)

Most of your existing online tools can be used or repurposed to support metacognitive skills

Design online learning environments that emphasize self-reflection and self-understanding
Chapter 8 Pretest

ACC201-700

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The following pretest is a low stakes way to gauge the prerequisite knowledge that you will need to have in order to be successful with the materials presented in Chapter 8.

The pretest will present you with the amount of time you have to read each question as well as the amount of time you have to answer each question. Questions that may prove more difficult will give you more time to think of the answer. Being that this is a measure of where you stand when the week begins there is no need to retake the pretest. If you do not know the material to answer the question please feel free to click the “Don’t know” button. Once you have completed the pretest you may be given a list of topics to review.

Take Pretest
HITS (Homework Improvement and Tracking System) Project at Ball State University

• Pre-test – based on knowledge that should already have been mastered
  • Assessment of pretest results
  • Identification of additional learning activities designed to mitigate weaknesses identified in pretest
  • Assignment of new course material

• Metacognitive reflection – weekly questions that ask students to explain and question their new understandings
  • Deliver students’ responses to instructor
  • Student responses result in “just-in-time” teaching changes
3. Start small pilot projects, see how they work in your particular ecosystem, and evaluate their outcomes

• Collaborate with faculty and professional staff: you already have a great knowledge base to build upon

• Begin strategically coordination in your local ecosystem and use pilot projects to help you figure out areas for improvements
Teaching is teaching

Learning is learning
THANK YOU!

QUESTIONS?

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