

Note taking template
Academic Planning Summit

January 16, 2015

Title of Session: Reimagining learning beyond just infusing technology: personalizing learning and learn analytics

Faculty Facilitator(s) Joshua Caulkins

Note taker name Abigail Casavant

Check one:

Morning Breakout 1 **Morning breakout 2**

Afternoon breakout **Afternoon breakout 2**

Questions from Program: What did you hear that could be valuable for the learning environment at URI? How might URI re-imagine learning for the future? What would need to change? What would faculty need and what support would be necessary to fully integrate digital learning into the classroom?

Ideas proposed/Recommendations

Video Summary, Richard Culatta: The digital divide. Learning through technology or using technology to digitize traditional methods, PROBLEMS: treat all students the same (this doesn't work), schedule is constant but learning varies (even if you didn't learn material from previous week, you continue with new material), grades not useful for learning because they come too late, imagine a learning GPS that keeps track of you, students need to be given agency and given choices, create creators, mass customization, shift from digitizing traditional practices to close the gap. Educators – don't digitize traditional practices, Developers – make cool software, Students/Parents - learn

1. What kinds of technologies do you use at URI? How do you use it?
 - Clickers, PowerPoint, Videos, Sakai, Simulations in class (PhET), tutorials, visit websites, online discussions
 - Are students really as tech savvy as we think they are?
 - Prepare on Sakai, participate in class, practice with homework before next class
 - Online teaching – more time consuming, students expect your presence 24/7
 - Chapter Zero – Quiz about what you learned in this subject previously

2. What did you hear in the video that could be valuable for the learning environment at URI?
 - Re-engineer the business process – how can we think of learning as a business and learning process – use technology to support what we couldn't do before instead of just adding technology
 - Instead of customizing the business data and administrative system, customize the learning process, specialized reports for learning
 - Customize Sakai for professors and students (the way administrative offices can customize their software), Gateway Subcommittee
 - URI doesn't get any real time data! We could but we don't – Why?
 - Value in peer teaching/learning, downward/backward teaching – groups and decision making, helping different levels and kinds of learners use to technology to collaborate

- No incentives or professional development for professors and technology, no support to do it right, need more resources to motivate professors, some refuse to learn new technology (75 new faculty over 3 years) these new hires will need to feel they have support for technology, no incentive for tenured faculty to use new technology when focused on publishing, research, grants
- Need more structure and support for learning analytics
- Outsource Sakai? – backwards! Added value in keeping Sakai at URI, Budget and HR should be outsourced, disincentives - wrong things for the right reasons, very tough problem, it's about the savings for URI, more faculty and real time data, can we capture real time data so that it's useful NOW?
- Change in culture, the management and mid-management need to change, computers were designed for business so they are always taken care of
- Bandwidth issues, everyone comes online and it becomes an issue, communications fee and wireless access points, it should be seamless, survey faculty technology use and Sakai use

Notable Issues, Questions, Challenges:

- One of the most notable issues is the lack of incentive for professors to become more familiar with and adapt to technology. More resources are needed to encourage educators to utilize available technologies. Professors need support.
- It is especially difficult for professors who cannot customize Sakai to their needs and their students' needs. If business and administrative offices can customize their software, so should the education-based software. Sakai needs to be customizable.
- Sakai should not be outsourced because it is integral to URI's learning community. Education and educational technologies should not be outsourced at a university.
- The University needs to work towards gathering real time data and using/analyzing this data in real time.

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1. What kinds of technologies do you use at URI? How do you use it?
 - PowerPoint, clickers, Quizzes/polls on Sakai, video clips online, very basic Sakai, write a lot on the board, hard to motivate outside of class, read in advance – little success unless you have quick quizzes, online class, discussion boards, spent own money for software but failed to connect to projector
 - Slowing down or going too fast, how to personalize learning
 - Deaf students, include all learners – click a button to be accessible for everyone, resources needed to make all classes accessible

2. What did you hear in the video that could be valuable for the learning environment at URI?
 - What is the empirical basis for decision-making? How do we know what to do with these groups? Evidence to support if this is successful? Self-directed learning isn't always best, a student who wants to be told what to do. How does having different groups lead to a better outcome?
 - Really comes down to good teaching, less options of how to learn and more about the schedule
 - What's driving the improvement? Two options for learning, 10 options, etc.
 - Can you hear and read it at the same time? Retain vs. reading
 - How well do we “plug” the information in to students? Need to find and engage in multi-modal fashion. Stuck in ways of “kinds” of learners. Need to write down information to better understand
 - Students don't know how to learn anymore because everything has been handed to them, they want to learn the same way they know
 - Spend more time getting students from the start to engage in their own learning – it's a two way street, URI 101
 - Real-time feedback: how do your students know how well they're doing
 - Open gradebook in Sakai, weighted, encourage students to look at them
 - Watching faces and looking for confusion, clickers can help this
 - Tell your neighbor what you know, trust them to figure out what they know
 - Class activities not for credit: group work and answer as a class together, activities also posted online and see if they got the right answer, more challenging for larger classes, technology can help this
 - Three attempts at questions until it's right, not right vs. wrong and they can answer their own questions, pairs must “prove” each other right/wrong, experience working through the questions
 - Informative rather than summative

3. How might URI re-imagine learning for the future? What would need to change?
 - Sakai is ID number based, not by name, you can see who is logging in and opening assignments, statistics are clunky that need refining
 - Needs to be more interactive and better to look at – need greater demand from the professors

- Need the developers – we have the learning management but need support to integrate features
 - Buy these things but no support, ie. Dashboard for support
 - Time invested is proportional to evaluation, time issues and making sure everything is correct, downloading clunkiness, different kinds of examinations for different times in the semester.
 - More problems result from clickers, not all students can use the clicker
 - Can Sakai create an algorithm as the video used?
 - Data analytics: automated system for alerting students based on what you have put into Sakai, need to data to be able to create a program that alerts students but it's not easy, Professors need to voice the support
 - Faculty want one on one training for Sakai – want it when they want it, when there's a problem 20 min to troubleshoot, any longer old fashioned way
 - Disconnect between
 - What's the institutional incentive? No reward for advancing professor education for digital learning especially when they have other critical things to do
 - Tech side doesn't understand your needs – they don't know about your budget and needs, need a programmer that understands needs – Customizing
 - Selling education, the resources should be directed to customer
 - University has greater expectations to meet than education, like fancy classrooms
 - Question: Could a semester exist where a student could finish all coursework half way through the semester? Proficiency vs. mastering
 - Semester set up for slower learner and allow faster learner to cruise, allowing professor to focus on these students and help them, self-paced
 - Need to look more at the literature
 - Research and support money for education advancement
 - Fine Arts building has no smart classroom, clickers, can only project in two classrooms, not attending to facility and technology, not disability compliant
4. What would faculty need and what support would be necessary to fully integrate digital learning into the classroom?

Notable Issues, Questions, Challenges

- Raise questions about Sakai accessibility for deaf and other disabled students. Technology can aid and deter in efforts to make all education accessible.
- Development of a self-paced semester that is scheduled around slower learning students. Faster paced learners can finish sooner and slower paced can receive extra help and one-on-one time with professors.
- What's the institutional incentive? No reward for advancing professor education for digital learning. Training and troubleshooting can be time-consuming, therefore
- Sakai needs to be better streamlined in terms of statistics and results that are easier to read and understand.
- Sakai needs to be customizable to suit the needs of professors and students so that real time information is available.