Adaptive Learning: An Evolutionary and Revolutionary Way to Teach

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Part 1:  9:45- 10:45
Presenters/Moderator

• Tom Cavanagh, Assoc. VP, Distributed Learning, University of Central Florida
• Connie Johnson, CAO and Provost, Colorado Technical University
• Manoj Kulkarni, CEO, RealizeIT
• Jim Thompson, CEO, CogBooks
• Nick White, Director, Competency-based Learning Solutions, Capella University
EDUCATE EVERYONE UNIQUELY

Jim Thompson
WCET 2015
With adaptive, your content becomes a network
Guiding each individual journey
A holistic approach to the learner’s experience
Love to Teach

Rediscover the art of teaching and do more of what you do best
Enriching instructor student engagement

- Content
- Students

- Personalization
- communication
- Data
- dashboards
- intelligence
- insights

CogBooks™
LEARN FROM RESULTS

Applying sound scientific methods makes your course effective and your students succeed
Infinitely powerful data

Teach

Learn
The Learning Network approach

- College level topics
- Whole curriculum
- Genuine learning
- Student agency
- Data analysis
- AI & self-learning
EDUCATE EVERYONE UNIQUELY

LOVE TO TEACH

LEARN FROM RESULTS

CogBooks™
Company founded in 2007
Offices in Chicago, USA and Dublin, Ireland

Vision
Provide an individualized learning experience for everyone
Help a learner realize his or her full learning potential
Emulate the best teacher, for every student
Apply to any subject, domain and content
A Learning “Measurement” System

Enables institution to transform curriculum and instruction to deliver mastery-based teaching and learning

Powers individualized, adaptive and competency-based learning

Learning Science and Research basis
Learner-centric; Institution specific
Continuous evidence based feedback loops
Any subject, any content, any context

Mobile, cloud based & scalable
Highly modular in design and implementation
Find out what you already know

Work where you are most ready

Understand your current mastery

Learn using effective content
200+ learning maps and courses in 50+ subjects
400,000+ course-takers annually
1000+ Instructors
Seat-time and competency based models
12 Private-Label Gen-Ed courses
9 OpenStax OER Courses

Engagement | Persistence | Mastery | Achievement
PSY7650 – Research Methods

Learner experience: 100% of course time; 10 Units, 10 Weeks; Linear path
Discussions Weekly, Studies, Assignments
Colorado Technical University (CTU)

Started in 1965, celebrating 50 years this year
Located in Colorado Springs, Denver, CO and Schaumburg, IL
25,000+ students and 80,000+ graduates
CTU received high marks on the prestigious U.S. News & World Report lists for Best Online Programs for 2015 including the following:

College of Business & Management    College of Computer Science & Technology
College of Engineering     College of Security Studies        College of Nursing

- First piloted Adaptive Learning in Nov. 2012 using the RealizeIt adaptive environment
- Expansive course learning maps in use Student usage is 20,000+
- Associates through Doctoral level
- 2014 expansion of the use of Adaptive Learning to affect the student experience in addition to the course learning maps
Adaptive Learning in New Student Orientation

- Higher Pass Rate in 1st Course
- Higher Persistence to 2nd session
- Nearly 20% higher in-session retention
- Nearly 18% higher retention after 6 months

- Lower Drop Rate 1st Session
- Maintained an average of 4.5% W/D over past year
In November, 2013, we added a required Adaptive Learning activity for New MBA students with a non-Business Bachelor’s degree missing key business foundational Information.

Goals:
• Address concerns regarding students’ varying levels of knowledge
• Increase foundational business knowledge for students entering MBA program

Approach:
Designed 12 adaptive learning maps of key MBA areas
MBA applicants begin learning maps prior to start
MBA students continue learning maps throughout first part of program and learning maps remain available as students work through program

Scaffolding and Supporting Students:
MBA Orientation
In May, 2014, we first offered adaptive Challenge Exams

**Goals:**
- To gain insight into students’ competency levels and recognize prior learning
- To appropriately place students in their chosen class
- To answer the national call to remove barriers to graduation

**Approach:**
- Interactive questioning with dynamic question pools
- High participation and engagement rate
- Assessed terminal lessons covering all course objectives
- Student Knowledge States and detailed assessment results
- Passing students’ detailed information for successive course
- Failing students’ detailed information for current course
- Success in subsequent courses closely monitored
Questions?
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