Online 2020: Reimagining Online Learning

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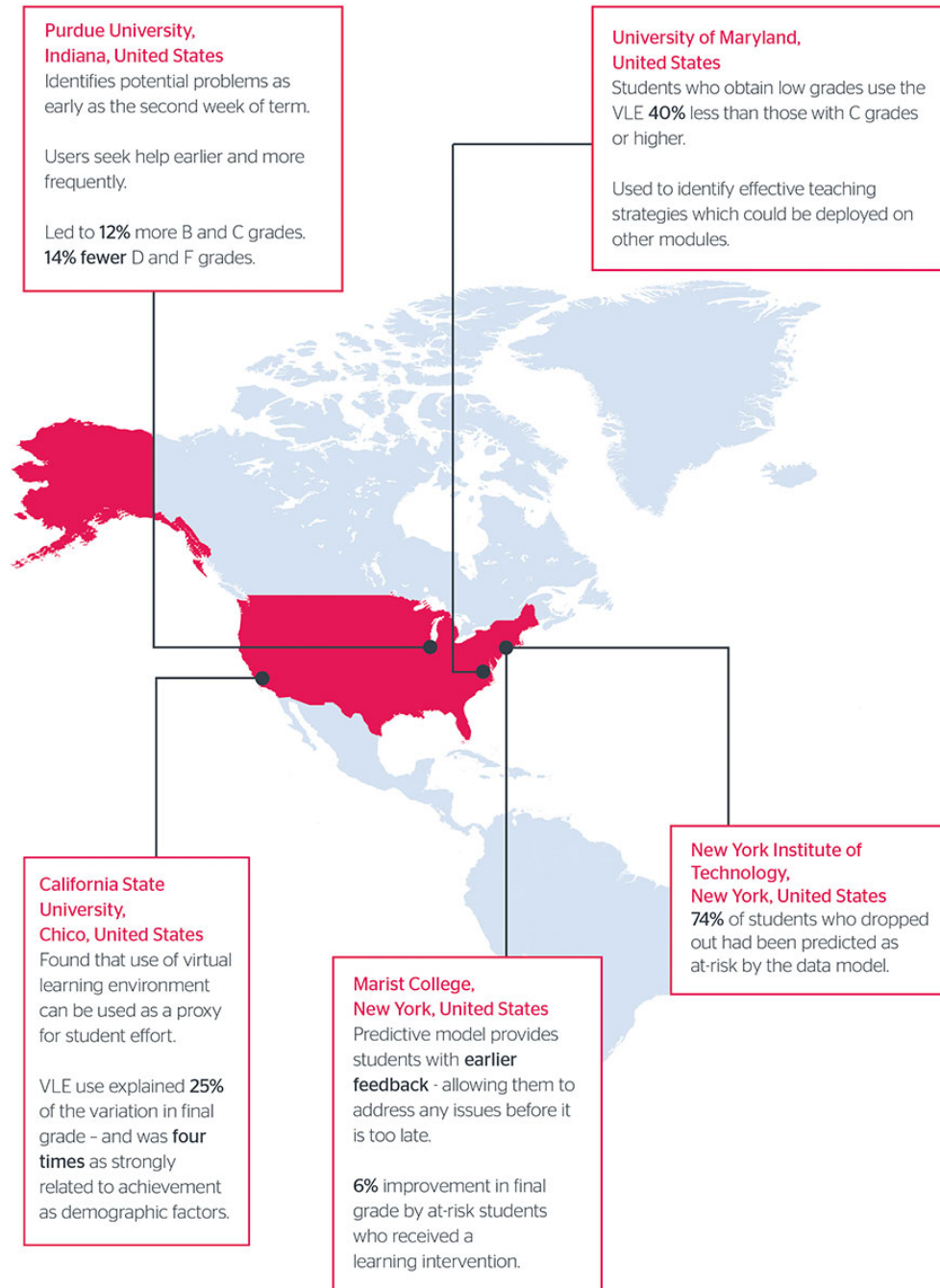# Technical facilitation of human interaction to optimise engagement

Connecting students-to-students who want to share-and-tell

Intelligent design of student engagement using analytical data reflecting real-time and aggregated student behaviour.

**Purdue University,
Indiana, United States**
Identifies potential problems as early as the second week of term.

Users seek help earlier and more frequently.

Led to **12%** more B and C grades. **14% fewer** D and F grades.

**University of Maryland,
United States**
Students who obtain low grades use the VLE **40%** less than those with C grades or higher.

Used to identify effective teaching strategies which could be deployed on other modules.

**California State University,
Chico, United States**
Found that use of virtual learning environment can be used as a proxy for student effort.

VLE use explained **25%** of the variation in final grade – and was **four times** as strongly related to achievement as demographic factors.

**Marist College,
New York, United States**
Predictive model provides students with **earlier feedback** - allowing them to address any issues before it is too late.

6% improvement in final grade by at-risk students who received a learning intervention.

**New York Institute of Technology,
New York, United States**
74% of students who dropped out had been predicted as at-risk by the data model.

WESTERN SYDNEY
UNIVERSITY

Nottingham Trent University, UK

Strong link with retention- less than a quarter of students with a low average engagement progressed to the second year, whereas over **90%** of students with good or high average engagement did so.

Strong link with achievement - **81%** of students with a high average engagement graduated with a 2:1 or first class degree, compared to only **42%** of students with low average engagement.

27% of students reported changing their behaviour after using the system.

Received a positive reception among students and staff.

One third of tutors contacted students as a result of viewing their engagement data in the Dashboard.

Open University, UK

Analytics used to:

» inform strategic priorities to continually enhance the student experience, retention and progression

» drive interventions at student, module and qualification levels

University of New England, Australia

Learning analytics is part of a wider ecosystem of engagement with students via social media to foster a sense of community amongst students who may be studying part time or at a distance as well as on campus.

The Open Universities Australia

Analytics used to:

» drive personalisation and adaptation of content recommended to individual students

» provide input and evidence for curriculum redesign

Edith Cowan University, Perth, Western Australia

Created probability of retention scores for each undergraduate student – used to identify students most likely to need support.

Wollogong University, Australia

SNAPP visualises participant relationships in online discussion forums in real time, as a network diagram. It helps facilitators to avoid dominating the conversation and encourage greater engagement with students who are less connected with their peers in the forum.

0%

History 109: History of the United States

CogBooks Demo

Show Slide view ▤

Course Introduction

"The History of the United States to 1865" provides a balanced approach to building historical awareness on the trends, concepts and key moments of the political, diplomatic, social, economic, intellectual and cultural development of a nation comprised of diverse experiences and perspectives.

Estimated ⏱ 26h 27 min   Resume Course ⟩

Modules

1	The Americas, Europe, and Africa Before 1492	⏱ 53 min	⟩
2	Europe and the Rise of the Atlantic World, 1492-1650	⏱ 1h 48 min	⟩
3	Colonial Societies, 1500-1700	⏱ 1h 52 min	⟩
4	The British Empire, 1660-1763	⏱ 1h 39 min	⟩
5	Imperial Reform and Resistance, 1763-1774	⏱ 1h 36 min	⟩
6	War for American Independence, 1775-1783	⏱ 1h 23 min	⟩

< 1.1. The Americas, Europe, and Africa
Before 1492

25%   1 of 4 goals completed

◑ The First Americans: Meso- and South America

○ The First Americans: North America

○ Europe on the Brink of Change

○ Major African Empires Prior to 1500 CE

The First Americans: Meso- and South America

When Europeans first set foot onto what would later be called the Americas, they encountered **unique and complex cultures** that ranged from the urban Aztec civilization in what is now Mexico City to the woodland tribes of eastern North America. Recent research along the west coast of South America suggests that populations of Indigenous peoples:

- have long histories of traveling up and down this coast by water as well as by land
- began the **domestication** of plants and animals about 10,000 years ago, adding agriculture as a means of sustenance to hunting and gathering techniques

With this **agricultural revolution**, and the more abundant and reliable food supplies it brought:

- **populations grew** – in some estimates to between 43 and 65 million people throughout the Americas
- people were able to develop a more settled way of life, building **permanent settlements**

Nowhere in the Americas was this more obvious than in Mesoamerica.

Cultures of Central and South America before 1492

How far does your knowledge of this period extend? Self-assess:

- What were the common characteristics of the Mesoamericans?
- Which Mesoamerican culture has strong ties with Teotihuacan?
- What were codices and why do we have so few examples?
- Can you give three reasons why the Aztecs made human sacrifices?
- Can you describe the social structures of the Incas?

How well did you understand 'The First Americans: Meso- and South America'?

35%

< I didn't understand it   I completely understood it >

OK. It looks as if you may want more help with this.

We recommend the following:

Primary Source Spotlight: Mayan Codices

Although most of the Mayan codices have been destroyed, there are still a handful in existence.

⊘ 5 min   Start

Show Other Options - If you don't want the recommended one.

These may also help.

You will be able to see these again later if you select the recommendation now.

Experience new worlds, amplify access to information and experiences

Historical notions of self

We are indeed living in a fortunate society and time where we have many choices. The notion of historically-fixed selves in the Western world goes back 100 or so years ago. In that time, people were not offered vocational or social choices. For example, if you had the Anglo-Saxon family name of Blacksmith, this would mean your vocational pathway was set as a blacksmith. Therefore, through historical means, your pathway, in matters such as your vocation, were given or 'fixed'.

Other factors that led to the development of self

- *Secularisation* is a term which means to move away from the influences of religion and to consider rewards in *this* life rather than the next. This is a dominant philosophy or view in the Western world where self-improvement and development is paramount.
- *Industrialisation* was another great shift in the development of self, when people became geographically-mobile, moving from rural regions to urban cities. This created a different climate where people were able to congregate together and find an increasing variety of work.
- *Enlightenment* relates to new values systems about the autonomy of self or the ability of the self to make decisions. An example of this is democracy.
- *Education* has provided increased social mobility. Your decision to enrol in a university course could be for self-development, to get a better job or have a better income. Education is key to the development of the self as autonomous or separate person.

Cultural notions of self

Cultural notions of self involve independent versus interdependent notions of identity. The interactive activity below reenacts two cultural psychology experiments. Complete the experiments and find out what they say about your self in relation to culture.

Cultural experiments
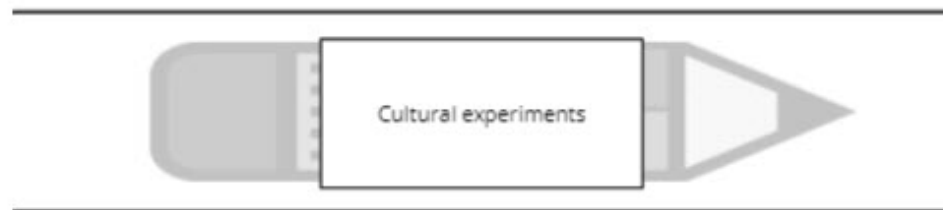
The interactive activity below re-enacts two cultural psychology experiments. Complete the experiments and find out what they say about your self in relation to culture.

Select one of the two experiments below to get started.

| Experiment 1 | Experiment 2 |

101557 - 3.4 Scenario: Positive regard in psychology

This scenario will allow you to apply your understanding of using conditional and unconditional positive regard in psychology to impact behaviour. Each choice you make in the scenario will change the story and affect the final outcome.

There are **two endings** to the scenario that can only be reached by making specific choices. Replay the scenario once you finish to try and access each final outcome.

Select the **Start** button to begin.

Scenario:

Positive regard in psychology
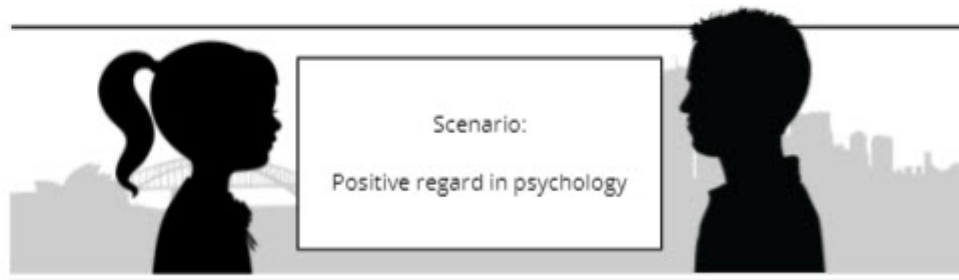
This scenario will allow you to explore the concept of positive regard and the effect on conditional and unconditional positive regard can have on behaviour.

Select 'Start' to continue.

Start

102170 - 2.7 Map analysis of Greater Sydney

EY

Now that you have explored the growth, population, age and socio-spatial polarisation of the residents of NSW and Sydney, it is time to see if hypotheses can be made as to how or why this is. and what correlations exist.

The interactive video below will show you a representation of the area known as Greater Sydney. Before you begin, make sure the sound is enabled on your device so that you can hear the narrator.

Which maps will I be comparing?

These are the maps and tasks that you will encounter in the video:

1. Compare the correlation between **low income** houses and **unemployment**.
2. Look for correlations between **high income** households and households with **tertiary qualifications**.
3. Understand why households with **trade and technical qualifications** are represented inconsistently.

Throughout the narration, you will be prompted to think about the information provided and questions that are raised. It may benefit you to have a paper and pen or Word document open on your computer to take notes on interesting points covered, any correlations you notice between the different representations of data, and any questions that you may develop. You can pause and replay the video at any point if you would like to focus on one particular map.
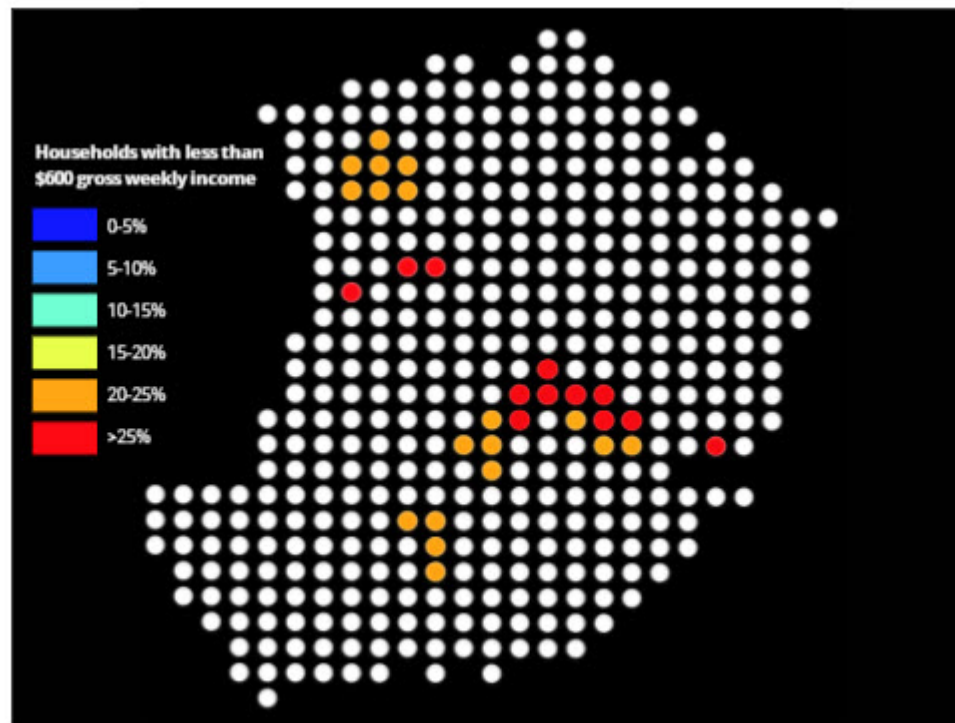
Select the response that would best suit this scenario.

Conditional positive response

I will offer to buy Zarya an ice cream if she kicks a goal and helps the team win. If the team wins, her motivation problem is solved.

If the team loses, Zarya will be even more motivated next week for ice cream.

Unconditional positive response

Win or lose, after the match I will tell her that when we go home we can make a big list of all the good things she did during the game.

That way next week she'll be motivated to work towards a target and improve.

Unconditional positive response outcomes

Regardless of how good my pre-game pep talk was, there are certain matters that are out of my control. I knew that the outcome of the match would play a part in how she felt at the end of the day.

Select each outcome below to see what effect my pep-talk might have had on Zarya and her soccer playing career.

| Win | Lose |
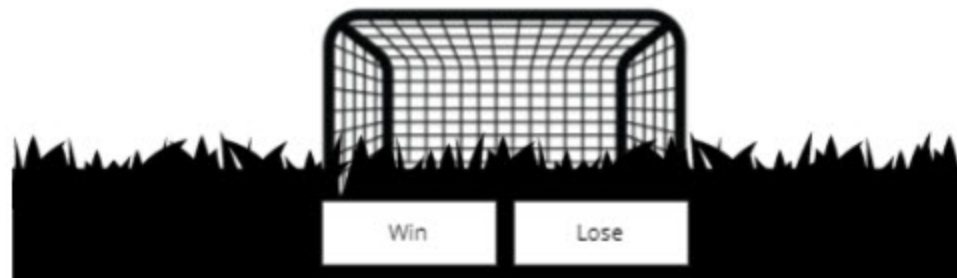
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Thank you