

Integration and Integrity: Higher Education in the New Learning Ecosystem

Randy Bass
(Georgetown University)

**University of California System
Conference**

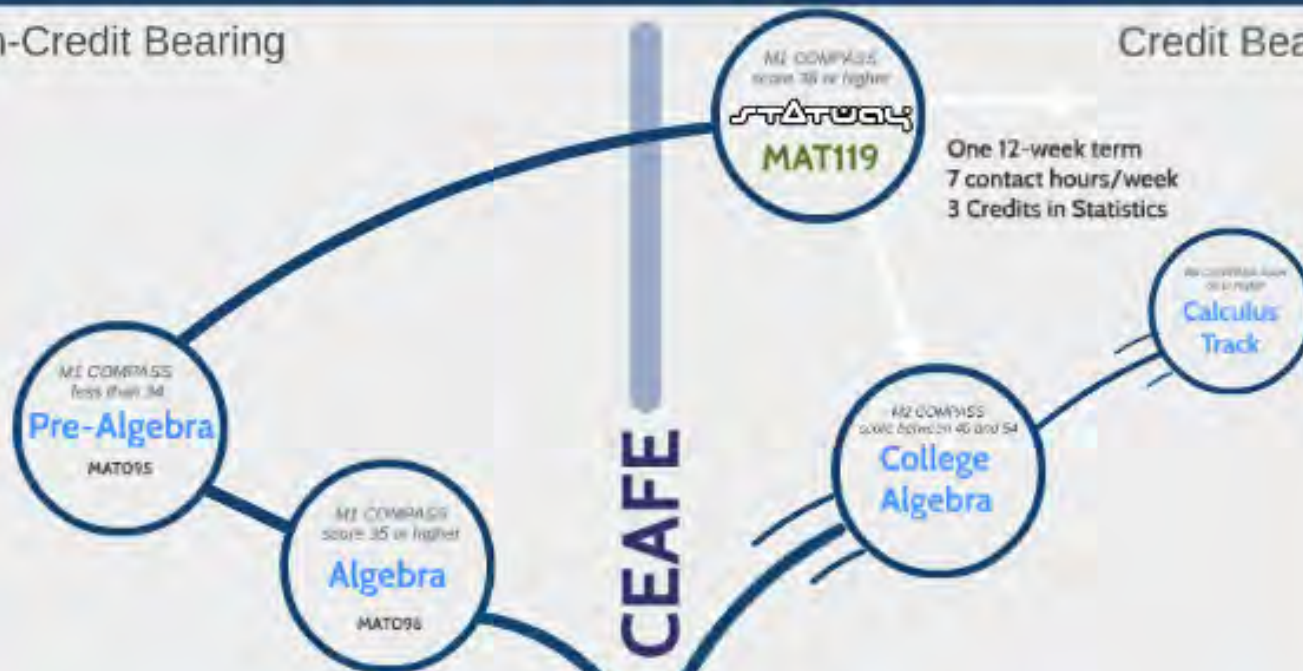
*Creating Equitable Education for
California's Undergraduates*

January 5, 2017

MAT 119: **ΣΤΑΤΙΣΤΙΚΑ** @ LaGuardia

Non-Credit Bearing

Credit Bearing





StatWay implemented at LaGuardia CC

Dev. Math + College-level Stats

- ✓ ALEKS (adaptive tools)
- ✓ Whole learner
- ✓ Complex problems, such as Food Justice and Climate Change

MAT11

8h/w (6 lecture hours + 2 computer lab hours)

Complete Math Requirement + 3 credits

“We are giving them a bridge to successfully finish their degree through contextualized math content and exposure to psychological interventions that improve their attitudes towards math and learning.”

Connected to revised core competencies:

- Inquiry
- Global Learning
- Integration

Milena Cuellar, **Statway in one term**

National Forum Pathways Program. Carnegie Foundation. SF 2014

What is this case a case of?

Data analytics >
adaptive learning

Alignment with
ambitious larger
outcomes

As much
about the
affective as
cognitive

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MAT119 - STATWAY Spring 2014
12-week term
8h/w (6 lecture hours +
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Revised their institution-wide core competencies:

- Inquiry
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National Forum Pathways Program

Focused on
inquiry and
integration, not
merely skills
and completion

“REBUNDLING”

Open and Integrative

*Designing Liberal Education
for the New Digital Ecosystem*



BY RANDY BASS AND BRET EYNON



**With Bret Eynon,
LaGuardia
Community
College**



Open and Integrative
*Designing Liberal Education
for the New Digital Ecosystem*



BY RANDY BASS AND BRET EYNON



Association
of American
Colleges and
Universities

How do we make a
robust and meaningful
education equitably
available to everyone?

Four ways to reframe the conversation

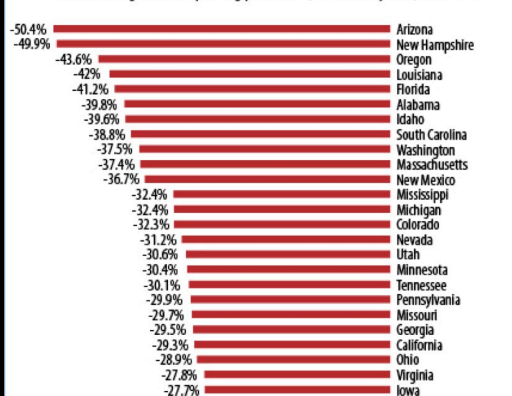
Shift from digital tools to learning ecosystem.

Shift from unbundling to rebundling.

In a rebundled higher education, the concept of the whole person is key.

Put new digital capacities in service of HE's greater purposes.

States Have Cut Higher Education Funding Deeply in Recent Years



Public Funding

Take the world's best courses, online, for free.

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Codecademy

lynda.com You can learn it.

External Forces of Potential Disruption

Skill-based Learning
Open Online Courses

Data Analytics /
Adaptive Learning

Keeping Score: New Iteration and Limitations of the College Scorecard

Posted: 1/07/2015 10:46 am EDT | Updated: 1/07/2015 10:59 am EDT

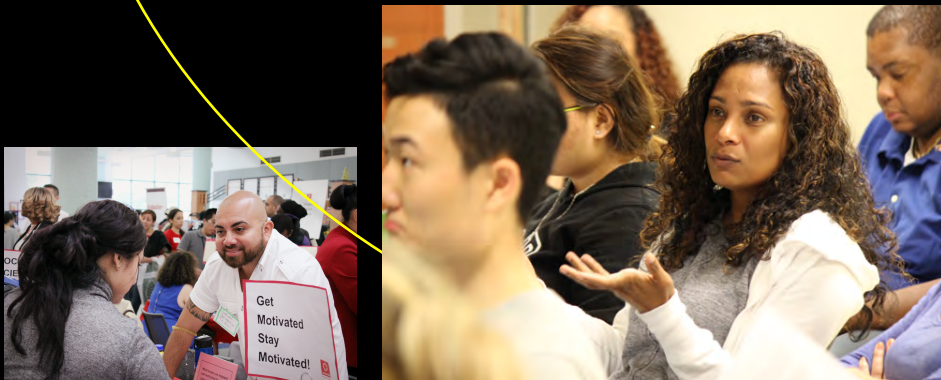


SUGGESTED FOR YOU

Coyote Who Found A Ball Proves Lovable Coyotes Really Are



Accountability



Expanded access



Codecademy



coursera | Explore Courses

Categories Partners

Take the world's best courses, online, for free

The Onrushing Digital Revolution



Scale
Automate
Reduce instructional costs

courses
learning
Analytics /
Adaptive Learning

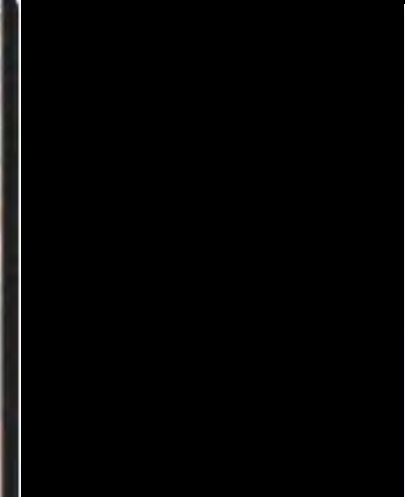


Take great courses from the world's best universities






**AMERICAN
HIGHER EDUCATION
IN CRISIS**
WHAT EVERYONE NEEDS
GOLDIE BLUMEN



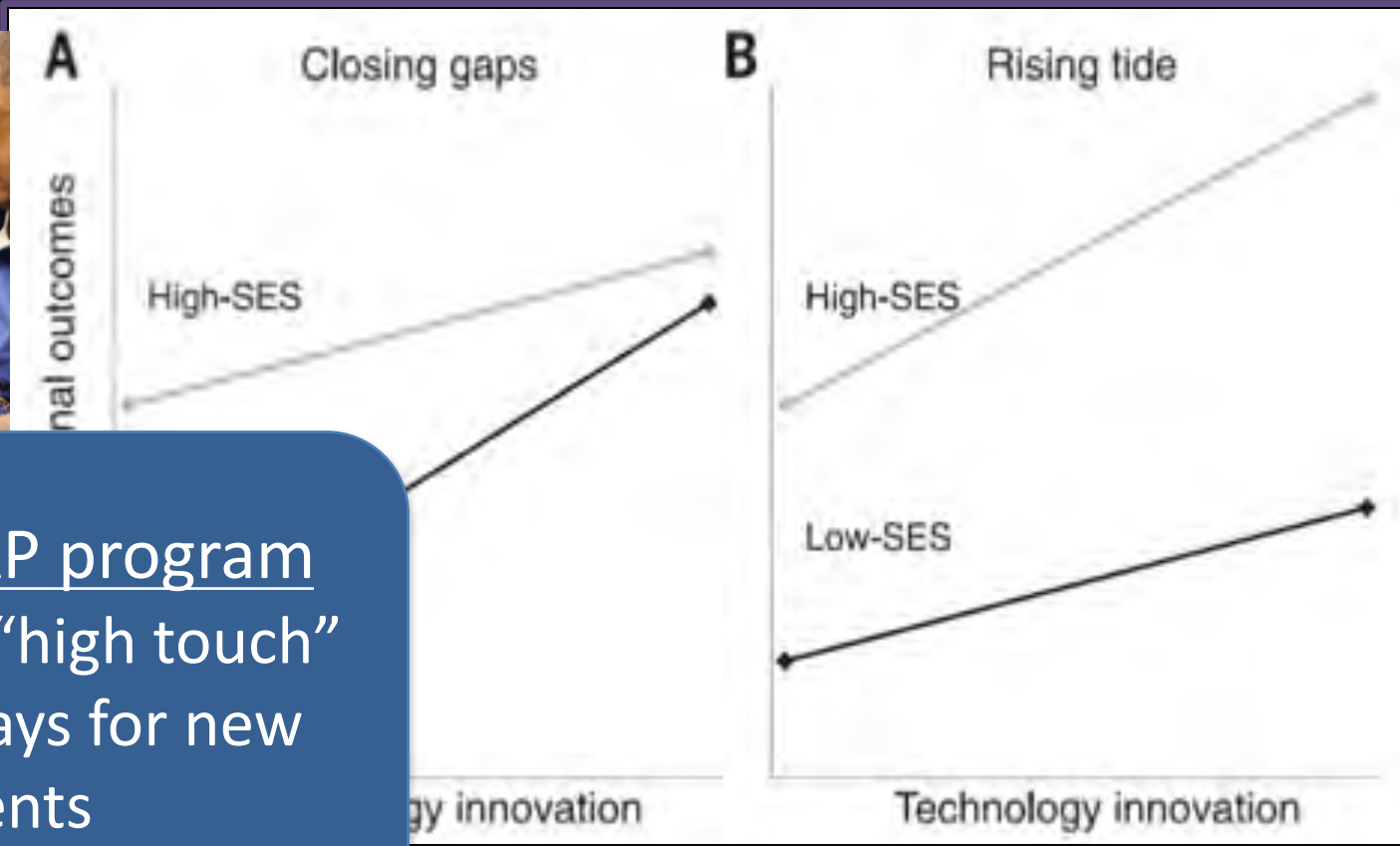
**The
End of
College**
Creating the Future
and the University
KEVIN

**COLLEGE
DISRUPTED**

THE GREAT UNBUNDLING OF
HIGHER EDUCATION
RYAN CRAIG

**COLLEGE
(UN)BOUND**
EDUCATION
STUDENTS
JEFFREY J. SELINGO
Editor at Large, Chronicle of Higher Education

“Unbundling ≠ Equity”

Technology, Integration, Learning & Success



CUNY's ASAP program
The power of “high touch”
guided pathways for new
majority students

A growing body of research on the importance of connection,
purpose and attention to the whole student.

Purdue-Gallop Poll on Engaged Work and Flourishing



Life in College Matters for Life After College

New Gallup-Purdue study looks at links among college, work, and well-being

by Julie Ray and Stephanie Kafka



WASHINGTON, D.C. -- When it comes to being engaged at work and experiencing high well-being after graduation, a new Gallup-Purdue University study of college graduates shows that the type of institution they attended matters less than what they experienced there. Yet, just 3% of all the graduates studied had the types of experiences in college that Gallup finds strongly relate to great jobs and great lives afterward.

Two most important predictors of success:

- 1) Adult mentor who cared about you
- 2) Sustained project

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14% had all three

64% I had a professor who made me excited about learning.

27% Professor cared about me as a person.

22% A mentor who encouraged my goals and dreams.

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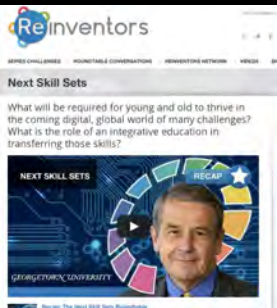
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6% of all graduates

32% A long term project that took a semester or more to complete.

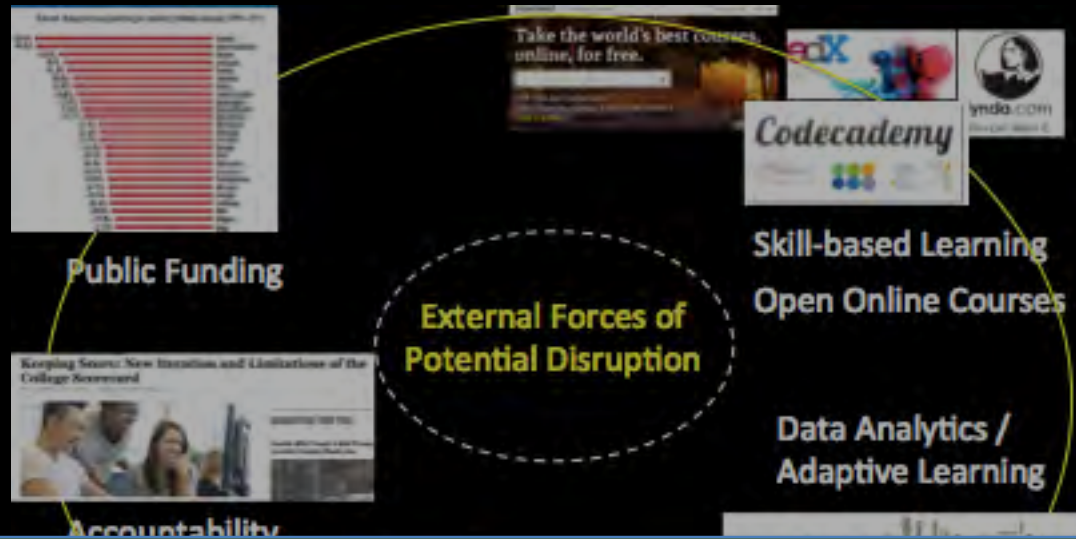
30% Internship or job where applied learning.

20% Extremely involved in extracurricular activities or organizations.



Don Harward, President Emeritus, Bates College

“All too many institutions of higher education -- and even proponents of liberal education -- are off-course, addressing only narrowly academic means and strategies rather than the integrated goals and ends that matter to our students and to our democracy. As a result, many of our institutions risk becoming complicit in the troubling patterns of student disengagement.”



Bad Combination: Narrow academic aims
in silo'd environments + narrow
(commodified) version of the digital

The great tension of our time in education
is between **integration** and **dis-integration**

Two paradigms of education

Disintegrative (unbundled):

Design of discrete or granular learning experiences

Elementary and discrete competency-based learning

Learning decoupled from formal boundaries

Analytics that track narrow or micro learning

Integrative (bundled, holistic, coherent):

Curricular & co-curricular conceived as part of a whole

Knowledge, skills & dispositions

Connections & integration

Design of learning experiences for whole person development



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Rebundling: Toward a New Synthesis

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Disintegrative in service to the integrative

What does rebundling mean for institutions?

Design Principles: a Vision worth Working Toward

Learner-centered

Networked

Integrative

Adaptive

Design Principles for a Rebundled Institution

Learner-centered

Do your learning environments support engagement in the context of empowerment and ownership of learning?

What is this case a case of?

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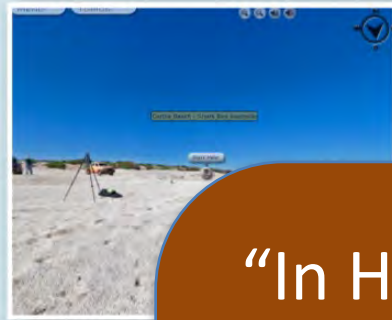
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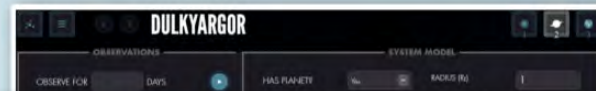
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“REBUNDLING”

Habitable Worlds – Online Course at Arizona State University



Virtual F
allow exp
exotic se
science a



“In Habitable Worlds, you won’t just learn a bunch of facts. You’ll have to learn how to think like a scientist, confronting what we don’t know, learning how to use logic and reason to cope with uncertainty....”

Prof. Ariel Anbar

Engagement at scale

Devel
Profes
Dr. Lev
http://

to analyze

Developed jointly with ASU Online, Mary Lou Fulton Teacher's College, College of Liberal Arts and Sciences, and the NASA Astrobiology Institute.

Design Principles for a Rebundled Institution

Learner-centered

Do your learning environments support engagement in the context of empowerment and ownership of learning?

Whole person education,
equitably available to
everyone.

Educating the whole person?

Knowledge + Skills + Dispositions (+ Values)

Dispositions:

Learning to learn

Critical thinking

Creativity

Curiosity

Resilience

Empathy

Humility

Ethical Judgment

Striving to cultivate a broad range of affective, imaginative and



“HARD SKILLS”

Design environments where they are more likely to be cultivated.

Unscripted contexts, guided inquiry and experience.

“High-impact practices.”

Design Principles for a Rebundled Institution

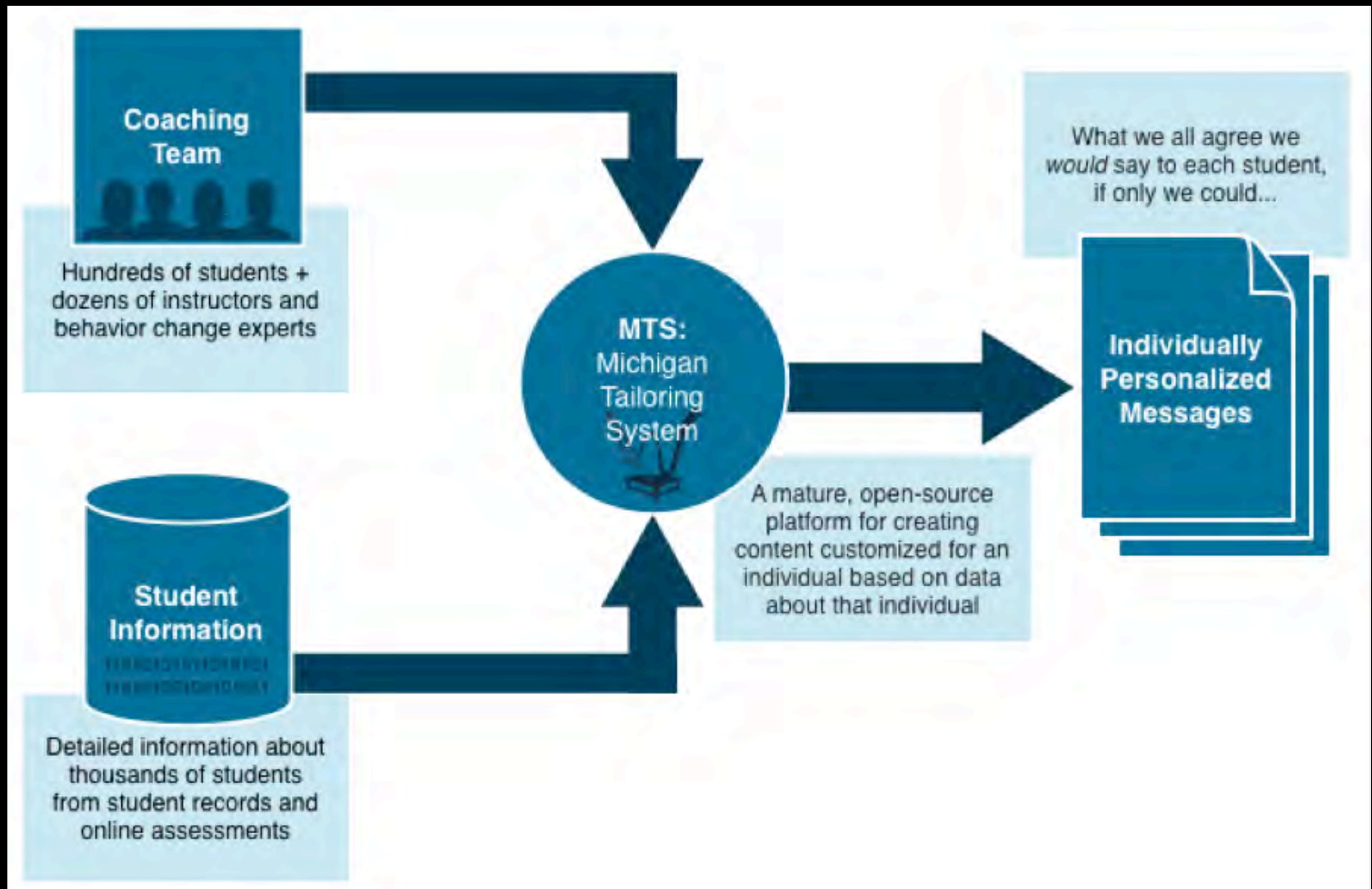
Learner-centered

Do your learning environments support engagement in the context of empowerment and ownership of learning?

Networked

Do your systems and practices maximize community, mentorship and partnerships across boundaries?

E2Coach



Georgia State University

Six-year Graduation Rates

2003

32 %

2014

54 %

Pell Eligible

2003

31 %

2013

58 %

- ✓ Learning Communities
- ✓ Peer tutoring
- ✓ Summer Success Academy

- ✓ Structurally connected admissions, advising, registrar, financial aid, and institutional research

Design Principles for a Rebundled Institution

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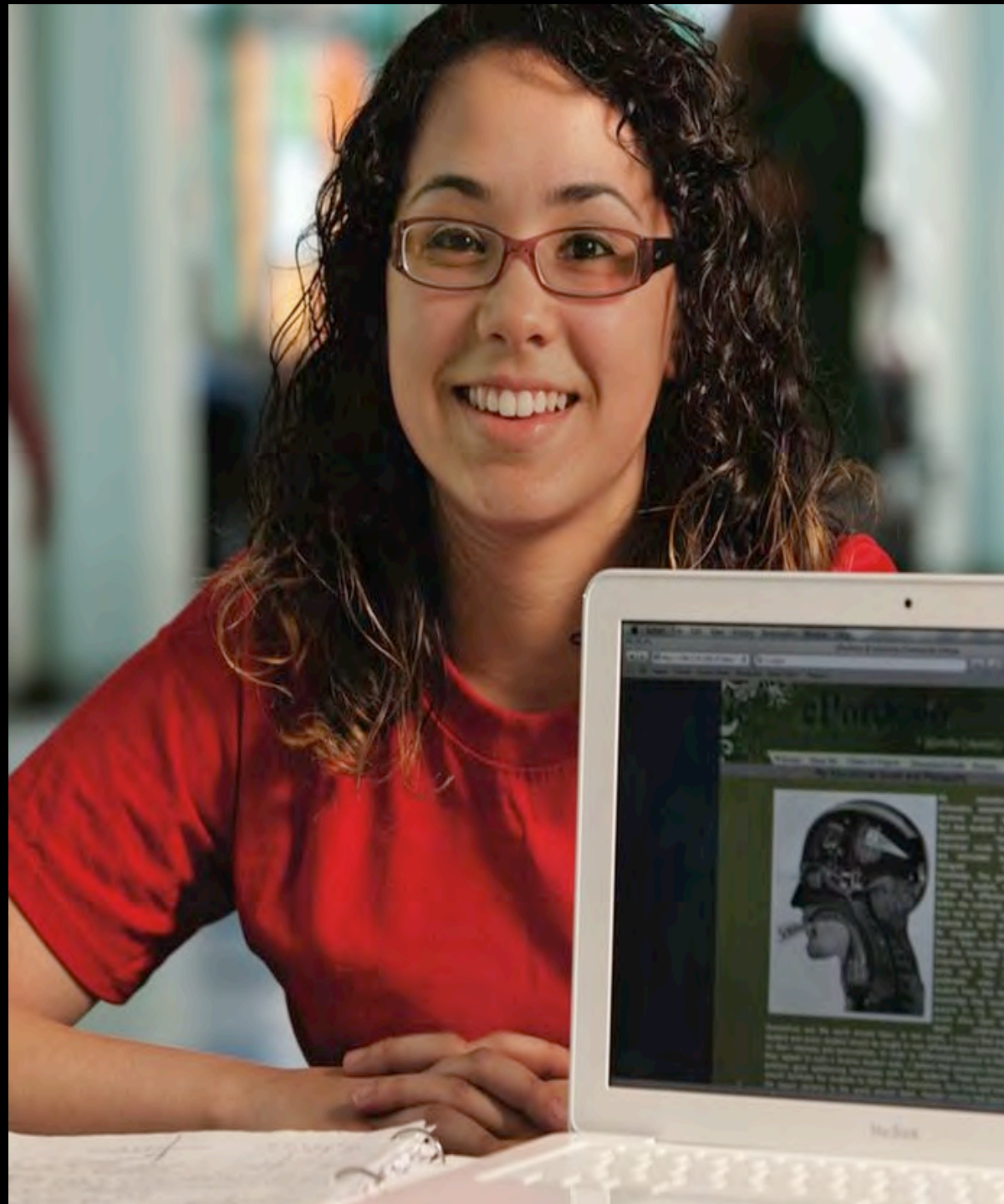
Do your systems and practices maximize community, mentorship and partnerships across boundaries?

Integrative

Are your systems and practices serving to help maximize connections and coherence?

How can we help students put their signature work in a larger and more integrative context?

ePortfolio as a vital, longitudinal and integrative learning process



Addressing the Whole Student

Purposeful Self-Authorship

Formal Academic Curriculum

Learning Across Semesters

Connecting w/ Faculty & Students

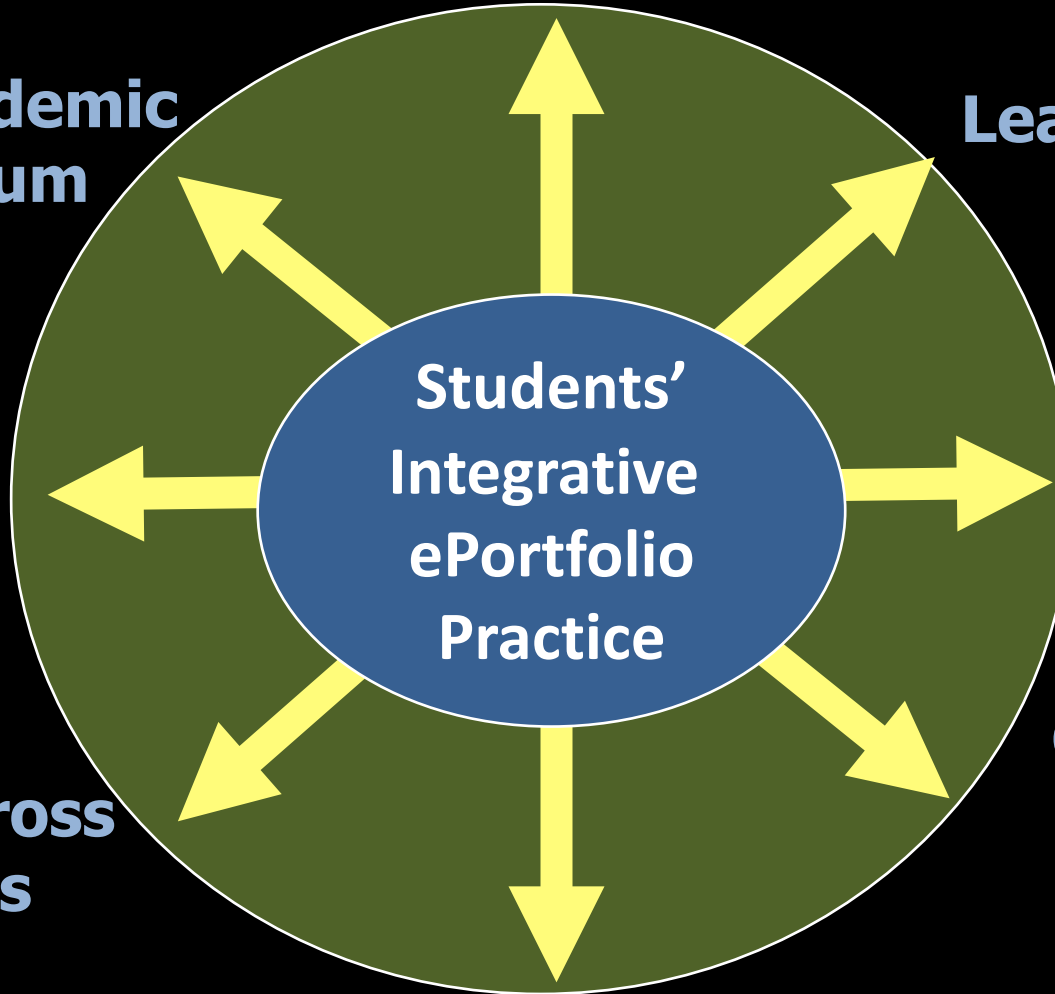
External Audiences

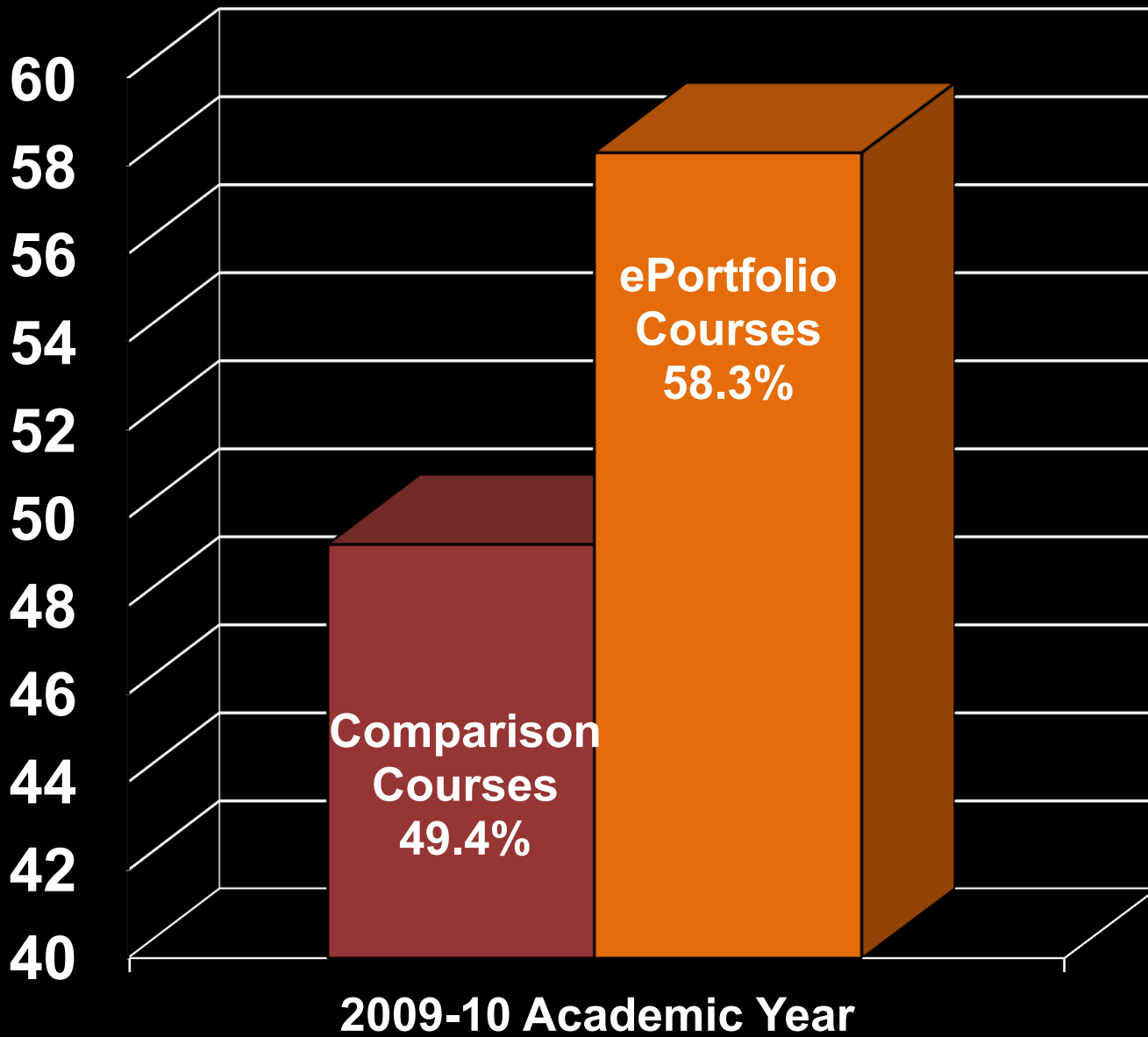
Students' Integrative ePortfolio Practice

Learning Across Disciplines

Co-Curricular & Lived Experiences

Advisement & Academic Planning





LaGuardia CC
High Pass Rates
(C & up)



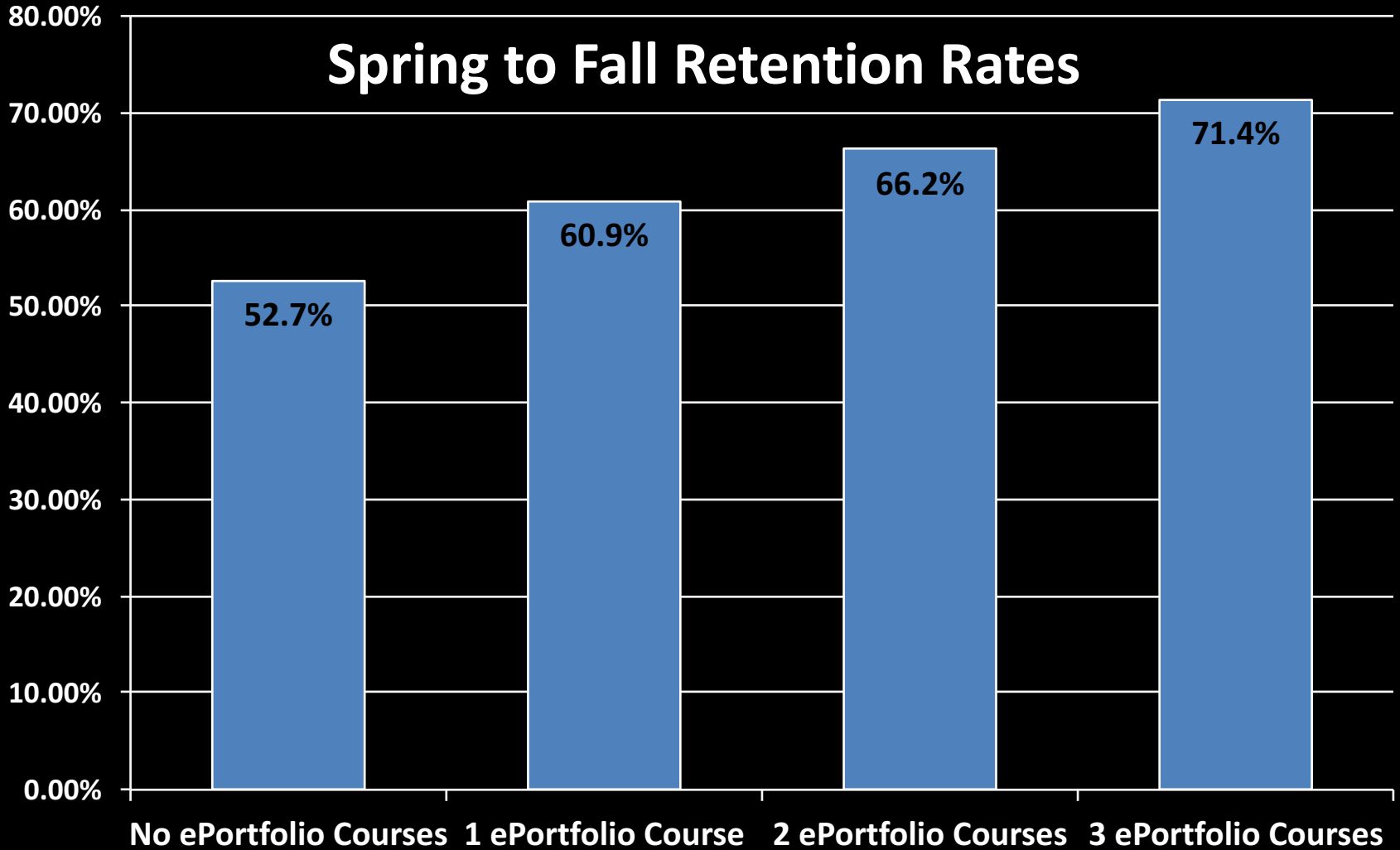
Community College



ePortfolio integrated into Metro Health Academies, an SFSU learning community project for high-risk students

	Metro Academy, First Year/First Time Students	All SFSU First Year/ First Time Students
1 Yr Retention Rate	90.0%	79.3%
3 Yr Retention Rate	79.0%	60.0%
4 Yr Grad'n Rate	24.6%	14.9%

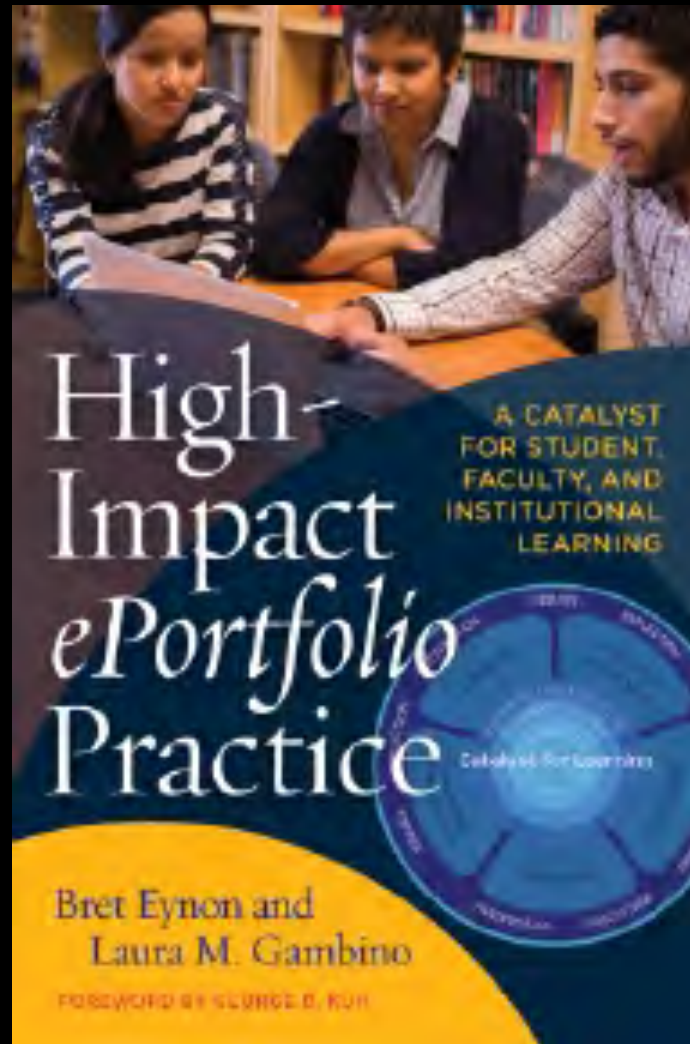
Tunxis Community College



Building my ePortfolio	Agree/ Strongly Agree
Helped me make connections between ideas	75.6%
Helped me think more deeply about course content	64.4%
Allowed me to be more aware of my growth & development as a learner	69.3%

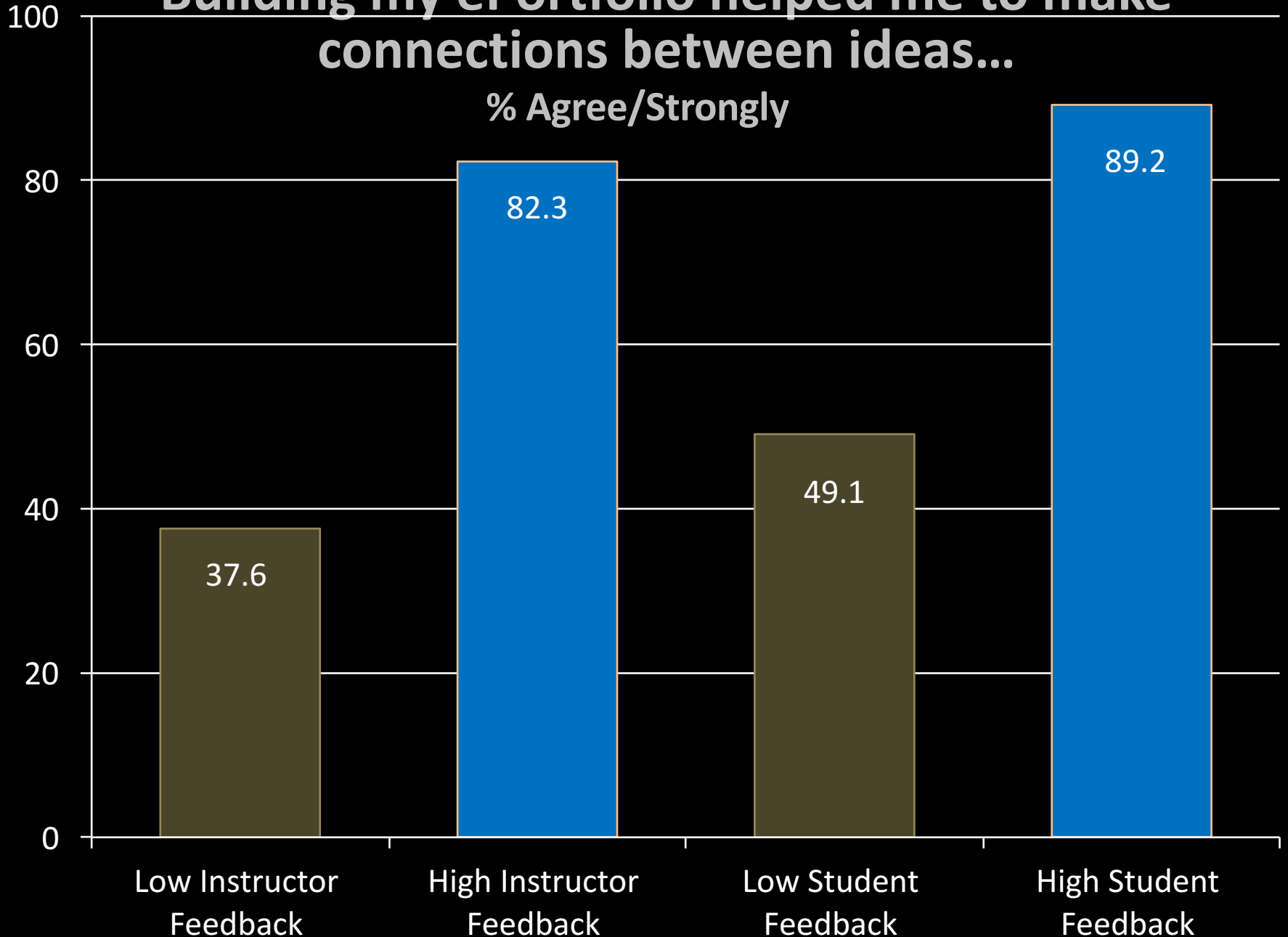
My (ePortfolio-enhanced) course engaged me in...	Quite a Bit/ Very Much
Synthesizing & organizing ideas, information or experiences in new ways	83.1%
Applying theories or concepts to practical problems or in new situations	77.2%
My course contributed to my knowledge, skills and personal development in understanding myself	78.6%

ePortfolio as a high-impact practice



Building my ePortfolio helped me to make connections between ideas...

% Agree/Strongly



Design Principles for a Rebundled Institution

Learner-centered

Do your learning environments support engagement in the context of empowerment and ownership of learning?

Networked

Do your systems and practices maximize community, mentorship and partnerships across boundaries?

Integrative

Are your systems and practices serving to maximize connections and coherence?

Adaptive

Are your systems and practices supporting the critical capacities of institutions for improvement and agile innovation?



Assessment FOR Student, Faculty & Institutional Learning

Ground assessment in
the authentic work of
faculty & students.

Digital systems can
help to make student
learning visible



Assessment that empowers everyone

MICRO:
Data collected at the level
of the individual user



MESO:
Institutional



MACRO:
Systems, regions,
collaborations

Student level
(empowerment)

Faculty & Designers
(interpretive)

Institutional
(empirical)

Ruth Deakin Crick and
Simon Buckingham Shum



T.E.A.

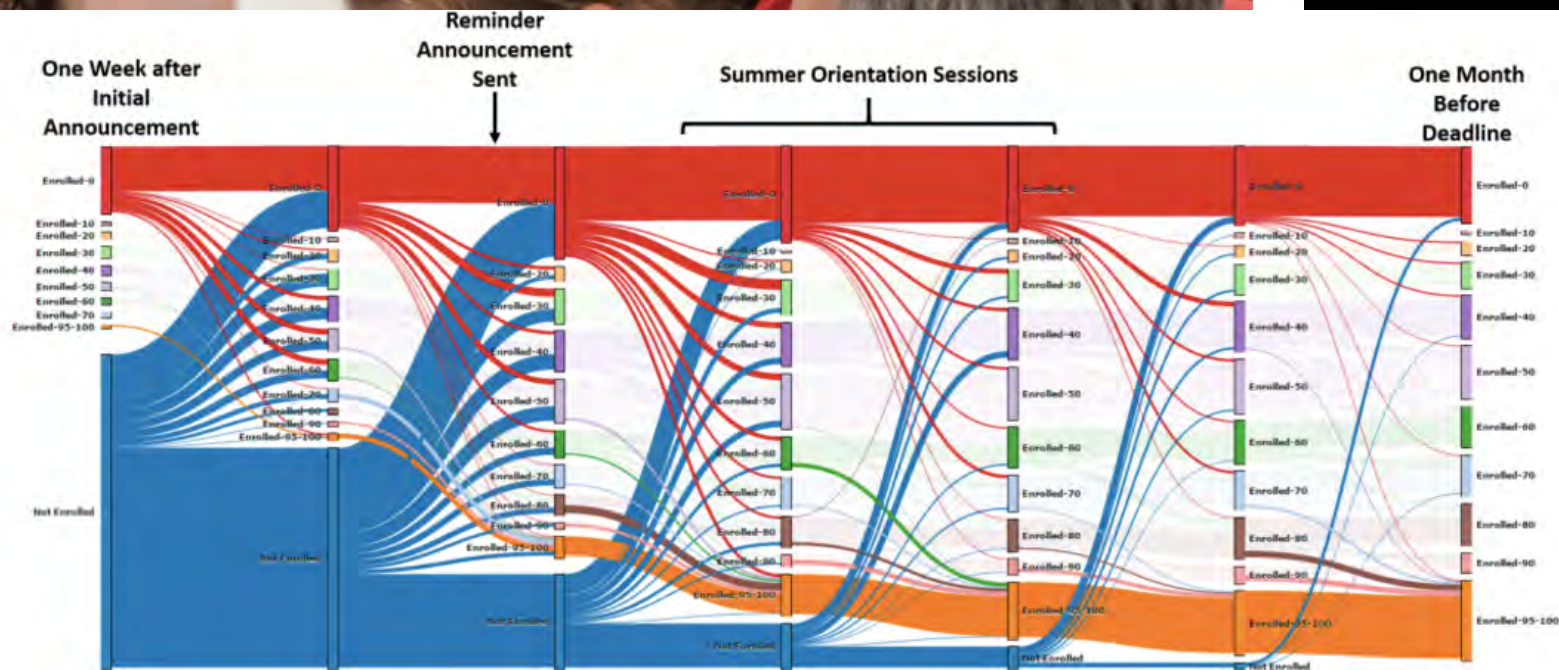
Tools for Evidence-based Action

Home Contact ▾ GORP Meetings Ribbon

Trellis



The mission of the methodology and to understand the (GORP) which can



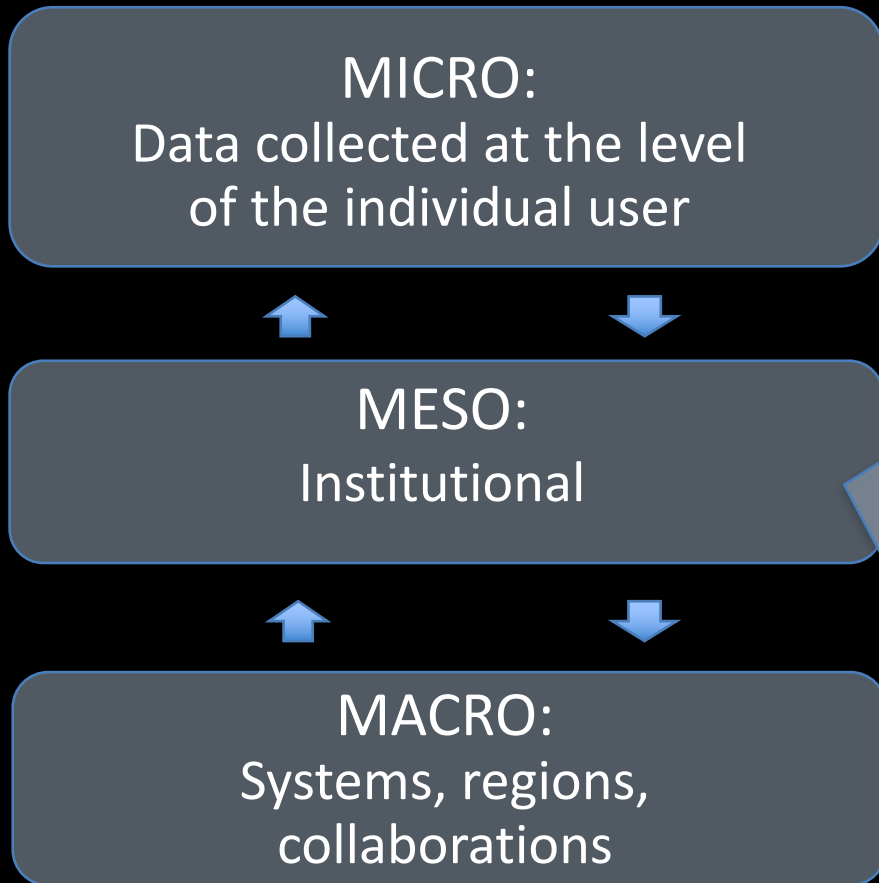
Using Ribbon Tool to monitor enrollment patterns and completion rates in online course.

Student Course Progress over Time

Summer Preparatory Chemistry Course

Assessment that empowers e

eP makes learning visible at all 3 levels



Student level
(empowerment)

Faculty & Designers
(interpretive)

Institutional
(empirical)

Ruth Deakin Crick and
Simon Buckingham Shum

Design Principles: a Vision worth Working Toward

Learner-centered

Engagement & Empowerment

Networked

Community, mentorship & partnerships

Integrative

*Connect what has not been connected
Integration from the inside out*

Adaptive

Institutional learning

First closing thought...

It takes a systems approach.

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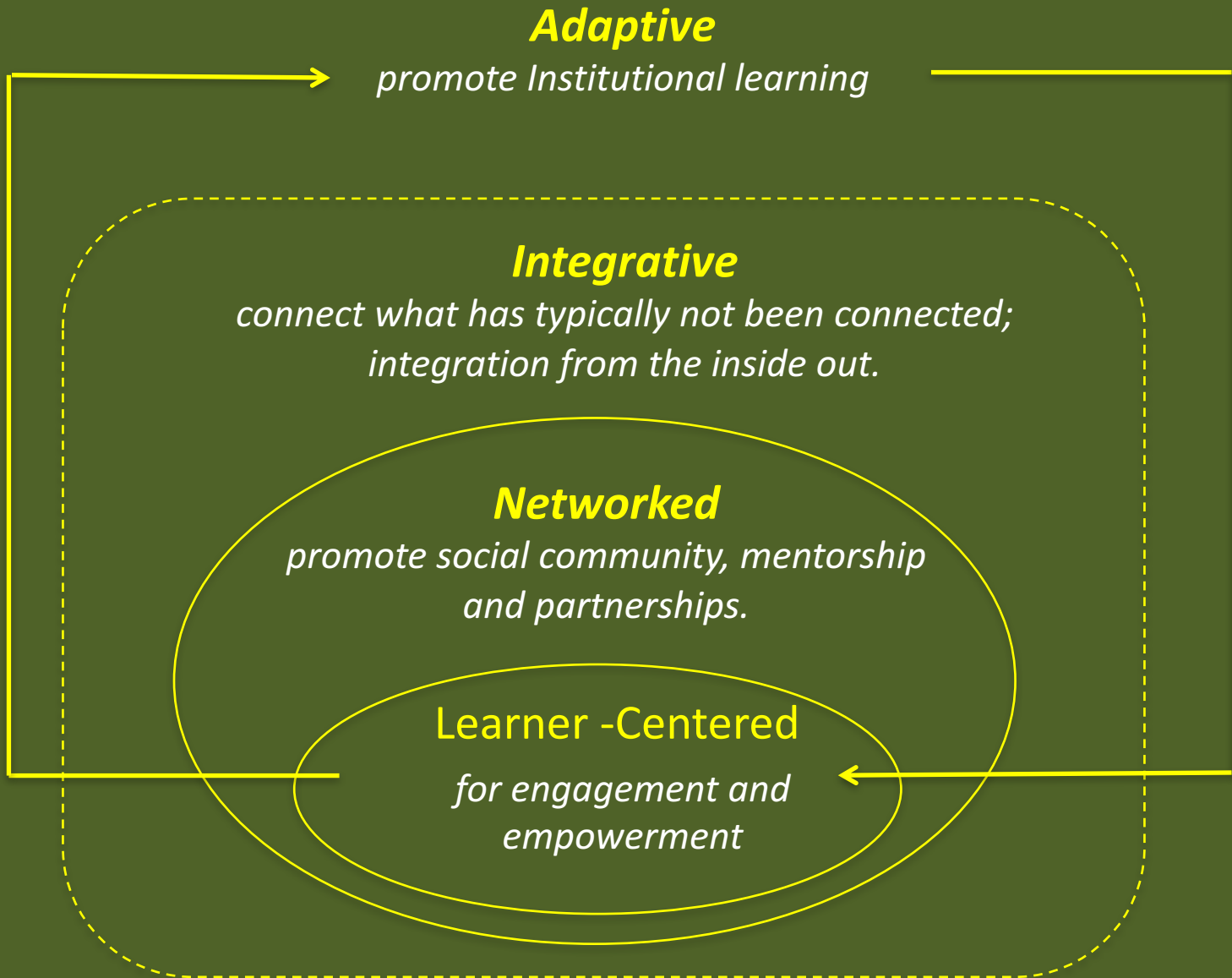
- ✓ Structurally connected admissions, advising, registrar, financial aid, and institutional research

Georgia State University

“Indeed, no single initiative is responsible for the dramatic gains at GSU; the university’s improvement represents the accumulated impact of a dozen or more relatively modest programs. As it turns out, the recipe for GSU’s success is not a particular solution, but rather a particular approach to problem-solving.”

Martin Kurzweil and Derek Wu, “Building a Pathway to Student Success at Georgia State University” Ithaca S&R, April 23, 2015

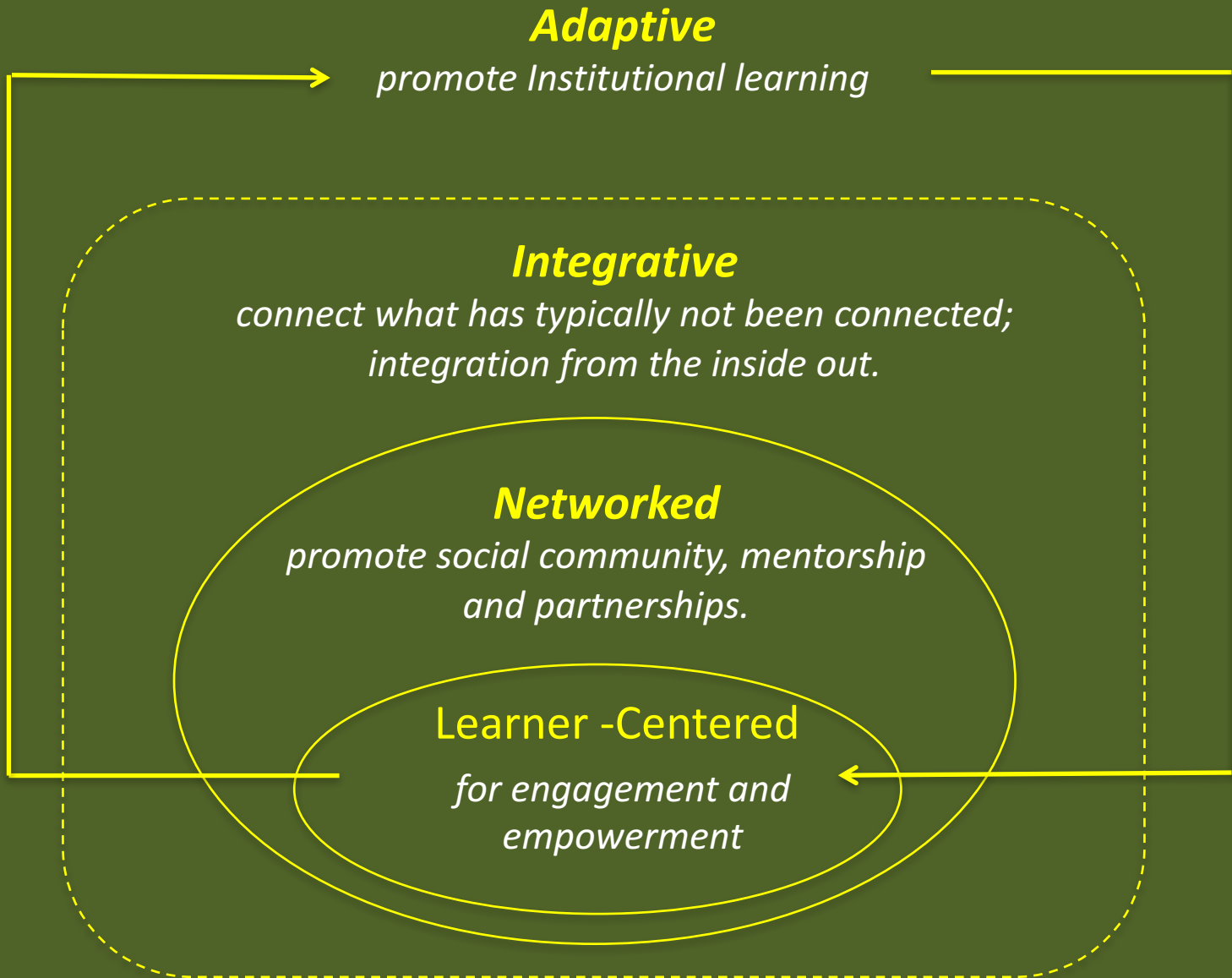
Design Principles > Systems Theory



Second closing thought...

This is about integrity.

Design Principles > Systems Theory





Three interlocking and inextricable parts of the University:

- Formation of students
- Knowledge-creation through scholarship and research
- Public Good and the Common Good

“These several competing visions of true purpose, each relating to a different layer of history, a different web of forces, cause much of the malaise in the university communities today. The university is so many things to so many different people that it must of necessity, be partially at war with itself.” Clark Kerr

Four ways to reframe the conversation

Shift from digital tools to learning ecosystem.

Shift from unbundling to rebundling.

In a rebundled higher education, the concept of the whole person is key.

Put new digital capacities in service of HE's greater purposes. *New ways to act with integrity.*



THANK YOU!

QUESTIONS?

bassr@georgetown.edu