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
“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.”

Milena Cuellar, *Statway in one term*
What is this case a case of?

Data analytics > adaptive learning

Alignment with ambitious larger outcomes

As much about the affective as cognitive

Focused on inquiry and integration, not merely skills and completion

"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."

Milena Cuellar, Statway In one term, National Forum Pathways Program

"REBUNDLING"
Open and Integrative
Designing Liberal Education for the New Digital Ecosystem

BY RANDY BASS AND BRET EYNON

With Bret Eynon, LaGuardia Community College
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.
External Forces of Potential Disruption

Public Funding

Accountability

Expanded access

Skill-based Learning

Open Online Courses

Data Analytics / Adaptive Learning

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

Join 3,632,591 Courserians.
Learn from 374 courses, from our 70 partners.
How it works →
The Onrushing Digital Revolution

Scale
Automate
Reduce instructional costs
“Unbundling ≠ Equity”
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

Two most important predictors of success:

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

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.
Purdue-Gallop Poll on Engaged Work and Flourishing

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.

14% had all three
Purdue-Gallop Poll on Engaged Work and Flourishing

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.

%6 of all graduates
“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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Diagram showing the relationship between the two paradigms.
Two paradigms of education

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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?

Data analytics > adaptive learning

Alignment with ambitious larger outcomes

As much about the affective as cognitive

Focused on inquiry and integration, not merely skills and completion

“REBUNDLING”
“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
Design Principles for a Re bundled 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

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

MTS: Michigan Tailoring System

- Coaching Team
  - Hundreds of students + dozens of instructors and behavior change experts

- Student Information
  - Detailed information about thousands of students from student records and online assessments

- Individually Personalized Messages
  - A mature, open-source platform for creating content customized for an individual based on data about that individual

What we all agree we would say to each student, if only we could...
Georgia State University

Six-year Graduation Rates

<table>
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<tr>
<th>Year</th>
<th>2003</th>
<th>2014</th>
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Pell Eligible

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- Learning Communities
- Peer tutoring
- Summer Success Academy
- Structurally connected admissions, advising, registrar, financial aid, and institutional research

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

Connecting w/ Faculty & Students

Learning Across Disciplines

Advisement & Academic Planning

Learning Across Semesters

External Audiences

Co-Curricular & Lived Experiences

Students’ Integrative ePortfolio Practice
Claim #1: ePortfolio initiatives advance student learning & success. Helping students reflect on & connect their learning across academic, co-curricular and community-based learning experiences, sophisticated ePortfolio practices correlate with higher levels of student success, as measured by pass rates, GPA and retention.

LaGuardia CC High Pass Rates (C & up)

<table>
<thead>
<tr>
<th>2009-10 Academic Year</th>
<th>Comparison Courses 49.4%</th>
<th>ePortfolio Courses 58.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaGuardia CC</td>
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LaGuardia Community College
ePortfolio integrated into Metro Health Academies, an SFSU learning community project for high-risk students

<table>
<thead>
<tr>
<th></th>
<th>Metro Academy, First Year/First Time Students</th>
<th>All SFSU First Year/First Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yr Retention Rate</td>
<td>90.0%</td>
<td>79.3%</td>
</tr>
<tr>
<td>3 Yr Retention Rate</td>
<td>79.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>4 Yr Grad’n Rate</td>
<td>24.6%</td>
<td>14.9%</td>
</tr>
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</table>
Spring to Fall Retention Rates

- No ePortfolio Courses: 52.7%
- 1 ePortfolio Course: 60.9%
- 2 ePortfolio Courses: 66.2%
- 3 ePortfolio Courses: 71.4%
## Building my ePortfolio

<table>
<thead>
<tr>
<th>Activity</th>
<th>Agreement Level</th>
</tr>
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<tbody>
<tr>
<td>Helped me make connections between ideas</td>
<td>75.6%</td>
</tr>
<tr>
<td>Helped me think more deeply about course content</td>
<td>64.4%</td>
</tr>
<tr>
<td>Allowed me to be more aware of my growth &amp; development as a learner</td>
<td>69.3%</td>
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## My (ePortfolio-enhanced) course engaged me in...

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<th>Activity</th>
<th>Engagement Level</th>
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<tbody>
<tr>
<td>Synthesizing &amp; organizing ideas, information or experiences in new ways</td>
<td>83.1%</td>
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<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>77.2%</td>
</tr>
<tr>
<td>My course contributed to my knowledge, skills and personal development in understanding myself</td>
<td>78.6%</td>
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ePortfolio as a high-impact practice
Building my ePortfolio helped me to make connections between ideas...

% Agree/Strongly

- Low Instructor Feedback: 37.6%
- High Instructor Feedback: 82.3%
- Low Student Feedback: 49.1%
- High Student Feedback: 89.2%
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?
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
The mission of the methodology is to understand the (GORP) which can be used to monitor enrollment patterns and completion rates in online courses.

**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 everyone

eP makes learning visible at all 3 levels

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
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.
Georgia State University

### Six-year Graduation Rates

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“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” Ithaka S&R, April 23, 2015
Design Principles > Systems Theory

Adaptive
- promote Institutional learning

Integrative
- connect what has typically not been connected; integration from the inside out.

Networked
- promote social community, mentorship and partnerships.

Learner-Centered
- for engagement and empowerment
Second closing thought...

This is about integrity.
Design Principles > Systems Theory

Adaptive
promote Institutional learning

Integrative
connect what has typically not been connected; integration from the inside out.

Networked
promote social community, mentorship and partnerships.

Learner-Centered
for engagement and empowerment
Three interlocking and inseparable elements 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