

Open and Integrative Learning

Wednesday, March 15, 2017

12:00 – 12:50 p.m.

Faculty/Staff Lounge, Wylie 247

Presenters: Jim Robinson, Eric Ludwig



This session will explore concepts addressed in the Randy Bass and Bret Eynon 2016 *Open and Integrative: Designing in the New Digital Ecosystem* publication as they relate to classroom teaching. Bass and Eynon posit that while technology innovations permeate the teaching learning process, integrating learner-centered and equity minded digital technology is necessary to achieve a quality liberal education for all students. Core elements of digital tools that foster student success will be discussed.

TABLE 1.1. Some Ways Digital Tools Can Support the Core Elements of Liberal Education

CORE ELEMENTS	WHAT THE DIGITAL SUPPORTS	EXAMPLES
<p>Engagement that builds from interest to purpose, knowledge, and capacity for lifelong learning</p>	<ul style="list-style-type: none"> Development of skills and knowledge through inquiry and the creation of Signature Work Engagement with foundational content in personalized environments providing immediate and targeted feedback Student empowerment over their learning, including digital fluency; ability to read, interpret, and use their own data analytics; capacity for expression, sense-making, and networking 	<p>Habitable Worlds is an integrative design that combines simulation tools, virtual field trips, learning analytics underlying adaptive tools, and social learning platforms—with sound pedagogical strategies, such as inquiry-based learning and mentored problem-solving.</p> <p>Open Learning Initiative (OLI), created at Carnegie Mellon University, incorporates adaptive and analytics-driven tools to help students progress more rapidly from basic problems to inquiry projects of increasing complexity. OLI and other adaptive learning systems can advance engagement at scale.</p>
<p>Community and Mentorship that shape the ability to have an impact in the world</p>	<ul style="list-style-type: none"> Social learning at the heart of knowledge-making Ability to create and sustain networks for professional and personal fulfillment Capacity for sharing and engaging feedback on representations of learning, identity, and interests 	<p>Virtual exchange at institutions like St. Edwards University prepares students to communicate, collaborate, and create in digital contexts. Combining video conferencing and asynchronous design, virtual exchange helps students expand intercultural communication and interactive learning on global issues.</p> <p>Inside Track is a “virtual coaching” system that helps connect students to advisors in a cost-efficient way. Coaches work with students to help them create a clear vision of their goals and build academic success skills, providing recursive, analytics-based support and guidance.</p>
<p>Integration that develops the capacity for dealing with complexity and change</p>	<ul style="list-style-type: none"> Connections among disparate parts of an educational experience that contribute to a sense of personal identity and purpose Ability to integrate theory with practice and to discover and 	<p>E-portfolios are much more than sites for storing student artifacts. E-portfolios can be used with integrative reflective pedagogy to help students connect their learning across time, disciplines, and diverse domains, as well as to build the dispositions needed for success and higher-order learning capacities.</p>

This session is sponsored by the Teaching & Learning Center and Innovations in Learning.