CogBooks Adaptive Learning

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Today's Presenters

- Ron Tavernier, Asst. Professor at SUNY, Canton
- Susan Holechek, Instructor Arizona State University
- Nic Rebne, CogBooks COO

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90% of institutions engaged in some form of emergency distance/virtual education to conduct or complete the spring term

76% reported that they had to move some of their courses online to complete the term

56% said they had used "new teaching methods" in transitioning their courses to remote delivery

60% of U.S. Higher Education institutions plan to re-open campus this fall.

Continuity in teaching and learning during a time of uncertainty has never been more important.

Source: Bay View Analytics (formerly the Babson Survey Research Group), The Chronicle of Higher Education (May/ June 2020)

We heard from our customers that having course materials already online made their transition much, *much* easier.

Benefits of personalized learning even more valuable.

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"At all times, our single aim is to help instructors achieve the same level of engagement and effectiveness of in-person teaching in an online setting."

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Agenda

*please add your own questions in the chat

- What's it like to teach with adaptive courseware?
- What will I give up or gain?
- How is CogBooks different?
- LIVE DEMO
- What will my students think?
- Is it possible to customize adaptive courseware?
- Your questions!

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What's it like to teach with adaptive courseware?

In-depth look at how students are learning

Helps prioritize material and bring focus to the “muddiest” points

NOTE: Delivering course materials online isn’t just for courses taught online

What am I giving up, or, what will I gain if I use adaptive courseware?

Insight

Students master concepts at their own pace

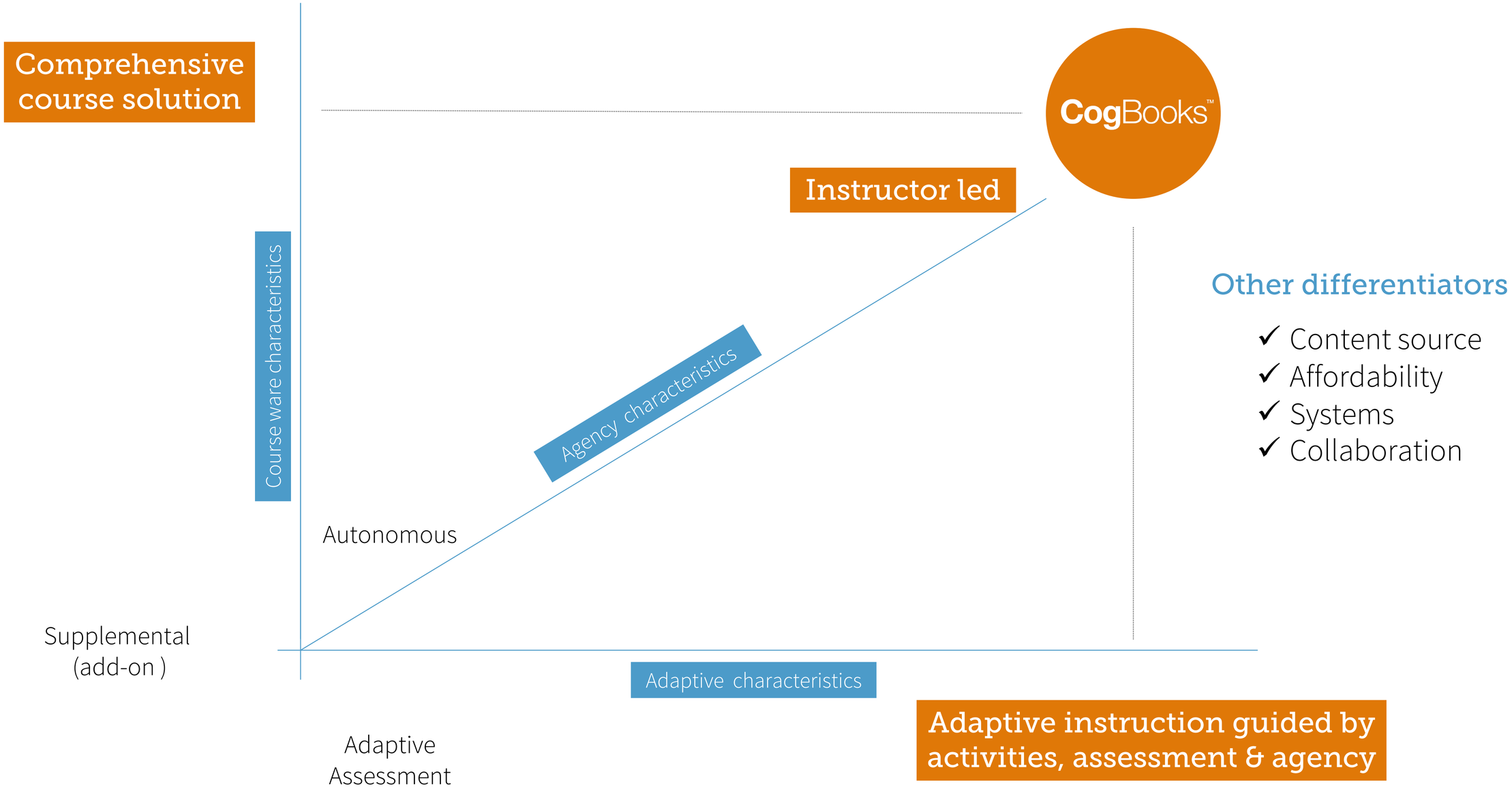
Time - Frees time to design activities that enhance learning

Results – Better engagement leads to better outcomes

How is CogBooks different?

A **fully-integrated**, complete course solution that has been **purposely** built to deliver personalized learning for students and meaningful insights for instructors.

How is CogBooks different?



LIVE DEMO

Student User Experience

CogBooks™

EDUCATE EVERYONE UNIQUELY

Deliver personalized learning on a massive scale

LOVE TO TEACH

Rediscover the art of teaching and do more of what you do best

LEARN FROM RESULTS

Applying sound scientific methods makes your course effective and your students succeed

AUTHOR AND CREATE

Develop or customize for your own courses and programs

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Adaptivity in CogBooks

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Traditional online learning is rigid, linear and inflexible

It can’t help students when they get stuck

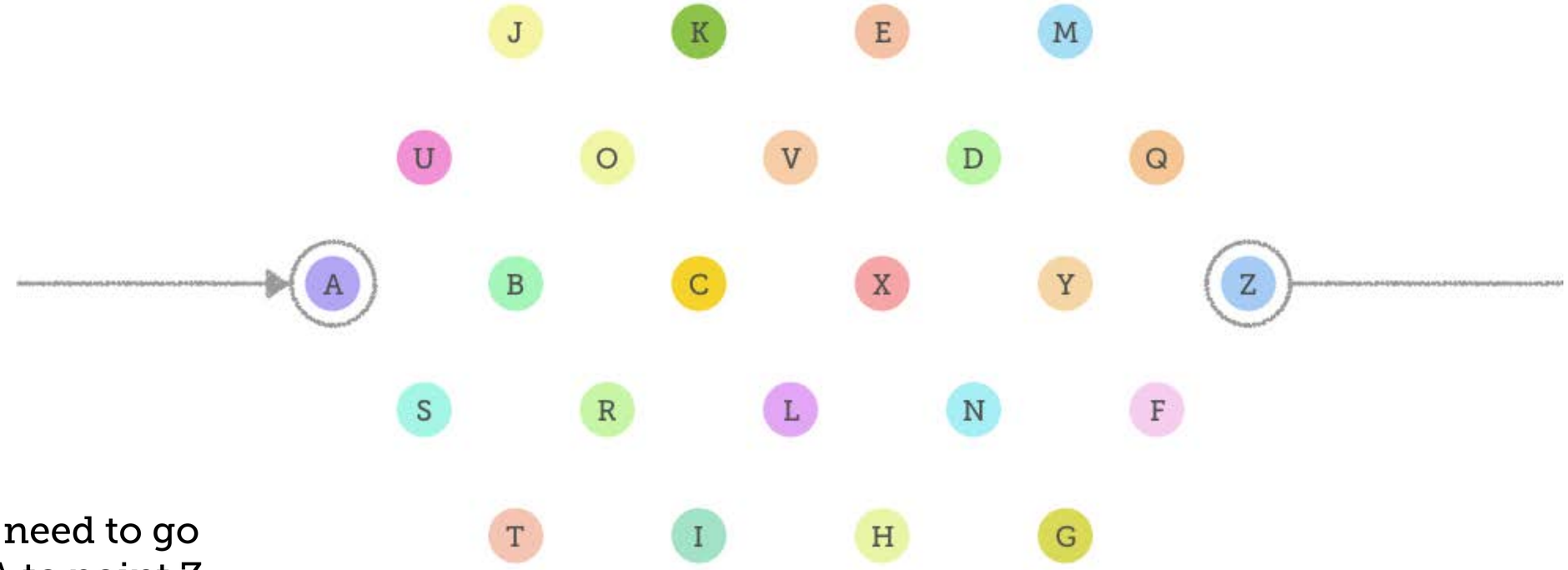
CogBooks provides personalized resolution of problems in real time.

Personalized Support

Instructor Support

Peer Support

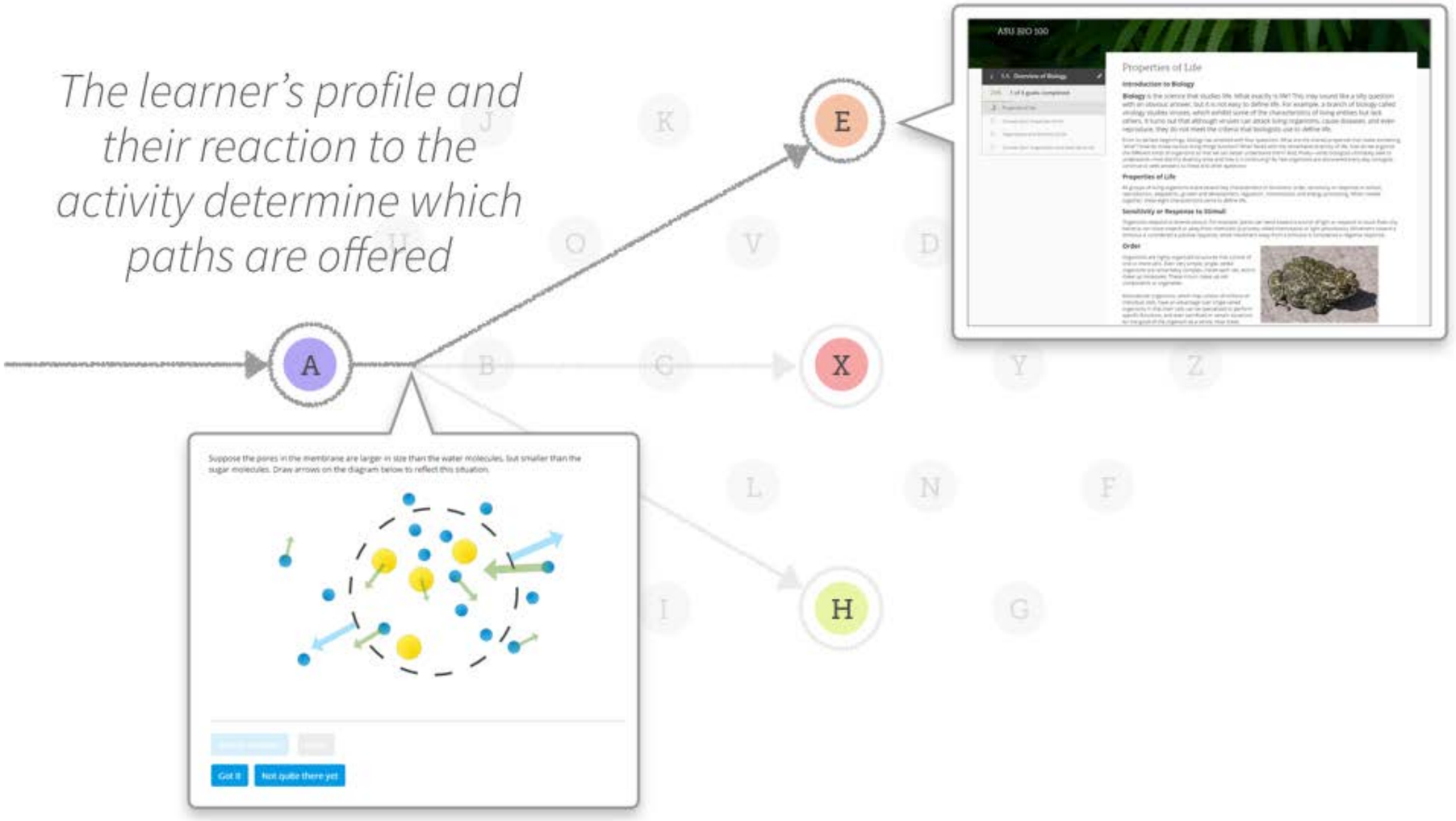
Personalized Support: Content in CogBooks forms an interconnected network that includes prerequisite learning material



All students need to go from point A to point Z, but each student may take a unique path to get there.

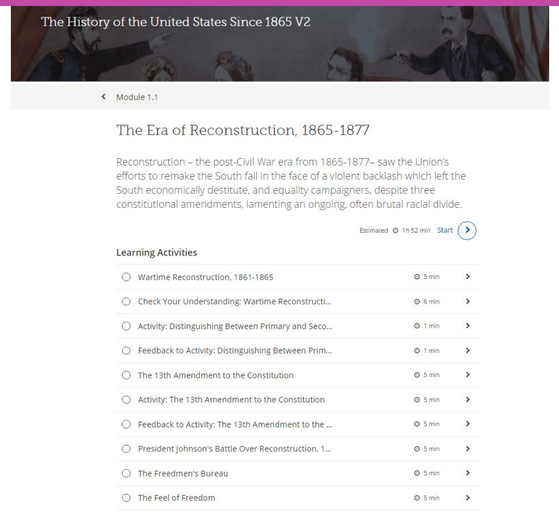
Each individual's path is adapted to their needs

The learner's profile and their reaction to the activity determine which paths are offered

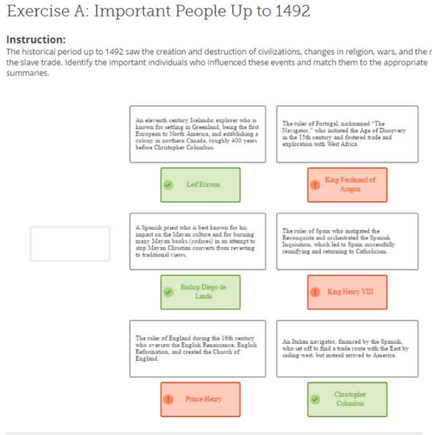


With CogBooks, instructors lead while students benefit from a unique learning experience

1. Instructor assigns activities

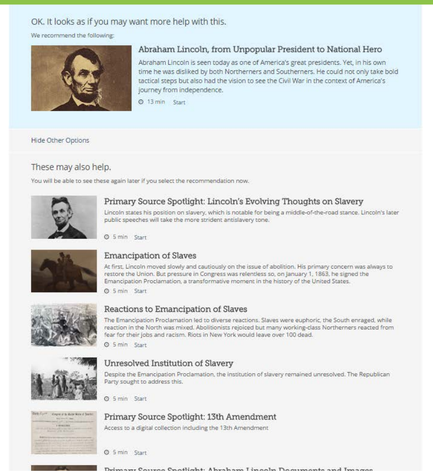


2. Student completes activities and CogBooks automatically assesses



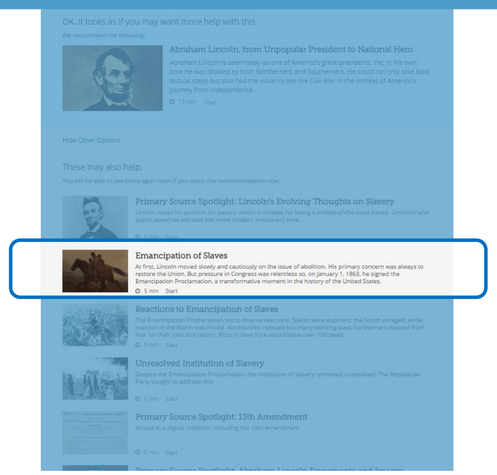
Students start in the same place

3. Recommended remediation based on assessment performance and confidence



CogBooks responds to each student's needs

4. Agency: Student selects from suggestions



Students choose how to proceed, but all students complete the same assignment

The flow.

What will my students think?

"CogBooks completely changed the way I absorbed the information."

"For once I didn't feel dumb in class."

"A great way to learn and take online classes."

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Is it possible to customize adaptive courseware?

Affordable Courseware, Ready to Adopt

Biology

- Anatomy & Physiology
- Non-majors Biology
- General Biology for Majors
- Cellular Biology
- Genetics

Physics

- College Physics (Algebra-based)
- University Physics (Calculus-based)

History

- U.S. History

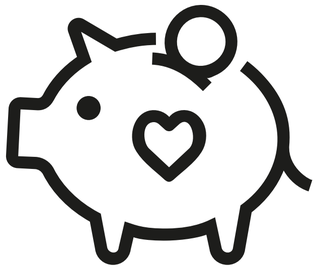
Psychology

- Introduction to Psychology

Philosophy

- Introduction to Logic

openstax | AN OPENSTAX ALLY



$39.95

*OER Plus

*Easy integration with any LMS (i.e. Blackboard, Canvas, D2L, etc)
*We can partner with you to create new courseware in any subject area.

Next?

Email us at hello@cogbooks.com for a 1:1 demo

Visit www.cogbooks.com to request an account and experience CogBooks yourself

You can reach me directly at nicholasrebne@cogbooks.com

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Other stuff

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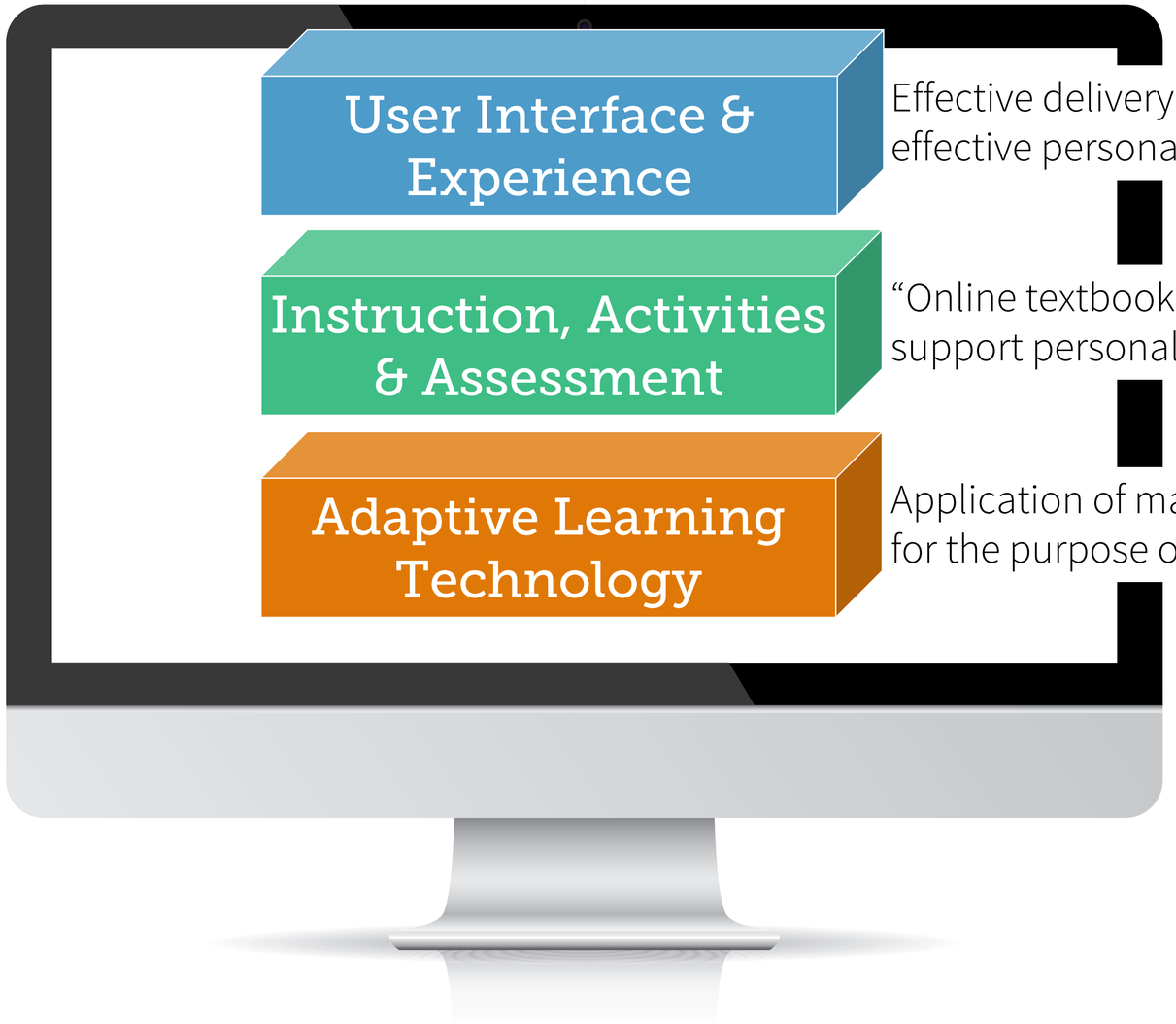
What is adaptive courseware?



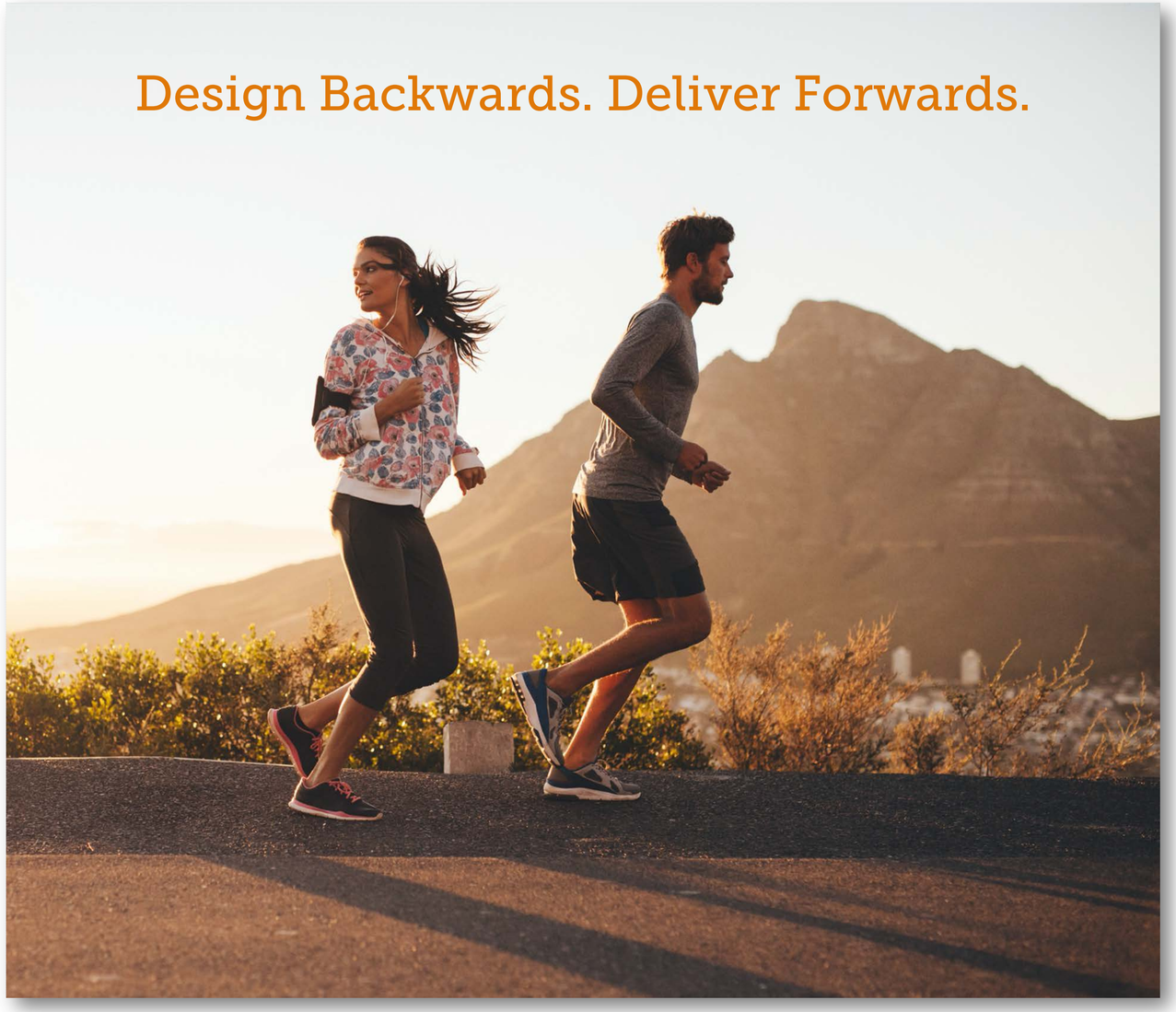
Effective delivery and measurement of effective personalized learning

“Online textbook” plus, plus, PLUS to support personalize learning capabilities

Application of mathematics and data science for the purpose of personalizing learning

What are some best practices for pedagogically sound adaptive course design?

- ❑ Tie all content back to learning objectives
- ❑ Ensure there is enough supporting and remediation content
- ❑ Leverage diverse content types and interactives to drive engagement & reinforce comprehension
- ❑ Consider LMS architecture to support adaptive course



Insights, Analytics & Systems Integration

Instructor Experience

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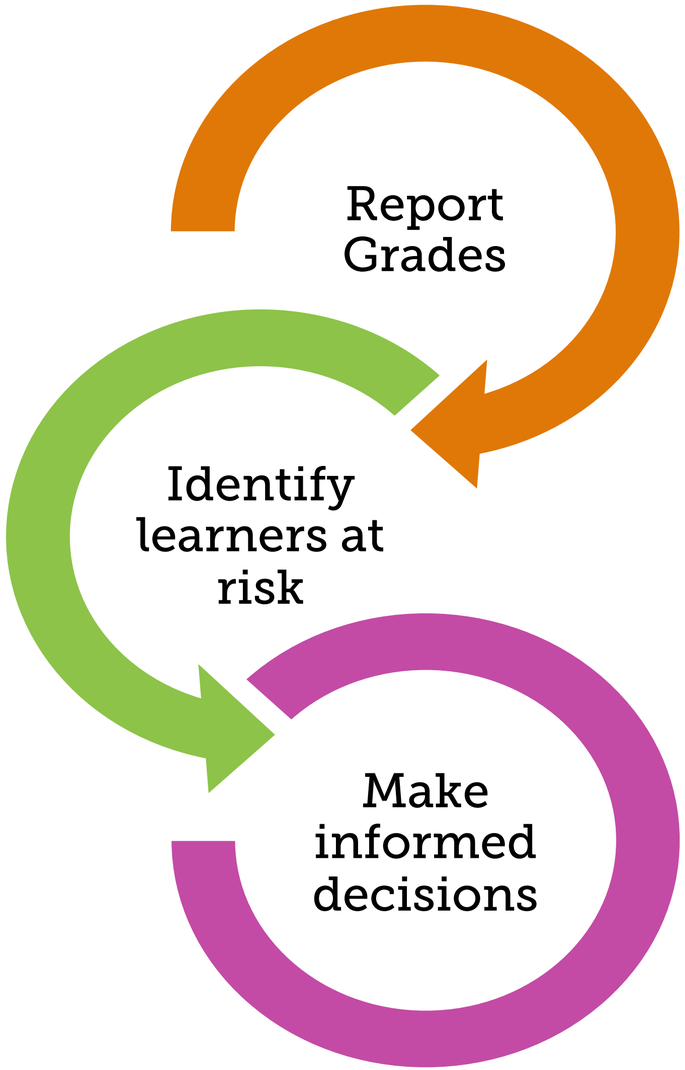
CogBooks Reporting Framework



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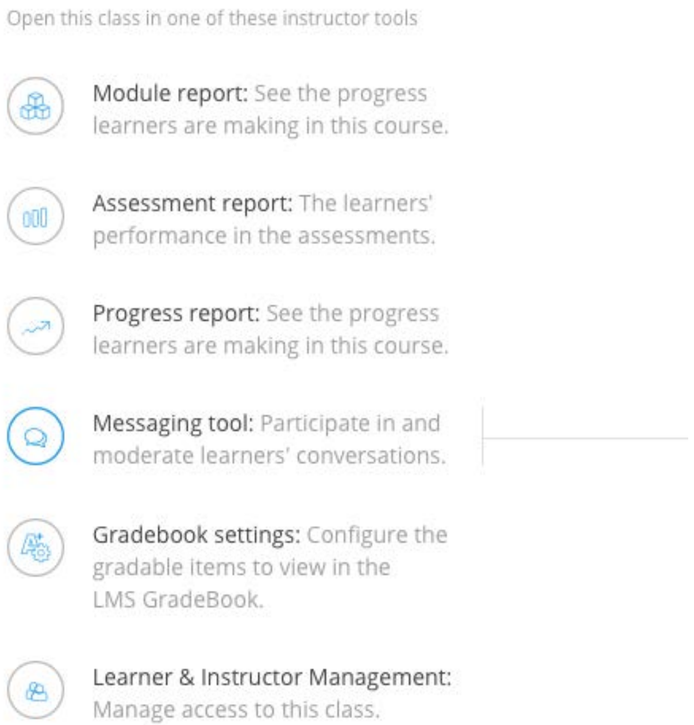
CogBooks Instructor Dashboard

- Set up Automated Grade Pass Back to your LMS
- View Student Progress and Comprehension
- Identify Trends and Make Interventions



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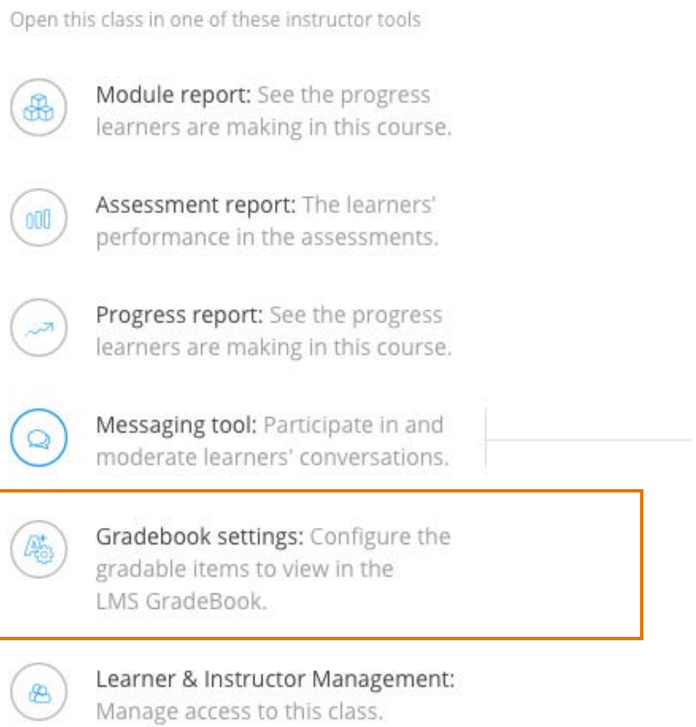
CogBooks Instructor Dashboard: Grading

Configure Grade Passback to your LMS



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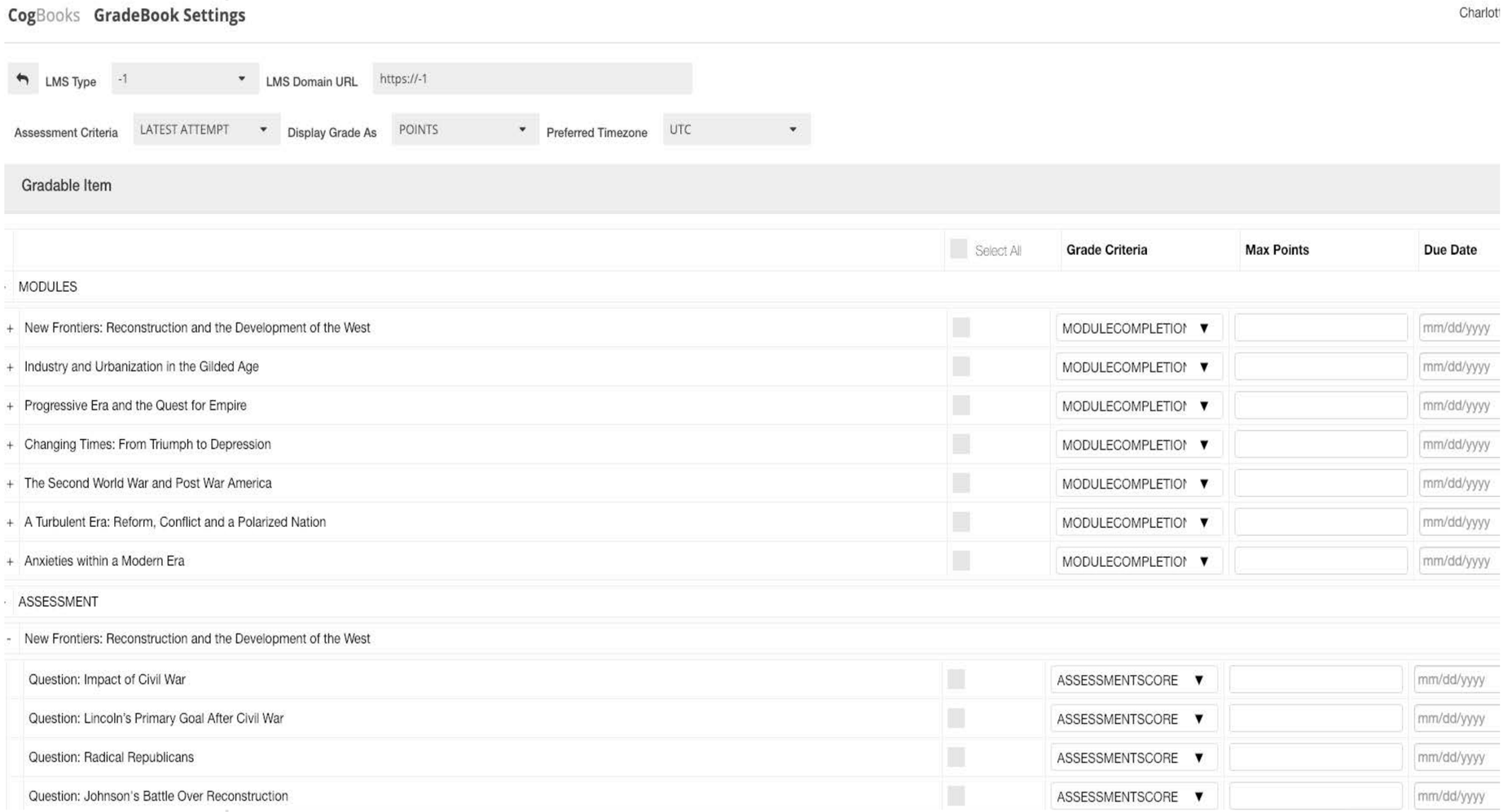
Gradebook Passback



Define how and when grades are passed to your LMS by either progress, completion or performance

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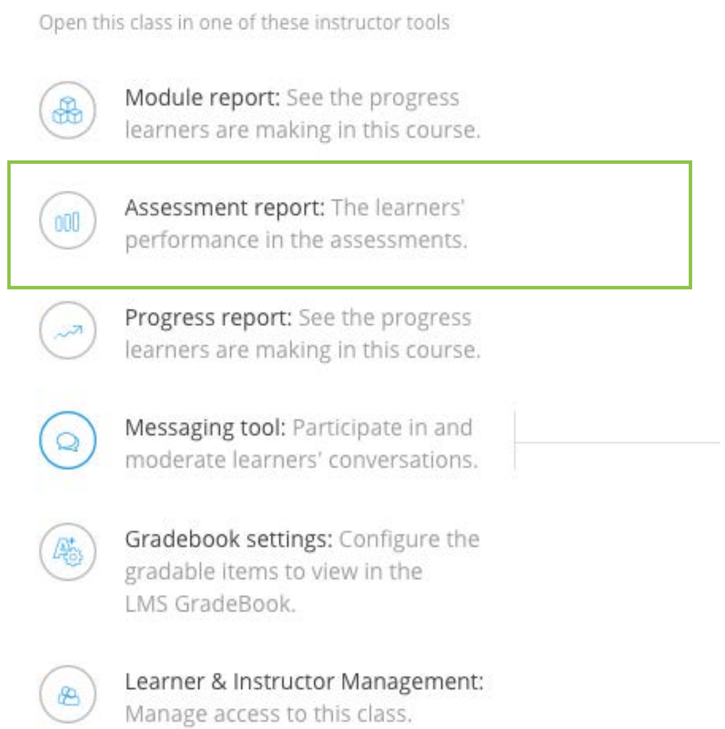
Student Performance Reports

View Student Progress, Performance and Learning Analytics



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Class Digests

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Your course digest for HIST - 12 - 26041

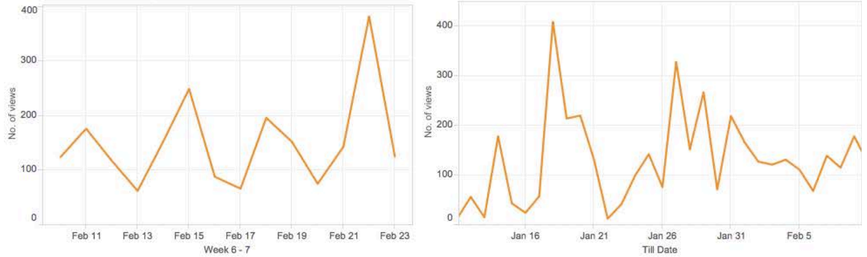
Course: History of the United States to 1865
Week 6 - 7: Feb 10 to Feb 23, 2017

Summary

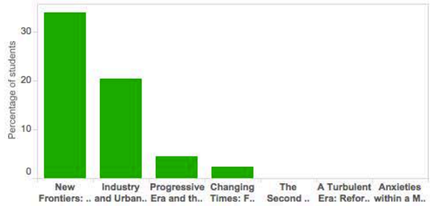
Total students enrolled	Total students who have started the course	Average time spent on the course per user (hours)	Percentage of the course completed by the class
44	42	6	41

Usage Trend Summary

Usage information *by no. of views*



Module Completion Snapshot

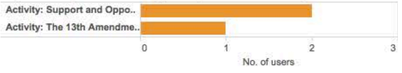


Week 6 - 7

Top Learning Activities marked for **help** by most number of your students atleast once

Top Learning Activities **completed** by most number of your students

Top Learning Activities **skipped** by most number of your students



Assessment Snapshot

Week 6 - 7

Top assessments where your class was unsuccessful by total no. of failed attempts

Top assessments where your class was unsuccessful in their **FIRST** attempt

Please note this report was generated on 02-24-2017 2:30 AM ET. Any updates to your class post this date are not captured in this mail.

Provide a Quick Snap Shot for Instructors to understand trends and activity to easily identify concepts that may require further explanation and review at the beginning of lecture, online, etc.

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Class Digests

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Your course digest for HIST - 12 - 26041

Course: History of the United States to 1865
Week 6 - 7: Feb 10 to Feb 23, 2017

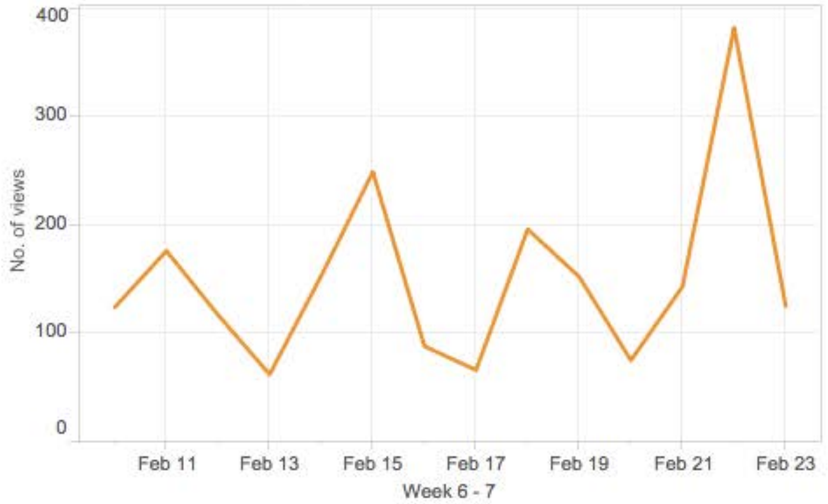
View when and how much students are engaging

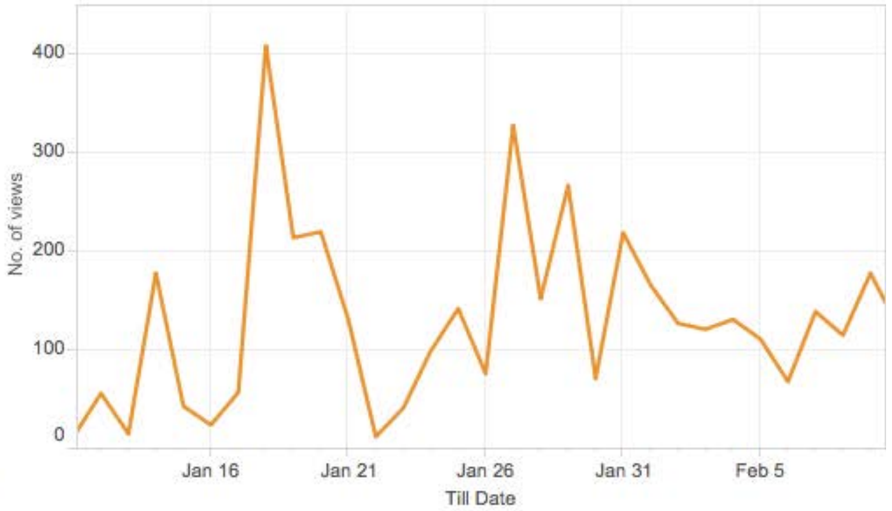
Summary

Total students enrolled	Total students who have started the course	Average time spent on the course per user (hours)	Percentage of the course completed by the class
44	42	6	41

Usage Trend Summary

Usage information *by no. of views*





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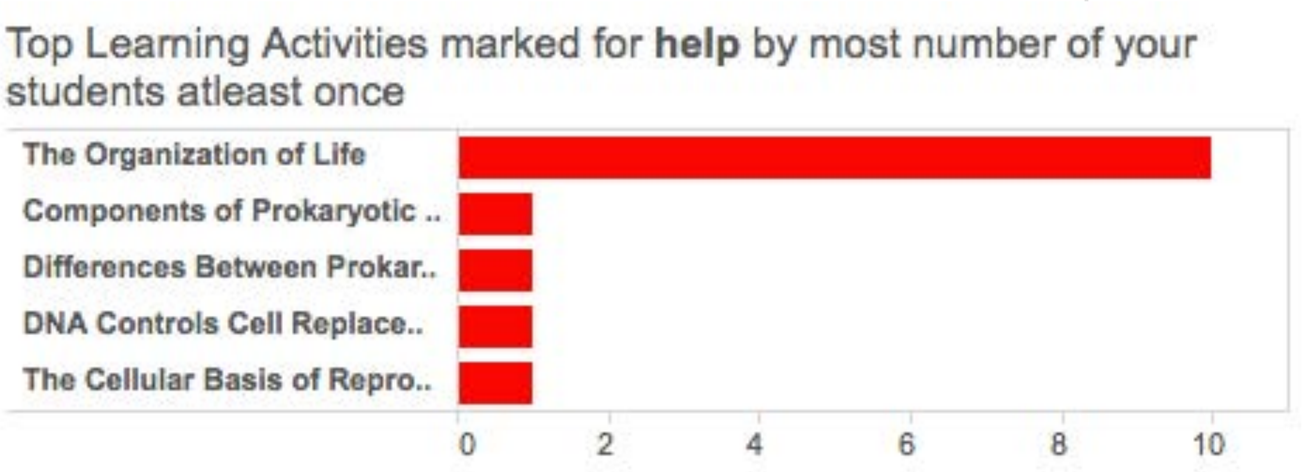
Class Digests

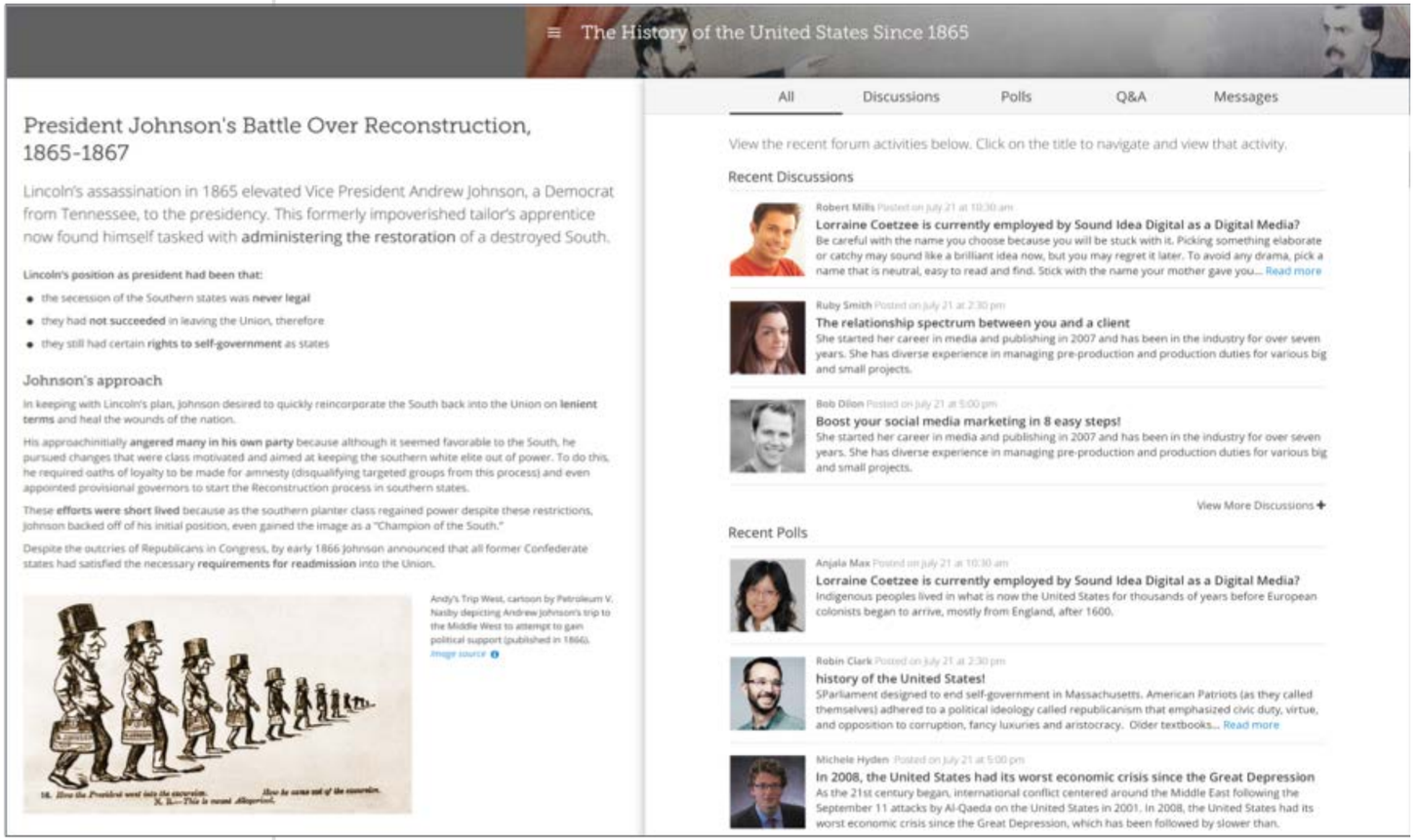
What concepts are students struggling with the most based on self selection and performance on assessments?



Assessment Snapshot

Week 8 - 9

Class Collaboration Tools



Set up discussions, polls, and Q&As for peer engagement and collaboration with any content page in your course

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