

CogBooks Adaptive Learning


Today's Presenters

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

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.

“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.”

CogBooks



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!

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?

CogBooks™

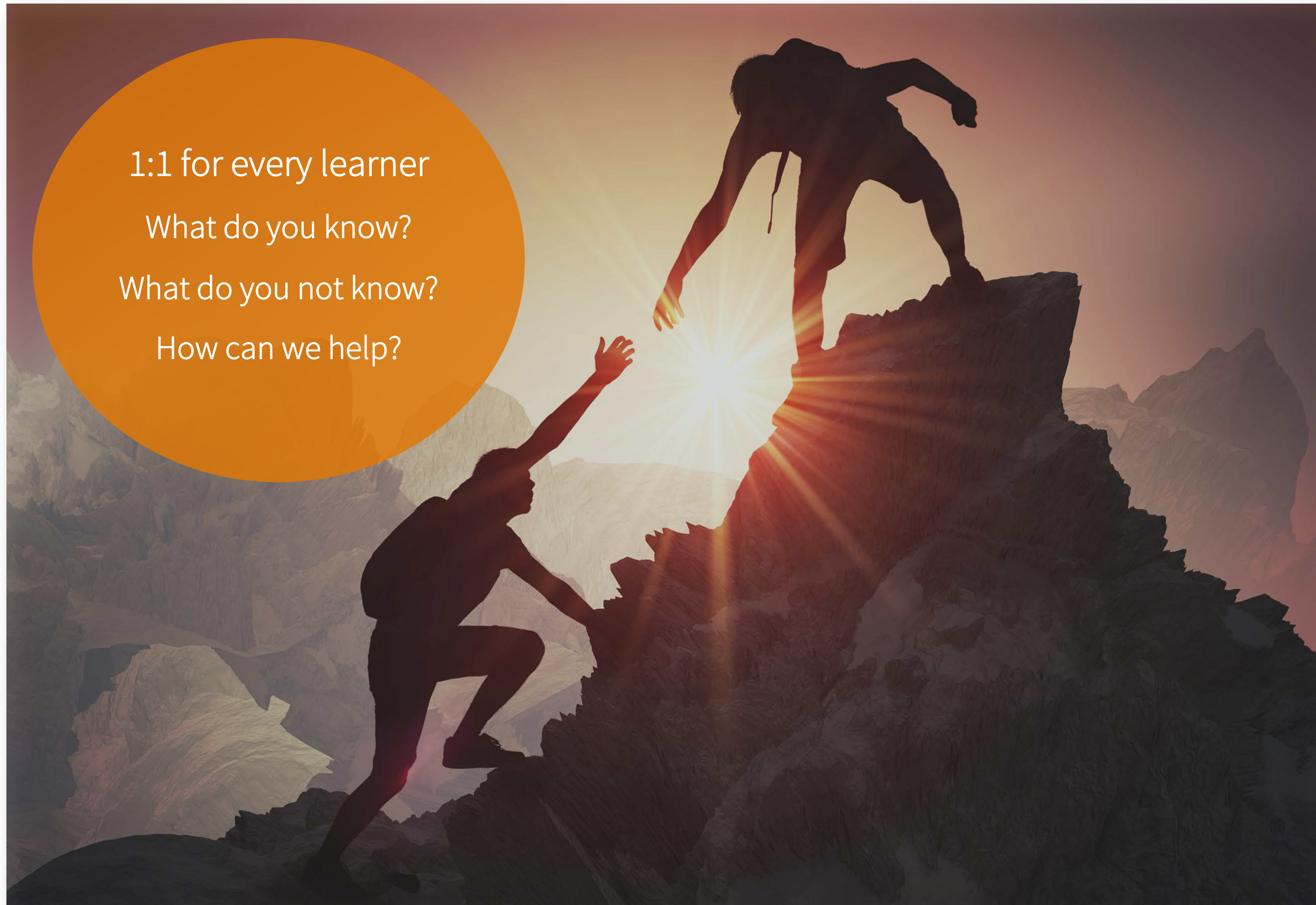
A **fully-integrated**,
complete course
solution that has been
purposely built to
deliver personalized
learning for students
and meaningful
insights for instructors.

1:1 for every learner

What do you know?

What do you not know?

How can we help?



How is CogBooks different?

Comprehensive
course solution

CogBooks™

Instructor led

Courseware characteristics

Agency characteristics

Autonomous

Supplemental
(add-on)

Adaptive characteristics

Adaptive
Assessment

Other differentiators

- ✓ Content source
- ✓ Affordability
- ✓ Systems
- ✓ Collaboration

Adaptive instruction guided by
activities, assessment & agency

LIVE DEMO

Student User Experience

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

CogBooks[™]

Adaptivity in CogBooks

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.

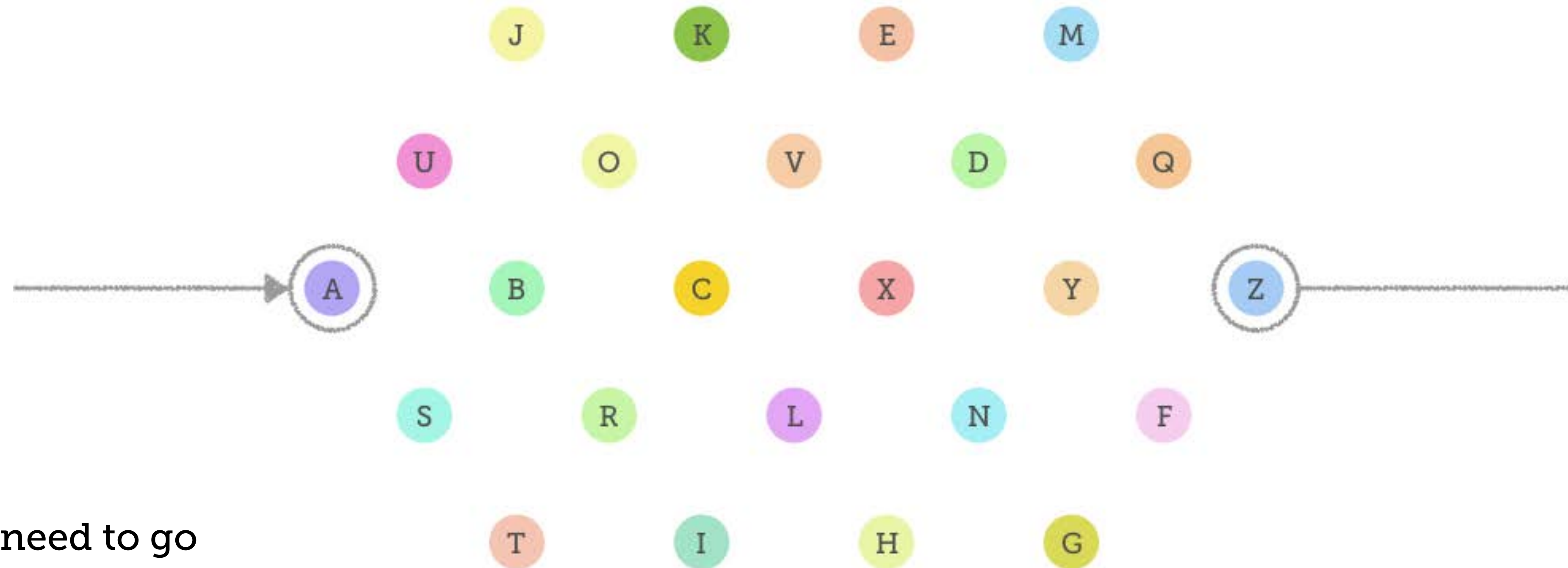


Personalized Support

Instructor Support

Peer Support

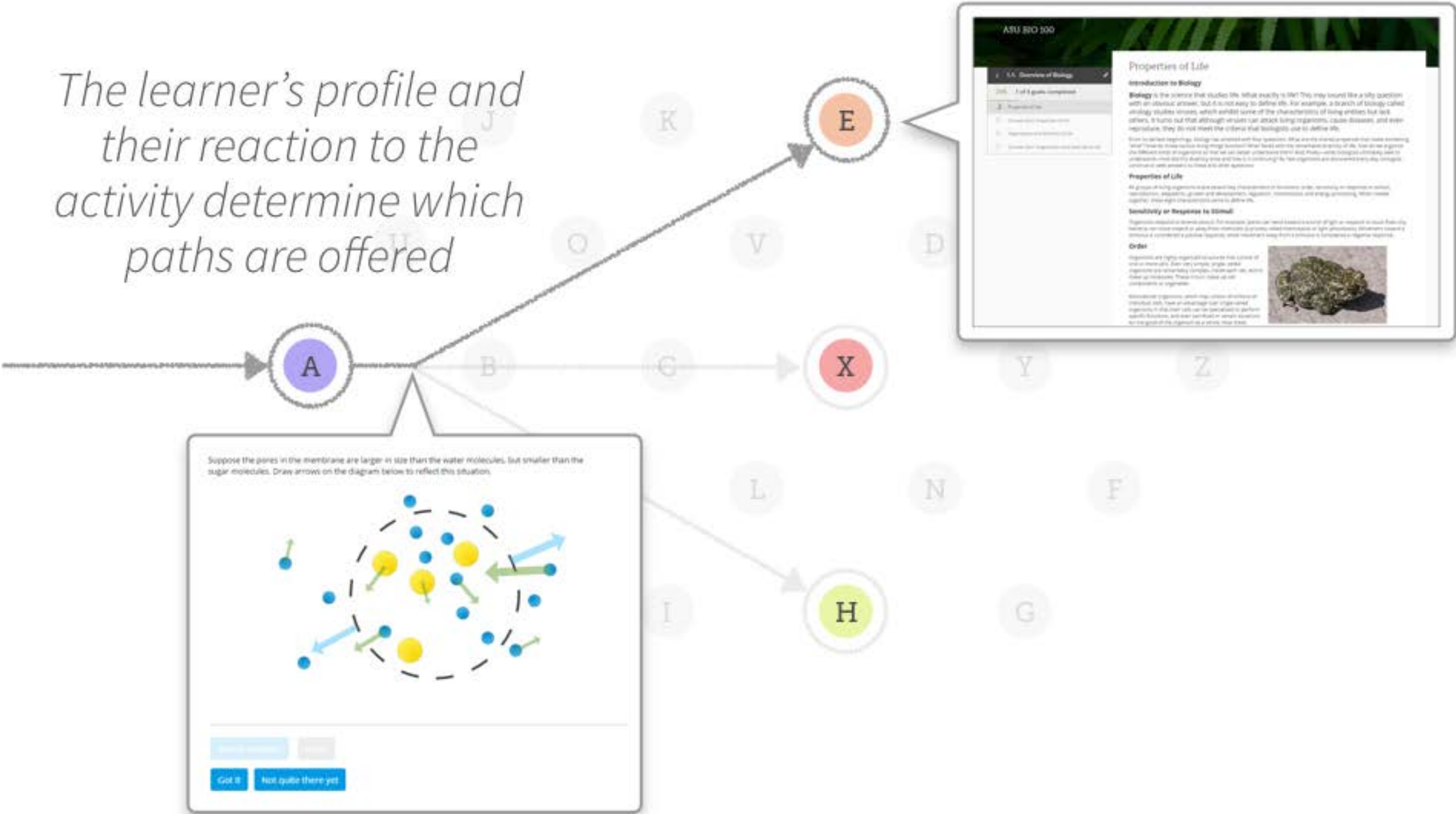
Personalized Support: Content in CogBooks forms an interconnected network that includes prerequisite learning material



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

The History of the United States Since 1865 V2

Module 1.1

The Era of Reconstruction, 1865-1877

Reconstruction – the post-Civil War era from 1865-1877– saw the Union's efforts to remake the South fail in the face of a violent backlash which left the South economically destitute, and equality campaigners, despite three constitutional amendments, lamenting an ongoing, often brutal racial divide.

Estimated 1h 52 min Start

Learning Activities

Wartime Reconstruction, 1861-18655 min

Check Your Understanding: Wartime Reconstructi...6 min

Activity: Distinguishing Between Primary and Seco...1 min

Feedback to Activity: Distinguishing Between Prim...1 min

The 13th Amendment to the Constitution5 min

Activity: The 13th Amendment to the Constitution5 min

Feedback to Activity: The 13th Amendment to the ...5 min

President Johnson's Battle Over Reconstruction, 1...5 min

The Freedmen's Bureau5 min

The Feel of Freedom5 min

2. Student completes activities and CogBooks automatically assesses

Exercise A: Important People Up to 1492

Instruction:
The historical period up to 1492 saw the creation and destruction of civilizations, changes in religion, wars, and the rise of the slave trade. Identify the important individuals who influenced these events and match them to the appropriate summaries.

As eleventh century Icelandic explorer who is known for settling in Greenland, being the first European to North America, and establishing a colony in northern Canada, roughly 400 years before Christopher Columbus.

Leaf Ericson

The ruler of Portugal, nicknamed "The Navigator," who initiated the Age of Discovery in the 15th century and fostered trade and exploration with West Africa.

King Ferdinand of Aragon

A Spanish priest who is best known for his impact on the Mayan culture and for burning many Mayan books (codexes) in an attempt to stop Mayan Christian converts from reverting to traditional ways.

Bishop Diego de Landa

The ruler of Spain who initiated the Reconquista and orchestrated the Spanish Inquisition, which led to Spain successfully reuniting and returning to Catholicism.

King Henry VIII

The ruler of England during the 16th century who overruled the English Renaissance, English Reformation, and created the Church of England.

Prince Henry

An Italian navigator, claimed by the Spanish, who set off to find a trade route with the East by sailing west, but instead arrived to America.


Christopher Columbus

Students start in the same place

3. Recommended remediation based on assessment performance and confidence

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

We recommend the following:




Abraham Lincoln, from Unpopular President to National Hero
Abraham Lincoln is seen today as one of America's great presidents. Yet, in his own time he was disliked by both Northerners and Southerners. He could not only take bold tactical steps but also had the vision to see the Civil War in the context of America's journey from independence.
13 min Start


Hide Other Options

These may also help.


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




Primary Source Spotlight: Lincoln's Evolving Thoughts on Slavery
Lincoln states his position on slavery, which is notable for being a middle-of-the-road stance. Lincoln's later public speeches will take the more strident antislavery tone.
5 min Start




Emancipation of Slaves
At first, Lincoln moved slowly and cautiously on the issue of abolition. His primary concern was always to restore the Union. But pressure in Congress was relentless so, on January 1, 1863, he signed the Emancipation Proclamation, a transformative moment in the history of the United States.
5 min Start




Reactions to Emancipation of Slaves
The Emancipation Proclamation led to diverse reactions. Slaves were euphoric, the South enraged, while reaction in the North was mixed. Abolitionists rejoiced but many working-class Northerners reacted from fear for their jobs and racism. Riots in New York would leave over 100 dead.
5 min Start



Unresolved Institution of Slavery
Despite the Emancipation Proclamation, the institution of slavery remained unresolved. The Republican Party sought to address this.
5 min Start



Primary Source Spotlight: 13th Amendment
Access to a digital collection including the 13th Amendment.
5 min Start




Primary Source Spotlight: Abraham Lincoln Documents and Speeches
Access to a digital collection including the 13th Amendment.
5 min Start

4. Agency: Student selects from suggestions

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

We recommend the following:




Abraham Lincoln, from Unpopular President to National Hero
Abraham Lincoln is seen today as one of America's great presidents. Yet, in his own time he was disliked by both Northerners and Southerners. He could not only take bold tactical steps but also had the vision to see the Civil War in the context of America's journey from independence.
13 min Start


Hide Other Options

These may also help.


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




Emancipation of Slaves
At first, Lincoln moved slowly and cautiously on the issue of abolition. His primary concern was always to restore the Union. But pressure in Congress was relentless so, on January 1, 1863, he signed the Emancipation Proclamation, a transformative moment in the history of the United States.
5 min Start




Reactions to Emancipation of Slaves
The Emancipation Proclamation led to diverse reactions. Slaves were euphoric, the South enraged, while reaction in the North was mixed. Abolitionists rejoiced but many working-class Northerners reacted from fear for their jobs and racism. Riots in New York would leave over 100 dead.
5 min Start



Unresolved Institution of Slavery
Despite the Emancipation Proclamation, the institution of slavery remained unresolved. The Republican Party sought to address this.
5 min Start



Primary Source Spotlight: 13th Amendment
Access to a digital collection including the 13th Amendment.
5 min Start



Primary Source Spotlight: Abraham Lincoln Documents and Speeches
Access to a digital collection including the 13th Amendment.
5 min Start

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.”



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

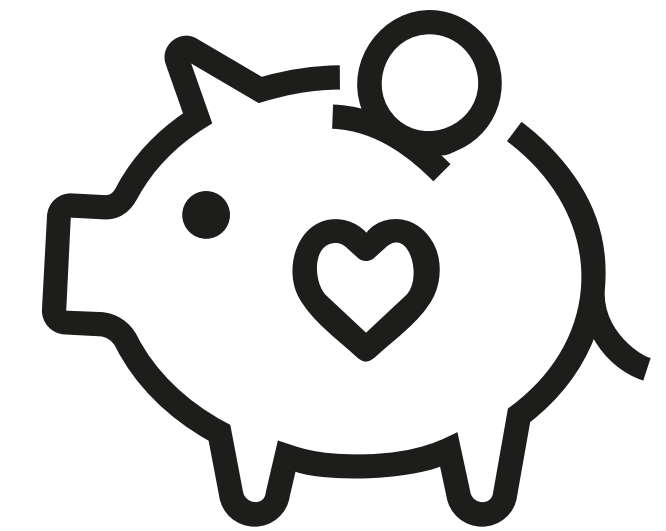
- U.S. History

Psychology

- Introduction to Psychology

Philosophy

- Introduction to Logic



\$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

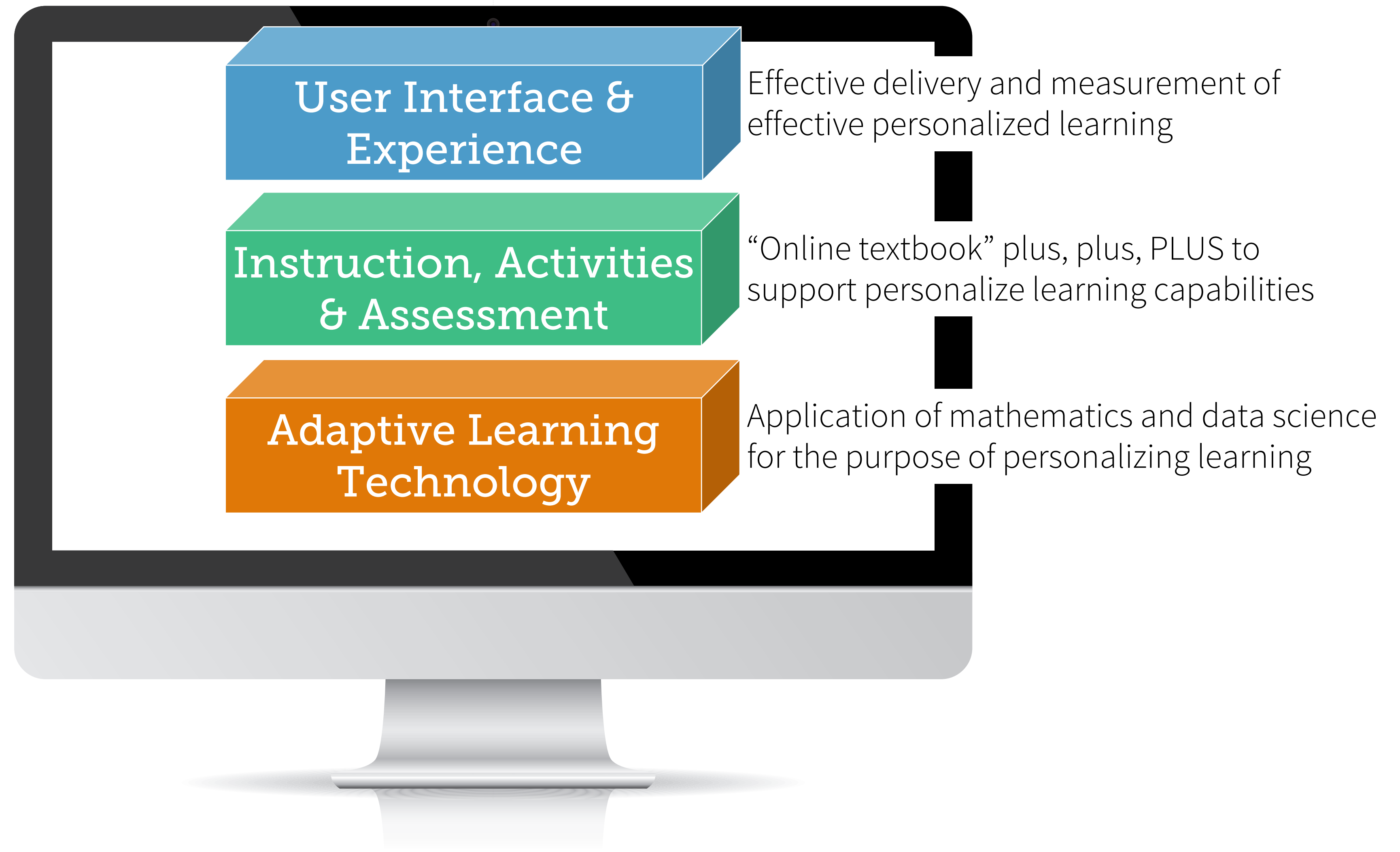
Visit www.cogbooks.com to request an account and experience CogBooks yourself

You can reach me directly at nicholasrebne@cogbooks.com

CogBooks[™]

Other
stuff

What is adaptive courseware?



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

Design Backwards. Deliver Forwards.



Insights, Analytics & Systems Integration

Instructor Experience

CogBooks Reporting Framework



CogBooks Instructor Dashboard

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

Open this class in one of these instructor tools



Module report: See the progress learners are making in this course.



Assessment report: The learners' performance in the assessments.



Progress report: See the progress learners are making in this course.



Messaging tool: Participate in and moderate learners' conversations.



Gradebook settings: Configure the gradable items to view in the LMS GradeBook.



Learner & Instructor Management: Manage access to this class.

CogBooks Instructor Dashboard: Grading

Open this class in one of these instructor tools



Module report: See the progress learners are making in this course.



Assessment report: The learners' performance in the assessments.



Progress report: See the progress learners are making in this course.



Messaging tool: Participate in and moderate learners' conversations.



Gradebook settings: Configure the gradable items to view in the LMS GradeBook.



Learner & Instructor Management: Manage access to this class.

Configure Grade Passback to your LMS

Gradebook Passback

CogBooks

GradeBook Settings

Charlot

LMS Type

-1

LMS Domain URL

https://-1

Assessment Criteria

LATEST ATTEMPT

Display Grade As

POINTS

Preferred Timezone

UTC

Gradable Item

	<div><input type="checkbox"/> Select All</div>	Grade Criteria	Max Points	Due Date
MODULES				
+ New Frontiers: Reconstruction and the Development of the West	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ Industry and Urbanization in the Gilded Age	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ Progressive Era and the Quest for Empire	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ Changing Times: From Triumph to Depression	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ The Second World War and Post War America	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ A Turbulent Era: Reform, Conflict and a Polarized Nation	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
+ Anxieties within a Modern Era	<input type="checkbox"/>	MODULECOMPLETION ▼		mm/dd/yyyy
ASSESSMENT				
- New Frontiers: Reconstruction and the Development of the West				
Question: Impact of Civil War	<input type="checkbox"/>	ASSESSMENTSORE ▼		mm/dd/yyyy
Question: Lincoln's Primary Goal After Civil War	<input type="checkbox"/>	ASSESSMENTSORE ▼		mm/dd/yyyy
Question: Radical Republicans	<input type="checkbox"/>	ASSESSMENTSORE ▼		mm/dd/yyyy
Question: Johnson's Battle Over Reconstruction	<input type="checkbox"/>	ASSESSMENTSORE ▼		mm/dd/yyyy

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

Student Performance Reports

View Student Progress, Performance and Learning Analytics

Open this class in one of these instructor tools



Module report: See the progress learners are making in this course.



Assessment report: The learners' performance in the assessments.



Progress report: See the progress learners are making in this course.



Messaging tool: Participate in and moderate learners' conversations.



Gradebook settings: Configure the gradable items to view in the LMS GradeBook.



Learner & Instructor Management: Manage access to this class.

Class Digests

Your course digest for HIST - 12 - 26041

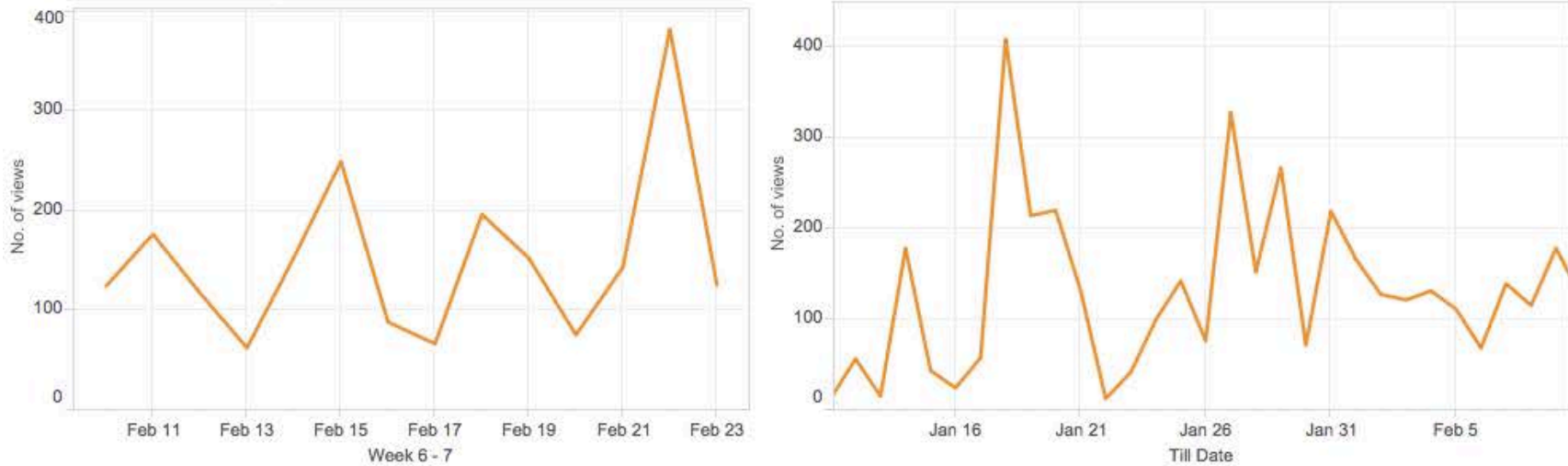
Course: History of the United States to 1865
Week 6 - 7: Feb 10 to Feb 23, 2017

Summary

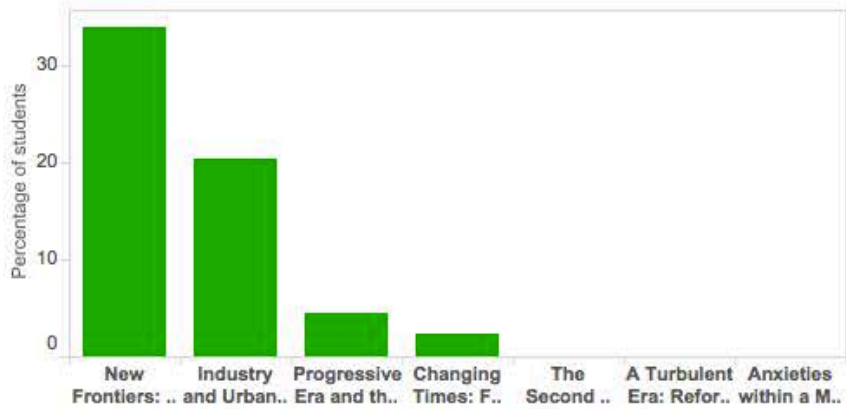
Total students enrolled	Total students who have started the course	Average time spent on the course per user (hours)	Percentage of the course completed by the class
44	42	6	41

Usage Trend Summary

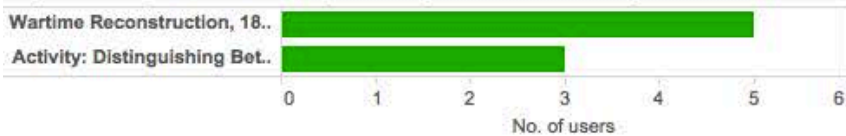
Usage information by no. of views



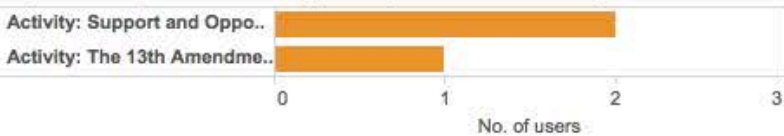
Module Completion Snapshot



Top Learning Activities completed by most number of your students



Top Learning Activities skipped by most number of your students



Assessment Snapshot



Class Digests

Your course digest for HIST - 12 - 26041

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

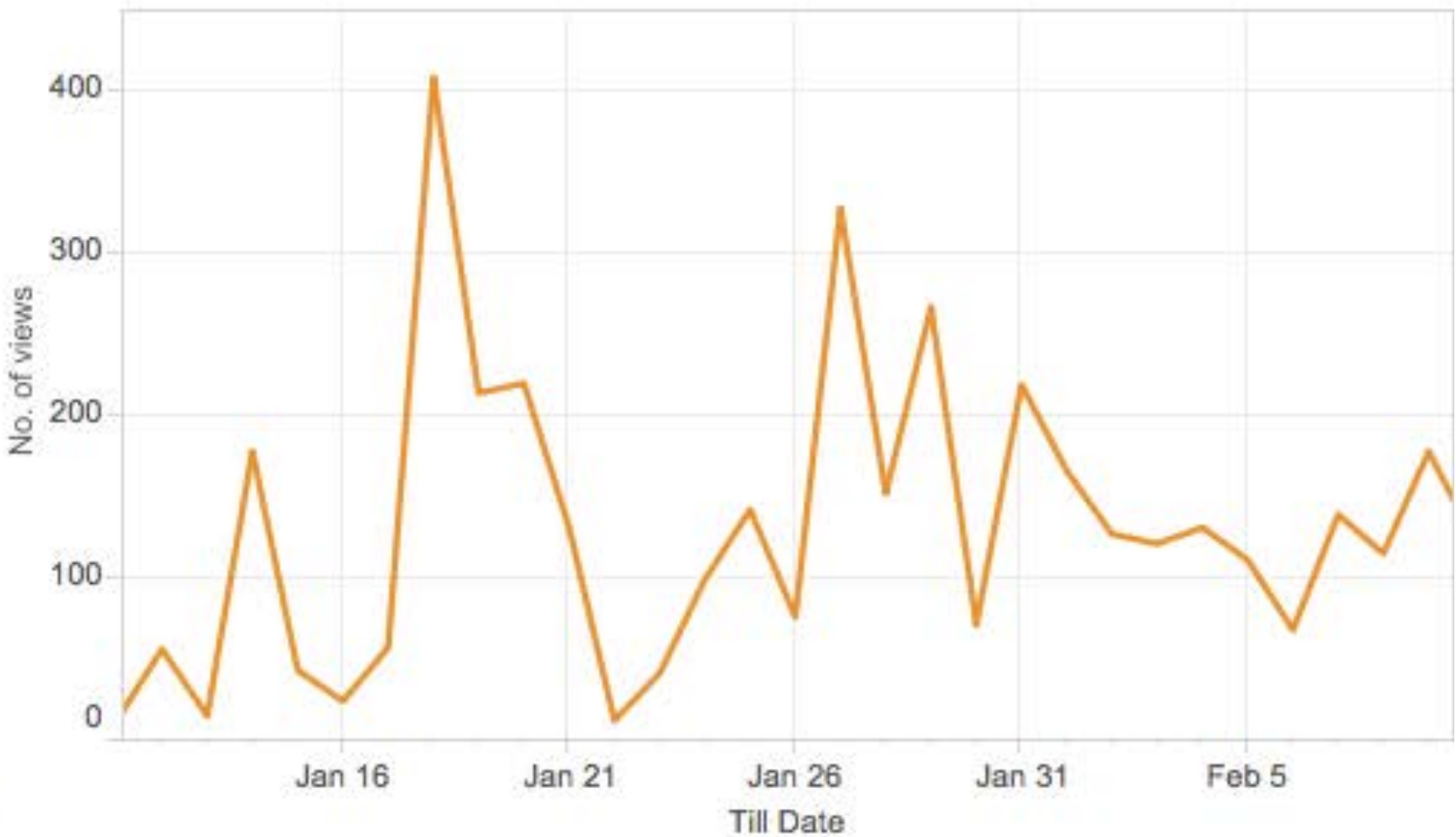
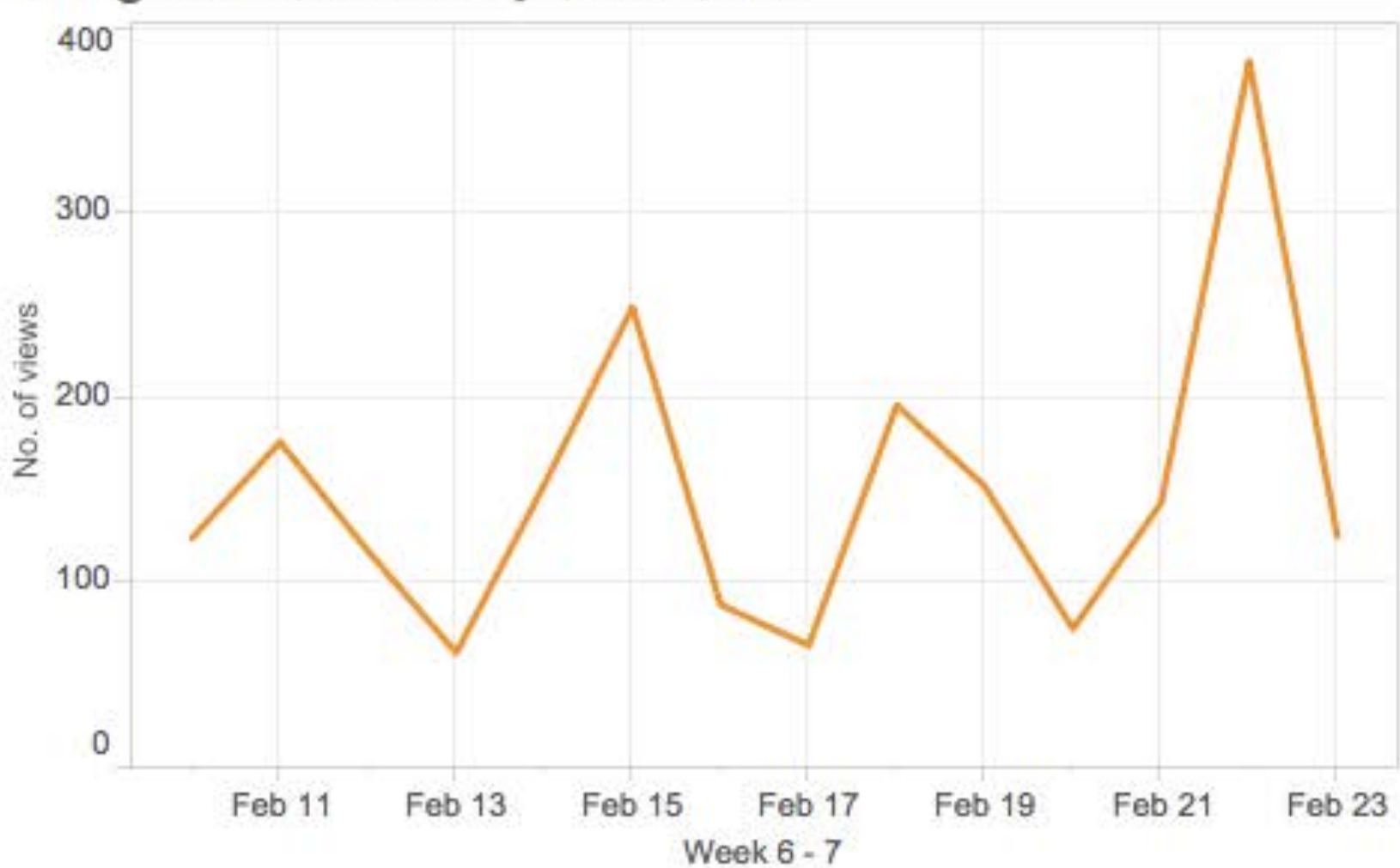
View when and how much students are engaging

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*



Class Digests

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

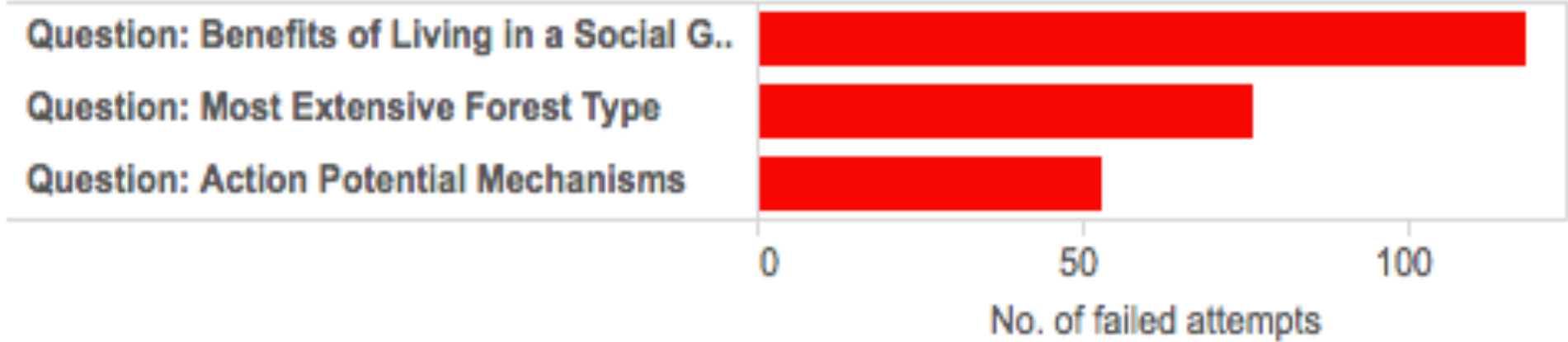
Top Learning Activities marked for **help** by most number of your students atleast once



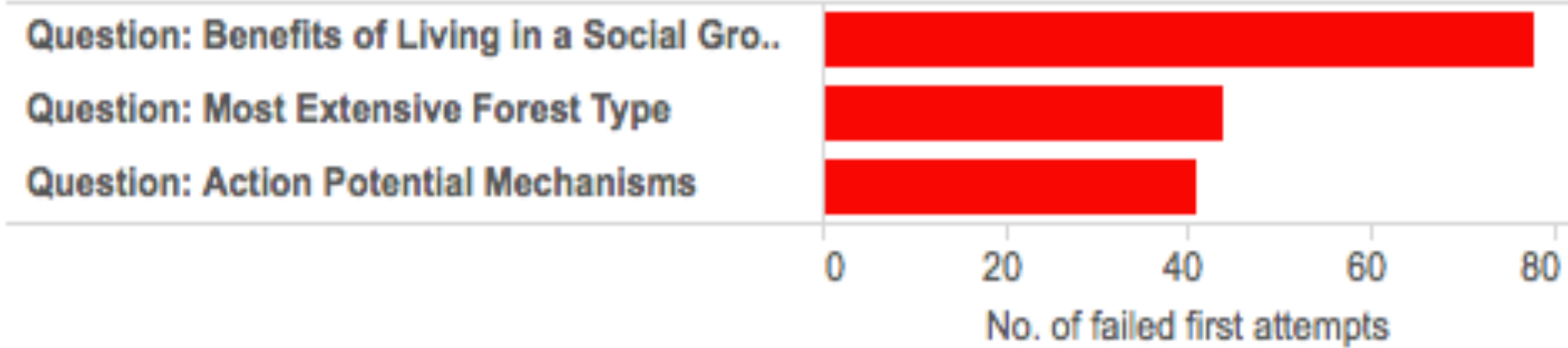
Assessment Snapshot

Week 8 - 9

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



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



Class Collaboration Tools

≡ The History of the United States Since 1865

All
Discussions
Polls
Q&A
Messages

President Johnson's Battle Over Reconstruction, 1865-1867

Lincoln's assassination in 1865 elevated Vice President Andrew Johnson, a Democrat from Tennessee, to the presidency. This formerly impoverished tailor's apprentice now found himself tasked with administering the restoration of a destroyed South.

Lincoln's position as president had been that:

- the secession of the Southern states was **never** legal
- they had **not** succeeded in leaving the Union, therefore
- they still had certain rights to self-government as states


Johnson's approach

In keeping with Lincoln's plan, Johnson desired to quickly reincorporate the South back into the Union on lenient terms and heal the wounds of the nation.

His approach initially **angered many in his own party** because although it seemed favorable to the South, he pursued changes that were class motivated and aimed at keeping the southern white elite out of power. To do this, he required oaths of loyalty to be made for amnesty (disqualifying targeted groups from this process) and even appointed provisional governors to start the Reconstruction process in southern states.

These efforts were **short lived** because as the southern planter class regained power despite these restrictions, Johnson backed off of his initial position, even gained the image as a "Champion of the South."

Despite the outcries of Republicans in Congress, by early 1866 Johnson announced that all former Confederate states had satisfied the necessary requirements for readmission into the Union.



Andy's Trip West, cartoon by Petroleum V. Nasby depicting Andrew Johnson's trip to the Middle West to attempt to gain political support (published in 1866).
[Image source](#)

View the recent forum activities below. Click on the title to navigate and view that activity.

Recent Discussions

Robert Mills Posted on July 21 at 10:30 am

Lorraine Coetzee is currently employed by Sound Idea Digital as a Digital Media?

Be careful with the name you choose because you will be stuck with it. Picking something elaborate or catchy may sound like a brilliant idea now, but you may regret it later. To avoid any drama, pick a name that is neutral, easy to read and find. Stick with the name your mother gave you... [Read more](#)

Ruby Smith Posted on July 21 at 2:30 pm

The relationship spectrum between you and a client

She started her career in media and publishing in 2007 and has been in the industry for over seven years. She has diverse experience in managing pre-production and production duties for various big and small projects.

Bob Dillon Posted on July 21 at 5:00 pm

Boost your social media marketing in 8 easy steps!

She started her career in media and publishing in 2007 and has been in the industry for over seven years. She has diverse experience in managing pre-production and production duties for various big and small projects.

[View More Discussions ↗](#)

Recent Polls

Anjala Max Posted on July 21 at 10:30 am

Lorraine Coetzee is currently employed by Sound Idea Digital as a Digital Media?

Indigenous peoples lived in what is now the United States for thousands of years before European colonists began to arrive, mostly from England, after 1600.

Robin Clark Posted on July 21 at 2:30 pm

history of the United States!

SParliament designed to end self-government in Massachusetts. American Patriots (as they called themselves) adhered to a political ideology called republicanism that emphasized civic duty, virtue, and opposition to corruption, fancy luxuries and aristocracy. Older textbooks... [Read more](#)

Michele Hyden Posted on July 21 at 5:00 pm

In 2008, the United States had its worst economic crisis since the Great Depression

As the 21st century began, international conflict centered around the Middle East following the September 11 attacks by Al-Qaeda on the United States in 2001. In 2008, the United States had its worst economic crisis since the Great Depression, which has been followed by slower than,

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