USM Virtual Summit
Adaptive Learning
July 16, 2020

Realizeit
Part I – Introduction and Demonstration

Ty Roberts
Institutional Partnerships

Prabhu Balashanmugam
Client Solutions
Consider: How important is content & control to you?

- Off-The-Shelf Courseware: Most Restrictive & Inflexible
- Their Content: No Control
- Any Content: High Control
- Most Freedom & Flexibility: Realizeit

- Consider how important content and control are to you.
The #1 Constraint is Your Time

It’s imperative that Faculty invest their time wisely to get the results they desire:

Little Effort  Little Value

More Effort  More Value

OPTIMIZE: Min. Effort; Max Value
Create The Teaching & Learning Experience You’ve Always Wanted

More Teaching; Less Course Admin
Elevate Student Engagement
More Consistent Student Success
More Affordable for Students
Fill In The Blank ________________

Let Realizeit’s First-of-its-Kind Intelligent Technology Do The Heavy-Lifting For You
Your Journey with Realizeit Begins With Discovery

Typically 8-12 Week Process Start—Finish

Supported Every Step Along The Way – Thru Implementation & Iteration
## Proven (5D) Methodology For Success

<table>
<thead>
<tr>
<th>Discover</th>
<th>Design</th>
<th>Develop</th>
<th>Deliver</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What’s working and what’s not</td>
<td>• Design the overall course and where</td>
<td>• Build Learning Map</td>
<td>• Setup in your LMS</td>
<td>• End of course analytics</td>
</tr>
<tr>
<td>• The problem to be solved</td>
<td>personalized learning fits</td>
<td>• Ingest or Create Content &amp; Questions</td>
<td>• Orient and support instructor(s) and students</td>
<td>• Content and question effectiveness</td>
</tr>
<tr>
<td>• Preserve vs Enhance vs Transform</td>
<td>• Granularize learning activities</td>
<td>• Configure Learning Product</td>
<td>• Manage student access – trial period, access codes, bookstore</td>
<td>• Student feedback</td>
</tr>
<tr>
<td>• Concerns, constraints and enablers for change</td>
<td>• Identify learning content and assessments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Define success</td>
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</table>

**Important Differentiator**
So... What “Adapts” Exactly?

Learning Adapts to...

- Student’s Readiness
- Student’s Prior Knowledge
- Student’s Current Performance
  - When they do well
  - When they struggle
  - When they forget what they’ve learned
- Student’s Demographic / Profile
- Student’s Individual Preference(s)

Teaching Adapts to...

- Overall Class Performance
- Student Groupings:
  - Working Ahead; may need a challenge
  - Lagging Behind; may need intervention
- Lesson Categories:
  - Low Success Lessons
  - High Success Lessons
- Individual Student Performance and History

All Adaptivity In Service To Student Confidence & Requisite Mastery
Enter The System
Part II – Faculty Perspective

Anne Prucha
Senior Instructor of Spanish & TESOL
Department of Modern Languages

Kacie Tarrt
Associate Instructor of Spanish
Department of Modern Languages
The Intrigue of Adaptive Learning

- Freedom
- “Real World” Application
- Not “One-Size-Fits-All”
Redesigned Two Courses

• Redesigned Elementary Spanish I & II

• Eliminated Traditional Textbook and Publisher Courseware

• Used only Open Educational Resource (OER) materials, plus self-authored materials
Reasons For Course Redesign

• Prior Knowledge of Subject Matter
• Online Delivery Mode Challenges
• Traditional textbook/courseware fatigue and feedback on publisher content (by students)

• Improve Student Success (A, B, C grades)
• Reduce Drop/Fail/Withdraw (DFW) rates
• $275 Textbook Cost to Student Typically Used 1-2 Semesters
Reasons For Sticking with Adaptive Learning

• Freedom and Creativity
• Autonomy and Customization
• Student Preference and Demand

• More Focus on Teaching and Mentoring; Less Admin/Support
• Repeating Dividends for Our Investment in Time & Effort
• Data and Analytics
<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Adaptive</th>
<th>Modality</th>
<th>Spring 2019</th>
<th>Change</th>
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<tr>
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<td>78%</td>
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Note - Comparing Fa 2018 to Sp 2019 section taught by same teacher to redesigned section
# CRI Student Withdrawal Rates

<table>
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<tr>
<th>Course</th>
<th>Students</th>
<th>Adaptive</th>
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<th>Spring 2019</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>SPN1121C</td>
<td>30</td>
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<tr>
<td>SPN1120C</td>
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<td>HUM2020</td>
<td>190</td>
<td>RA</td>
<td>RA</td>
<td>0%</td>
<td>-7</td>
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<tr>
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<tr>
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<tr>
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Note - Comparing Fa 2018 to Sp 2019 section taught by same teacher to redesigned section
# CRI Student Perception of Instruction

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Adaptive</th>
<th>Modality</th>
<th>Spring 2019</th>
<th>Change</th>
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<td>3.06</td>
<td>-1.07</td>
</tr>
</tbody>
</table>

Note - Comparing Fa 2018 to Sp 2019 section taught by same teacher to redesigned section
Our Journey – Past, Present, Future

Fall 2017 (PILOT)
• 3 course sections with optional Adaptive Learning component
• ~100 students

Spring 2019 – Spring 2020
• 7-8 course sections per semester
• 200-250 students per semester

Fall 2020
• 14 course sections
• ~500 students per semester

Additional Languages in Development
• Portuguese
• Italian
• French
• German

Upper-Level Spanish Course(s)
• On the drawing board

Program-Wide Implementation Plans
• 3,000+ students per year
Reflections – Our Perspective and Experience

Multiple Starting Points

Work With A Collaborator

Commit To The Process

Students Will Notice The Difference

We’re Never Going Back!
Realizeit is Very Versatile...

**NON-STEM**
- Language Arts
- Business
- Social Sciences
- History
- Political Science

**STEM**
- Health Sciences / Nursing
- Computer Sciences
- Engineering
- Basic Sciences
- Mathematics
Q&A; Contact Information

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Anne.Prucha@ucf.edu
Thank You!