

Elephants, Technology, and You: Making Learning Personal

Thomas Cavanagh, Ph.D.

Associate VP, Distributed Learning

University of Central Florida

- Orlando, FL
- Metropolitan, suburban university
- ~61,000 students
- 2nd largest university in U.S.
- Carnegie classification: RU/VH Research University: Very High Research Activity
- 216 degree programs across 11 colleges
- 11 Campuses throughout Central Florida



online@ucf

- 18 undergraduate degrees
- 27 graduate degrees
- 32 graduate certificates
- Various undergraduate certificates & minors

**GUIDE TO
ONLINE PROGRAMS**

2014-2015

Center for Distributed Learning

online@ucf

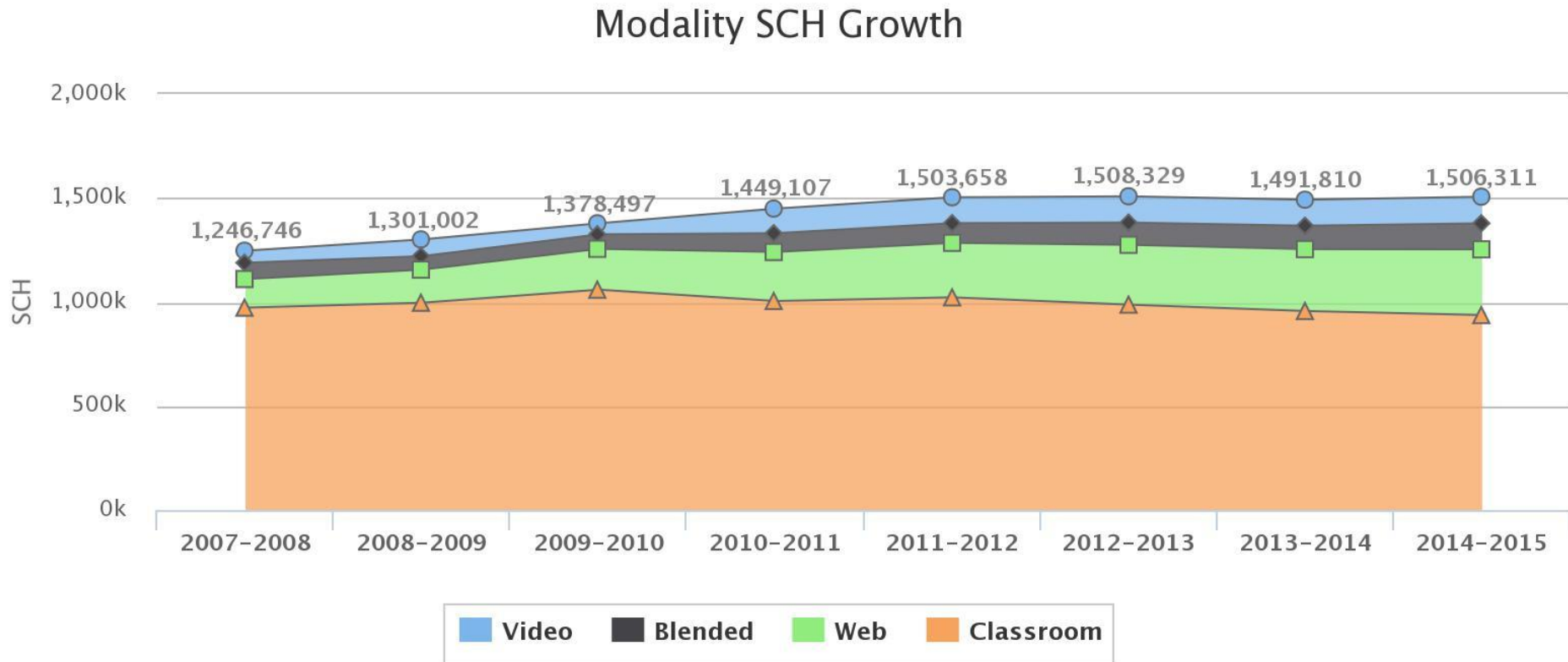


AY 2014-2015

- 37.79% of total university SCH
- 77.7% of all students took at least one online course (W, M, V, RV)
 - 80.19% of all undergraduates (47,116)
 - 61.13% of all graduate students (6,469)

AY 2014-2015

UCF Today: 60,707 Students



AY 2014-2015

Colleges over 50% SCH

- Nursing (61.46)
- UG Studies (58.22)
- Graduate College (57.10)
- Health & Pub Aff (56.98)
- Hospitality (54.46)
- Business (54.38)

Colleges over 25% SCH

- Arts & Humanities (37.29)
- Sciences (31.03)
- Education (27.88)

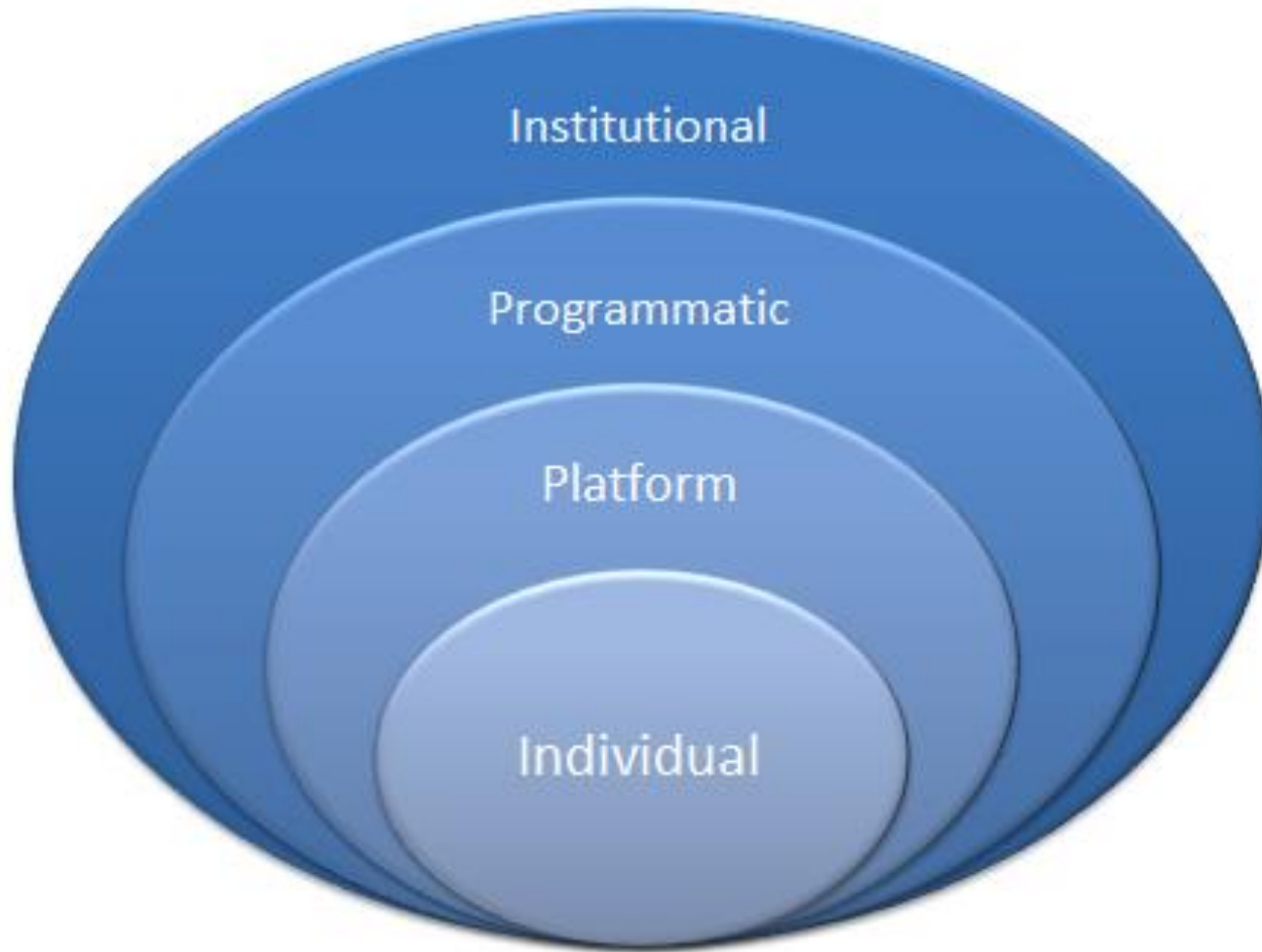
Let's Get Personal...

Recognition of the diversity of today's student body

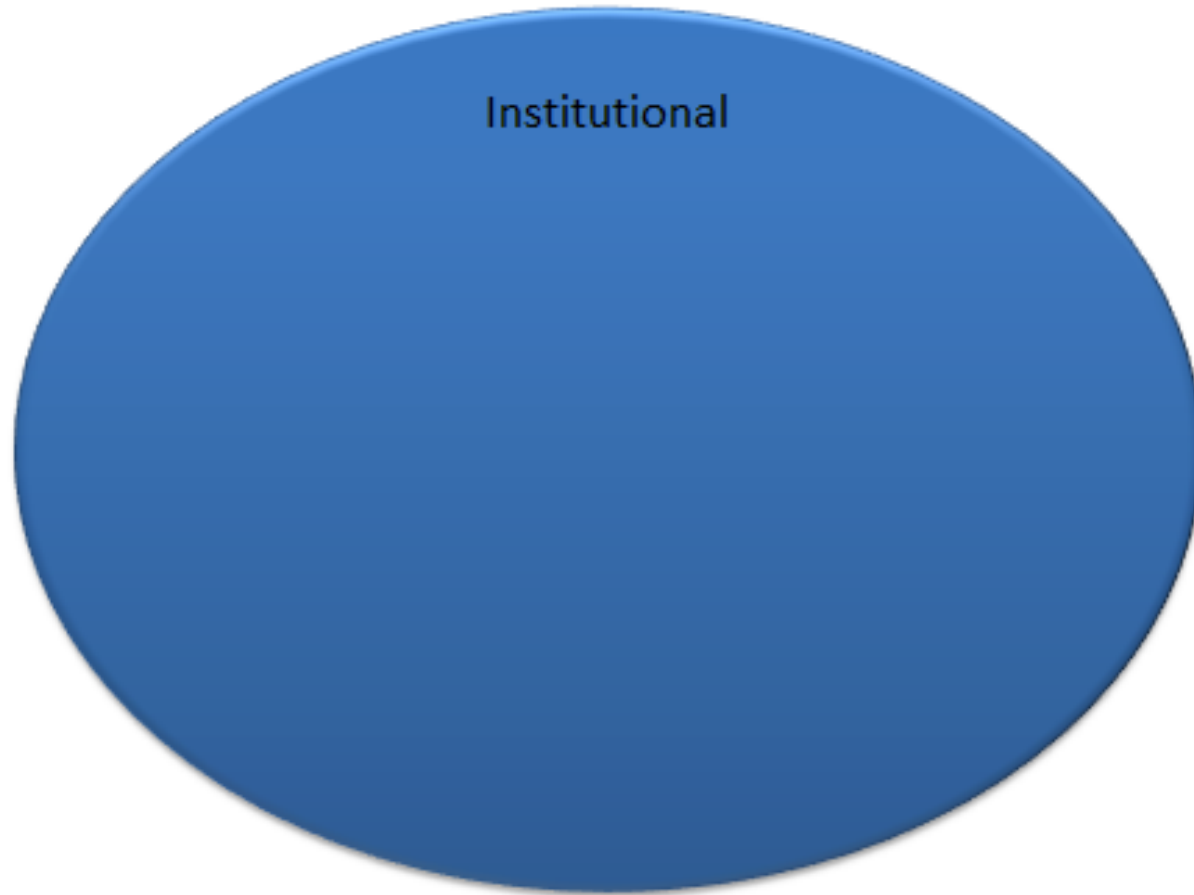
- Ethnic, gender, socioeconomic, first generation, veterans, parents, traditional



Types of Personalization

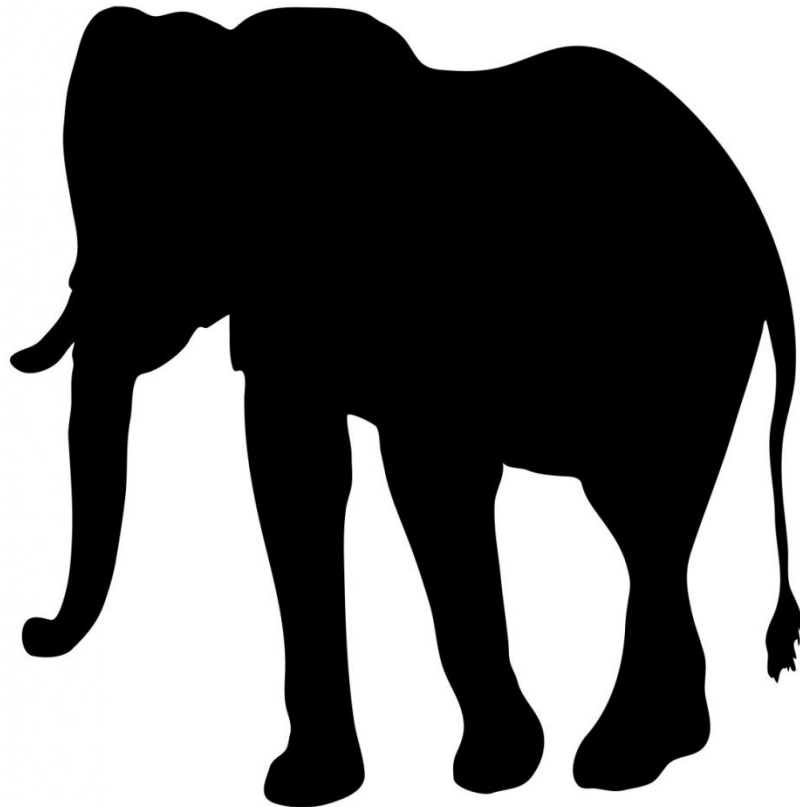


Types of Personalization



Many Institutions in One

- Disaggregation of Higher Ed

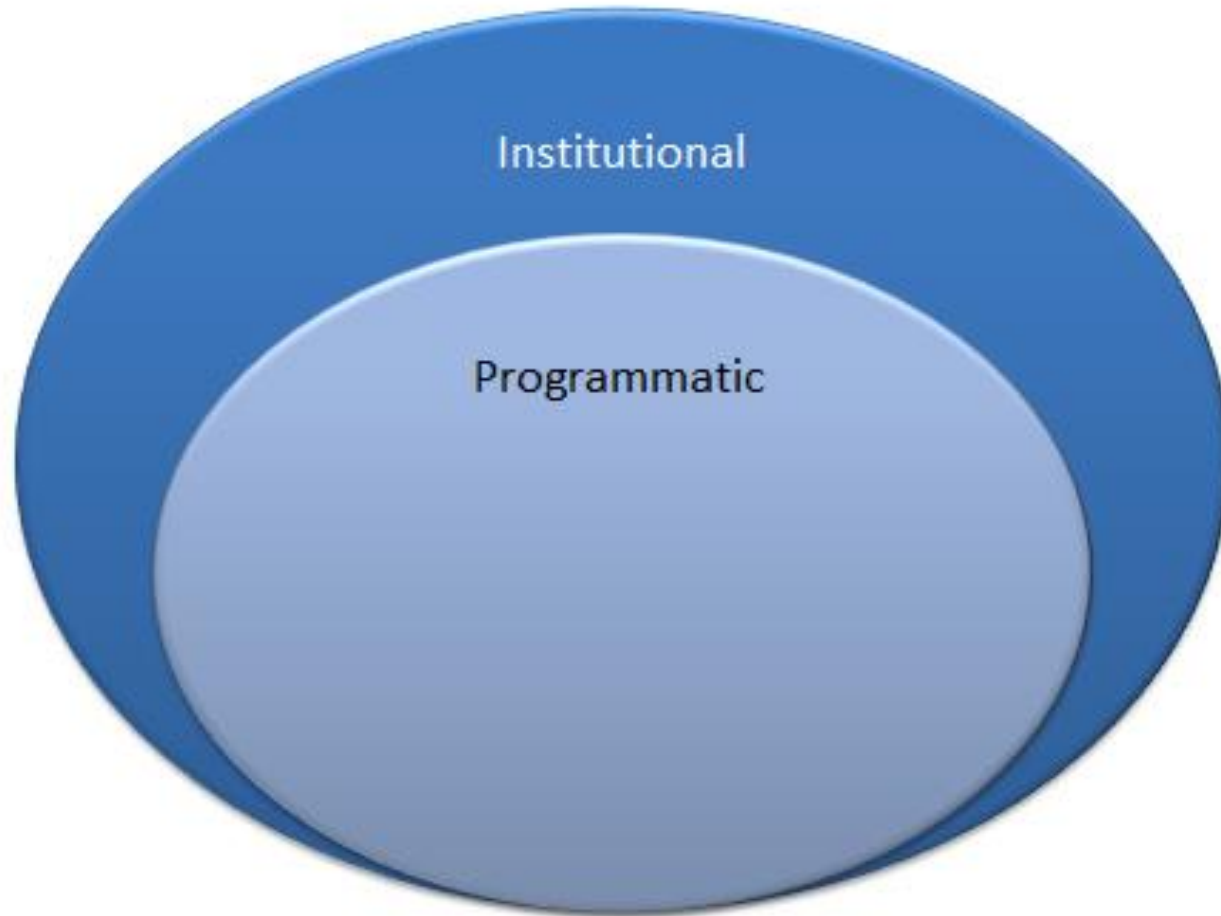


Southern
New Hampshire
University

EMBRY-RIDDLE
Aeronautical University
FLORIDA | ARIZONA | WORLDWIDE



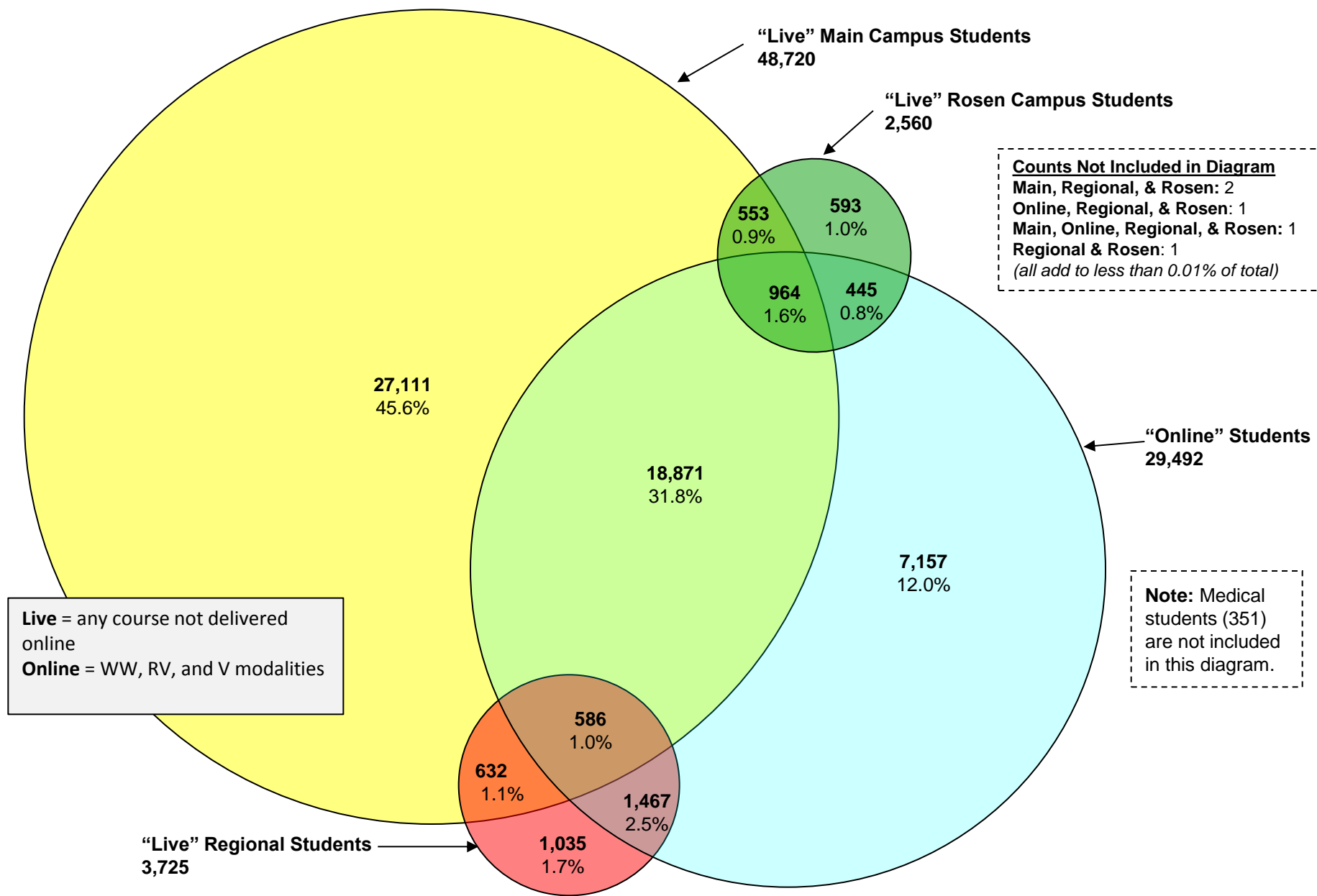
Type of Personalization



Final Fall 2013 Student Headcount



UNIVERSITY OF CENTRAL FLORIDA
Office of Institutional Research



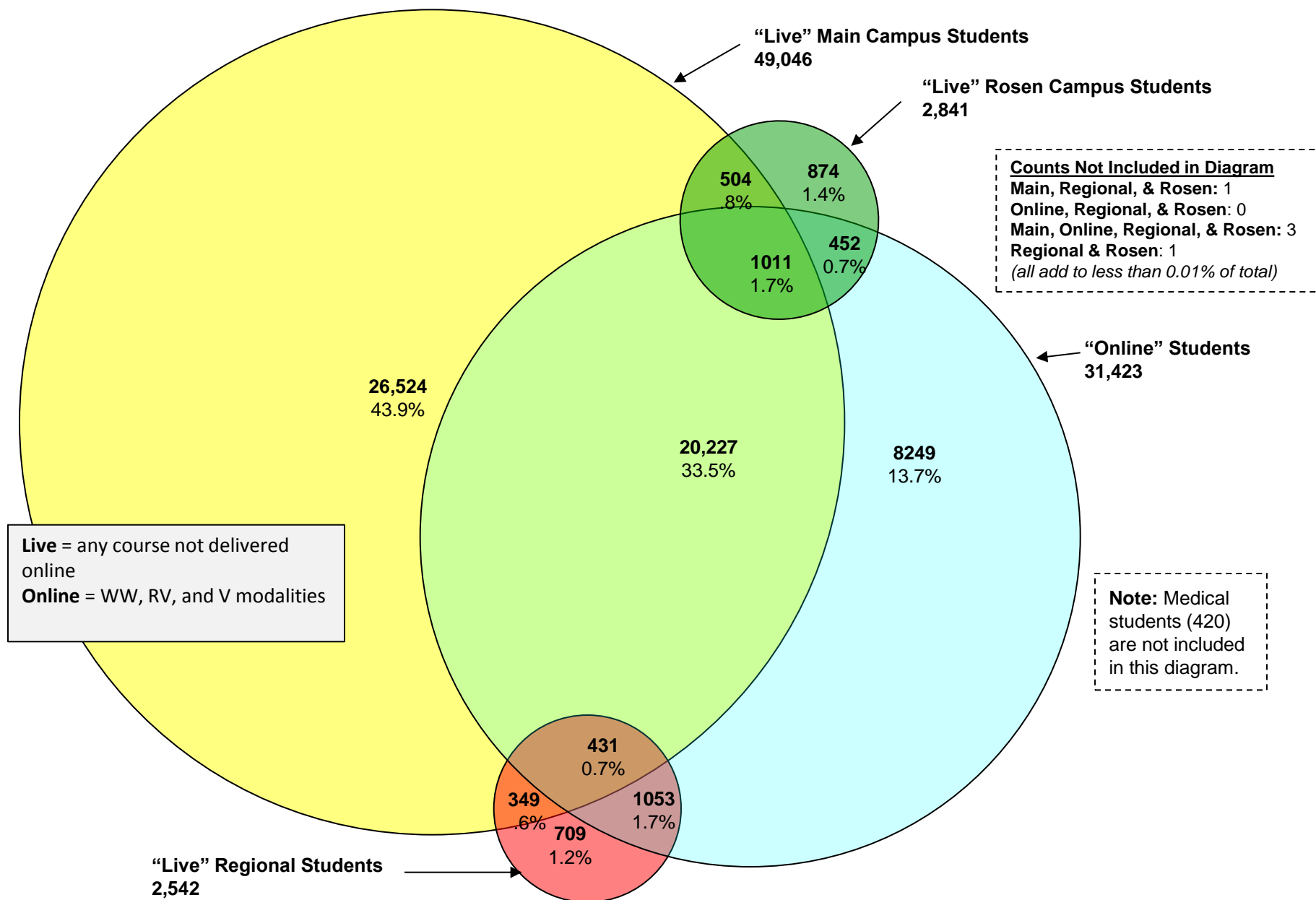
Total Student Headcount is 59,770 (including medical)

Note: Circle size is proportional but the overlapping regions are not and are for demonstration purposes only. Totals may differ slightly due to rounding.

Prelim Fall 2014 Student Headcount

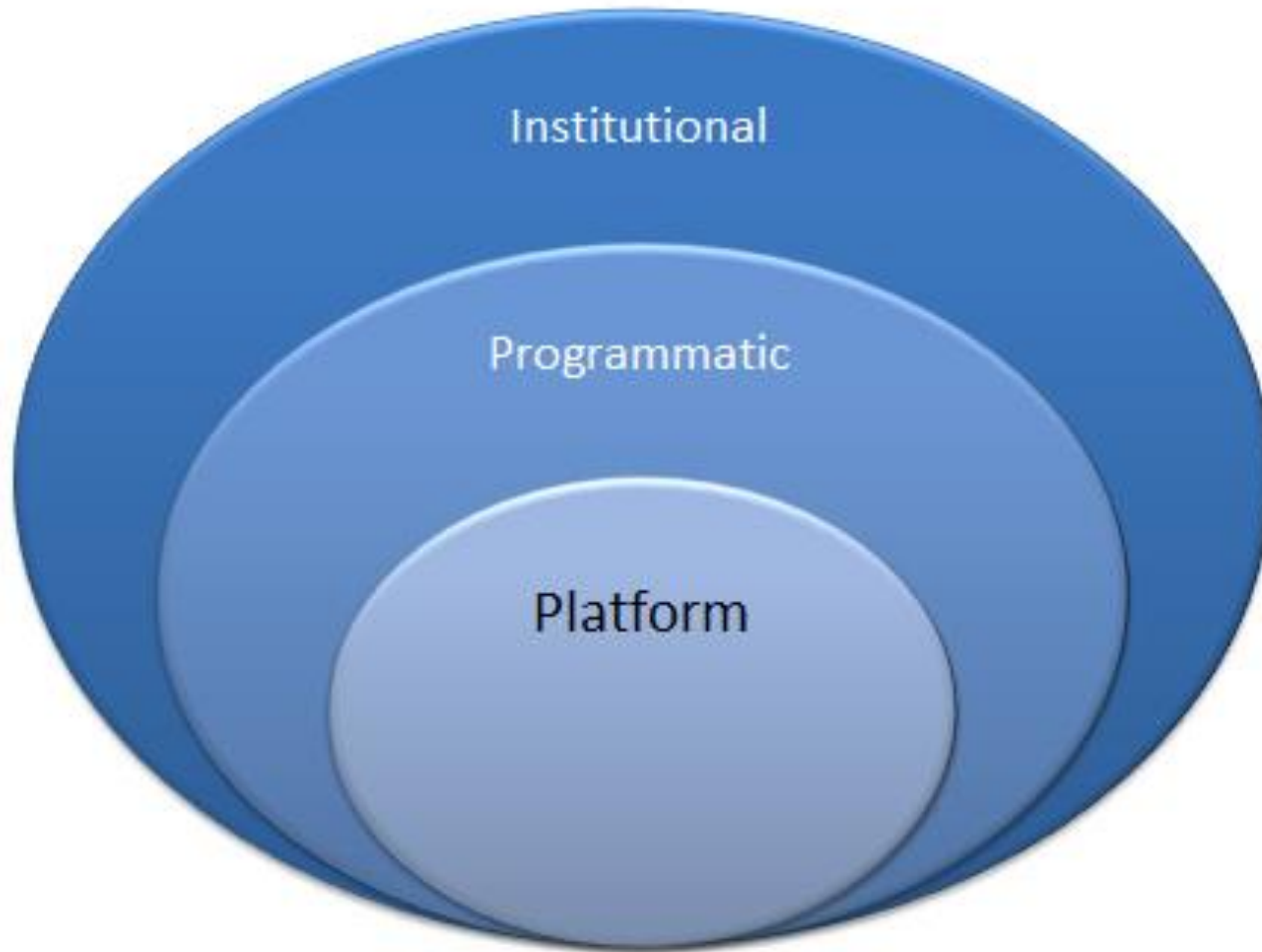


UNIVERSITY OF CENTRAL FLORIDA
Office of Institutional Research



Note: Circle size is proportional but the overlapping regions are not and are for demonstration purposes only. Totals may differ slightly due to rounding.

Type of Personalization



Development -
ENC6217 Cavanagh

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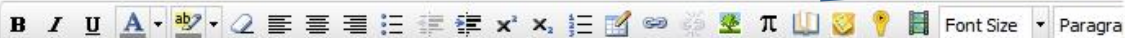
Chat

UCF Library Tools

Settings

Home > Development - ENC6217 Cavanagh

Development - ENC6217 Cavanagh

[Change Home Page Link](#) [See Course Stream](#)[Switch Views](#)

Technical Editing: A study of the strategies for editing the prose, design, and illustrations of print and online technical documents.

Technical Editing

Department of English
College of Arts and Humanities at the **University of Central Florida**

ENC 6217 Technical Editing
Thomas Cavanagh, Ph.D.



Start Here

If this is your first time accessing the course or if you simply want to review some of the introductory materials, click the Start Here link above. This section includes an overview of the course, protocols, expectations, information about Disability Services, an instructor biography, links to Knights Online modules, and supplemental resources. During the first week of the course, you should complete both the Start Here and Module 1 materials.



Module 1 - Course Introduction

In this module we will both get to know each other and be introduced to technical editing. In today's knowledge-based economy, almost all jobs require interaction with technical documents. From instruction manuals to marketing flyers to lab reports to financial summaries, technical editors ensure that the document accomplishes its objective.



Module 2 - Technical Editing as Information Organizing

Technical Editing is about much more than simply correcting spelling and grammar errors. The technical editor primarily serves as an information organizer. In this module we will discuss how to work collaboratively with writers. We will also complete a feedback exercise.

Page Tools

Insert Content into the Page

Links

Files

Images

Link to other content in the course. Click any page to insert a link to that page.

Wiki Pages

- Course Expectations
- Course Resources
- Course Welcome
- Front Page
- Instructor Biography
- Module 10 Activities
- Module 10 Assignment
- Module 10 Discussion

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UCF Library Tools



(Searches Catalog, Databases, and Articles)

Search

Clear

Advanced Search

☒ Keyword ☐ Title ☐ Author



**Does not search all library resources.*

Resources

Articles & Databases

Best for searching one topical database at a time

Books / Catalog

Best for finding books, media and for renewing items

Help

Research Guides

Best for advice on where to begin researching your subject + FAQs

Tutorials

Ask a Librarian

Ask any Question, Get Research Help!

UCF Librarian IM Chat



Type here to chat. Press ENTER to send.

Your chat will be disconnected if you leave this page during a

CDL Roster - Enrollments

Print

[Click here to open in new window](#)

[Back](#)



Kathleen Bastedo



Jacob Bates



Sue Bauer



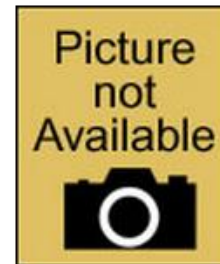
Sherry Bauerschmidt Hofmeister



Luke Bennett



Zachary Berry



Munawar Bijani



Daniel Brinkman



Michael Brown



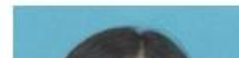
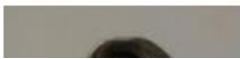
Nancy Calandrino



Joshua Carter



Philip Carter



Action Icon Chooser

Choose an icon from the list below to insert it into your content.

Activity



Assessment



Assignment



Do This



Do This



Explore



Group Work



InfoLit



Listen



Practice



Project



Quiz



Read This



Reminder



Resources



DIG3930-14Spring
0W61

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UCF Library Tools

🏠 > DIG3930-14Spring 0W61 > Achievements

Achievements

Achievement Date ▾



Let's Play A Game

Awarded by Webcourses
January 14, 2014 - 11:24 am

High Score

Awarded by Webcourses
January 19, 2014 - 4:02 pm

I Shall Call Him Squishy

Awarded by Webcourses
February 14, 2014 - 3:18 pm

Do or do not. There is no try.

Awarded by Webcourses
January 19, 2014 - 2:17 pm

Dr. Phil

Awarded by Webcourses
February 6, 2014 - 9:34 am

Don't Ever Change

Awarded by Webcourses
February 18, 2014 - 3:03 pm

« 1 of 1 »

Syllabus

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Link Resource from External Tool



Select a Widget for use in Canvas:

[Refresh listing](#)**New Enigma Widget**

Enigma

**Spanish Verbs II**

Matching

[Use this widget](#)[Preview](#)**Parts of a Chemical Equation**

Labeling

**DNA**

Last Chance Cadet

[Or, create a new widget at Materia](#)

Dev 9

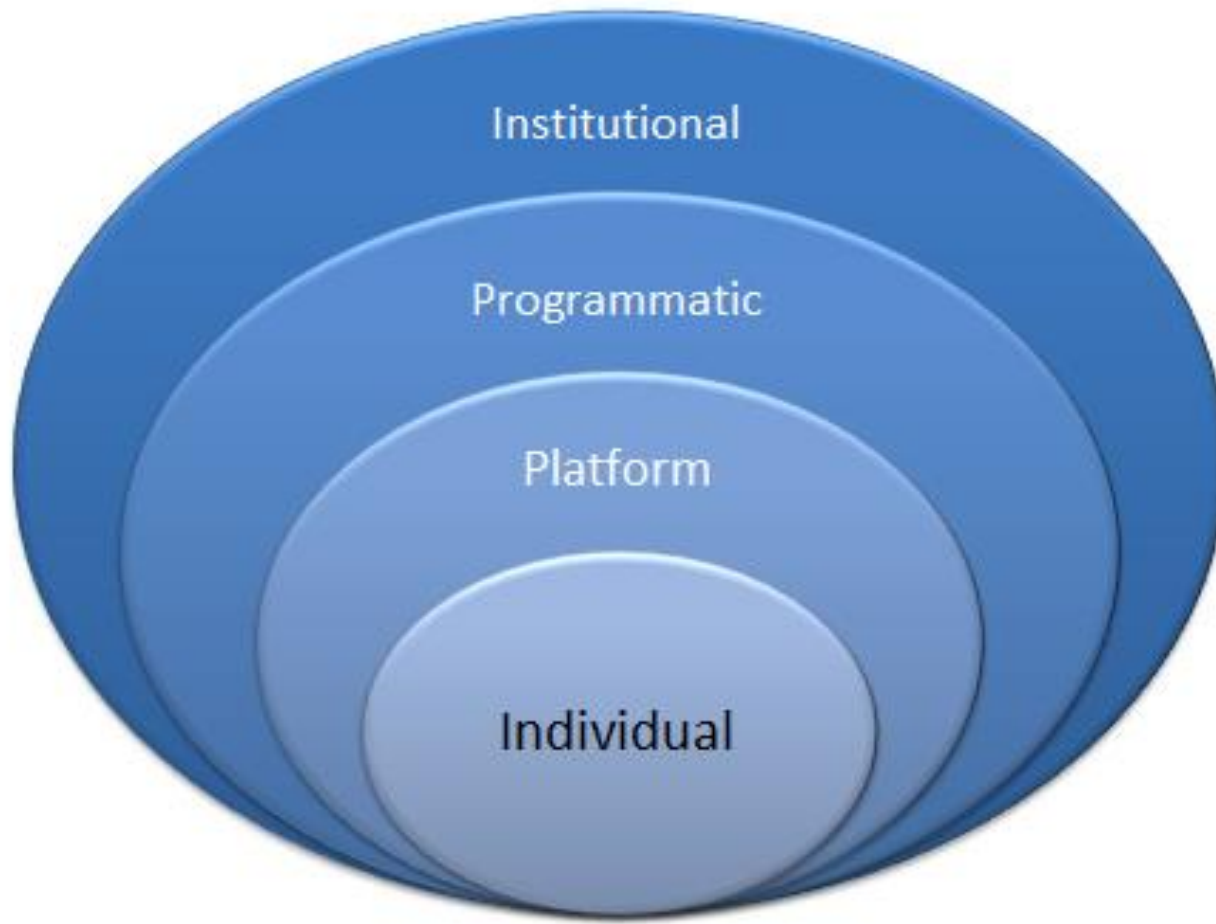
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Exam Admin Main

Proctoring Session 2 Data for User: Shea Silverman



Type of Personalization



Accommodating Needs of Individual Students

- Trend toward greater PERSONALIZATION
 - Adaptive Learning
 - Learning Analytics
 - Competency-Based Education
 - Prior Learning Assessment
 - Integrated Planning and Advising Systems (IPAS)
 - Student Success Coaches



UCF “Personalized Learning” (RealizeIT)

webcourses@UCF
Personalized Learning

My courses My groups

Corinne.schultze

← **Algebraic Notation and Expressions** Actions ▾

Knowledge state 94%

Steps	Progress	Advanced								
<div> <div></div> 77% done </div> <p>Progress</p> <p> You've completed a lesson on Properties of Multiplication. Your score for the lesson was 100%. Your score is above your overall average so you are doing well. My measure of your ability for this item has increased (a lot) as a result of the lesson. </p> <div> Next steps ▾ <p> There is only one step available for you: </p> <table> <thead> <tr> <th>Step</th> <th>Item</th> <th>⌚</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Learn Simplify Expressions: Multiply Simple Terms</td> <td>15 mins</td> <td>Learn</td> </tr> </tbody> </table> </div>	Step	Item	⌚	Action	1	Learn Simplify Expressions: Multiply Simple Terms	15 mins	Learn	<div> <div></div> 23 mins Time spent so far </div> <div> <div></div> 45 mins Estimated work to be done </div>	
Step	Item	⌚	Action							
1	Learn Simplify Expressions: Multiply Simple Terms	15 mins	Learn							

My learning path [\(showing full objective\)](#)

Technology is Driving Personalization

- British “Tutor” model
- Technology allowing us to scale personalization in a way never previously possible
- As technology improves, results will improve
 - Better data
 - More effective interventions
 - Enhanced engagement, etc.

In Development

- Math
 - 4 course Algebra to Calculus sequence
 - No textbook
 - Permit both acceleration and remediation with single curriculum
 - Customization based on major
 - Multiple courses within existing semester structures
 - Potential partnerships with state college partners
- New sections of developed courses (Psych, Patho)
- Psych Statistics
- Educational Statistics
- Bachelor of Applied Science
 - CBE program (IT and Software Development tracks)

Opportunities to Impact Student Success

GEP Courses with 30% or more DFW Grades

Term	College	Department	Course	Title	Total Grades	DFW Grades	DFW_PCT
Fall 2013	COS	CHEMISTRY	CHM2040	CHEMISTRY FUNDAMENTALS IA	1527	602	39%
Fall 2013	COS	MATH	MAC1114	COLLEGE TRIGONOMETRY	806	357	44%
Fall 2013	COS	MATH	MAC1140	PRE-CALCULUS ALGEBRA	631	241	38%
Fall 2013	COS	MATH	MAC2233	CONCEPTS OF CALCULUS	48	17	35%
Fall 2013	COS	MATH	MAC2253	APPLIED CALCULUS	49	17	35%
Fall 2013	COS	MATH	MAC2311C	CALCULUS W ANALYTIC GEOMETRY I	869	405	47%
Fall 2013	COS	MATH	MAC2312	CALC W ANALYTIC GEOMETRY II	530	235	44%
Fall 2013	COS	MATH	MAC2313	CALC W ANALYTIC GEOMETRY III	584	234	40%
Fall 2013	COS	MATH	MGF1106	FINITE MATHEMATICS	40	17	43%
Fall 2013	COS	STATISTICS	STA2023	STATISTICAL METHODS I	1179	498	42%
Fall 2013	ENGR	COMP SCI	COP3502C	COMPUTER SCIENCE I	299	103	34%

Term	College	Department	Course	Title	Total Grades	DFW Grades	DFW_PCT
Spring 2014	CAH	VISARTDES	ARH2051	HISTORY OF WESTERN ART II	288	98	34%
Spring 2014	COS	CHEMISTRY	CHM1020	CONCEPTS IN CHEMISTRY	346	130	38%
Spring 2014	COS	CHEMISTRY	CHM2040	CHEMISTRY FUNDAMENTALS IA	446	186	42%
Spring 2014	COS	CHEMISTRY	CHS1440C	FUND OF CHM FOR ENGINEERS	448	174	39%
Spring 2014	COS	MATH	MAC1105	COLLEGE ALGEBRA	987	308	31%
Spring 2014	COS	MATH	MAC1114	COLLEGE TRIGONOMETRY	789	293	37%
Spring 2014	COS	MATH	MAC1140	PRE-CALCULUS ALGEBRA	479	159	33%
Spring 2014	COS	MATH	MAC2311C	CALCULUS W ANALYTIC GEOMETRY I	651	350	54%
Spring 2014	COS	MATH	MAC2312	CALC W ANALYTIC GEOMETRY II	616	244	40%
Spring 2014	COS	MATH	MAC2313	CALC W ANALYTIC GEOMETRY III	513	198	39%
Spring 2014	COS	MATH	MGF1106	FINITE MATHEMATICS	39	20	51%
Spring 2014	COS	STATISTICS	STA2023	STATISTICAL METHODS I	1223	490	40%
Spring 2014	ENGR	COMP SCI	CGS1060C	INTRODUCTION TO COMPUTERS	609	196	32%
Spring 2014	ENGR	COMP SCI	COP3502C	COMPUTER SCIENCE I	349	155	44%

Acrobatiq



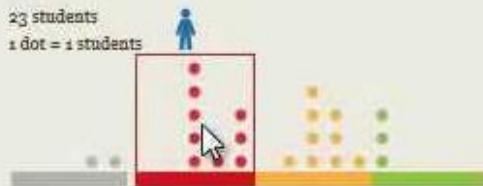
Determine the mean of a data set.
[» Show Details...]



Determine the median and mode of a data set, given a data table.
[» Hide Details...]

Estimated Learning by Student

23 students
1 dot = 1 student

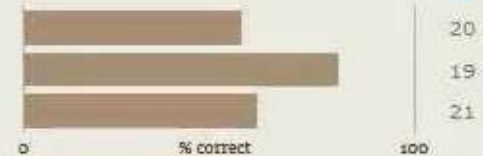


Class Accuracy by Sub-Objective

Calculate median

Calculate mode

Define median



Apply critical thinking skills to larger, real-life situations and evaluate the outcomes.
[» Show Details...]

Class Participation

23 of 23 students participated

4% of 32 activities started on average

» View Participation in Module by Student

Open-ended Responses

- » State the Problem [14]
- » Strategies [18]
- » Plan [18]
- » Plan [18]

» Show All (1 more)

Checkpoints and Quizzes

- » Quiz: Quantifying Data Module Quiz [0]

Smart Sparrow

Excitation-Contraction Coupling

Guest (Score : 0)



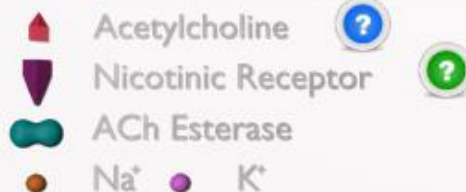
Neuromuscular Junction



When this high volume of ACh is released on the post-synaptic side, the high density of nicotinic receptors in the end plate contains grooves on its surface area to maximise the area that can fit. Once in contact, the receptors themselves function as ion channels. As they move into the cell and depolarise, the majority of early ion flux through the receptor is inward sodium current, which depolarises the membrane. As the local potential gets more positive, potassium efflux becomes more prevalent, as potassium has a greater drive to exit the cell at a more positive voltage. The end result is a depolarisation of the membrane followed by rapid repolarisation.

Nicotinic Receptors

Nicotinic receptors are ionotropic cholinergic receptors which, when in contact with their ligand, open a channel which allows passage of both sodium and potassium ions. As sodium has a greater initial drive to move into the cell, the majority of early ion flux through the receptor is inward sodium current, which depolarises the membrane. As the local potential gets more positive, potassium efflux becomes more prevalent, as potassium has a greater drive to exit the cell at a more positive voltage. The end result is a depolarisation of the membrane followed by rapid repolarisation.



Next

Brightspace/D2L LeaP

My Home > D2L LeaP

Table of Contents > Content > Stephen's LeaP Test Links > D2L LeaP

D2L LeaP

Select Learning Objectives

Select learning objectives to be covered by this learning path from the sources below.

Desire2Learn LeaP will then find the best content and questions for each of the learning objectives.

Next

Selected learning objectives: 0

California

CCSS

Colorado

Connecticut

Delaware

District of Columbia

Florida

Georgia

Hawaii

Idaho

Illinois

Indiana

English-Language Arts Co

History-Social Science Cor

Mathematics Content Stan

Science Content Standard

Biol

Che

Ear

Foc

Foc

Foc

Inve

Life

Phy

Phy

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve

The Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve represents the content of science education and includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. By adopting these standards, the State Board of Education affirms its commitment to provide a world-class science education for all California students. These standards reflect the diligent work and commitment of the Commission for the Establishment of Academic Content and Performance Standards (Academic Standards Commission) and the commission's Science Committee to define the common academic content of science education at every grade level.

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Brightspace Degree Compass

AREA: General Education Requirements

GROUP: Humanities Core

GROUP RATING	PROJECTED GRADE	TITLE	CO-REQUISITE	AVAILABILITY
★★★★★	★★★★☆	MUS 1030 - Music Appreciation		VIEW RESTRICTIONS
★★★★★	★★★★☆	ART 1030 - Art Appreciation		VIEW RESTRICTIONS
★★★★★	★★★★☆	THEA 1030 - Intro to Theatre		VIEW RESTRICTIONS
★★★★★	★★★★☆	PHIL 1030 - Intro to Philosophy		VIEW RESTRICTIONS
★★★★★	★★★★☆	MUS 2030 - World Music		VIEW RESTRICTIONS
★★★★★	★★★★☆	PHIL 2200 - Religion and the World		VIEW RESTRICTIONS
★★★★★	★★★★☆	PHIL 1040 - Intro to Ethics		VIEW RESTRICTIONS

GROUP: Liberal Arts in Univ Life


GROUP RATING	PROJECTED GRADE	TITLE	CO-REQUISITE	AVAILABILITY
★★★★★	★★★★☆	APSU 1030 - Liberal Arts Univ Life		VIEW RESTRICTIONS

GROUP: Math Core

GROUP RATING	PROJECTED GRADE	TITLE	CO-REQUISITE	AVAILABILITY
★★★★★	★★★★☆	MATH 1530 - Elements of Statistics		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1010 - Mathematical Thought and Pract		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1710 - College Algebra		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1110 - Algebraic Problem Solving		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1420 - Structure of Math Systems II		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1730 - Precalculus		VIEW RESTRICTIONS
★★★★★	★★★★☆	MATH 1840 - Elements of Calculus		VIEW RESTRICTIONS



Signals

Home About Help Logout


Summer 2009 - ANTH-34100-001 - XLST

[Add Intervention](#)[Blackboard Stoplights](#)[Intervention Emails](#)

Section Dashboard

Show/Hide Filter

Student	Int.1	Int.2	Int.3	Int.4	Int.5	Int.6	Int.7	Int.8	Int.9
Student A	●	●	●	●	●	●	●	●	●
Student B	●	●	●	●	●	●	●	●	●
Student C	●	●	●	●	●	●	●	●	●
Student D	●	●	●	●	●	●	●	●	●
Student E	●	●	●	●	●	●	●	●	●
Student F	●	●	●	●	●	●	●	●	●
Student G	●	●	●	●	●	●	●	●	●
Student H	●	●	●	●	●	●	●	●	●
Student I	●	●	●	●	●	●	●	●	●
Student J	●	●	●	●	●	●	●	●	●



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Student Success Plan

Action Plan Help View Counseling Reference Guide

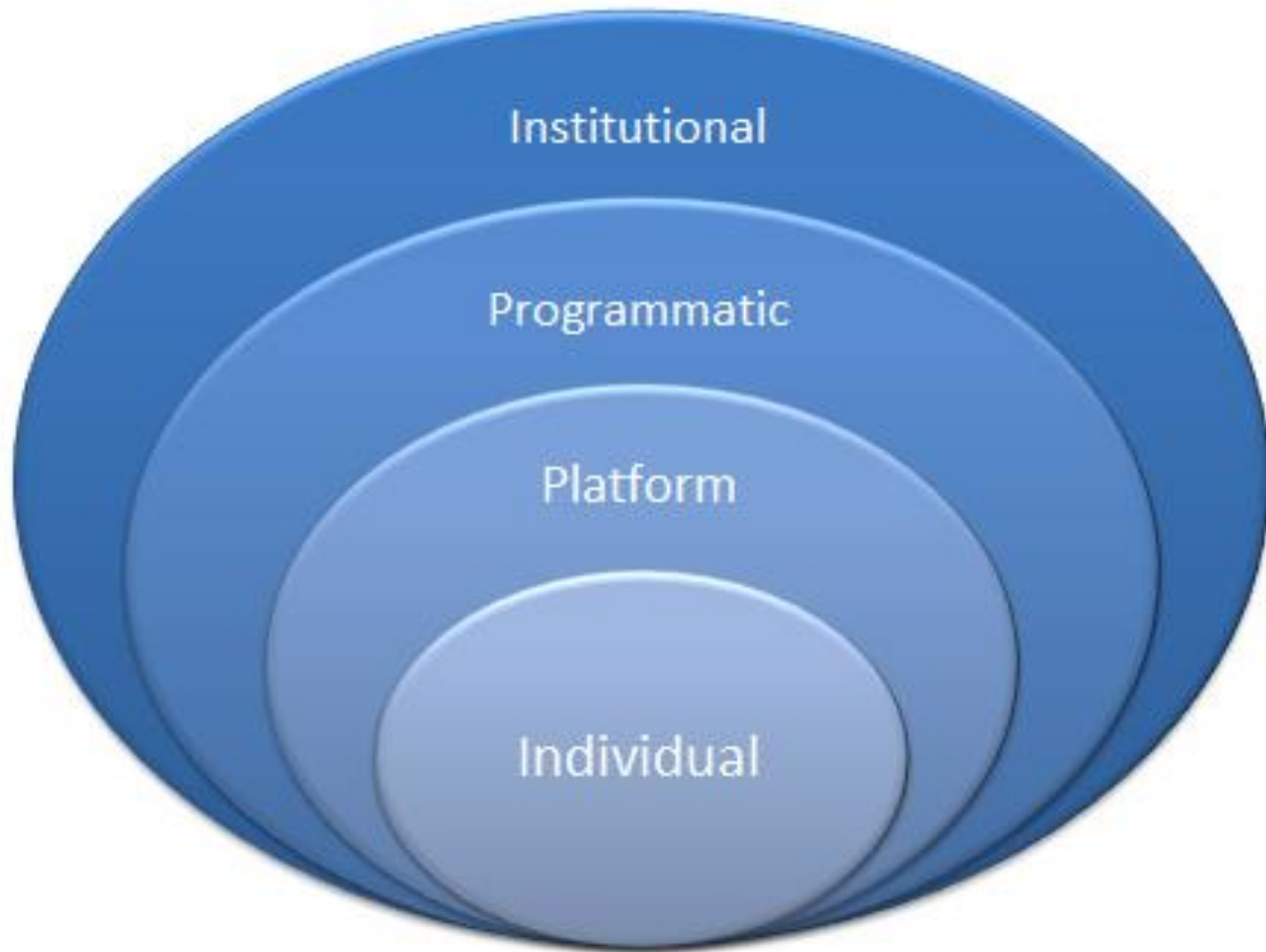
Action Plan **Goals** **Strengths**

Select All	ACTION STEP	DESCRIPTION	TARGET DATE	CONFIDENTIALITY
CHILD OR ADULT CARE				
<input type="checkbox"/>	Child Care Aware	Call Child Care Aware at 1-800-424-2246 or visit www.childcareaware.org/en/ for	06/30/2009	EVERYONE
<input type="checkbox"/>		FAMILY SERVICES: Contact Pat Davis at Family Services Association 222-9481 for	06/29/2009	CNSL
TEST ANXIETY				
<input type="checkbox"/>	COPE and Other Workshops	Attend COPE and other workshops offered at Sindair. Workshops are listed on the	06/26/2009	EVERYONE
TRANSPORTATION				
<input type="checkbox"/>	\$100 Pell Transfer to Tart...	If you have Pell Grant, visit the Bookstore within the first 2 weeks to transfer up to \$100	06/24/2009	EVERYONE
<input type="checkbox"/>	Discount Bus Passes	Purchase discount bus pass in	06/24/2009	EVERYONE

[+ Add](#) [Delete](#) View Global Controls

Cancel **Save**

Types of Personalization



Questions



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