How Students Behave in Adaptive Learning Courses

BACKGROUND AND OBJECTIVES

In traditional settings, students’ move through the learning cycle at an approximately uniform pace and usually can’t accelerate; conversely, they might fall behind with few options to compensate.

The agency of adaptive learning enables a variety of effective behaviors that would not have been possible previously.

The goal of this research is to better understand how students managed their learning in an environment characterized by freedom, flexibility, and self-determination.

BEHAVIORS ACROSS COURSES

Progress (y-axis) plotted against time (x-axis).

Observed behaviors vary considerably across courses.

Algebra

Nursing

Psychology

IDENTIFYING PROTOTYPE BEHAVIORS

Hares begin immediately and complete the course very quickly.

Frogs login once a week and completing a set block of concepts.

Tortoises make steady progress most days. They don’t hop!

Kangaroos wait till the last minute, but complete the course very quickly.

INNOVATIVE COURSE DESIGN

Many students not only completed College Algebra but outperformed students who skipped Intermediate Algebra.

Students who finish Intermediate Algebra early can attempt College Algebra in the same term.

For more on our research collaboration

ELI Session
A Collaborative Research Agenda for Evaluating the Impact of Adaptive Learning
Presenters: Constance Johnson, Charles Dziuban, Patsy Moskal, Colm Howlin
When: Tuesday, 11:45AM to 12:30PM, Galerie 4-5, Second Floor

Educause Review Article
An Adaptive Learning Partnership
Authors: Charles Dziuban, Colm Howlin, Constance Johnson and Patsy Moskal
https://goo.gl/3xttHm

Algebra Nursing Psychology

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