Self-Mapped Learning Pathways: Researching Tools That Enable Individualized Heutagogical Competency-Based Learning

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#OLCInnovate #SelfMappedPathways
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Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website
Dual Layer / Customizable Modality
Course Design

- Two layers/modalities: instructivist and connectivist
- Each modality is equally valid
- Learners choose which modality at any point
- They can move fluidly between both of them
Theoretical Flow of Learners Through a Customizable Modality Course

CUSTOMIZABLE MODALITY PATHWAYS

Connectivist:
Connect with Content / Others
Connectivist activities that are heavily learner-centered.

Group / Individual Work:
Group / Individual Work: Connectivist activities that are heavily learner-centered.

Learner determines need for instructivist modules
Neutral Zone: Learners determine which path to take

Learner determines need for connectivist interactions

Learner determines need for connectivist interactions

Instructivist:

Instructivist modules that are heavily instructor-centered. Designed for direct reified knowledge transfer

Competency Completion

Modules:
Course Design

* Courses in Blackboard and ProSolo
  * One section only taught in Blackboard
  * Other has self-mapped pathways in both
* Overlapping checkpoints across both course types
* Self-mapped pathways course:
  * Goal setting, pathway selection, activities, reflection
  * Activity banks with options to test out of competencies
    * Flexibility: solo/group, formative/summative, creativity, time
Data Collection and Analysis

* Surveys of learners: opinions, self-regulated learning surveys, and rankings of instructivism vs. connectivism.
* Also collection of snapshot comparisons (assignment, final grade, completion, etc.)
* The pathway analysis of learners is more difficult. Clickstream data is problematic.
* Looking at using a Process Mining PM² method to identify events, analyze observed behaviors, and then compare to models.
Past data indicated satisfaction with pathways in MOOCs.

Current preliminary data indicates that up to \( \frac{2}{3} \) of learners taking the survey utilized ProSolo between 2-6 hours a week, while also watching 75-100% of the videos in Blackboard.

Learners that took the surveys so far are pretty split on whether or not they liked ProSolo and if they felt it helped them learn.

Qualitative research will dig into why this is so.
Thank You! Questions?

bit.ly/learningpathways

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