IITG Project Outcomes Form - Report Outcomes

Name of person reporting outcomes
Diane Gal

Email
diane.gal@esc.edu

IITG Project Title
2016-ESC-Gal-The Programmatic Learning Environment Prototype

Have you applied for, or received additional funds? (choose all that apply):

• Have applied for additional IITG funds to extend this project

Access Keywords: Enrollment, Diversity, Capacity, Affordability
While the design of the prototype digital environment is yet to be tested, the input of users in its design should indicate the potential to attract a wider range of interested learners. Also, there are opportunities to bring in alumni and external professionals to share experiences with the students, which should support a variety of external partnerships.

Completion Keywords: Completion, Persistence, Transfer, Retention
Since the design of this prototype involved three phases of student/user input, we anticipate positive responses from the student cohort who will engage in this digital environment this coming year. Part of the data collectio will be on student progress, achievement, and satisfaction.

Success Keywords: Applied Learning, Student Supports, Financial Literacy, Career Success
The learning environment prototype includes opportunities for students to collaborate on projects that reflect applied learning and research. These projects can be rated by both professors and peers for success in terms of meeting learning goals, and successful collaboration.

Inquiry Keywords: Scholarship, Discovery, Innovation, Mentoring
This project will continue into the next academic year, during which we will collect data on student and faculty interactions in the digital learning environment prototype. We have two accepted proposals to present on ongoing research at the Association for Association for Advancement of Computing in Education (October 2017), and the Online Learning Consortium Accelerate (November 2017). Two additional proposals for spring conferences are under review.

Engagement Keywords: START-UP New York, Commercialization, Workforce Development, Alumni/Philanthropic Support, Community Service.
Inviting alumni or external professionals to present and share work in this space would help students understand how they might apply their learning in the field after graduation. Faculty are also motivated to match external partners with students for practicums that might enhance their project learning.

It is difficult to put a dollar value on the time volunteered by faculty and professionals at ESC who served as consultants to this project. In particular, the technical support consultation and liasion roles taken on by our PEs in Information Technology Services was extremely valuable.

1st Choice:
Connected Learning Models

Connected Learning Models

• Virtual Learning Communities

2nd Choice:

Instructional Design

Instructional Design

- Online Education

3rd Choice:
No further selection

What recommendations would you make to scale-up or share your project more broadly (within an educational sector, or perhaps SUNY-wide)?
We will spend the coming year testing and studying student interaction using this prototype, and plan to expand first to other mid-size graduate programs within our institution. Based on the results of our research using the prototype, we would solicit interested SUNY schools to adopt the prototype for similarly sized programs, and contribute to the research on its effectiveness.

If you would like to create a community of practice within the SUNY Learning Commons, please describe "members of your community" who would be most interested in your outcomes. Please be specific (e.g., math faculty, instructional designers, student services, registrars, administrators, accreditation or assessment specialists).
Yes. The potential members of the community could be faculty, program coordinators/chairs, and instructiona designers who are tasked to support the design and maintenance of learning environments. Student services PEs should be involved, and could help in monitoring student satisfaction over the whole program experience - from admission to graduation.

Do you intend to create an ongoing "Community of Practice" within the SUNY Learning Commons to continue work and dialog regarding this project?
Yes

Overall, how successful was IITG in meeting your project goals? (You may elaborate on your response in the final question if not addressed elsewhere.)
Very successful

Do you wish your current abstract to be used?
No

If you wish to re-word the abstract to reflect updates or outcomes, you may do so in this text box (please keep it brief – less than 150 words - you can expand on this in your files and links)
Inspired by our own students' needs, and Educause's vision for a Next Generation Learning Environment, our team at ESC has been rethinking online learning spaces. Currently available LMSs use courses as the primary units of delivery and reinforce credit accrual for degree completion. Yet a degree program is so much more than the accumulation of credit: it involves social exchanges, integrated learning across courses, and interactive activities.
We have been working on a prototype for a programmatic, rather than a course based, digital learning environment that supports online students as they progress through their entire program of study. It is designed to enrich the learning experience by enhancing interactive exchanges and program cohesion. To meet these goals, we used an iterative user-centered design process to guide our design decisions. During 2017-18, we will test the prototype with a cohort of graduate students, and document user experience.

File One Upload and Brief Description
CIT Presentation 2017

File One

- CIT-presentation-Gal-iitg-project-2017.pdf

Any additional comments or resources you wish to share?
Association of Advancements in Computing in Education: Presentation/conference proceedings 2017 (forthcoming October)

Online Learning Consortium Accelerate: Presentation 2017 (forthcoming November)

Project website (forthcoming December)

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