

Cortney McLeod

Jen Sands

After piloting an adaptive learning platform integration for ENGL 1101, we hypothesize that the following strategies better promote student success in terms of self-awareness, motivation, structure, engagement, and concept transfer: condensing interactive, multimodal content via the Learning Management Systems (LMS) platform for the purpose of mastery; encouraging student reflection through informal journal writing, metacognitive prompts, and revision; promoting learner agency via an adaptive quiz structure; and setting clear expectations through individualized rubrics and transparent instructions.

AL

(Desire to Learn, referred to herein as D2L). Undaunted, we set out to sidestep the technical barriers and utilize the questions that we developed specifically for the platform as formative assessment quizzes in a D2L-only version of the course as well—ostensibly for better comparison, but ultimately to assuage the feeling that, otherwise, all of our work would be for naught. After the adaptive courseware summer pilot, and attending the G2C meeting in October of 2019 and an ENGL 1101 presentation there, as well as speaking with multiple vendors, coordinators, and professors at different companies and institutions, we took additional steps to reduce the amount of content covered in the now “D2L-only adaptive” version of the course, choosing to focus on the mastery of fundamentals instead of finishing a Researched Argumentative Essay. We also added some reflective, informal writing at the beginning of the course, to reduce student anxiety, and after each major assignment, to help them absorb their

formative assessment quizzes followed readings, preceded heavier assessments, and could be taken as many times as the student chose, with the average of all of their attempts recorded in the gradebook. Additionally, we revised final assessment instructions for transparency using the "TILT" format, created individualized holistic and analytical rubrics that directly reflected the TILTed assessments' grading criteria, and separated parts of the course into smaller sections so that individual learning components were explicitly discussed, practiced, and evaluated. Much of this work was planned and accomplished during several all-day meetings between SME and ID in the Spring 2019.

TILT

Results of the summer pilot of the adaptive platform version of the course were more disastrous than we had feared. While touted as easily accessible, personalized, and data-rich, the adaptive platform's interface was not intuitive. Students also seemed confused by having to navigate multiple platforms.

