

CMS.594/894- EDUCATION

TECHNOLOGY STUDIO



SPRING 2019



FINAL DEMONSTRATION OF YOUR
DATA-DRIVEN WORK

CLASS OUTLINE

- Part 1
 - Presentations of learning analytics mini-projects
- Part 2
 - Continue presentations
 - Real-world learning analytics examples
 - Preparing for next unit on Practice Spaces

LEARNING
ANALYTICS
MINI-PROJECT
PRESENTATIONS

PRESENTATION FORMAT

- Format of 10 minutes presentation + 5 of questions (we will be strict with the timing)
 - Will show a sign after 5 and 9 minutes
- Peer feedback will weight on participation grade (min of 2 participations per student) e.g:
 - Doubts: *I did not understand completely how you applied that analysis and why*
 - Feedback for improvements: *Applying the same colors for each variable across charts would improve readability*
 - Issues: *I think the method that you applied was actually not correct because...*

BREAK - PLEASE RETURN IN
10 MINUTES

LEARNING
ANALYTICS IN
PRACTICE

SOME REAL WORLD EXAMPLES OF LEARNING ANALYTICS

- [Khan Academy](#): Great learning analytics dashboard (registration is required)!
- [Presentation Trainer](#): Improving your presentation skills with immediate feedback
- [WOW ROOM 360](#): Support for virtual classroom environments
- [Emotions & Classroom](#): Using emotions to improve learning
- [Dreambox](#): True adaptive learning
- [USC ICT's Virtual Humans lab](#): Detecting human emotions for self-reflection and training
- [Data and Dance](#): Teaching how to dance
- [Analytics and Admissions](#): Using historical data to make decisions on admissions

PREPARING FOR THE
NEXT CLASS-
UNIT 2, PRACTICE
SPACES

NEXT CLASS: UNIT 2, PRACTICE SPACES

Practices spaces are **learning experiences** inspired by games and simulations that allow teachers to practice key teaching decisions

WHY TEACHER PRACTICE SPACES?

- Research on **deliberate practice** (Ericsson, Krampe, & Tesch-Römer, 1993; Ericsson, 2002) which found that repetition and feedback are critical to improving performance
- **New teachers have few opportunities to practice.** Most teacher preparation programs do not give students opportunities to apply skills until they are already in the classroom.
- **Drills vs Scrimmages.** Classrooms are complex places -- difficult to practice specific skills when you are new to a skill and there's a lot going on (Grossman et al., 2009).

READINGS FOR NEXT WEEK

- **Keep in Mind:** What do the authors have to say about:
 - the benefits of practice
 - what simulations and approximations reveal about teachers' practice
 - the instructional supports needed to support deliberate practice
 - implications for equity in teaching

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