Skills for Navigating a **Tech-Based Learning Ecosystem**

WGU Western Governors University

SmarterMeasure™

Host | Dr. Mac Adkins

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SmarterServices™

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Western Governors University

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WESTERN GOVERNORS UNIVERSITY

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Assessment Services

SmarterMeasure
First to market and industry leader in non-cognitive assessment and taken by over 6 million students

SmarterProctoring
First and only complete proctoring management system that accommodates all proctoring modalities

Lead Researcher for 2021 EdTech Survey

Dr. Nicole Barbaro
@NicoleBarbaro

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EdTech Self-Efficacy

Student's confidence in their abilities to learn and adapt to EdTech in the classroom

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College Innovation Network
at WGU Labs

10   Higher education institutions

250k   Total college students served

8   EdTech research projects in the Network during 2021

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THE CIN STUDENT SAMPLE BY THE NUMBERS:

26
The average age of students in the sample

33
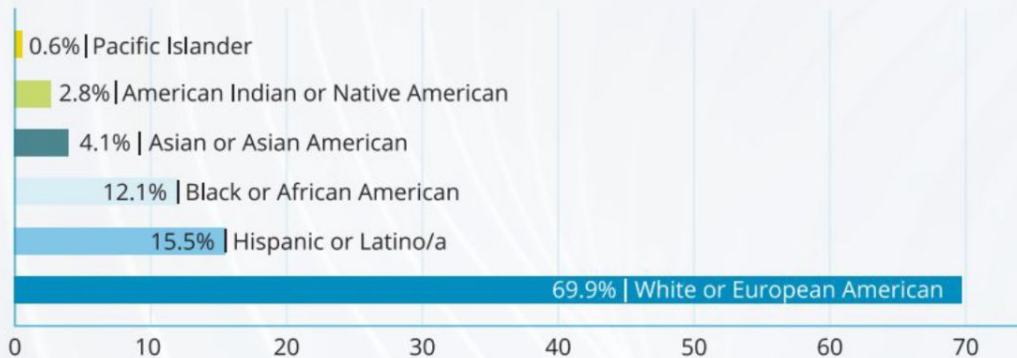The average self-reported income percentile of students

56
The percent of students who are first-generation college students

76
The percent of students who identified as female

92
The percent of students who experienced the 2020–21 academic year mostly or fully online

0.6% | Pacific Islander

2.8% | American Indian or Native American

4.1% | Asian or Asian American

12.1% | Black or African American

15.5% | Hispanic or Latino/a

69.9% | White or European American

0   10   20   30   40   50   60   70

Note. Percentages add to more than 100% because students could select more than one race/ethnicity.

ONLINE
46%

TRANSITION TO REMOTE
56%

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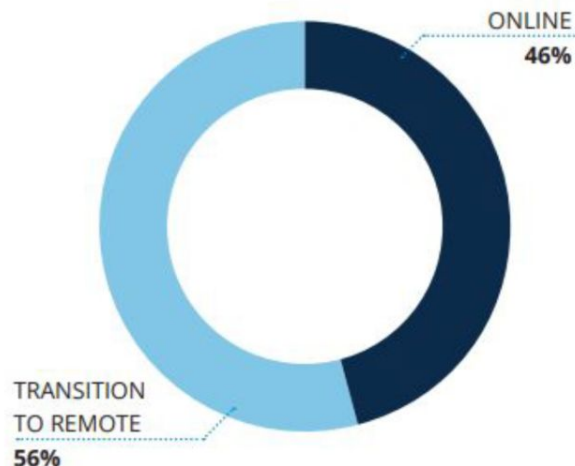
20

The percent of students who reported struggling to learn how to use new EdTech in their courses

-

Data from 2021 CIN EdTech Student Survey

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33

The percent of students who reported
that keeping up with all the new EdTech
in courses is difficult

Data from 2021 CIN EdTech Student Survey

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In what ways can this impact students' learning experiences?

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Students who report that they ==struggled to learn how to use EdTech== in their courses were also...

. . . ==less likely== to report that **EdTech enhanced their learning experience** during the academic year.

. . . ==less likely== to report that they are **learning the course material effectively** in an online learning environment.

. . . ==more likely== to report that they **feel less connected to their peers** in an online learning environment.

. . . ==more likely== to report that they **would consider not enrolling** for 2021–22 if their courses were to be fully online.

Data from 2021 CIN EdTech Student Survey

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Overall. . .

56 Percent of students agreeing that EdTech enhanced their learning experience

52 Percent of students agreeing that they are learning effectively online

53 Percent of students agreeing that they feel academically prepared for next year

Data from 2021 CIN EdTech Student Survey

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but ... **Students at institutions who specialize in online instruction report better learning experiences with EdTech.**

Data from 2021 CIN EdTech Student Survey
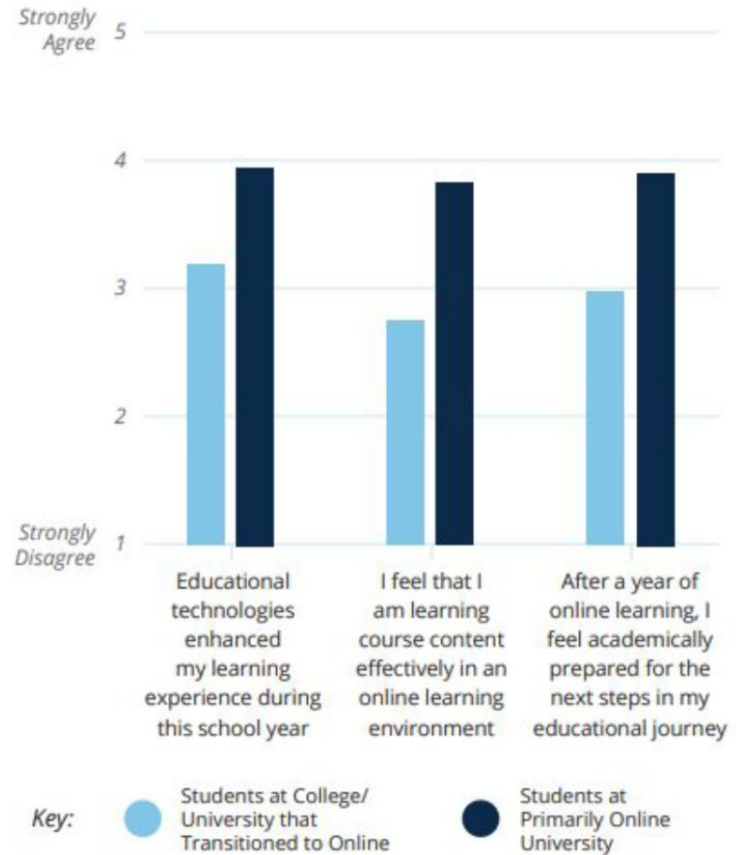
Why might we be observing these differences across institution types?

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1. Students who are more comfortable with EdTech may self-select into online programs

2. Online-based institutions may be better equipped to provide a more streamlined learning experience

3. Faculty at online institutions may have higher EdTech self-efficacy

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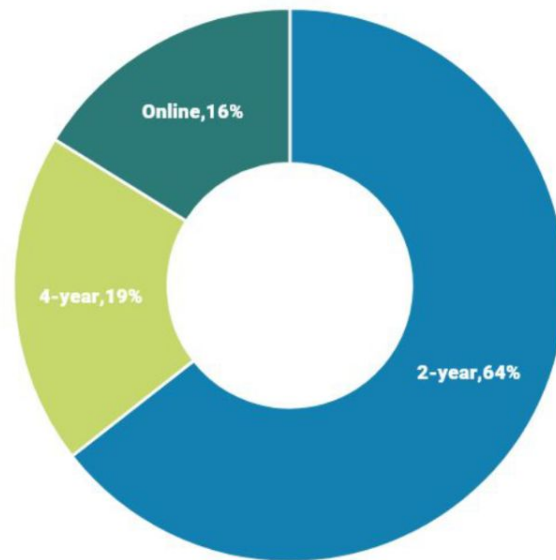# In Fall 2021 we surveyed CIN faculty about EdTech. . .

402
Faculty respondents

8
Teaching institutions

60
Percent part-time faculty

66
Percent identifying as female

Online, 16%
4-year, 19%
2-year, 64%

Data from 2022 CIN EdTech Faculty Survey

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Faculty EdTech Self-Efficacy

"I struggle to integrate EdTech into my courses"

14%
Online
College

18%
2-Year
College

28%
4-Year
College

Data from 2022 CIN EdTech Faculty Survey

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Faculty EdTech Self-Efficacy

"I feel confident in my ability to teach in online environments"

95%
Online
College

84%
2-Year
College

77%
4-Year
College

Data from 2022 CIN EdTech Faculty Survey

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Faculty EdTech Self-Efficacy

"I am rewarded by my department or college for using EdTech in my courses."

25%
Online
College

18%
2-Year
College

12%
4-Year
College

Data from 2022 CIN EdTech Faculty Survey

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Key Take-Aways. . .

1. Equal access to EdTech =/= equal learning experiences with EdTech and online learning ☐ EdTech self-efficacy important variable.

2. Online-based institutions appeared to provide more positive online learning experiences than traditional institutions in 2020-21.

3. Faculty need support to better use EdTech in ways that enhance their teaching and students' learning experiences.

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What can we do to help close the new digital divide?

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For Faculty. . .

Understand your students' experiences with EdTech

- Survey students at the beginning of the course
- Know what access issues your students have
- Address concerns or gaps early
- Start with low-stakes tech-based assignments to build skills early

Address the dual learning of EdTech and course content

- Integrate EdTech learning into your course design
- Have variable options for students with access issues or different levels of experience
- Provide feedback early and often
- Be proactive about tech learning

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For Admin & Leaders. . .

Provide faculty support for using EdTech in enhancing & innovative ways

- Create systems of support for faculty to share new insights
- Promote a culture of teaching innovation and collaboration
- Provide both time and training for faculty to use EdTech

**Give faculty a voice in EdTech decisions and listen to what they need**

- EdTech decisions are made by admin, but faculty are using it
- Create a culture of learning from faculty about their EdTech needs
- Annual surveys of faculty to identify needs and gaps

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Connect

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Visit www.wgulabs.org/cin to learn more about the work we're doing within the **College Innovation Network**
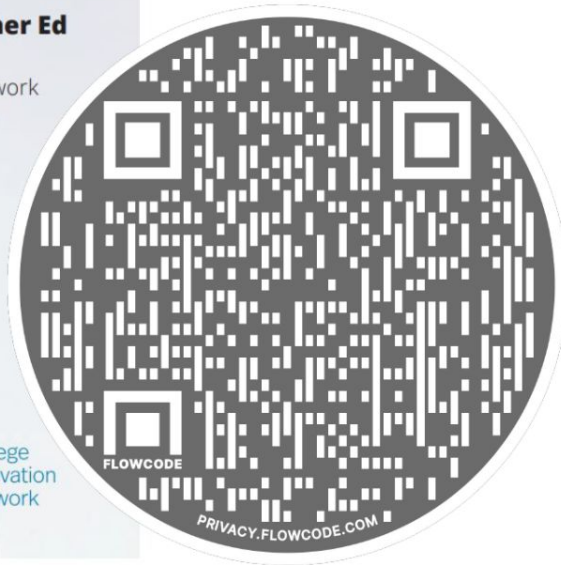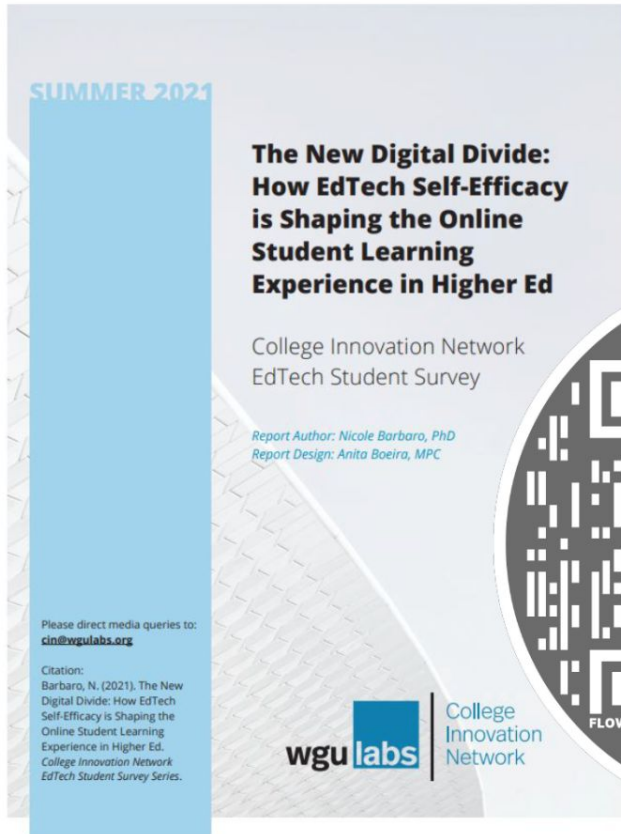
The Pandemic Changed
The Learner Readiness Question

Pre-Pandemic	Post-Pandemic
Is eLearning a good fit for me?	How can a student like me be successful learning online?

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2021 NATIONAL MEANS REPORT

SPRING 2022 - SmarterMeasure Learning Readiness Indicator

This document presents the measures of central tendency from a national dataset of learners who have recently taken the SmarterMeasure Learning Readiness Indicator. It also provides a four-year comparison to determine the impact of the pandemic on learner readiness.

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Mean Scores **Four-Year Trend Analysis**

	N	Prior Online	Reading Recall	Tech. Knowledge	Tech. Competency	Typing AWPM	Life Factors	Individual Attributes	Math Readiness	Writing Readiness
AY17/18	383,038	1.72	71.58	72.01	90.54	27.25	79.03	78.62	80.30	61.62
AY18/19	403,746	1.71	72.45	71.02	90.59	26.89	79.14	78.50	79.80	78.42
AY19/20	**506,294**	**1.31**	**70.72**	**68.55**	**88.87**	**25.95**	78.61	77.12	75.13	74.27
AY20/21	467,857	2.17	72.58	73.35	90.03	26.64	**77.28**	**76.02**	**75.10**	**70.71**

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For more information on SmarterMeasure, including **free downloadable resources**, Check out our website.

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