Scalable Advanced Learning Ecosystems

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Bring together researchers, administrators, and faculty to discuss, brainstorm, and share strategies for the creation of a cost-effective, sustainable, and scalable educational environment. The project team refers to this as a Scalable Advanced Learning Ecosystem (SALE).

- Identify the overarching issues that need to be addressed in creating a system of learning that is both highly personalized and scalable.

- Examine learning and organizational goals, affordances of new and emerging technologies, institutional strengths, and societal drivers of change that coalesce in the creation of SALE.

- Consider project scale, scope, costs, potential impact, and possible return on educational investment.
PARTICIPANTS = 55 EDUCATORS FROM AROUND THE COUNTRY

Organizations Represented:
Georgia Tech
Harvard
University of Colorado
The Smithsonian
University of Texas at Austin
University of Texas at Arlington
University of West Florida
Bill & Melinda Gates Foundation
University System of Georgia
Emory University
A.T. Still University
Virginia Tech
TU Delft
UNC Charlotte
IMS Global
Central Michigan University
Valdosta State University
UMBC
WebStudy International
Gwinnett Online Campus

Disciplines Represented:
Engineering
  Civil
  Environmental
Education
  K-12
  Higher Education
  Learning Sciences
  Professional Education
  Administration
  Research and Innovation
Economics
Psychology
IT
Natural Sciences
Computing
Modern Languages
The summit was organized around five working groups:

1. business models;
2. technical infrastructure;
3. immersive learning, such as augmented and virtual reality;
4. artificial intelligence and personalization; and
5. research, assessment, and insights.

Each of the groups was tasked with a series of questions to consider and was asked to use those questions to create visions for the future of a SALE in 1-2 years, 3-5 years, and 6-10 years.
Five themes emerged from the summit:

1) enhanced learner agency;
2) transformation of instruction, assessment, and the faculty role;
3) rethinking accreditation, financial aid, and the credit hour;
4) moving towards a complex and interconnected technical infrastructure;
5) affordability and determining return on educational investment.
Great opportunity exists for scaling education through open knowledge networks such as those at the Smithsonian Institution.

There is a need and desire to target learning not only towards acquisition of knowledge and skills, but also towards change in behavior including agency and empowerment.

There are a lot of similarities between SALEs and Next Gen Digital Learning Environments (NGDLE). Some tension may exist, because we are proposing another framework for the same issue that NGDLE attempted to solve.
1. Need to Challenge existing educational products
2. Need a Change in faculty role
3. Need a “Dewey unit” to measure “experiential learning” in and out of classroom
4. Higher Ed needs to address a deepening ROI problem
5. Need to create a Lifetime record of learning - Comprehensive Learner Record (CLR)
PRINCIPLES

• Business models and scale must inform NGDLEs. Business models and scale go hand-in-hand.

• SALEs must be built using a systemic approach (e.g. Learning Tools Interoperability (LTI)).

• Vulnerabilities in governance (e.g., policy-making, data, and faculty roles) must be addressed.

• Institutions will need to pursue their own niche