NEXT GENERATION

BY DESIGN

NGBD 2020 Symposium Series

Next Generation Education Systems

19 May 2020

NEXT GENERATION

BY DESIGN

Timo Valiharju

Chairman, Educloud Alliance

Host


DXTERA
INSTITUTE℠


BÜNDNIS FÜR BILDUNG


UOC
Universitat
Oberta
de Catalunya


EduCloud Alliance

Next Generation By Design

VISION

- Global network
- Shift the Market to enable Plug and Play - Choice-Based
- Specific problems → market relevant solutions
- Targeted collaboration
- Knowledge transfer
- Development and Deployment

2 previous editions

1st Edition. 2018
Palau Macaya

2nd Edition. 2019
Palau Macaya

3rd Edition!

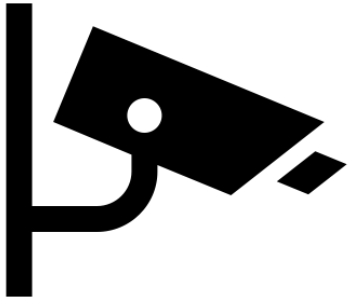
NGBD Webinar Series Schedule

Webinars	Title	Date
Webinar 1	Comparative Taxonomy Management	Tuesday, 12th May, 2020
Webinar 2	Next Generation Education Systems	Tuesday, 19th May, 2020
Webinar 3	Exploring New Frontiers	Tuesday, 26th May, 2020

Next Generation Education Systems

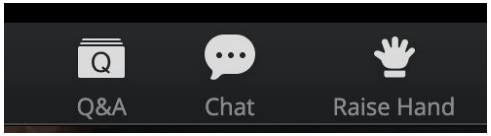
Part			
Welcome	Host: Chairman Timo Väliharju, Educloud Alliance	~ 5 minutes	
Presentations	Facilitator: Jeff Merriman Chief Technology Officer DXtera Institute, Inc.	Panelist 1. **Michael Bourque** CIO and VP, Information Technology Boston College	~ 12-15 minutes
		Panelist 2: **Janette Vesalainen** Project Specialist DigiOne project	~ 12-15 minutes
		Panelist 3: **Dr. John Whitmer** Senior Director for Data Science and Analytics ACTNext at ACT, Inc	~ 12-15 minutes
		Panelist 4: **Dr. Marc Alier** Associate Professor Universitat Politecnica de Catalunya	~ 12-15 minutes
		Panelist 5: **Christophe Speroni** Co-Founder and CPO bettermarks	~ 12-15 minutes
Discussion	Facilitator: **Jeff Merrimam**	~ 15 minutes	
Closing	Host: Timo Väliharju, Educloud Alliance	~ 5 minutes	

Remember!

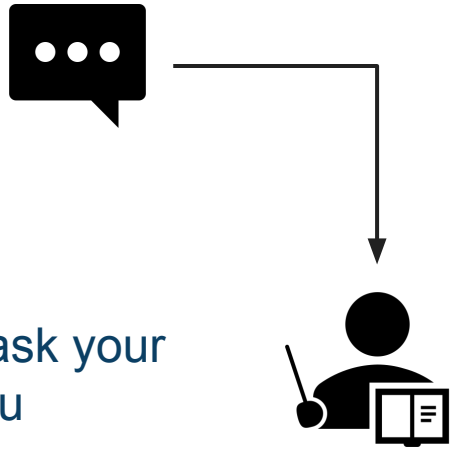


Sessions are being recorded

Questions?

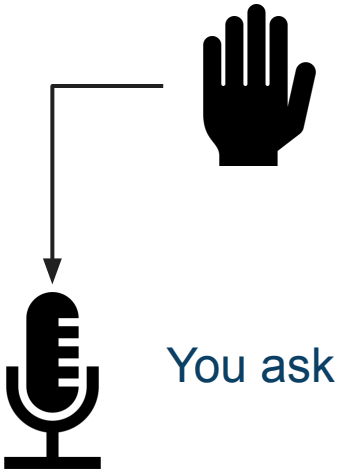


Ask in the Q&A



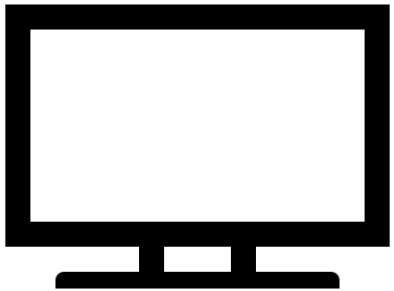
Facilitator will ask your question for you

Raise hand

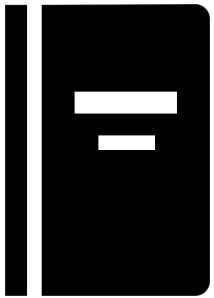


You ask your question

And after the webinars?



Recordings will be posted



Summary paper will be published

NEXT GENERATION BY DESIGN

Jeff Merriman
CTO and Co-Founder
merriman@DXtera.org

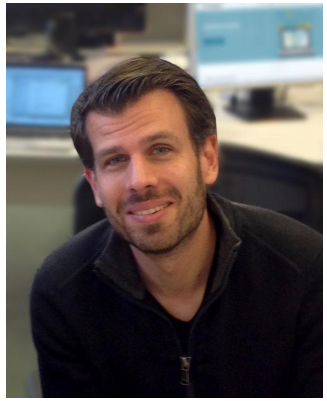
Panel of Innovators

Michael Bourque
CIO & VP Information Technology
Boston College

Janette Vesalainen
Project Specialist
DigiOne Project

Dr. John Whitmer
Sr. Director for Data Science and Analytics
ACTNext, ACT

Dr. Marc Alier
Associate Professor
Universitat Politecnica de Catalunya



Christophe Speroni
Co-Founder and Chief Product Officer
bettermarks

Michael Bourque

Chief Information Officer and
VP, Information Technology
Boston College

Boston College EagleApps System

May 19, 2020

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Boston College EagleApps System

- Background and Origins
- Goals
- Capabilities
- Model
- Building Community

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EagleApps System Background

- A long journey born out of the Kuali community
- Based on the requirements and vision of 20+ institutions
- Boston College examined market options and decided to complete the system to meet its goals
- Significant investment over past five years
- Strong partnerships with development global partners
- In use at Boston College and expanding functionality

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EagleApps System Goals

- Modular system (not monolithic ERP)
- Incremental adoption
- Functionally rich
  - Rules based configuration
  - Extensible
- Technically strong and agile
  - Service based architecture/
  - Designed for integration (APIs)

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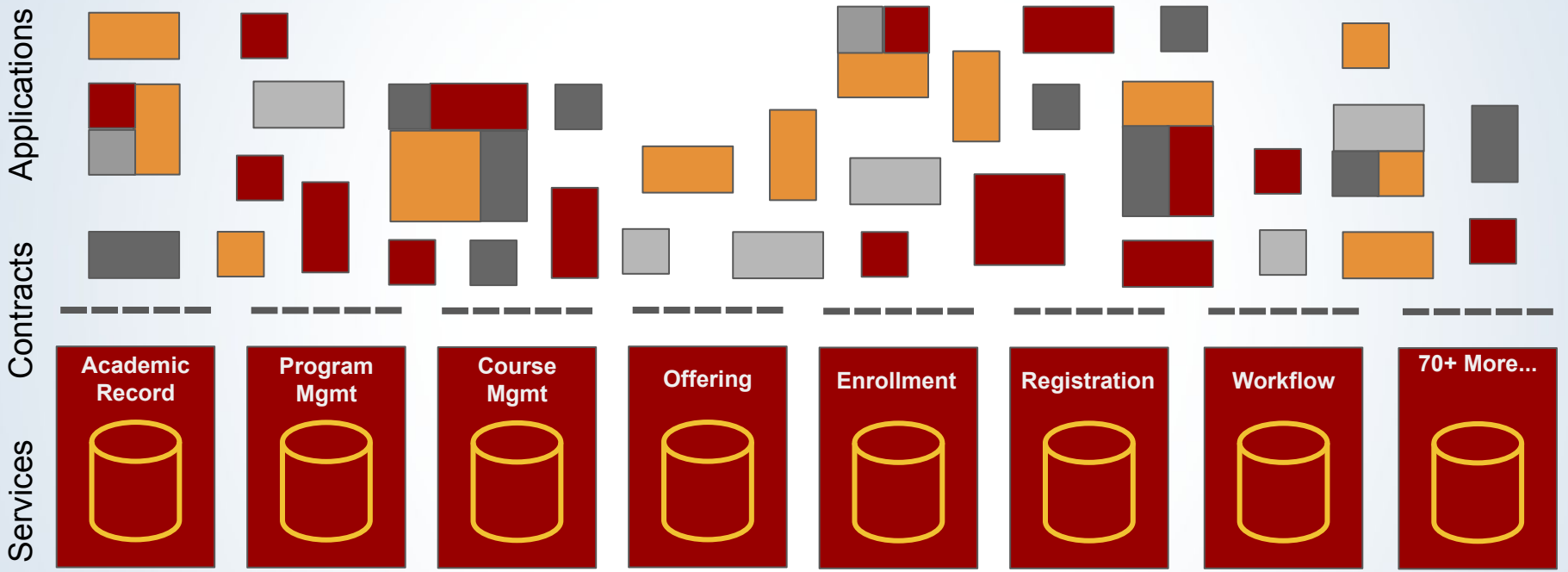
EagleApps System Model/Capabilities



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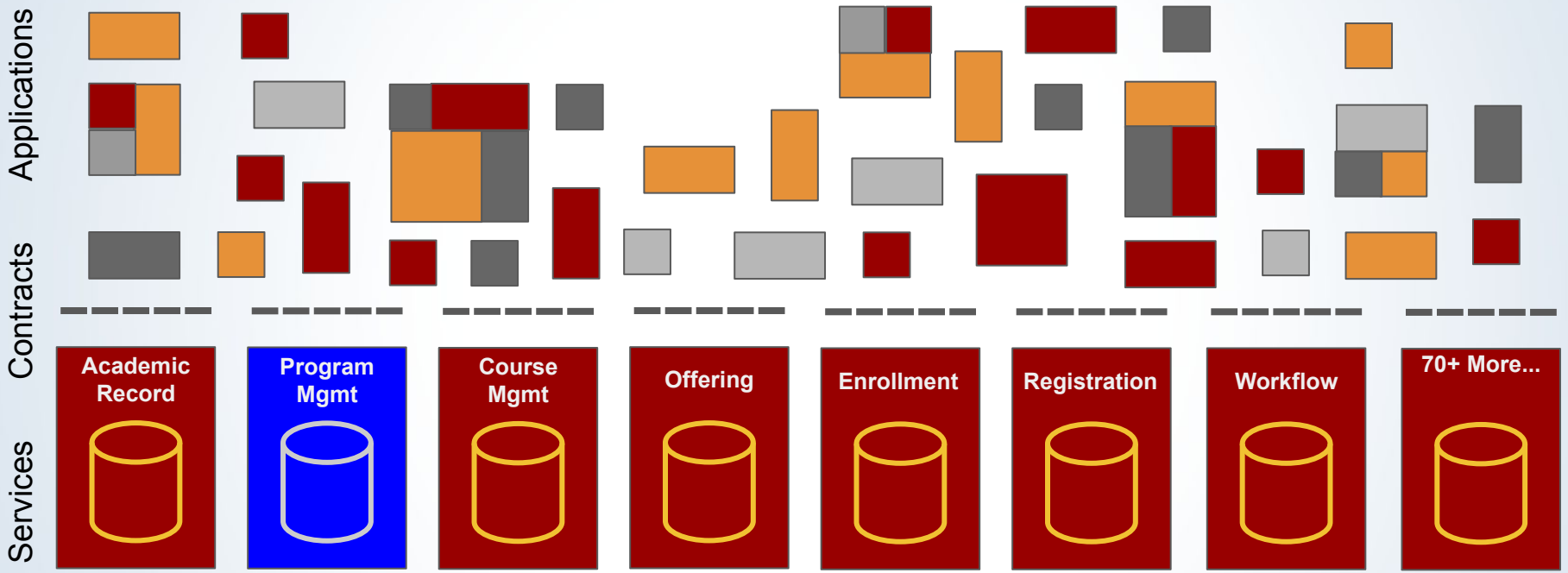
Flexible Service Implementations



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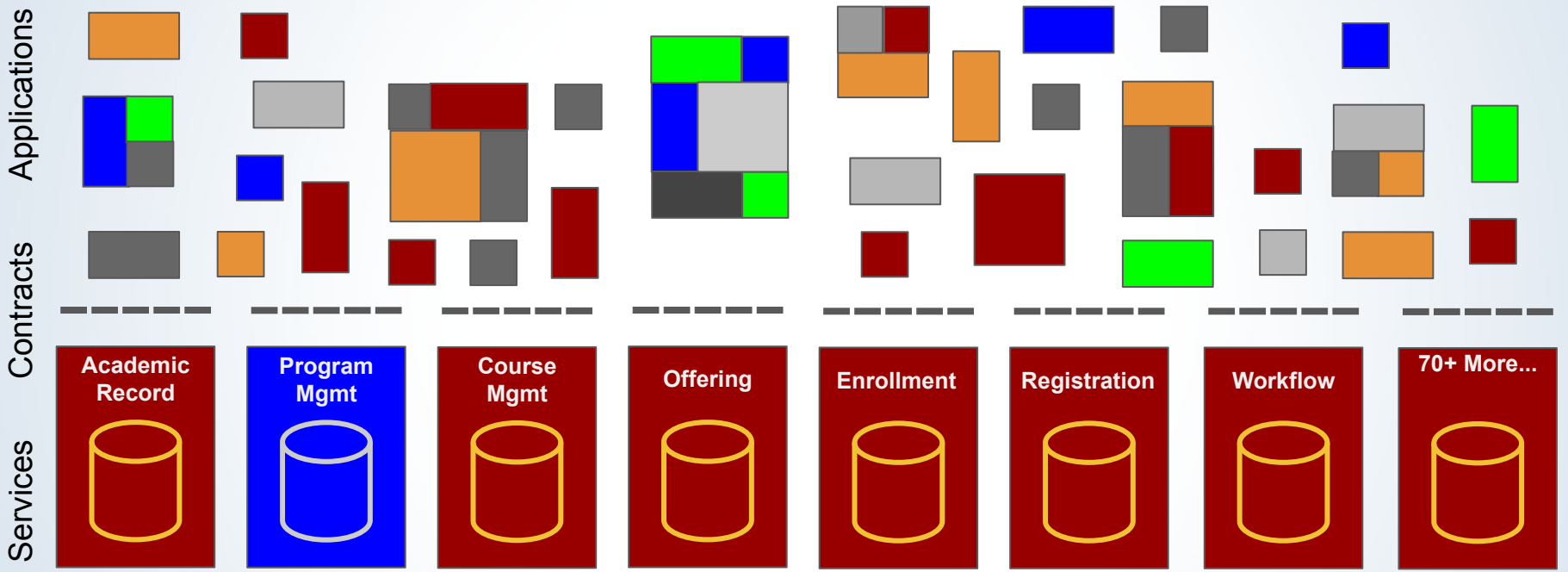
Apps Can Be Replaced and Added



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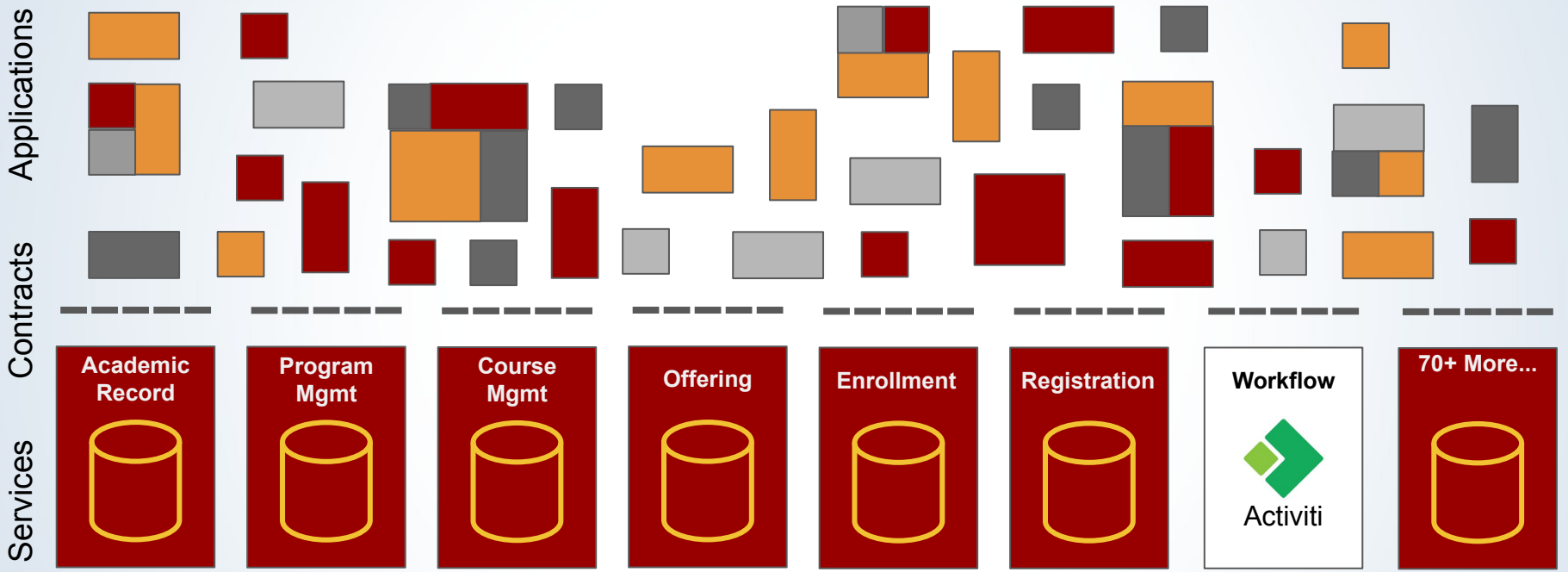
Example Provider-Side Integration



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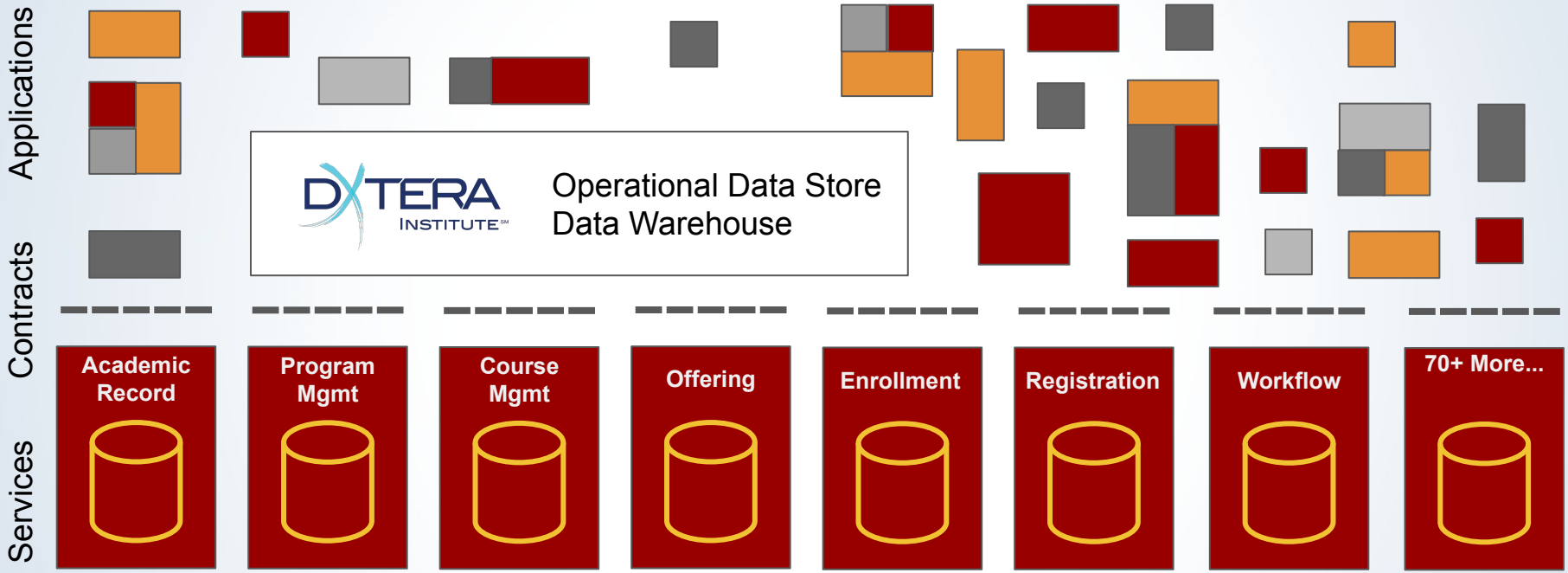
Example Consumer-Side Integration



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Looking to Engage Interested Institutions

- Institutions Can Engage in a Study to:
  - Develop organizational understanding of EagleApps
  - Understanding how to use EagleApps to implement specific processes. Development of the Future Business Processes as deltas against the EagleApps process
  - Create implementation plan based on requirements and processes
- Building a Community to:
  - Develop implementation planning processes and templates
  - Deploy and configure reference implementation
  - Create and grow EagleApps documentation library
  - Document best practices for EA deployment and use
  - Contribute to long term roadmap/support model

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Engagement in the Community

- Monthly Community meetings
- Forums, Gatherings (in-person . . .) and Seminars
- Outputs from the Implementation Studies
- Access to DXtera Solutions
- Advisory Council to provide guidance on:
  - ❑ Development Roadmap
  - ❑ Maintenance
  - ❑ Training & Support Services
  - ❑ Emerging Models for:
    - ❑ Business
    - ❑ Licensing
    - ❑ Implementation

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Boston College EagleApps System

May 19, 2020

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Janette Vesalainen

Project Specialist

DigiOne project

DigiOne – An education platform connecting users and services

Janette Vesalainen

DigiOne in a nutshell

- DigiOne program aims to create a digital platform and an ecosystem welcoming all actors within the education sector in Finland.
- Currently the preliminary plan is being made with five municipalities, but the aim is to expand nationwide.
- Platform will cover services from early childhood education to upper secondary education.
- At the moment a funding of 11 million euros.
- Estimated time frame for the program is 2019–2023, but development of the platform will continue after that.

DiGiOne
Oppimisen uusi ekosysteemi

Goals

- To support the pedagogical and management change.
- To create more equal opportunities for learning and well-being.
- To create user-friendly services by oneself and also with content/service providers.
- To benefit owners by cutting overlapping work.
- To make sure that the ownership will stay in non-commercial hands.

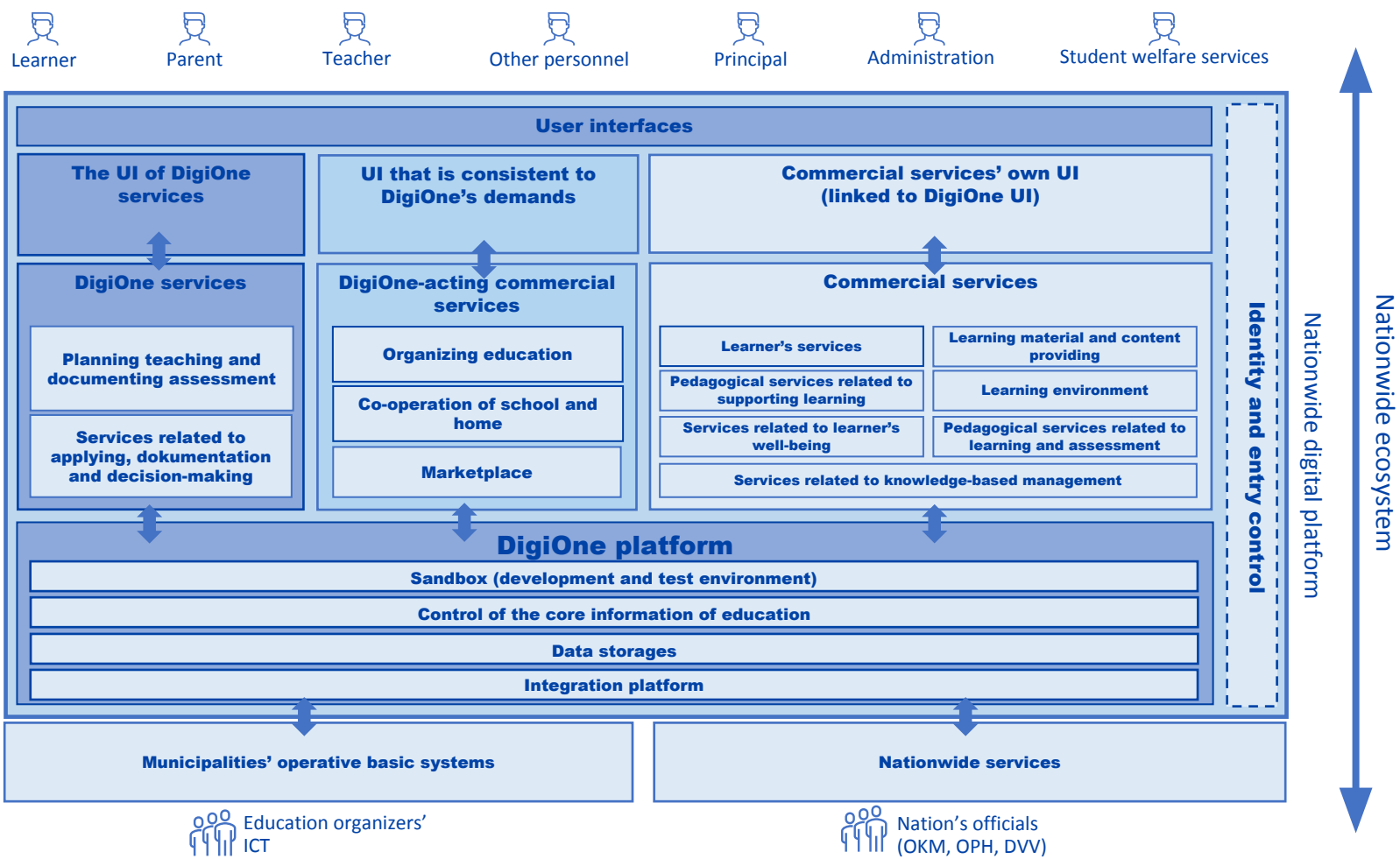
Current situation

1

The current systems related to organizing education are scattered and challenging for teachers and learners to use. The systems and services used by administration are in the need of updating.

2

The systems do not support some of the things required in the new national core curriculums the best possible way. There is improvement needed to be made at least related to continuous assessment, individual support and knowledge-based management.


Learner
Parent
Teacher
Other personnel
Principal
Administration
Student welfare services
User interfaces
The UI of DigiOne services
UI that is consistent to DigiOne's demands
Commercial services' own UI (linked to DigiOne UI)
Identity and entry control
DigiOne services
Planning teaching and documenting assessment
Services related to applying, dokumentation and decision-making
DigiOne-acting commercial services
Organizing education
Co-operation of school and home
Marketplace
Commercial services
Learner's services
Learning material and content providing
Pedagogical services related to supporting learning
Learning environment
Services related to learner's well-being
Pedagogical services related to learning and assessment
Services related to knowledge-based management
DigiOne platform
Sandbox (development and test environment)
Control of the core information of education
Data storages
Integration platform
Municipalities' operative basic systems
Nationwide services
Education organizers' ICT
Nation's officials (OKM, OPH, DVV)
Nationwide digital platform
Nationwide ecosystem

Empowering Education Ecosystem Connecting Users and Services!

Users

Students, parents, teachers, administration

Content providers

Materials and games for studying (non-profit and profit)

Cities and education organizations

Cities joining to platform

DigiOne Value Proposition

Advantages from the ecosystem to all parties

Service providers

Companies, enterprises, public services (Digital service providers)

Research and assessment organizations

Commercial and non-profit research institutes

Digital platform owner

Non-profit organizations e.g. other municipalities may join

DiGiOne
Oppimisen uusi ekosysteemi

DIGIONE
Oppimisen uusi ekosysteemi

Thank you!

Vantaa.fi/digione/en

Twitter: @DigiOneFi

Dr. John Whitmer
Senior Director for Data Science and Analytics
ACTNext, ACT, Inc.

Predicting Social Emotional Skills & Course Grade using Learning Analytics

John Whitmer, Ed.D., Sweet San Pedro, Ph.D., Ruitao Liu, Ph.D. Kate E. Walton, Ph.D.,
John Fritz, Ph.D., Joann L. Moore, Ph.D., and Alejandro Andrade Lotero, Ph.D.

DXtera Next Generation by Design Symposium: Next Gen Ed Systems
May 2020

ACTNEXT BY ACT

UMBC AN HONORS UNIVERSITY IN MARYLAND

Blackboard Data

RESEARCH FOR MISSION-DRIVEN INNOVATION

Learning Analytics

...the measurement, collection, analysis and reporting of data about **learners and their contexts**, for purposes of **understanding and optimizing learning and the environments** in which it occurs.

~Learning and Knowledge Analytics Conference, 2011

At its core, learning analytics (LA) is the collection and analysis of usage data associated with student learning. The purpose of LA is to observe and understand learning behaviors ***in order to enable appropriate interventions.***

~Educause Learning Initiative (ELI), 2011

ACT Tessera®

Next Generation Social and Emotional Learning Assessment System

Social and Emotional (SE) skills **strongly predict academic achievement, career success and lifelong well-being**.

Many studies find that these attributes contribute as much or more than academic skills in helping students succeed.

MULTIDIMENSIONAL, COMPREHENSIVE, AND RESEARCH-DRIVEN

Tessera is based on the research-validated and widely adopted Big Five personality factors. The broad, multidimensional Big Five framework encompasses attributes related to successful performance across different ages, contexts, and cultures.

Skill	Description
Grit	Grit reflects the extent to which a student's actions demonstrate persistence, goal striving, reliability, dependability, and attention to detail at school.
Teamwork	Teamwork reflects the extent to which a student's actions demonstrate collaboration, empathy, helpfulness, trust, and trustworthiness.
Resilience	Resilience reflects the extent to which a student's actions demonstrate stress management, emotional regulation, a positive response to setbacks, and poise.
Curiosity	Curiosity reflects the extent to which a student's actions demonstrate creativity, inquisitiveness, flexibility, open-mindedness, and embracing diversity.
Leadership	Leadership reflects the extent to which a student's actions demonstrate assertiveness, influence, optimism, and enthusiasm.

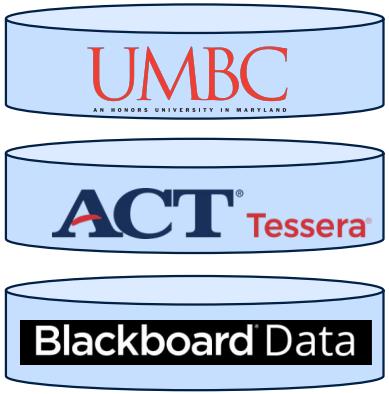
Need for a New Assessment of Socio-Emotional (SE) Skills

- Blackboard LMS Data and learning analytics methods can predict course grade and risk of failing a course, but do not tell us **WHY** students achieve these predictions(or what they can do about it).
- SE skill assessments also predict course outcomes, but **don't reveal how these skills are related to day-to-day student activity**.
- What if we could **observe** students' SE skills through their interactions in educational technologies in authentic learning contexts?

Research Questions

- **RQ1: Can we observe student social and emotional skills (SE skills) from behaviors recorded in online learning environments?**
- **RQ2: How accurate are SE skill predictions compared to student course grade predictions using these behaviors?**
- RQ3: How does sequential data mining affect predictive model accuracy and interpretability compared to individual LMS features?
- RQ4: Is there evidence of bias in our predictive models based on student demographic background or educational experience

Data Sources



Student information system (e.g. race/ethnicity, family college history, ACT/SAT scores, college GPA & history)

Scores on Tessera

LMS clickstream data

Research Method Summary

LMS Feature Extraction

1. Manually map clickstream data [Action + Title] to categories [110 -> 21]
2. Calculate counts, SD, duration for each item [21 -> 63]
3. Factor loading using Varimax orthogonal rotation [63 -> 16]
4. Sequential data mining (‘learning tactics’) using Markov transition matrices [64 -> 5]

Statistics Analysis

1. Correlational analysis (Spearman Rho) between [#2 - #4] and SE skills & student grade
2. Predictive models using gradient boosted machines between [#2 - #4] and SE skills & student grade. Create baseline model with SiS only and consolidated models
3. Subpopulation analysis of predictive models [remove criteria of interest, split into groups] use T-test and visual inspection of bias distributions

UMBC

Research Context

- University of Maryland Baltimore County is public research & teaching university (13,602 FTES Fall 2019)
- Recruited four large-enrollment STEM courses with history of pedagogical innovations by instructors
- Extensive use of LMS for assignments, reading quizzes, test preparation, learning objectives, discussion forum
- Challenging courses with substantial number of students not passing
- Predictive models created with accuracy as of week 4

Course Enrollment & Study Participation

Variable	Chemistry	Psychology	Physics	Math
Enrollment	489	314	319	207
LMS Entries	700k	450k (2 sections)	375k (2 sections)	99k (2 sections)
Tessera Participation	83%	55%	70%	50%
Female	50%	40%	61%	36%
Race / Ethnicity				
Asian	29%	27%	37%	32%
Black/African American	17%	22%	19%	25%
Hispanic/Latino	9%	8%	6%	5%
White	39%	34%	33%	29%
Two or More	6%	6%	3%	5%
Not specified	1%	2%	2%	3%
First Generation College Student (Y)	24%	25%	27%	31%
Transfer Student (Y)	11%	15%	32%	43%

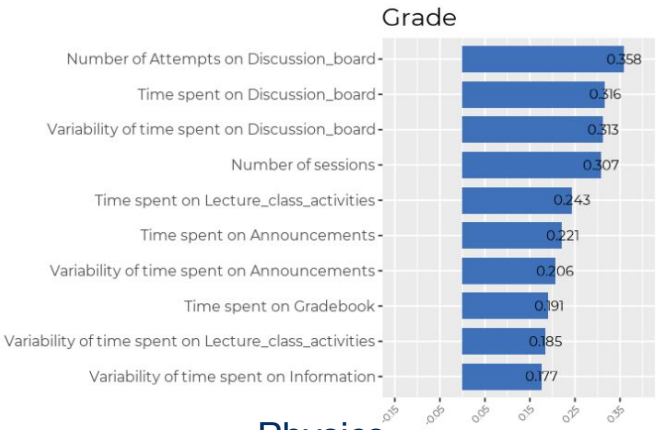
Results RQ1

Correlational Analyses

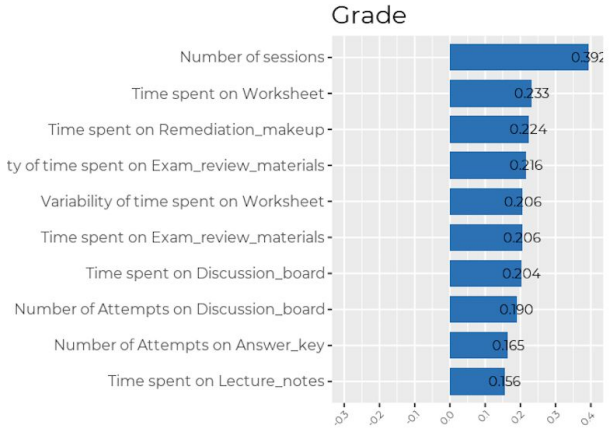
Correlational Analyses

(Grade by course, *p<0.05)*

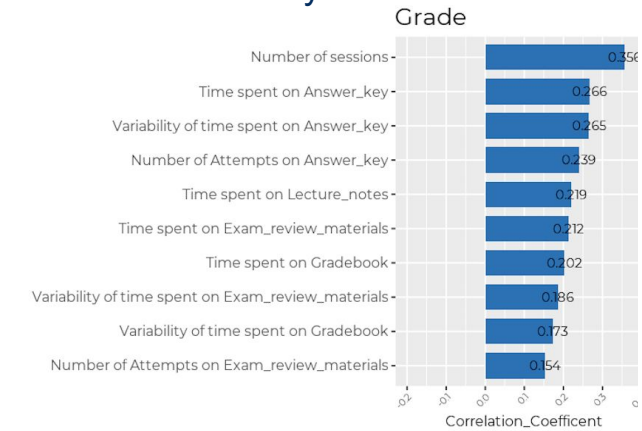
Chem



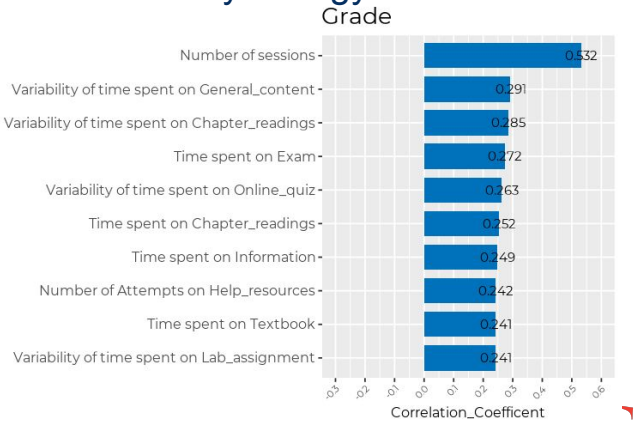
Math



Physics



Psychology



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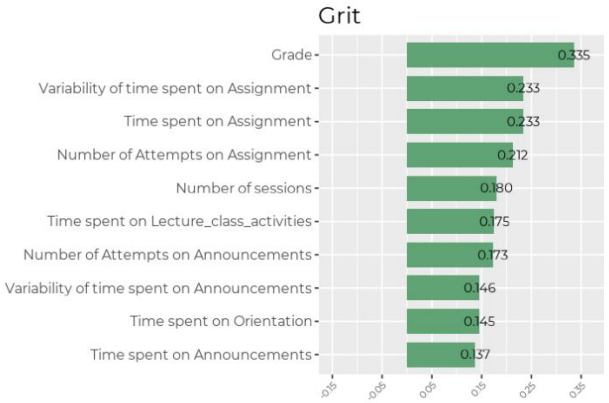
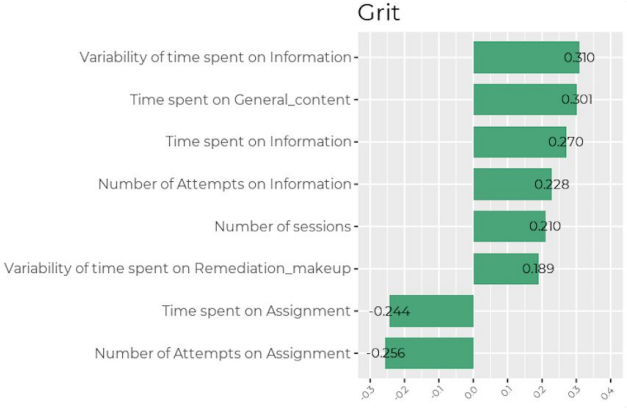
Correlational Analyses

(Grit by Course, *p<0.05)*

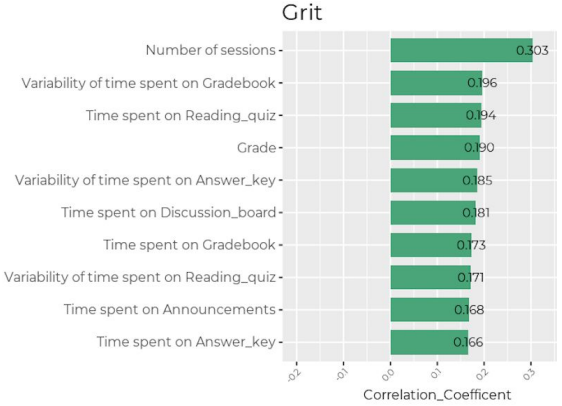
Chem



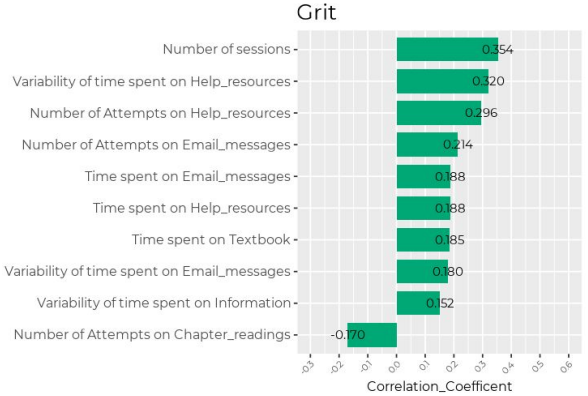
Math



Physics



Psychology



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Results RQ2

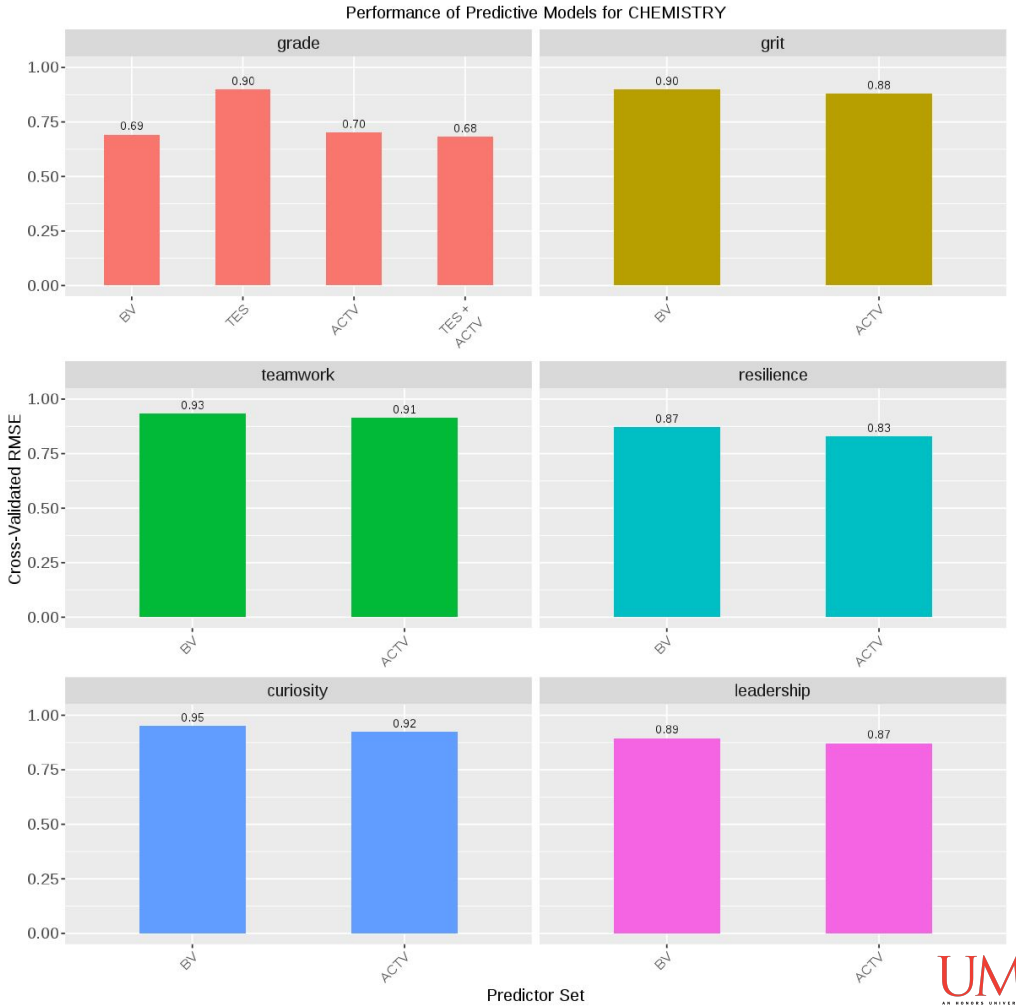
Predictive Models

Types of Predictors

1. Background Variables (BV)
   Gender, Ethnicity, First Generation Indicator, Transferred Student Indicator.
   Number of Credits Attempted, Number of Credits Completed, ***Current College GPA***
2. All five SE Skill scores (TES)
3. LMS Activity Features (ACTV)
4. Learning Tactic Sequence Features (SEQ)

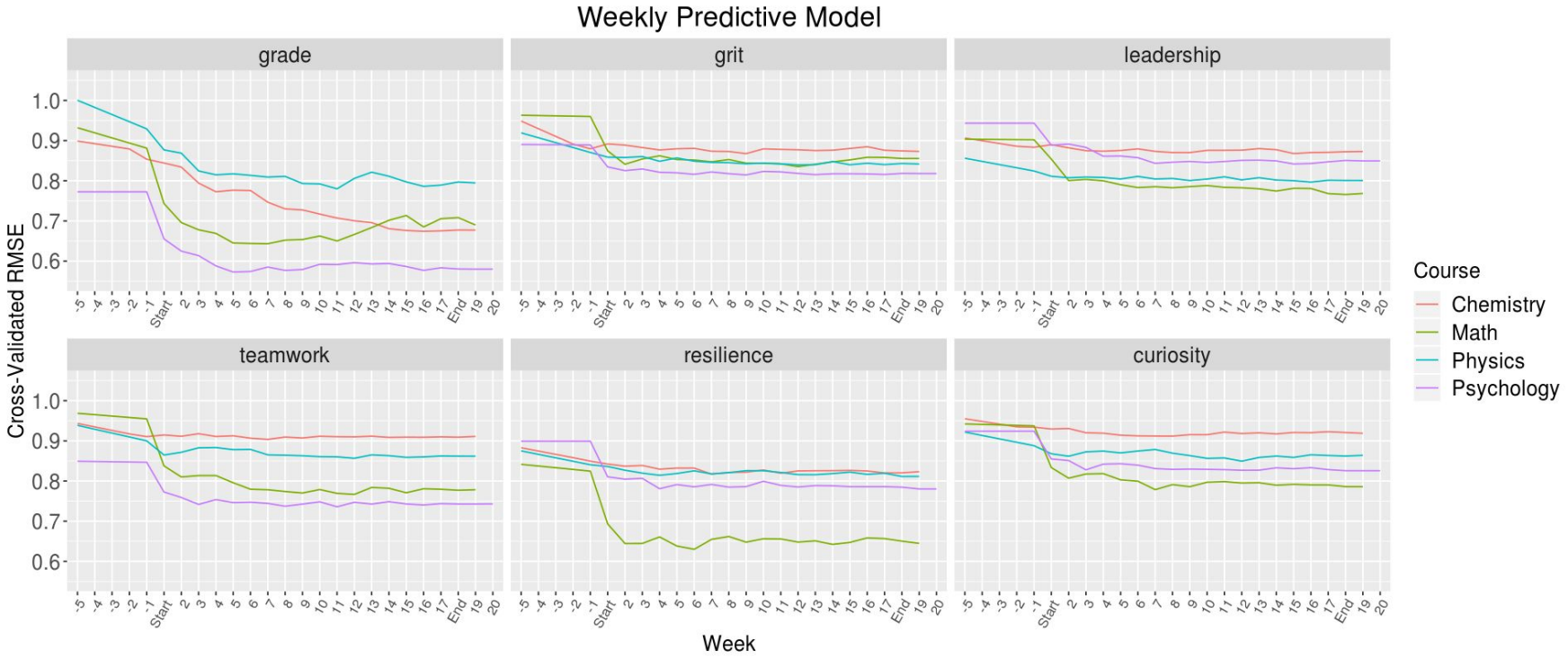
Gradient boosted machines used; linear regression tested and found to be lower accuracy (for every week, for every course), especially at early weeks of the term.

Predictive Model Error by Predictor Set for all SE Skills (Chem)



Note: Accuracy between grade & grit should not be compared.
grade scale (0-4) and grit (-3 to 3) means that grit accuracy is better with higher RMSE score

Predictive Model Error by Week by Course



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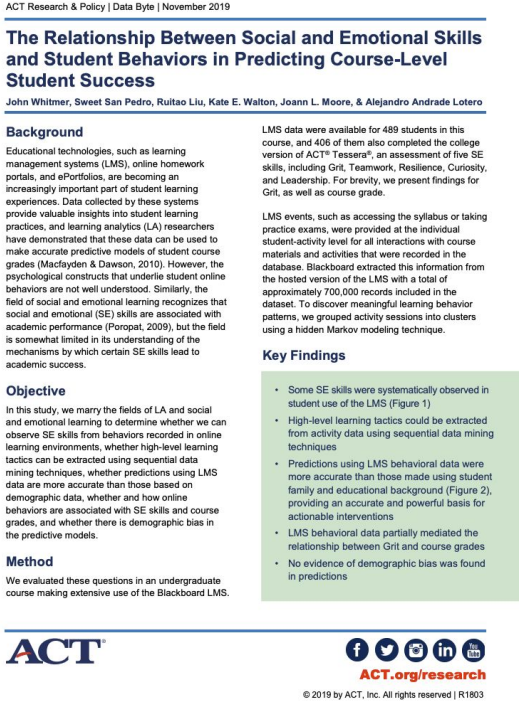
Biggest Surprises

1. Consistency of findings despite high variability in LMS usage (both breadth and depth)
2. Face validity (& variability) of correlations between LMS activity and SE skills
3. Lower performance & shallow depth of sequential data mining patterns
4. Difficulty of data mapping to join LMS data with course-relevant activity
5. Value of faculty feedback to interpret data & findings (not really a surprise)

Image source: Wikimedia commons

Published Reports available (1 of 4 Courses)



ACT Research & Policy | Data Byte | November 2019

The Relationship Between Social and Emotional Skills and Student Behaviors in Predicting Course-Level Student Success

John Whitmer, Sweet San Pedro, Ruitao Liu, Kate E. Walton, Joann L. Moore, & Alejandro Andrade Lotero

Background

Educational technologies, such as learning management systems (LMS), online homework portals, and ePortfolios, are becoming an increasingly important part of student learning experiences. Data collected by these systems provide valuable insights into student learning practices, and learning analytics (LA) researchers have demonstrated that these data can be used to make accurate predictive models of student course grades (Macfayden & Dawson, 2010). However, the psychological constructs that underlie student online behaviors are not well understood. Similarly, the field of social and emotional learning recognizes that social and emotional (SE) skills are associated with academic performance (Poropat, 2009), but the field is somewhat limited in its understanding of the mechanisms by which certain SE skills lead to academic success.

Objective

In this study, we marry the fields of LA and social and emotional learning to determine whether we can observe SE skills from behaviors recorded in online learning environments, whether high-level learning tactics can be extracted using sequential data mining techniques, whether predictions using LMS data are more accurate than those based on demographic data, whether and how online behaviors are associated with SE skills and course grades, and whether there is demographic bias in the predictive models.

Method

We evaluated these questions in an undergraduate course making extensive use of the Blackboard LMS. LMS data were available for 489 students in this course, and 406 of them also completed the college version of ACT® Tessera®, an assessment of five SE skills, including Grit, Teamwork, Resilience, Curiosity, and Leadership. For brevity, we present findings for Grit, as well as course grade.

LMS events, such as accessing the syllabus or taking practice exams, were provided at the individual student-activity level for all interactions with course materials and activities that were recorded in the database. Blackboard extracted this information from the hosted version of the LMS with a total of approximately 700,000 records included in the dataset. To discover meaningful learning behavior patterns, we grouped activity sessions into clusters using a hidden Markov modeling technique.

Key Findings

- Some SE skills were systematically observed in student use of the LMS (Figure 1)
- High-level learning tactics could be extracted from activity data using sequential data mining techniques
- Predictions using LMS behavioral data were more accurate than those made using student family and educational background (Figure 2), providing an accurate and powerful basis for actionable interventions
- LMS behavioral data partially mediated the relationship between Grit and course grades
- No evidence of demographic bias was found in predictions

ACT

ACT.org/research

https://tinyurl.com/clicksConstructs

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Thank you!

John Whitmer

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@johncwhitmer

Acknowledgements: Sweet San Pedro, Ph.D, Ruitao Liu, Ph.D. Kate E. Walton, Ph.D., Joann L. Moore, Ph.D., and Alejandro Andrade Lotero, Ph.D.

Dr. Marc Alier
Associate Professor
Universitat Politecnica de Catalunya

moodlemoot GLOBAL 2019

Modding Moodle to improve confidentiality, privacy support.

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Privacy and Confidentiality

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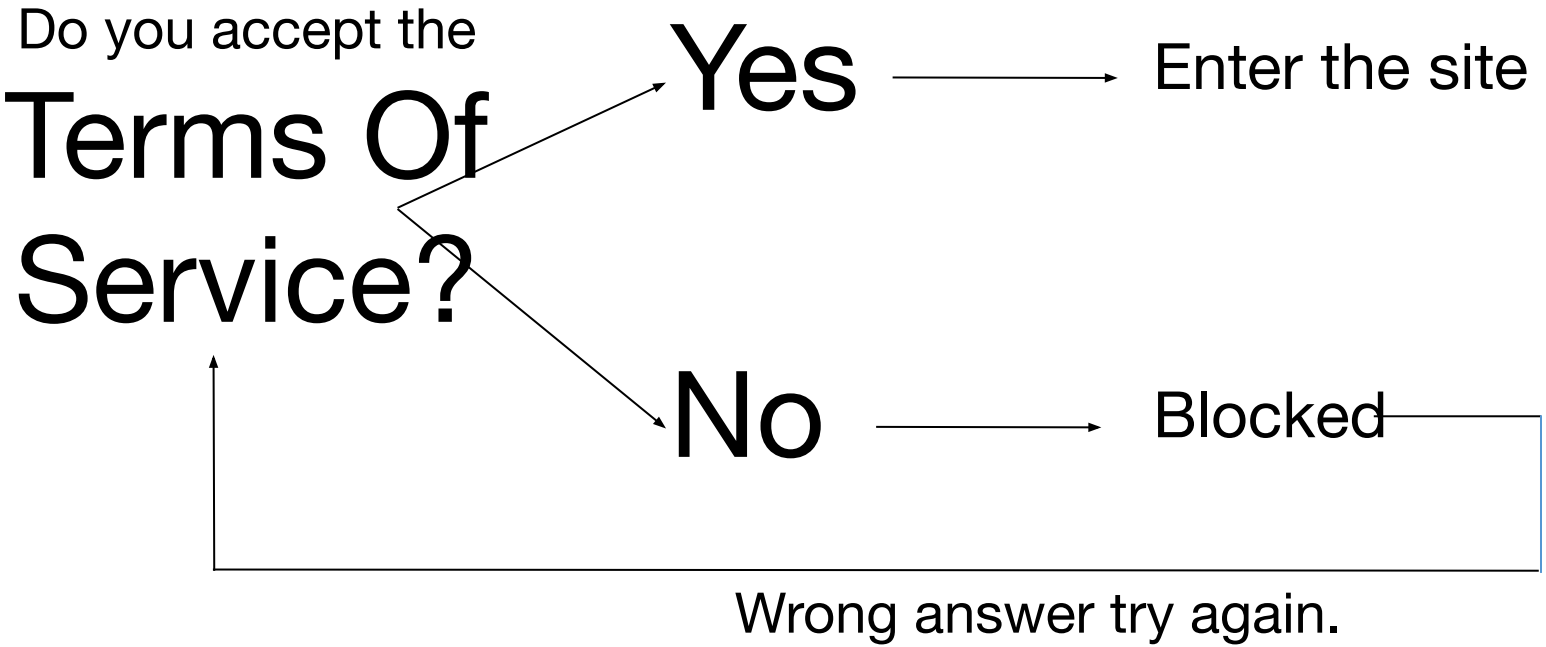
GDPR Support in Moodle now

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Objection to Terms Of Service is a Right

→ Victims of bullying
family violence
gender violence
extreme paranoia

→ Law enforcement, Secret agents

→ Super heroes, Super Villains and other beings...


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Objection to Terms Of Service is a Right

EXCEPTIONS

- Victims of
  - bullying
  - family violence
  - gender violence
  - extreme paranoia
- Law enforcement, Secret agents
- Super heroes, Super Villains and other beings...

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We are re-designing our campuses to accommodate exceptions. Why not Moodle?

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Moodle uses Personal Information mainly in 2 Ways

Administrative purposes
-> Necessary to provide the service

Collaborative aspects of Moodle, expose personal data to other students.
-> Not necessary but embedded in the design of Moodle.

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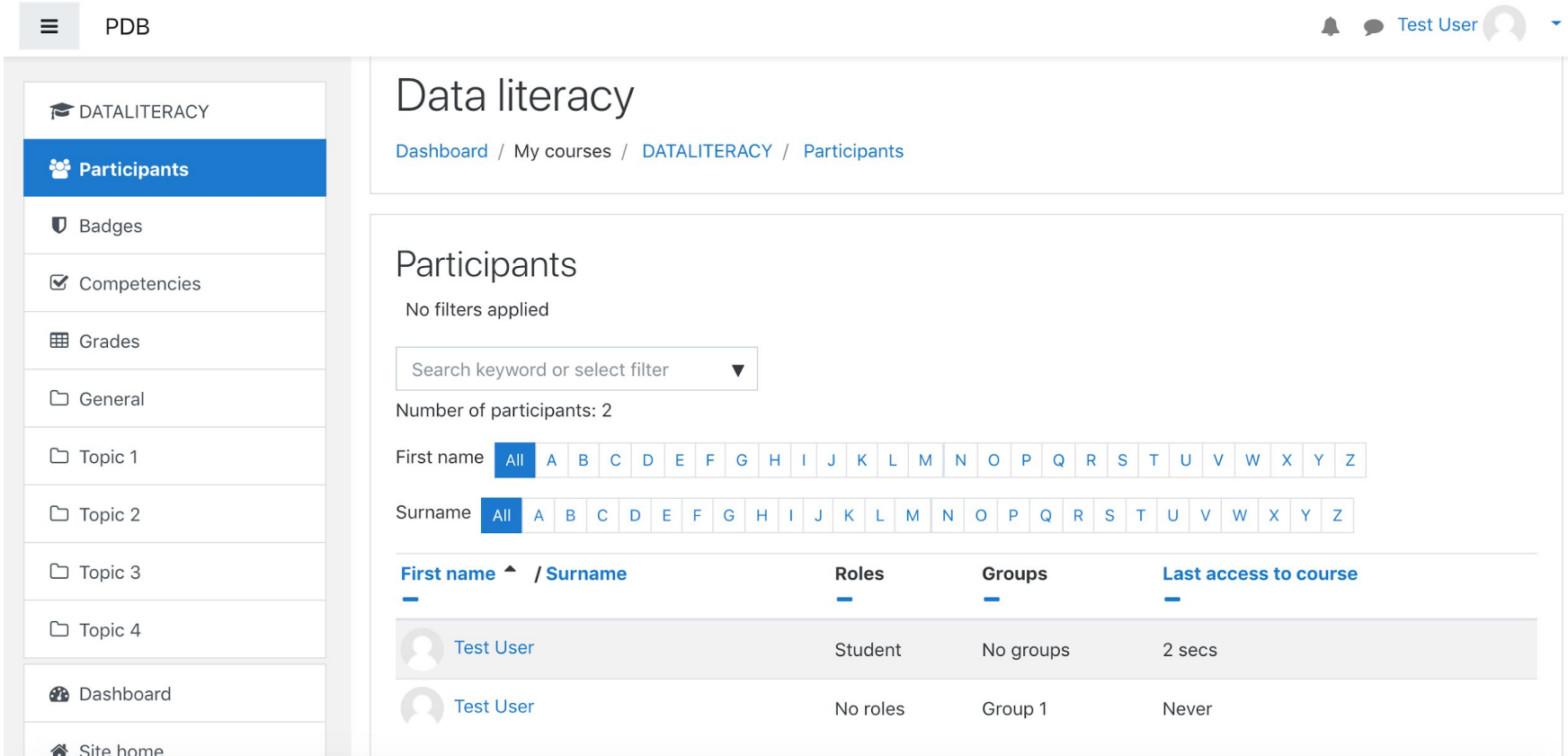
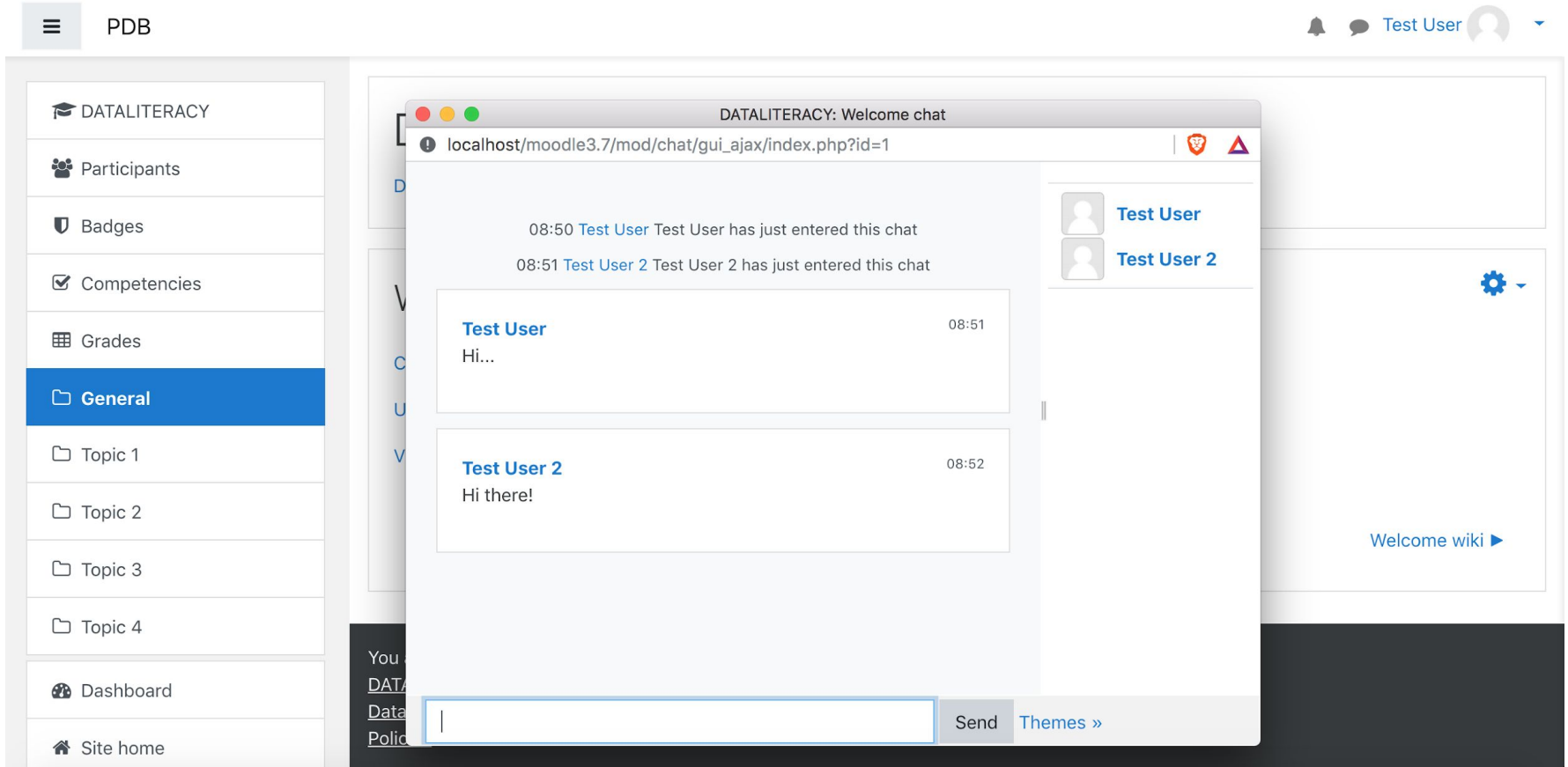
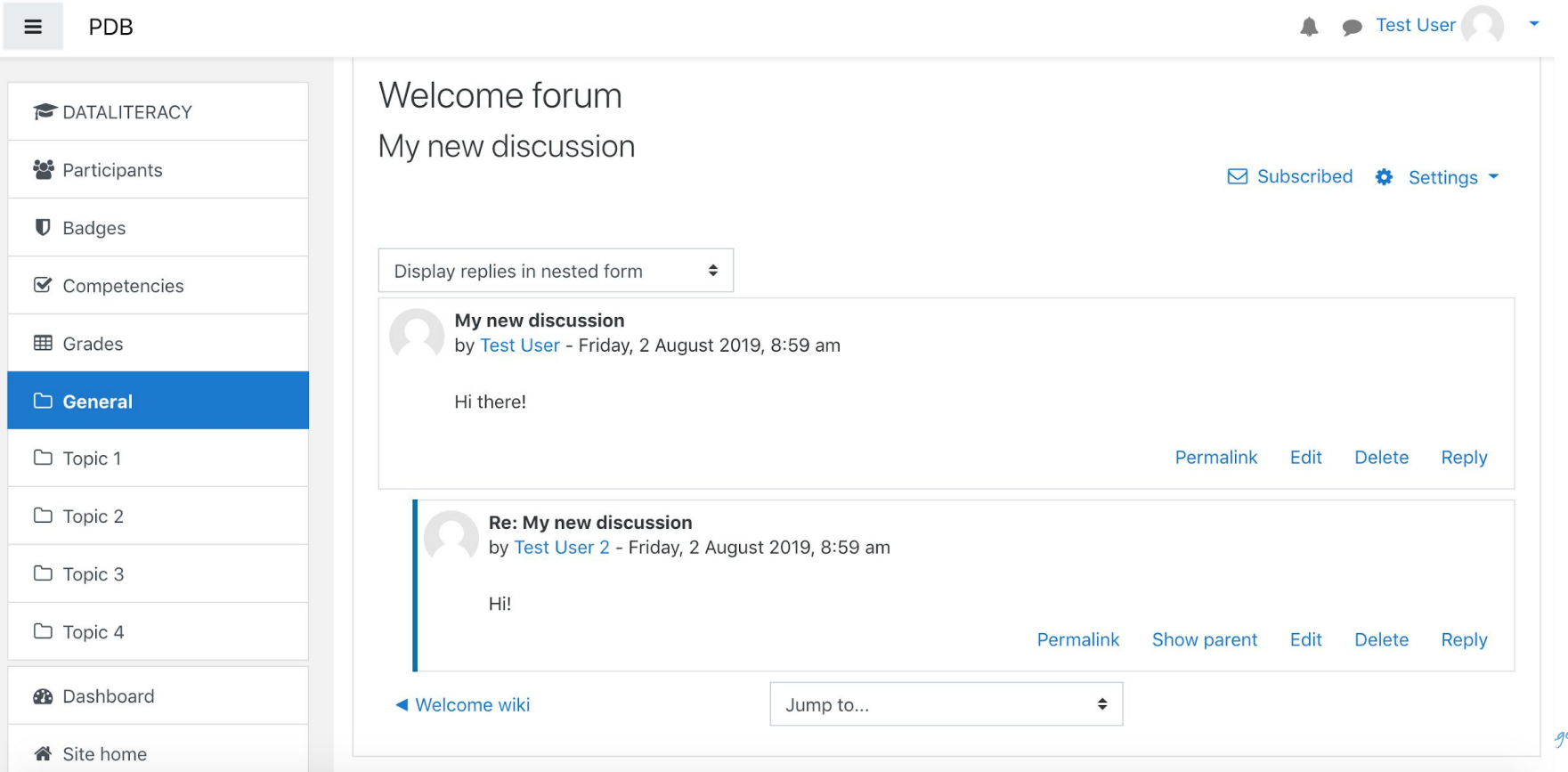
Course Participants



Chat

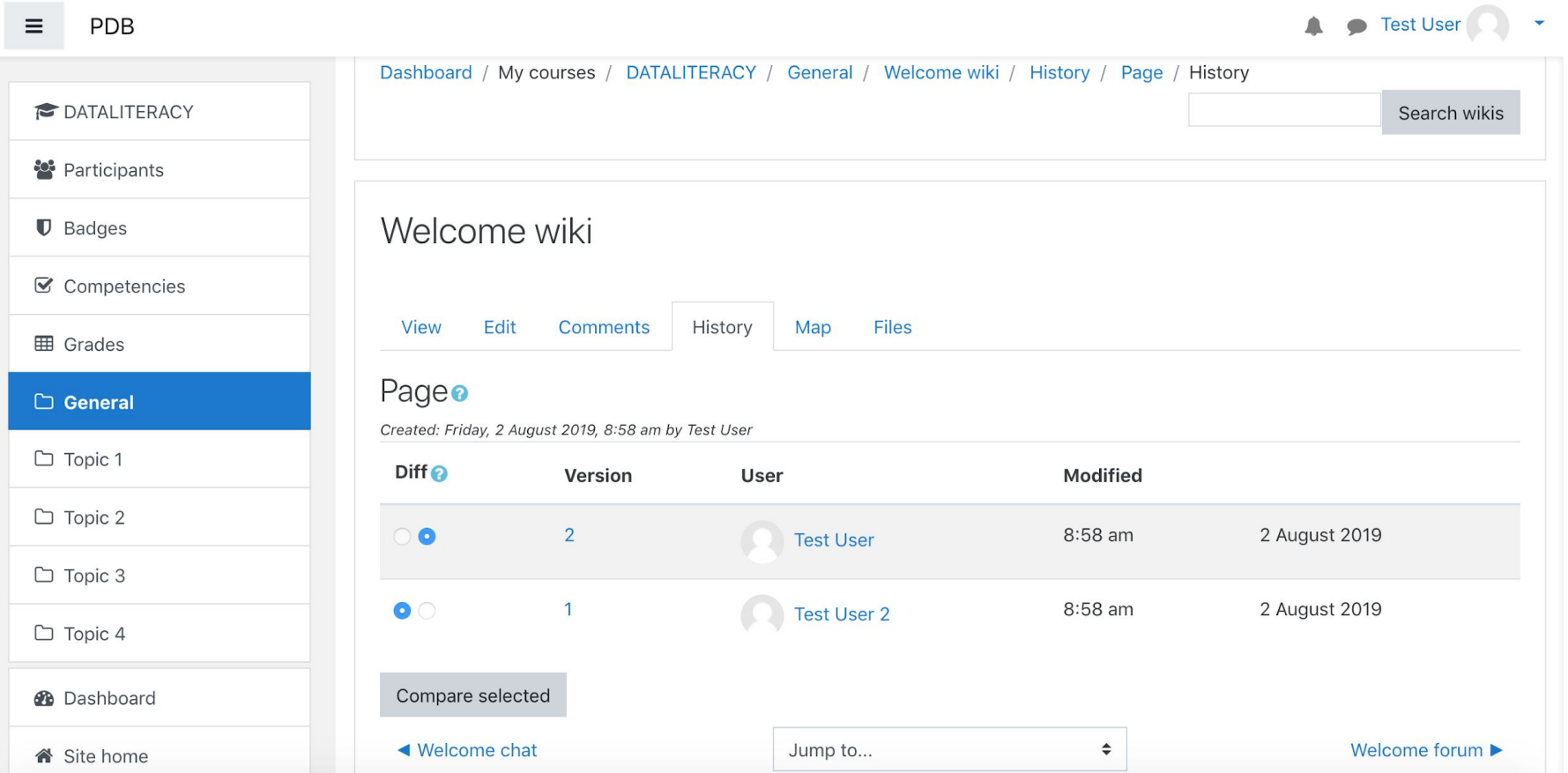

PDB
Test User
DATALITERACY
Participants
Badges
Competencies
Grades
General
Topic 1
Topic 2
Topic 3
Topic 4
Dashboard
Site home
DATALITERACY: Welcome chat
localhost/moodle3.7/mod/chat/gui_ajax/index.php?id=1
08:50 Test User Test User has just entered this chat
08:51 Test User 2 Test User 2 has just entered this chat
Test User
08:51
Hi...
Test User 2
08:52
Hi there!
Test User
Test User 2
Send
Themes »
Welcome wiki ►

Forum

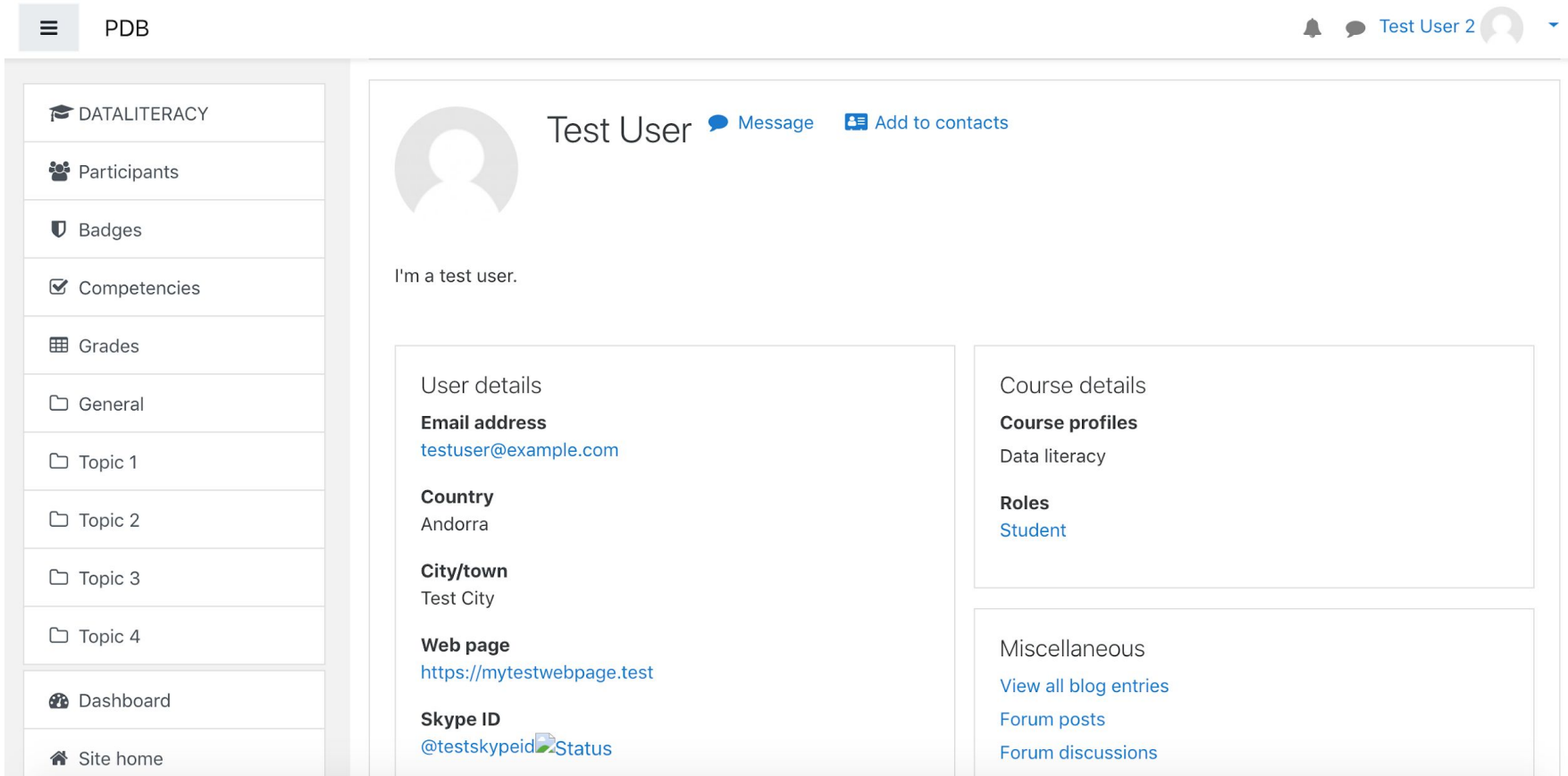

PDB
Test User
DATALITERACY
Participants
Badges
Competencies
Grades
General
Topic 1
Topic 2
Topic 3
Topic 4
Dashboard
Site home
Welcome forum
My new discussion
Subscribed
Settings
Display replies in nested form
My new discussion
by Test User - Friday, 2 August 2019, 8:59 am
Hi there!
Permalink
Edit
Delete
Reply
Re: My new discussion
by Test User 2 - Friday, 2 August 2019, 8:59 am
Hi!
Permalink
Show parent
Edit
Delete
Reply
◄ Welcome wiki
Jump to...

Modding Moodle to improve confidentiality, privacy support.

Wiki history



The user profile as viewed by a peer student



User enrollment and visibility

An enrolled user with roles assigned can see data about all the participants enrolled to the course.

Even those participants have not accepted the terms of service (yet).

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How to deal with exceptions?

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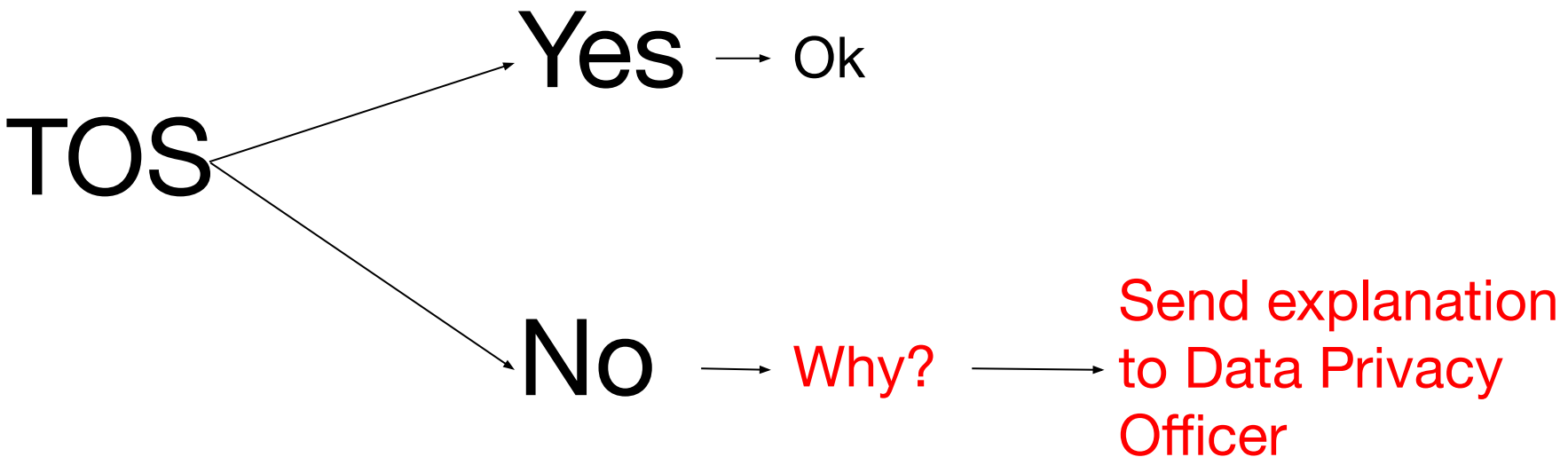
How to deal with exceptions

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John Smith

Contact the privacy officer

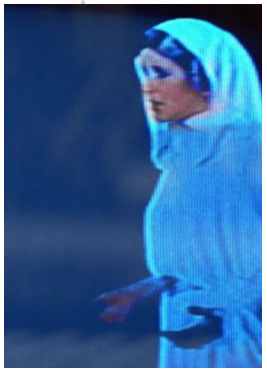
Reply to Leia Organa , Senator

Message

Help me Obiwan Kenobi you are my only hope

Sincerelly

Princess Leia



Send Cancel

Solution proposal: "protected user" plugin

> A **Protected User** is a Moodle user that has special status with regards to data privacy. **It is not enrolled in any course.**

> An **Alias** is a Moodle user with fake personal information.

> The DPO manages the creation and enrollment of Aliases.

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Data Privacy Officer

Moodle

Dashboard / Site administration / Users / Privacy and policies / Data requests

Data requests

Type	User	Date requested	Status	Message	
Message	John Smith	Tuesday, 17 September 2019, 11:30 am	Pending	Cyberbulling	Actions

Moodle

Data Privacy Officer

- Dashboard
- Site home
- Calendar
- Private files
- Site administration

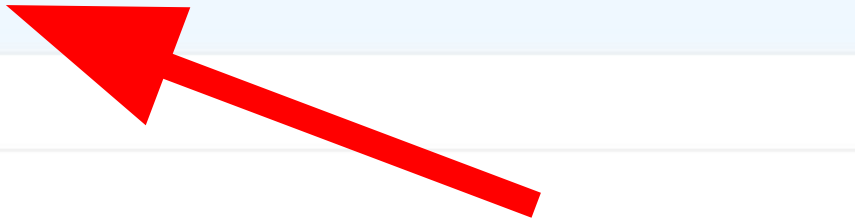
Moodle Site

Dashboard / Site administration / Users / Privacy and policies

Blocks editing on

Category: Administration / Users / Privacy and policies

- Protected users
- Privacy settings
- Policy settings
- Data requests
- Data registry



Our Plugin

Data Privacy Officer

Moodle

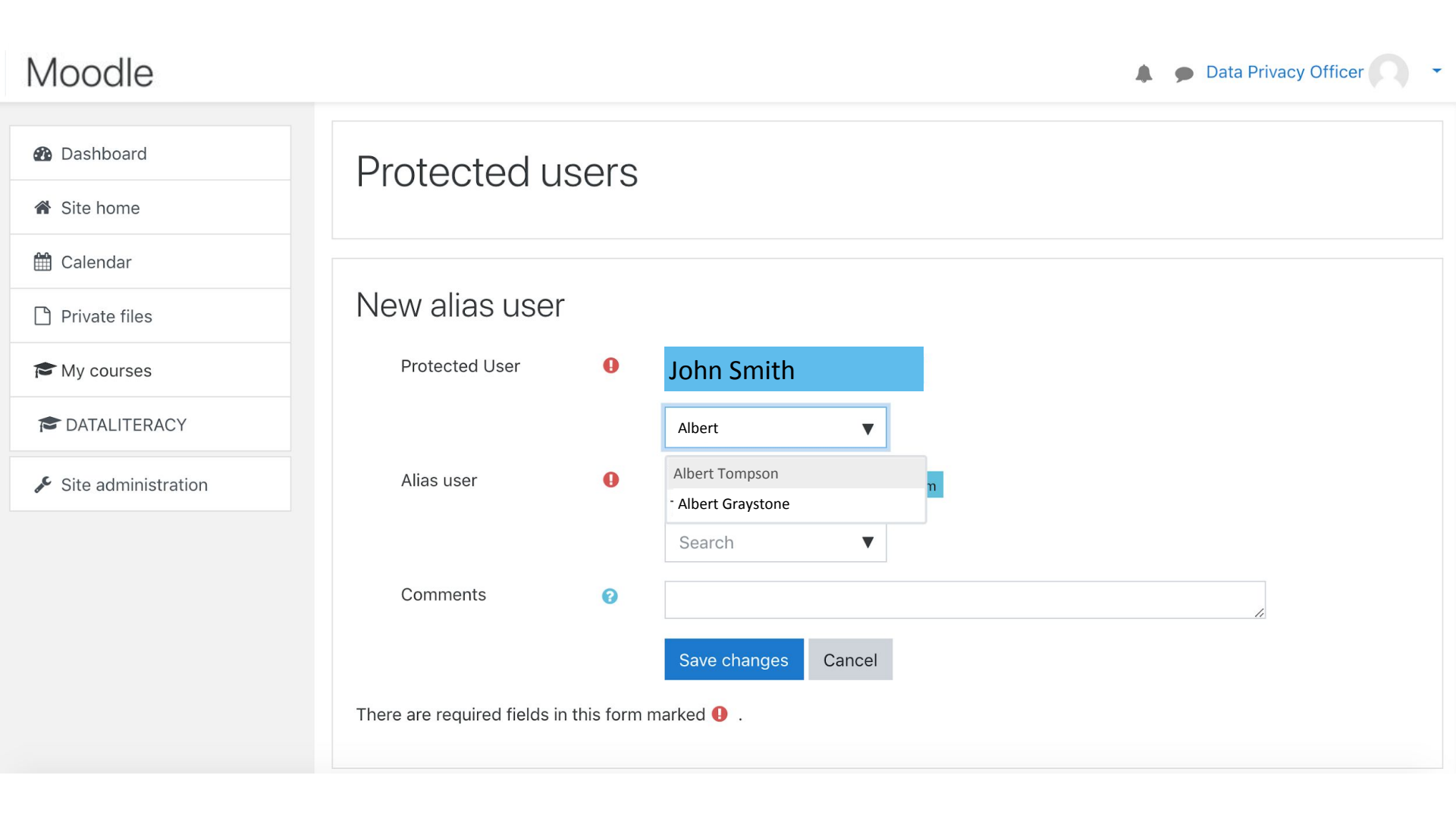
Dashboard / Site administration / Users / Privacy and policies / Protected users

Protected users

New Alias user

Student	Alias	Comments
John Smith	Albert Tompson	Cyberbulling

(Imagine Princess Leia is still in the Demo, and we had enough time to make the presentation
:-/)


Moodle
Data Privacy Officer
Dashboard
Site home
Calendar
Private files
My courses
DATALITERACY
Site administration
Protected users
New alias user
Protected User
John Smith
Albert
Alias user
Albert Tompson
Albert Graystone
Search
Comments
Save changes
Cancel
There are required fields in this form marked .

Data Privacy Officer

Protected user report:

John Smith

Data requests

Type	Date requested	Status	Message
Message	Sunday, 8 September 2019, 5:16 pm	Accepted	Cyberbulling

Alias users

New Alias

Alias	Courses	
Albert Tompson	Curso 1, Curso 2	Enroll Unenroll Eliminar

> The Protected User can enroll in courses via an Alias preserving the confidentiality.

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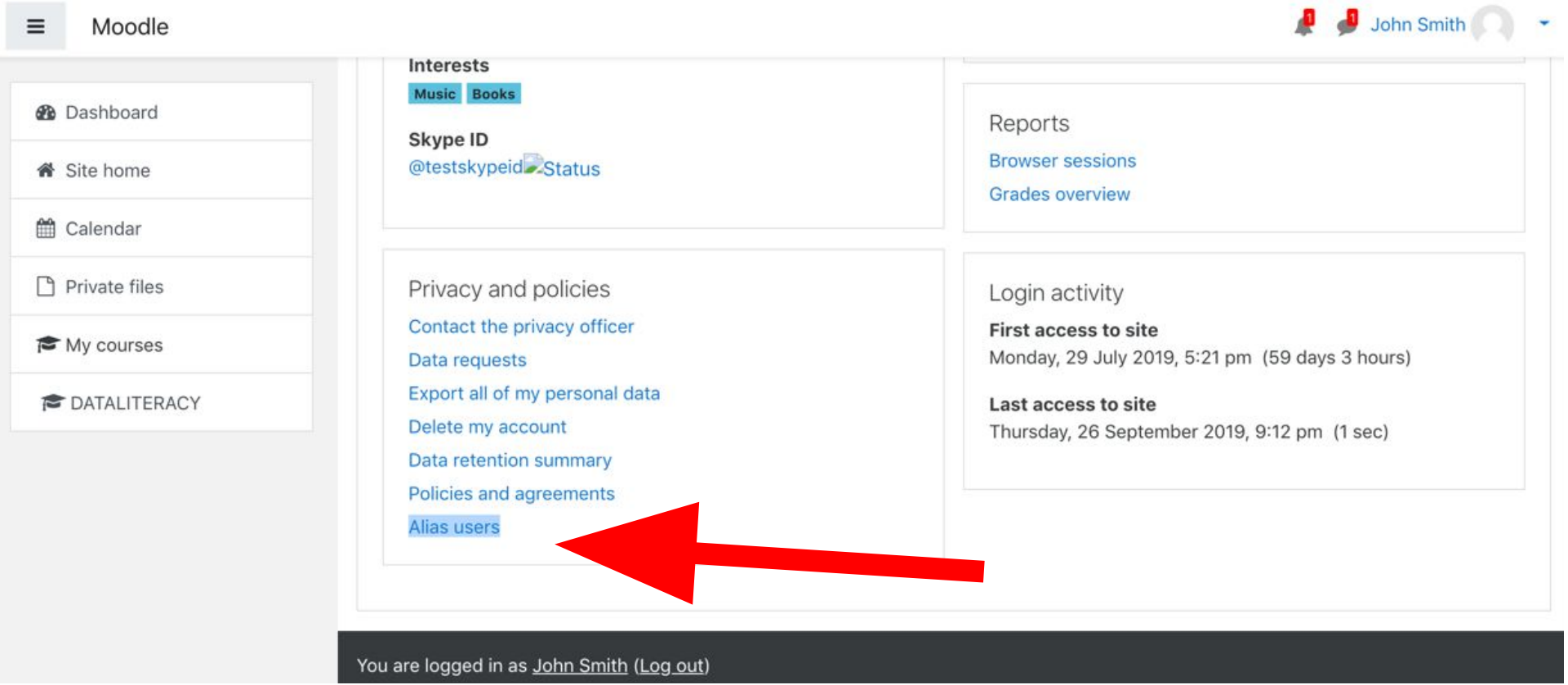
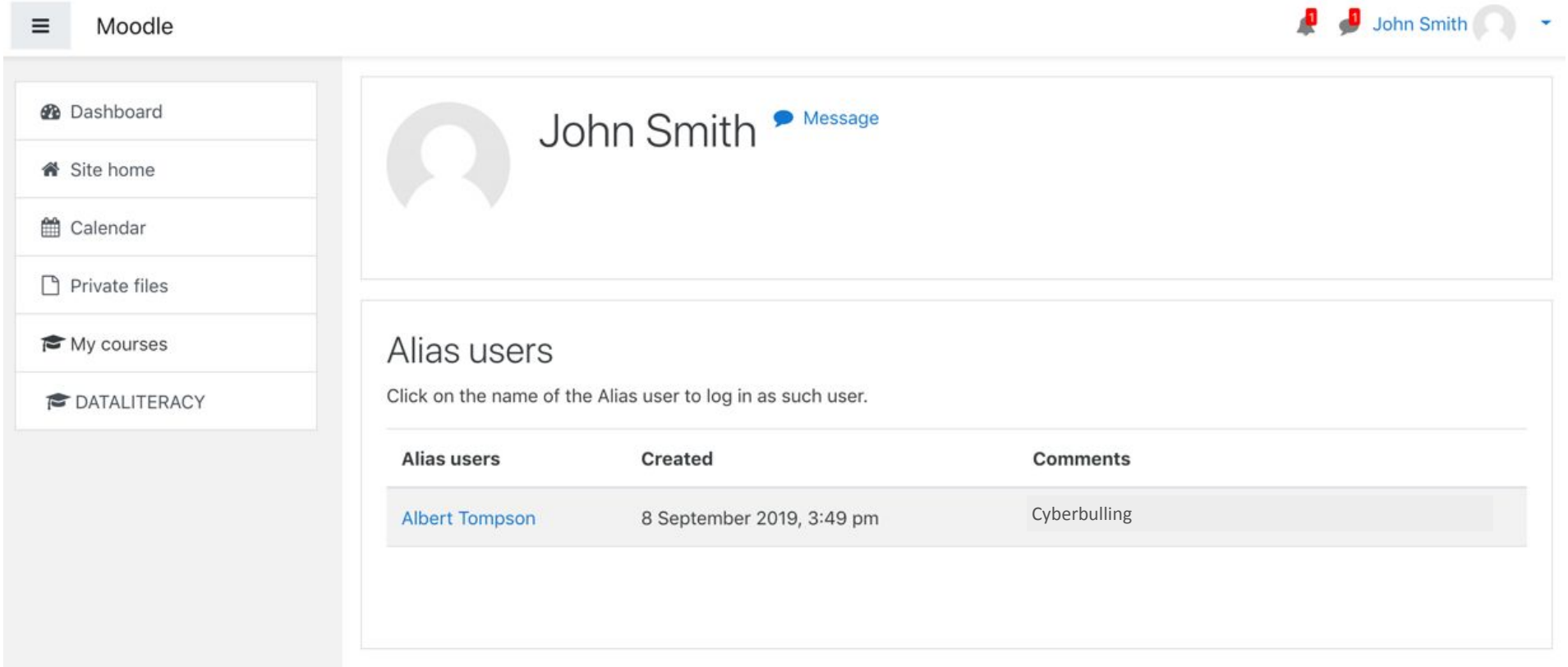
(This should be Princess Leia's profile page, but we did not have enough CGI Budget)



(Jedi Mind Trick, now you only see Leia)



Dashboard
Site home
Calendar
Private files
My courses
DATALITERACY

Data literacy

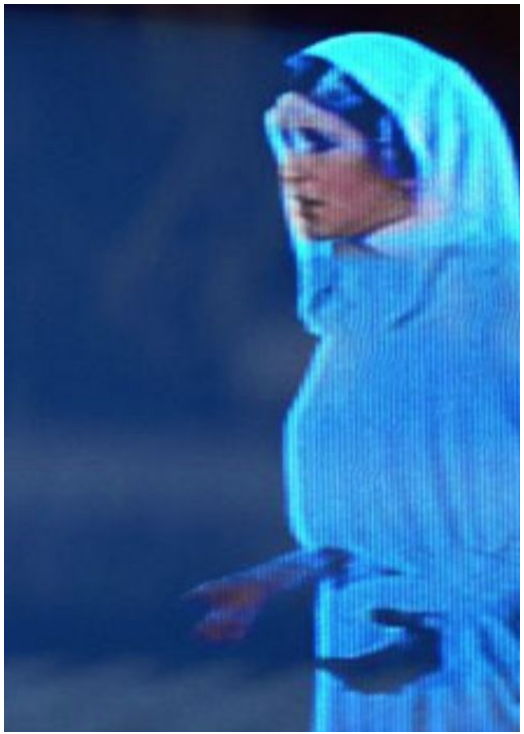
Dashboard / You are logged in as Test2 User

You are logged in as Albert Tompson

Continue

moodlemoot GLOBAL 2019

Thank you



Marc Alier @granludo – UPC

Daniel Amo @danielamof – La Salle URL

https://github.com/danielamof/protected_users/

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Christophe Speroni

Co-Founder and Chief Product Officer

bettermarks

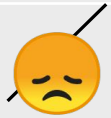
Adaptive learning

… and its impact in school lessons

Christophe Speroni
CPO & Co-Founder of bettermarks

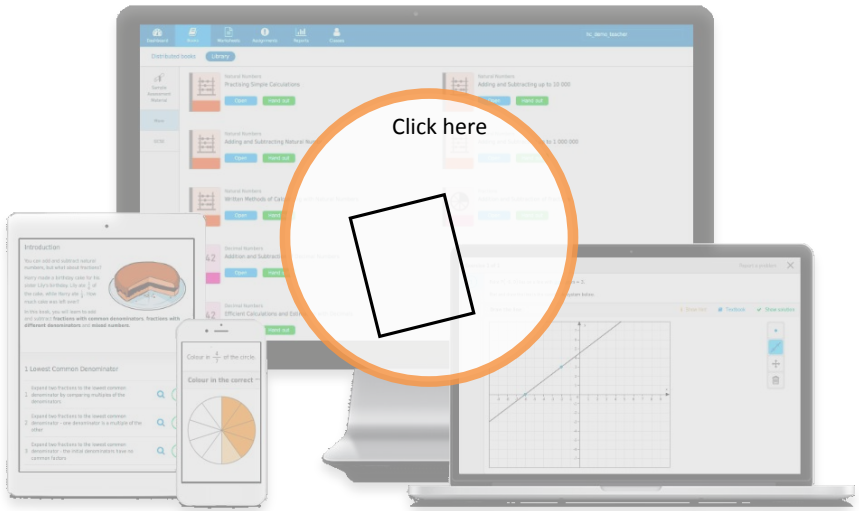
What does »adaptivity« mean?

- *Turning mistakes into aha-moments*

	Pen and Paper	***Multiple Choice***	
Making mistakes Applying mathematical skills			
Helpful feedback Unterstanding the root of a mistake			
Detection of knowledge gaps Catching up independently			

Impact by learning from mistakes

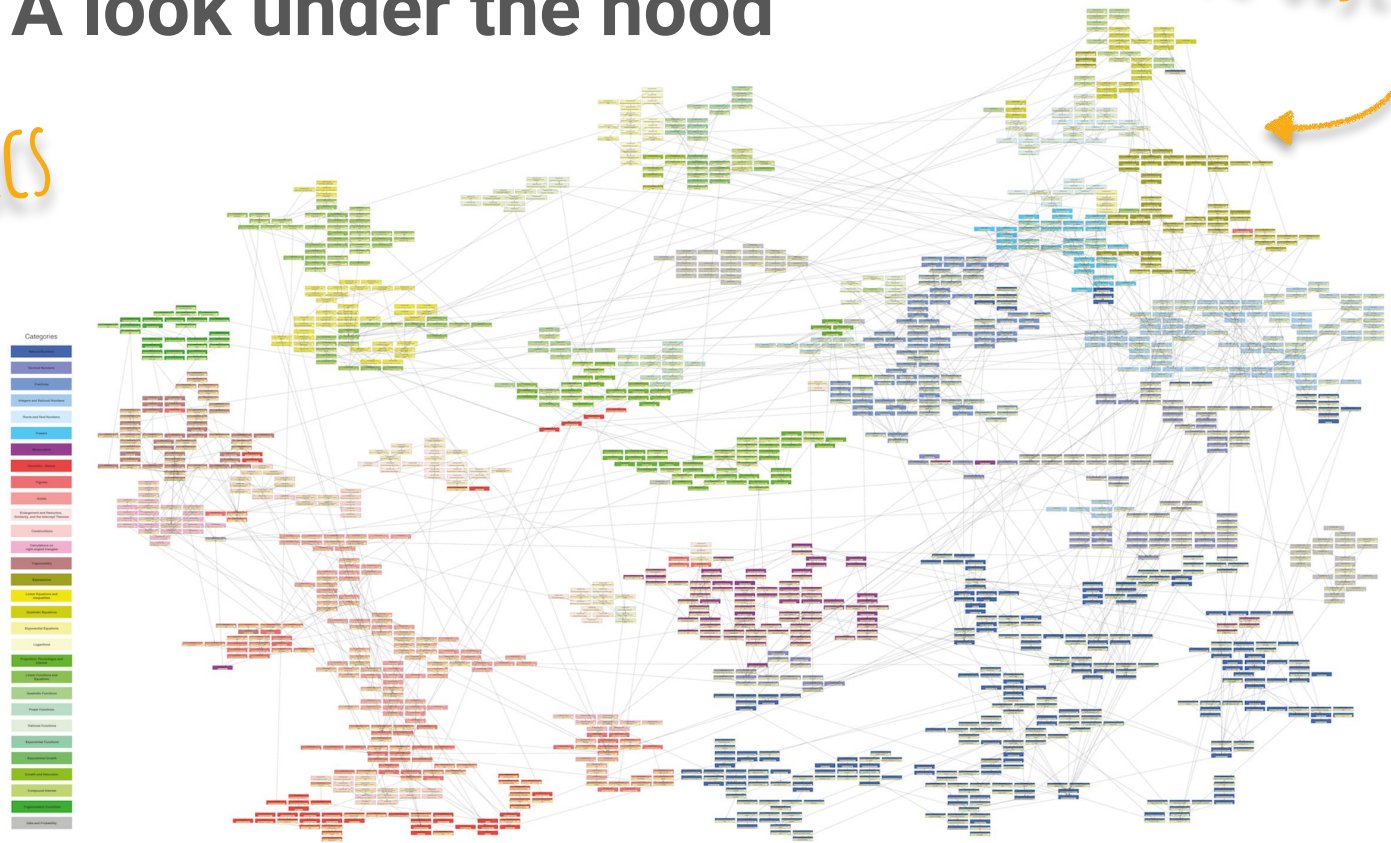
- *Every mistake with a feedback is an opportunity to understand the root of the mistake and to apply your learning in a second attempt.*



A look under the hood

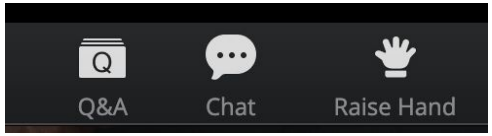
LEARNING OBJECTIVES

TOPICS



Download »white paper learning«

Discussion and Questions



Raise hand

You ask your question

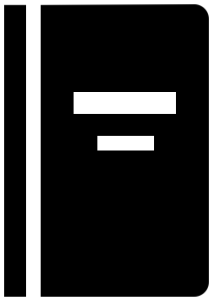
Ask in the Q&A

Facilitator will ask your question for you

Discussion

NGBD Series Sessions and Next Steps

- All Webinar recordings, papers, community discussions, and details to be posted on the NGBD Site.
  - May 26 - Exploring New Frontiers
- Summary papers to be published
- Questions or comments to info@dxtera.org



NEXT GENERATION

BY DESIGN

Thank You