Thomas Edison State College
1972 - 2014
42 Years of Learning

Providing flexible, high quality, collegiate learning opportunities for self-directed adults
Individualized Learning Practices

Agenda

- Historical Perspective
- Todays Realities
- Theories of Student Success
- Individualized Learning Practices (ILP) - today
- ILP Theory
- Organizational Readiness for ILP
- The future of Higher Education and ILP
PONY EXPRESS
St. JOSEPH, MISSOURI to CALIFORNIA
in 10 days or less.

WANTED

YOUNG, SKINNY, WIRY FELLOWS
not over eighteen. Must be expert
riders, willing to risk death daily.
Orphans preferred.
Wages $25 per week.

APPLY, PONY EXPRESS STABLES
St. JOSEPH, MISSOURI
The Pony Express: A Cautionary Tale

• St. Joseph, MO to Sacramento, CA 2,000 miles

• Stations set up every 10 to 20 miles (as far as a horse can gallop); Riders changed every 60 to 100 miles.

• Reduced letter delivery from 24 to 10 days
Pony Express

- Started: April 3, 1860
- Ended: October 24, 1861
- 19 months later
  - Why?

- The completion of the transcontinental telegraph
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**CHANGE IS A CONTINUING PATTERN**

- Remember that:
  
  - 1500 years ago everyone knew the earth was the center of the universe
  
  - 500 years ago everyone knew the earth was flat
  
  - 100 years ago everyone knew classroom instruction provided the most scalable source of learning
  
  - Today everyone knows that learning requires human interaction
  
  - Imagine what we will know tomorrow
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Challenge for Higher Education

- *Changing* Student Demographics
- *Changing* Technology
- *Changing* Higher Education Institutions
- *Changing* Government Support and Regulation
- *Changing* Higher Education Economic Realities
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- Changing Student Demographics

  - Georgetown Center on Education and the Workforce

    “Essentially, postsecondary education or training has become the threshold requirement for access to middle-class status and earnings in good times and in bad. It is no longer the preferred pathway to middle-class jobs it is, increasingly, the only pathway”

(Carneval, Smith & Strohl, 2010, p.13).
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- Changing Technology
  - Technology in Higher Education

“The combination of vast arenas of data on the web, increasingly sophisticated search engines and accelerated delivery systems all readily accessible to anyone with a PC will totally undermine the continuing dominance of a curriculum which provides for the transmission of knowledge and demands its replacement by a curriculum which supports its distillation, analysis, ordering and manipulation”(p.48).

“Technology will allow for all sorts of interaction between learners, scholars and researchers and between them and the professional and lay public which cross every institutional, social and national boundary”(p.49).

(Bridges, 2000)
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- Changing Higher Education Institutions
  - The Culture of Higher Education

Colleges and Universities have experienced a change in the identity of place, time, scholarly communities, and student communities. These identity changes have propelled higher education into a new tradition for educating a growing and diverse student population.

(Bridges, 2000)
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- **Changing Government Support and Regulation**

  - **Government Support**

    “Changing circumstances mandate that we (the United States) shift the focus of higher education policy away from how to enable more students to afford higher education to how we can make a quality postsecondary education affordable.”

    (Christensen, Horn, Soares and Caldera, 2011, p.1)
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• Changing Higher Education Economic Realities

90 S.C. State part-time, temp employees get layoff notices
About ninety P-13 employees received termination letters today from the university’s human resources director citing "significant budgetary challenges" as the reason why the university is taking this immediate action to reduce expenditures.
(http://thetandd.com/news/13May2014)

Program cuts, layoffs coming to Iowa Wesleyan Restructuring is due to low enrollment and financial struggles, officials say
(http://thegazette.com/2014/01/23)

Carroll University, a tuition-dependent liberal arts institution in Wisconsin, also sent shock waves through the faculty by laying off two well-performing assistant professors of history.
(http://www.insidehighered.com/news/2014/03/18)

Eastern Michigan University is laying off most of its full-time lecturers in the College of Education.
(www.mlive.com/11Feb2014)

"We’ve put our heads together but we just can’t find a commonality said Robert Ingoglia, a longtime professor of history at Felician College in New Jersey and one of 16 professors who recently we told they won’t be coming back next year. (http://www.insidehighered.com/news/2014/03/18/)

More jobs in the Pennsylvania State System of Higher Education are on the chopping block. This time, it’s at Mansfield University. The potential remains for more faculty layoffs next year at four other universities in the system – Cheyney, East Stroudsburg, Kutztown, and Slippery Rock – in addition to downsizing of staff and administrative positions.
(jmurphy@pennlive.com The Patriot-News September 26, 2013)
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How are Colleges and Universities addressing these issues?

• Institutional Research Experience
• University of Maryland – National Center for Academic Transformation
• Carnegie Mellon – Open Learning Initiative
• Personal Experience

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Theories of Student Success

- The 2 Sigma Problem – (Bloom)
- Self Determination Theory – (Deci & Ryan)
- Student Involvement Theory – (Astin)
- Differential Learning Patterns Theory (Johnston)
- Adult Learner Theory – (Knowles)
- Adaptive Character of Thought Theory – (Anderson)
Individualized Learning Practices

- Individualized Learning Practices defined;

“Actions, activities, and procedures performed by faculty and administrators at the course, program, and institutional levels that recognize the individual needs of each student and assist students as they progress through the higher education system.”
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Research Questions

• How do faculty and administrators at three higher education institutions in New Jersey use individualized learning practices and how could individualized learning practices be used to improve higher education in the future?

Methodology

• Grounded Theory
  • Faculty and Administrator Orientation
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Sub-Research Questions

- What are the faculty and administrators perceptions of individual learning practices?
  - Flexibility supports students but no holistic concept

- What are the experiences of faculty and administrators with individualized learning practices?
  - Faculty have limited experience, administrators acknowledge the need

- How are individualized learning practices currently utilized at the course, program and institution level at the three institutions?
  - Next pages

- What are the institutional policies, practices and procedures concerning individualized learning practices?
  - Next pages

- What factors affect a college’s degree of implementation of individualized learning practices?
  - Trust
  - Diversity of Student Population
Individualized Learning Practices

- **Findings Course level**
- **Course ILP**
  - Differentiated Instruction
  - Cognitive Tutors
  - Universal Design for Learning
- **Barriers**
  - Time (Student and Faculty)
  - Class Size
  - Professional Development
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- **Findings Program level**

- **Program Level ILP**
  - Flexibility with Guidance
  - Pedagogy mixed with Andragogy
  - Modularization
  - Advisories, Prerequisites and Co-requisites
  - Program Map versus Course sequencing
  - Transfer Credit

- **Barriers**
  - Lack of Advisors
  - Lack of Credit Transfer Evaluators
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- Findings Institutional Level
- Institutional Level
  - Semester and Course Length and Scheduling
  - Course Delivery Modes
  - Credit Accumulation Options
  - Assessment Upon Entry
  - Assessment Methods
  - Advising Options
  - Administrative Support Options
  - Retention Alert System
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- **Findings Institutional Level**
- **Institutional Level (cont)**
  - Intra-College Cooperation
  - College vertical and horizontal integration
  - Credit Transfer
  - Amnesty for Returning Students
- **Barriers**
  - Federal Financial Aid Practices
  - College Business Models
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ILP Context

“Societal changes are forcing a diverse and expanding population into the Higher Education. This diverse and expanding student body coupled with changing technological, regulatory and economic conditions is changing the academic and business practices of Colleges and Universities. New Jersey Colleges and Universities are utilizing Individualized Learning Practices at the course, program and institutional levels to meet the needs of the new student body and the changing higher education environment.”

Dennis Devery (2014)
Individualized Learning Practices

ILP Theory

“Utilization of Individualized Learning Practices enables Colleges and Universities to meet the multiplicity of requirements presented by the expanding and diverse student body in higher education.”

Dennis Devery (2014)
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- Findings; Organizational Readiness for ILP

- Trust

- Internal Cooperation
  - Faculty and Administration
  - Students and Faculty and Administration
  - Department and College
  - Department and Department
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• Findings; Organizational Readiness for ILP

• External Cooperation
  - College to College
    • Community College and Four Year Colleges
    • Four Year Colleges and Four Year Colleges
  - College and Community
    • K-12
    • Employers
    • Federal, State and Local
  - Colleges and Accreditors
  - College and Vendors
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• Findings; Organizational Readiness for ILP

  • System Coordination
    – Modularization of Courses and Curriculum
    – Assessment at Scale, Capstone Projects and Courses
    – Differentiated Outcomes, Cost and Tuition
    – Training – Faculty and Adjunct Faculty and Administration

  • Planning and Resourcing
    – Implementation of Individualized Learning Practices requires planning
    – Implementation of Individualized Learning Practices requires resources
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Future of Higher Education and ILP

- What are the patterns
  - Student Demographics
    - Aging and Diversifying
  - Technology
    - Expanded Cognitive Tutors
    - Multi-sensory delivery
  - Higher Education Institutions
    - Change
  - Government Support and Regulation
    - Less Support
    - More Regulation – Federal and State
  - Higher Education Economic Realities
    - Consolidation
    - Hybrid Business Models
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Future of Higher Education and ILP

- Individualized Learning Practices
  - Expansion of all previously discussed Individualized Learning Practices

PLUS

- Course Level
  - Adaptive Cognitive Tutors
  - Hybrid Instruction similar to OLI
  - Automated Rubric based Grading

- Programmatic Level
  - Modularization of Curriculum
  - Multi-disciplinary Curriculum

- Institutional Level
  - Vertical and Horizontal Integration
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“Intellectual growth should commence at birth and cease only at death.”

Albert Einstein
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Questions
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Reference List

Slide #3
Pony Express Ad retrieved from; http://officialponyexpress.org/pony-express-history.html

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Reference List

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