

Center for Science and Technology (CSTE) 2019 Fall Lecture and Lunch Series



Daniel Hickey

Learning Sciences Program
Indiana University

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A Step-by-Step Approach to Social Online/Hybrid Learning and Participatory Assessment

Daniel Hickey is a Professor and Program Coordinator with the Learning Sciences Program and a Research Scientist with the Center for Research on Learning and Technology. He completed his PhD in Psychology at Vanderbilt University and completed a Postdoctoral Fellowship at the ETS Center for Performance Assessment. Dr. Hickey studies new approaches to assessing, motivating, and recognizing learning, mostly using cutting-edge technology. He has been deeply involved in research of Open Badges and other forms of web-enabled credentials since 2011. His research has been supported by the MacArthur Foundation, the US National Science Foundation, Google, the US Department of Education, and Indiana University.

12:45 – 1:45 Talk and Lunch - Benjamin Building, Room 2212B
Student Discussion: 12:00 – 12:30 Room 2212B
Faculty Discussion: 2:00 – 3:00 Room 2212B

Contemporary social theories of learning are now well developed. But their practical implications for education are still emerging. **This presentation will present practical guidelines for developing online and hybrid courses using social approaches to engagement, motivation, assessment, and credentialing.** These guidelines are organized around nine core steps and two optional steps and do not require an understanding of social theories of learning and assessment. These guidelines emerged over a decade of design research. They have been applied successfully in secondary, undergraduate, graduate, & technical courses, credentialed & open courses, and cohort-based & self-paced courses. These guidelines can be implemented in any modern learning management system or using Google's *Coursebuilder*, *Sites*, or *Docs & Forms*. Attendees will learn how to (a) maximize peer interaction and the impact of public instructor interactions, (b) minimize private instructor-student interactions and grading of student work, (c) use public reflections to efficiently assess engagement, (d) design effective formative self-assessments, and (e) design automated summative assessments that thwart cheaters. This will allow online instructors to teach larger sections while avoiding "burnout."

Questions? Contact Heather Killen, hkillen@umd.edu

