Social Context as a Mechanism in New Learning Spaces: A Cross-Cultural Research Project

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Overview

01. Active Learning Classroom (ALC) Research
  - University of Minnesota
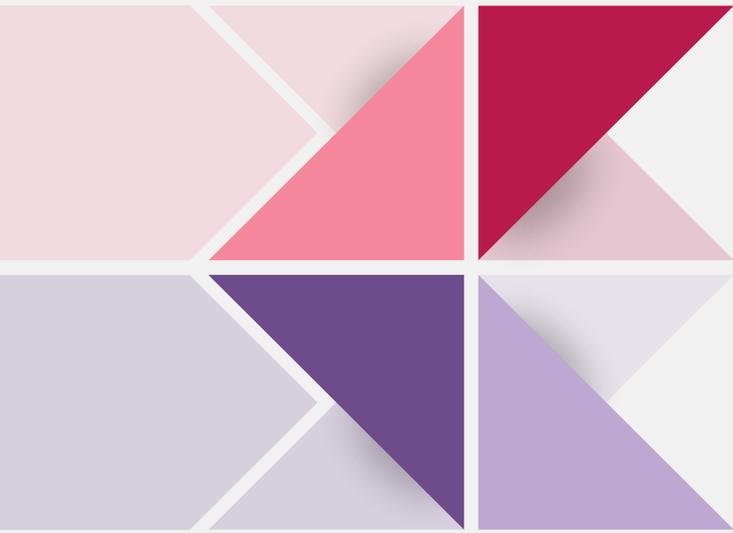 - Beijing Normal University

02. AICFE Project
  - Research question
  - Research design

03. Preliminary Results
  - Survey pilot
  - Next steps

01.
Active Learning Classroom (ALC) Research
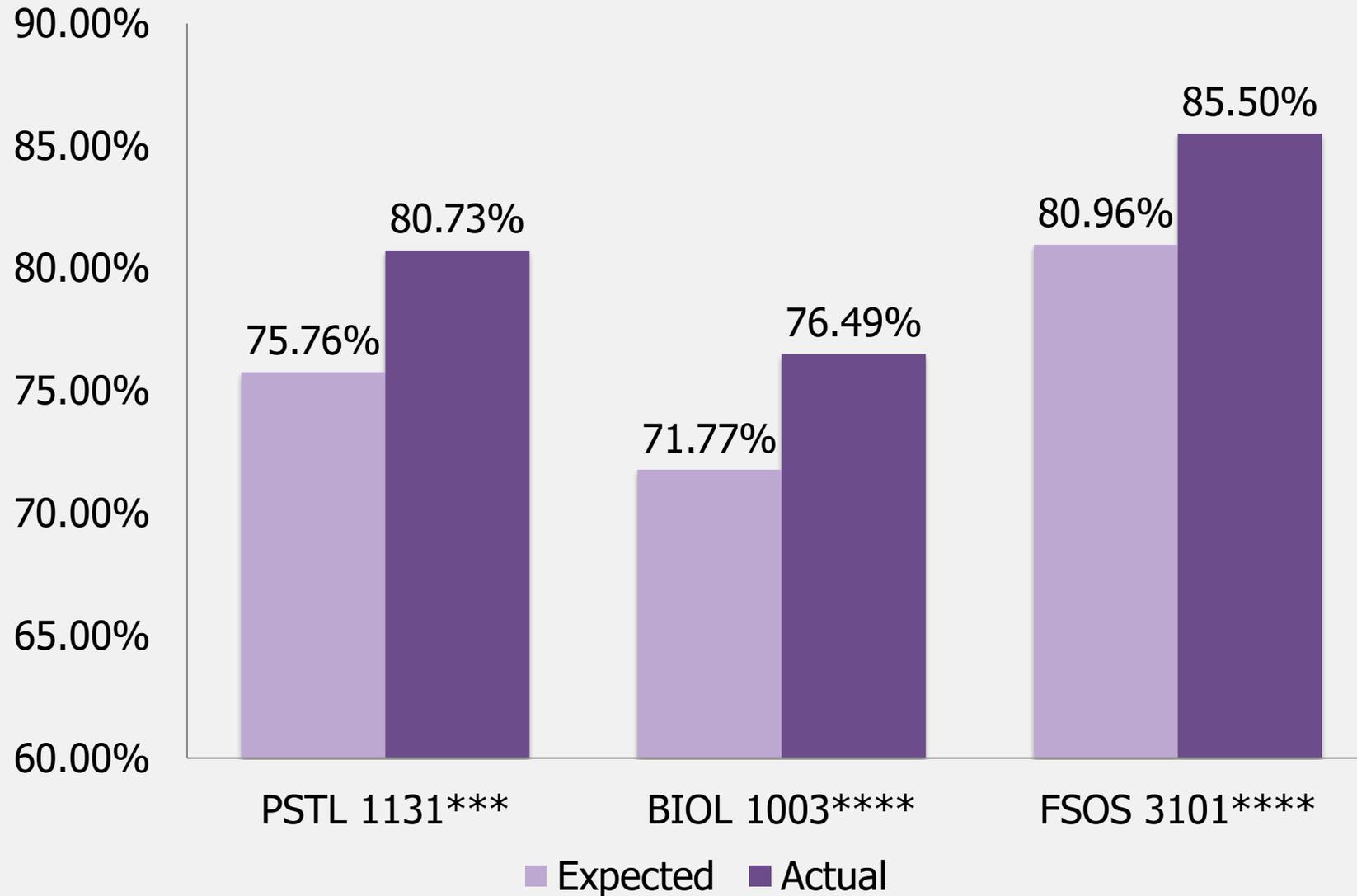
Overview
Active Learning Classrooms (ALCs)

- Round tables
- LCD display screens
- Laptop plug-ins
- Projector(s)
- Marker-boards
- Microphones

Impact of ALCs on Student Learning

Quasi-experimental design results

Active Learning Classroom Publications

University of Minnesota

Active Learning Classroom
The Beijing Normal University Connection
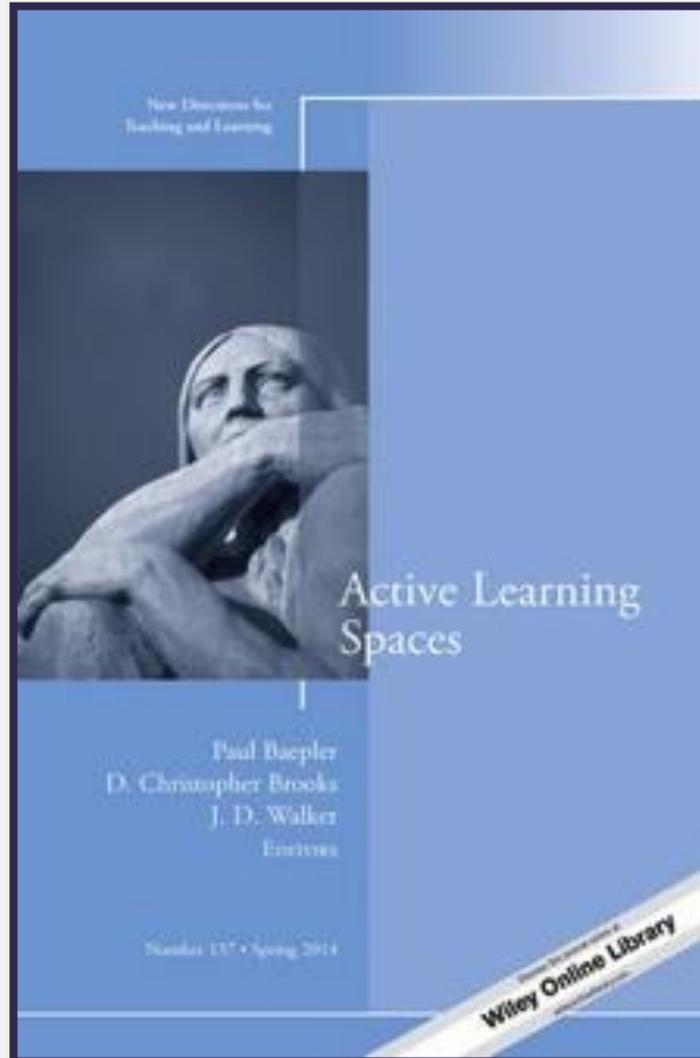
Active Learning Spaces: New Directions for Teaching and Learning

Sun, Mingze, Chiang, Feng-Kuang, Educational Technology & Society

Textbook Details:

Active Learning Spaces: New Directions for Teaching and Learning

Edited by Paul Baepler, D. Christopher Brooks and J. D. Walker

Catherine M. Wehlburg, Editor-in-Chief

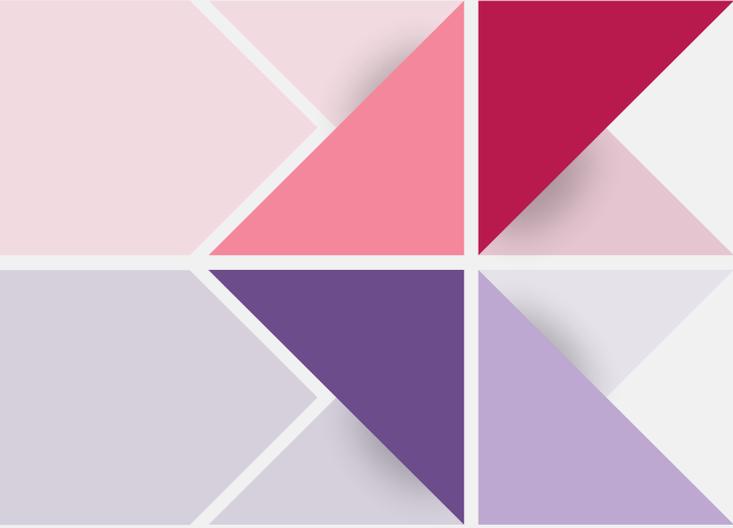Wiley Periodicals, Inc., A Wiley Company

Future Learning Space
Beijing Normal University
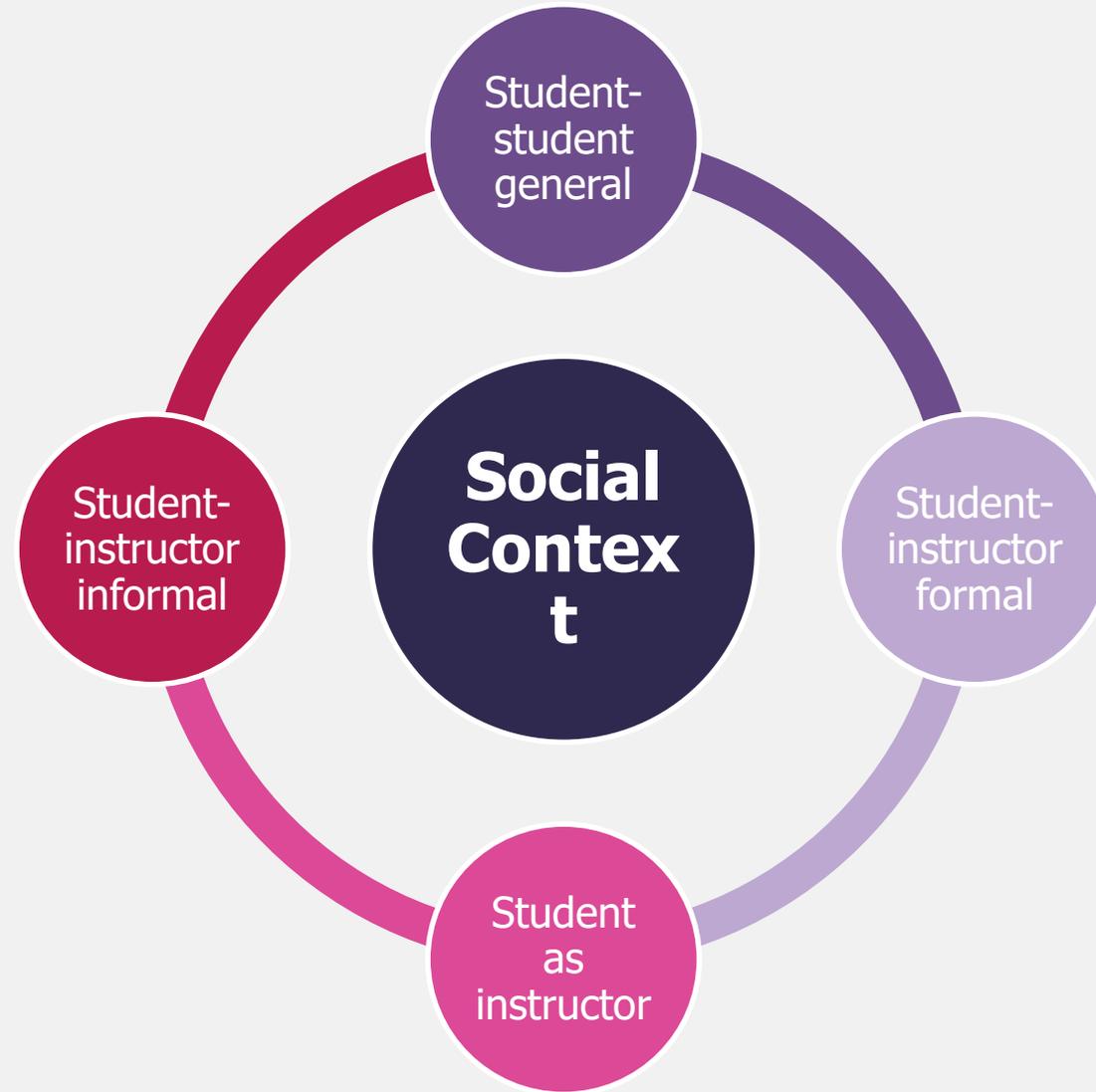
02. AICFE Project

Social Context
A Possible Explanation for How ALCs Work

Measuring Social Context
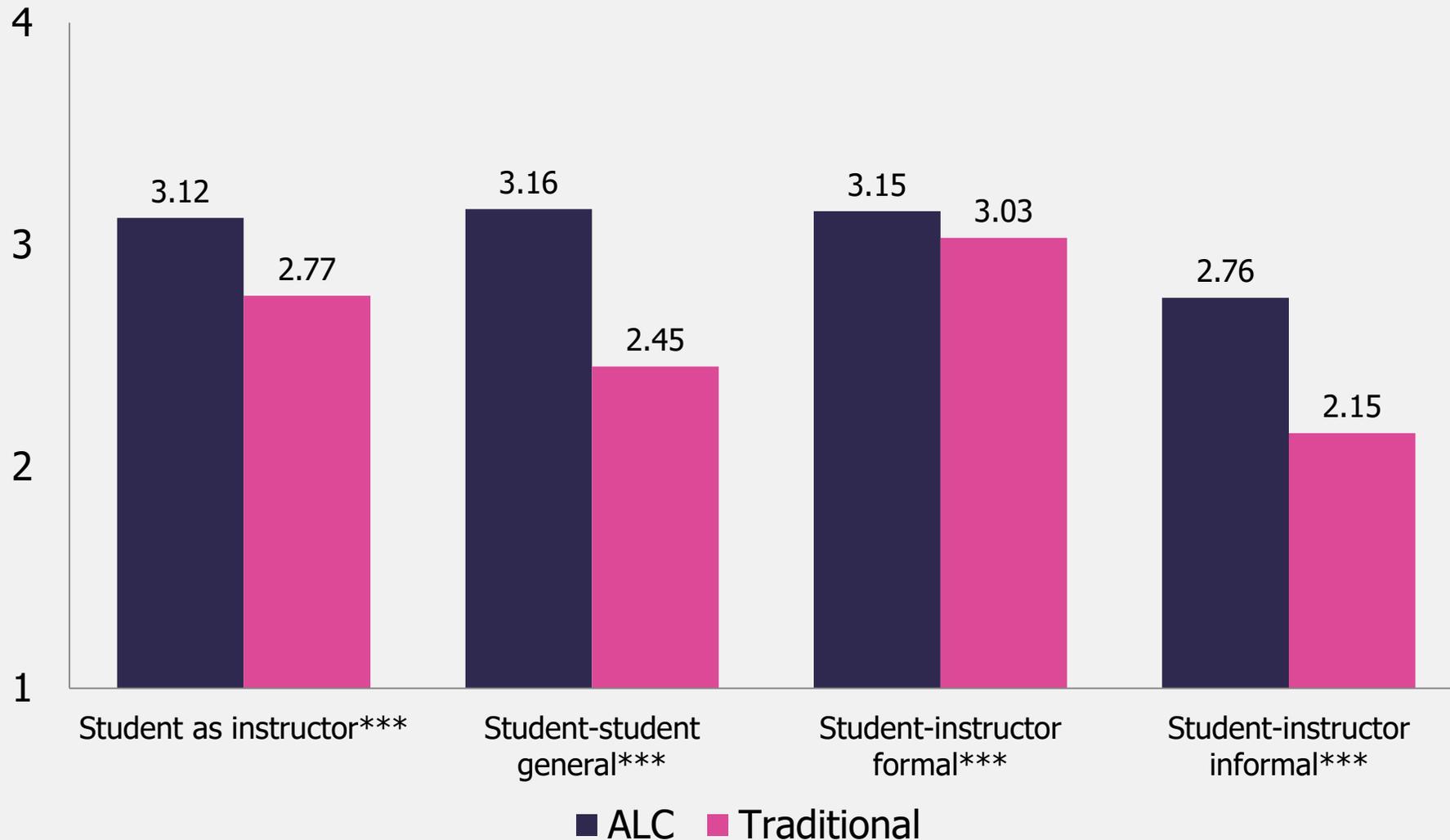
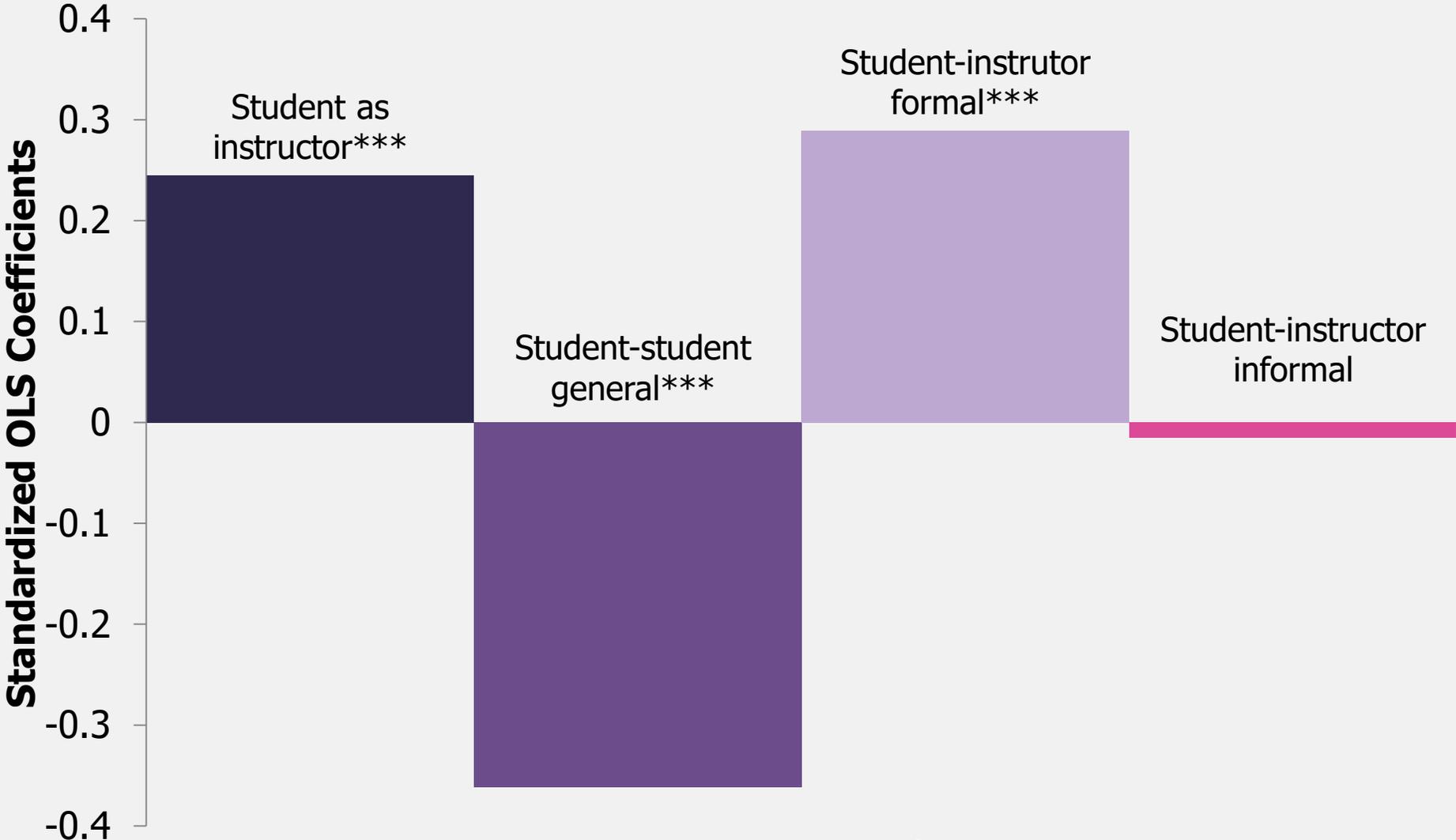Social Context and Learning Environments (SCALE)

Comparing Social Contexts
ALCs versus Traditional Classrooms

(ALC classes only. N = 300; R^2 = .402)

Predicting Learning with Social Context Data

Standardized OLS Coefficients

Student as instructor***

Student-student general***

Student-instrutor formal***

Student-instructor informal

(ALC classes only. N = 300; R² = .402)

AICFE Research Questions

01. Can social context be measured in the same way among students in the US and in China?

02. Are the levels of social context the same or different in classes taught in different sorts of learning spaces in the USA and in China?

03. Does social context have the same relationship to student learning in c lasses taught in the US and in China?
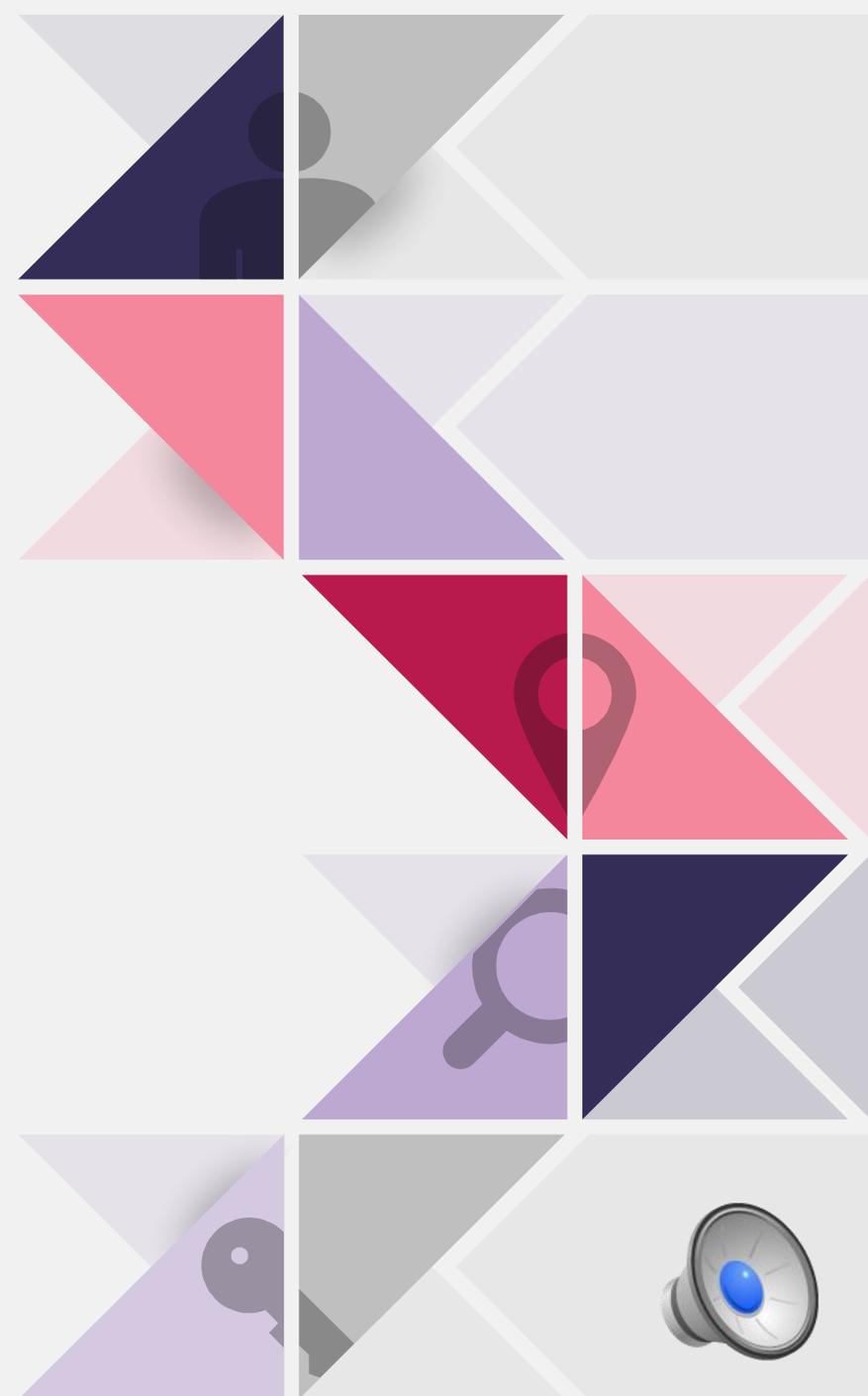
AICFE Research Design

01. Comparative factor analysis to see if a similar factor structure obtains in both environments

02. Compare SCALE results in different classroom types at both USA and Chinese institutions to see if the levels of social context vary in similar ways

03. Examine how much social context explains in terms of learning outcomes (e.g., standardized exam scores; course grades).

04. Establish a theoretical model of social context as mechanism of change in Active Learning Spaces

03. Preliminary Results
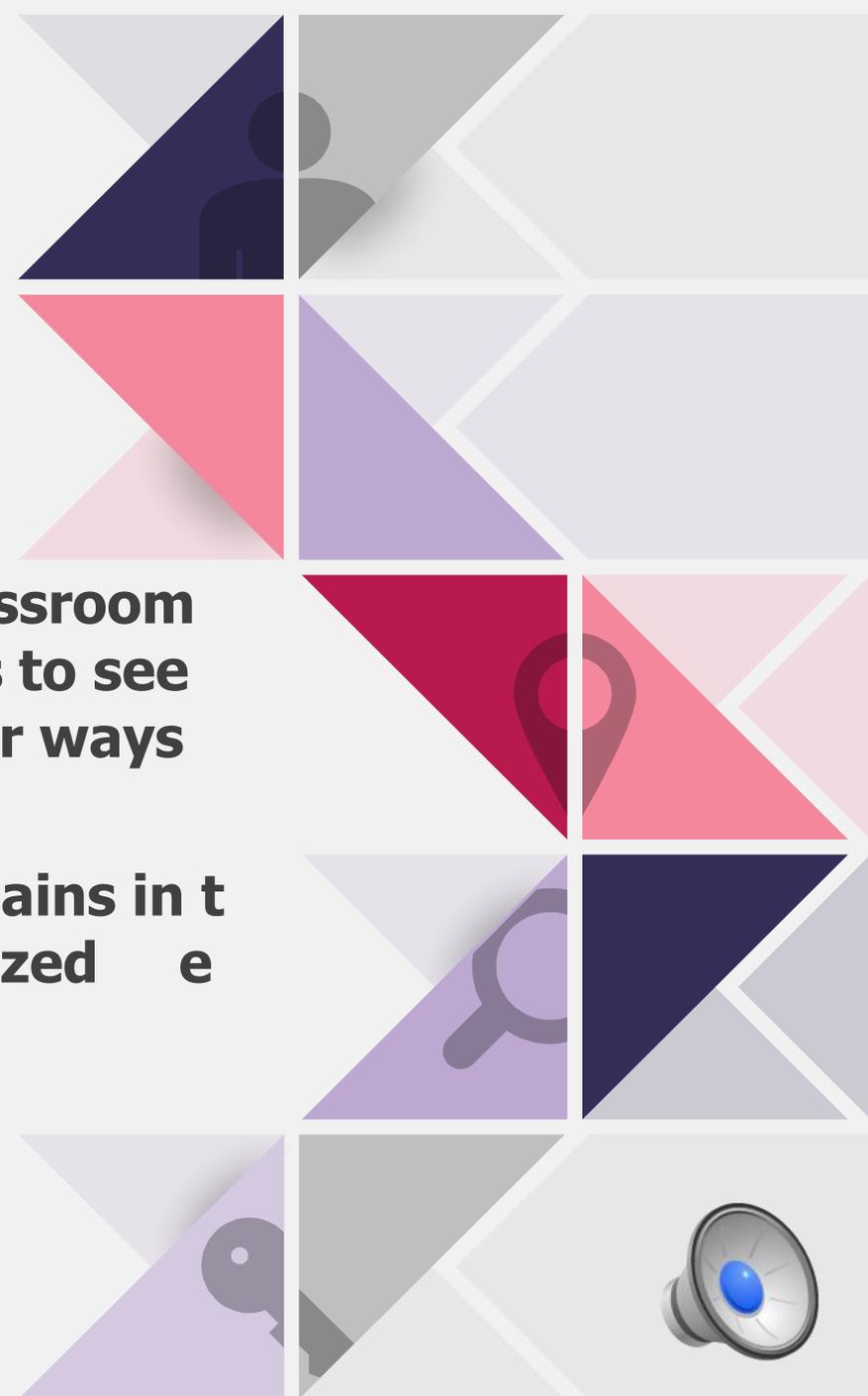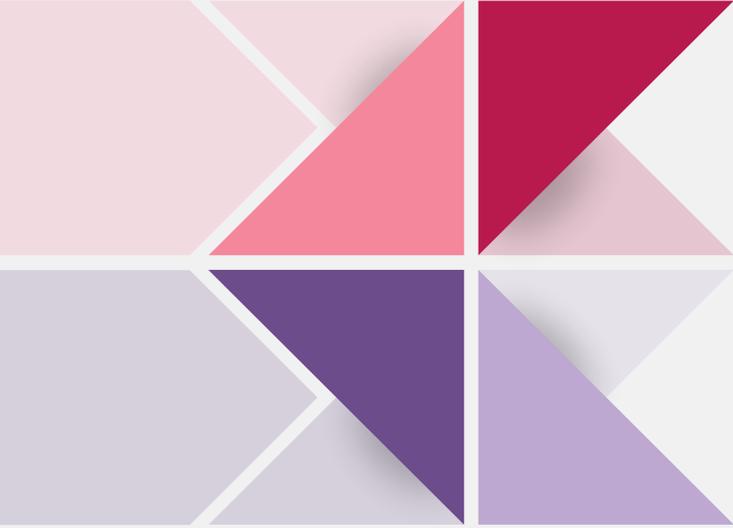
Exploratory Results

Factor Comparisons
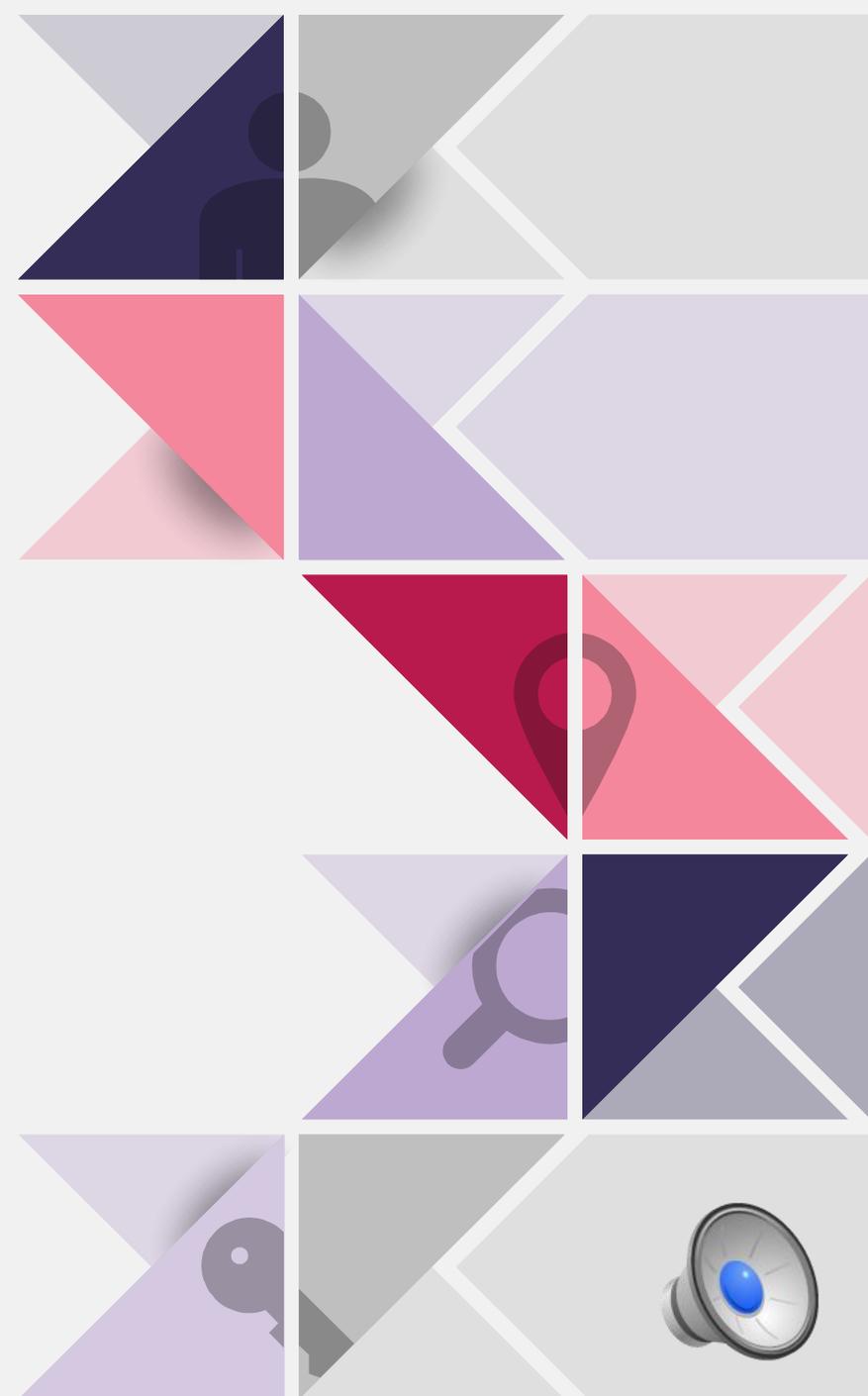
Next Steps

01. November 2016
- Troubleshoot & revise instrument translation
- Secondary analysis of exploratory results
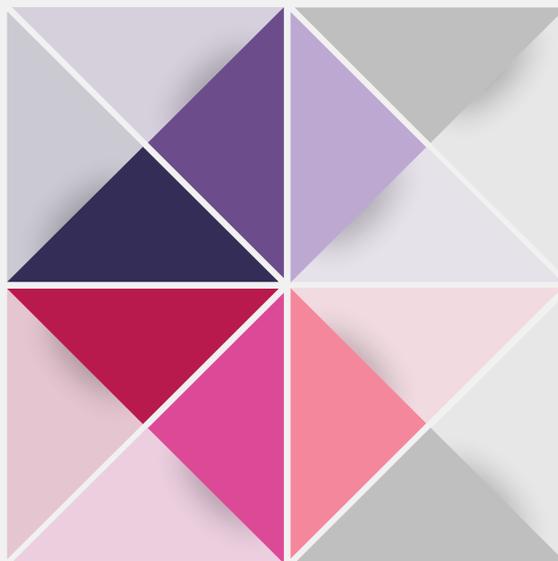
02. Fall 2016
- Complete first round of data collection

03. Spring 2017
- Complete first round of data analysis
- Complete second round of data collection

谢谢! Thank you!

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