

LEARNING RESEARCH DEFINITIONS

LEARNING EFFECTIVENESS

WHAT IS LEARNING EFFECTIVENESS?

High-quality learning experiences.

Learning effectiveness is the holistic process by which students engage in a high-quality learning experience. A quality education includes measurable outcomes aligned to well-defined learning standards within a system that supports student development (ASCD & EI 2016).

In asynchronous, online learning, learning effectiveness has been measured through specific design elements that include cognitive, teaching, and social presence in the online learning community (Garrison, Anderson, & Archer, 2000). These design elements focus on fostering and facilitating higher order thinking skills through reflection and inquiry (Garrison, 2003).

WHY IT MATTERS

Learning effectiveness is the result of carefully considered and highly structured learning systems which include students, educators, and educational institutions. It is measured in whole or in part by students' perceptions of meaningful progress, which can be assessed through self-assessment or instructor-defined or institutional-defined assessments.

Learning effectiveness answers the question, "Do I know more now than I did before, and how does this new knowledge serve me?"



Parents

Learning effectiveness is important for parents to understand because it is a measurement of their students' development.



Administrators

Administrators use learning effectiveness as a benchmark for student and teacher success; it is critical in evaluating the overall success of a school or district.



Educators

Students' learning effectiveness is critical to educators as it guides critical evaluation of student progress and the refining or redefinition of learning design to meet students' needs and to foster higher-order thinking.

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DEMONSTRABLE LEARNING

WHAT IS DEMONSTRABLE LEARNING?

Show me what you know.

Demonstrable learning refers to the ability of a student to explicitly show what they have learned through measurable means.

Demonstrable learning starts with creating specific learning outcomes that fit into the overall goals or objectives of a course or professional development program (Trigwell & Prosser, 1991).

Learning outcomes are broken into three domains: cognitive, psychomotor, and affective (Morrison, Ross, Kemp, 2004).

WHY IT MATTERS

Demonstrable learning is important in any academic or professional development program because it reflects the overall progress of the learner in respect to the goals of the program.

Understanding how to measure the success of a program depends largely on creating measurable learning outcomes and assessing them.

Demonstrable learning answers the question, “Did the students learn what they were supposed to learn?”



Parents

Demonstrable learning is important for parents to understand what the expectations are for the student in a course or program and to identify student progress.



Administrators

Demonstrable learning is used by administrators to understand student success and progress as well as communicate goals and expectations of a course to other stakeholders in an educational or organizational setting.



Educators

Demonstrable learning is used by educators to set goals (outcomes) for their students and measure student progress throughout the learning experience. Educators and learning designers can use data collected from demonstrable learning measures to understand how to improve student experiences to better serve a student's ability to demonstrate their learning and to achieve learning outcomes.

LEARNING RESEARCH DEFINITIONS

STUDENT ENGAGEMENT

WHAT IS STUDENT ENGAGEMENT?

Meaningful Investment of Time.

Student engagement refers to the student's cognitive, emotional, and behavioral involvement with a meaningful learning outcome and learning environment. Cognitive engagement focuses primarily on the student's individual investment in the learning process (Martin & Torres, 2004). Emotional engagement focuses mainly on the student's nature of negative and positive involvement and reactions to the teacher, school, academics, as well as their classmates (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement focuses primarily on the student's participation with school activities to include academics and social engagements (Martin & Torres, 2004).

WHY IT MATTERS

Student engagement has been shown to predict student success in a course. The more a student is engaged in a course, cognitively, emotionally, and behaviorally, the more likely a student will be successful and find meaning in what they are learning. Understanding factors that impact student engagement in a course and how to design courses for maximum student engagement is an important element to impacting student success in a course.



Parents

Parent engagement with the student, as well as with the school, can greatly influence the student's individual investment in the learning process and in the learning environment.



Administrators

Student engagement is used by administrators not only to understand where the student is coming from, but also how they can be involved in the learning process as well as adding more investment to the student's learning process.



Educators

Student engagement is used by educators not only to engage with the student, but to give the student better direction and meaning to the learning process.