An Introduction to Ease Learning

Wednesday, July 15, 2021

Resources available on the MHEC website post-event.

Submit questions in the Q&A.

Please complete our survey.
MHEC Contact

• Deb Kidwell
  MHEC Consultant
About MHEC

• Midwestern Higher Education Compact (MHEC) was legislatively created and serves the Midwest census region (12 states)

• Governed by 60 commissioners plus commissioner alternates

• One of four regional higher education compacts (MHEC, WICHE, SREB, NEBHE)

• MHEC's technologies program includes a community of institutional volunteers offering advice and guidance to MHEC, as well as a technology contracts portfolio designed to meet the community's needs
MHEC Technology Contracts

• Sustain and advance affordable, high-quality educational opportunities through cost-savings initiatives
• MHEC's technology contracts are known and used by higher education IT and procurement offices
• As technology's role in higher education has grown, contracts are needed that might not traditionally be considered 'technology'
Contract with Ease Learning

• MHEC Addendum #MHEC01292021
• Competitively bid solicitation by the North Dakota University System
• Instructional Design Services and Instructional Design Training
• All higher education institutions within the MHEC region, both public and private not-for-profit, are eligible to utilize this contract
Today’s Presenter

• Laurie Pulido
  CEO
  Ease Learning
Contract Questions

• Learn more about MHEC Contracts
  MHEC.org/contracts

• Contact
  Nathan Sorensen  Deb Kidwell
  Dir of Govt Contracts  MHEC Consultant
  (612) 677-2767  (573) 864-2024
  nathans@mhec.org  debk@mhec.org
Ease Learning
Driving Outcomes with Data
Learning Design Service

- Work with faculty and SMEs - the owners and experts on content
- Offer and help realize best options for online/blended student experience
- Offering full service course design, build and maintenance with data driven continuous improvement
- Media development, video support, instructor training etc
Skillways™

- Data Driven Optimization of Learner Success – *plugs into your existing LMS*
  - Over 200 types of native assessments tied to learning outcomes
- Modularizing Content
- Skills Alignment
- Competency Insights
- Syndication (scalability and reuse of content)
- Learning design insights & support

www.easelearning.com
Help Desk

- Branded for your institution, supports your faculty, students, staff and administrators
- Support for Canvas, 3rd party application, password reset and Office 365 help desk
- 24x7 support by phone, chat, email & text
- US-based team of technical professionals with extensive customer service, internet security and LMS experience and focused trainings
- Dedicated helpdesk manager
- Ticket interaction reviews by dedicated quality assurance team
Why Partner with Ease Learning

**Skills**
We create engaging, effective student learning experiences, for all learning styles (UDL)

**Market Knowledge**
We design with connection to the learner personas and your brand

**Stakeholder Support**
Extensive experience supporting higher ed students, faculty, administration and collaborating vendors

**Scale**
We work with you to create foundational frameworks that enable capacity
Sampling of Ease Learning Partners

- Johns Hopkins University
- Southern New Hampshire University
- American University
- Tulane University
- BOSTON COLLEGE
- San Diego Continuing Education
- Texas Wesleyan University
- University of Pittsburgh
- MIT
- aMADEUS
- Claremont Graduate University
- University of New Hampshire
- Brandeis University
- WPI
- Bond University
- University of Wyoming
- Temple University

www.easelearning.com
Ease Learning Design Options

Ease Learning Design:

A turnkey consultative model.

We create a Framework factoring in teaching preferences from faculty, while applying a scalable, consistent pedagogy and technology Framework to consecutive course/program designs working with your subject matter experts (SMEs).

The result: We deliver a finished student ready quality learning experience incorporating best practice and effective strategies bringing to life content worthy of your brand.

Included:

- Framework (Institutional and Program Level)
- Learning Path
- Templates and Completed Course Blueprints
- SME and Faculty Orientations
- Student ready courses
- Facilitation Guides
- Media recommendations
- Final media files within course
- Live session lesson plans (as relevant)
Ease Learning Accelerated:

A consultative product.

We create a Framework for you that includes:
- Learning Design Templates
- Tools and training modules
- Consulting Q&A sessions

The result: Your team is upskilled to allow them to create a solid learning experience.

Included:

- Framework
- Learning Path/Blueprint Template
- Subscription to on-demand training modules
- 3 Live Q&A sessions
Ease Learning Design Options

Plus!

If you are creating skills focused learning and want to align your curriculum and track learner progress to real world market skills, **either of our design options can be paired with a subscription for Ease Learning Skillways™.**

Skillways is a full featured skills-based learning experience solution.

It enables:

- skills-based learning design and mapping
- embedded delivery of modular stackable learning experiences in any LMS or equivalent
- rich data/analytics grounded in the granular measurement of achievement of skills to track in real time and yield true currency for credentialing.
Building Skills-Based Programs
The demand for skilled workers is greater than ever, but availability is in short supply.

“Our study finds that 74% of hiring managers agree that there is a skills gap in the current labor market, with 48% saying that candidates lack the skills needed to fill open jobs.”

March ‘20 US Chamber of Commerce
Skillways addresses the solutions endorsed by the U.S. Chamber of Commerce.

- Improve alignment between educational program curricula and the skills needed in the workforce
- Work with educational programs to strengthen talent pipelines
- Increase upskilling initiatives for current employees
“A "skill" represents knowledge, abilities, or learned behaviors described in a short phrase that communicates discrete, discernable value an individual can demonstrate or acquire.”

“Skills-based education focuses on building a learner’s skills and making those skills evident across learning experiences and programs. Skills-based education can help students capitalize on the skills they have earned, no matter where they have earned them, and more easily identify learning opportunities that will help them achieve their career goals.”

“Rich Skill Descriptors (RSDs) - Machine-readable, searchable data that include the context behind a skill, giving users a common definition for a particular skill, and achieving skills interoperability in credentials, education and training opportunities, job profiles, and learner records.”
“Skills-based hiring” focuses on a candidate’s verified skills rather than other subjective criteria. Skills-based hiring can help employers access talent that is generally overlooked by traditional hiring methods, such as people of color, women, people with disabilities, people with criminal records, people who have paused their careers to care for family members, and people who lack a four-year degree.”

“Learning and Employment Record (LERs) are comprehensive, exchangeable digital records of achievements learned in school, on the job, through volunteer experiences, or in the military and may be represented as skills, competencies, course, certifications, degrees, and other credentials. LERs may also contain validated work history, portfolio artifact/evidence, self-asserted accomplishments, etc. Learners control their privacy, discovery, and sharing of their LER. LERs may also be referred to as Interoperable Learning Records (ILRs).”
Knowledge vs. Skill

**Knowledge** based learning
- lectures
- resources
- theory
- “knowing”

**Skills** based learning
- applying
- practicing
- demonstrating
- Feedback/many attempts
- “doing”
Designing with Skills in Mind

Competency = Knowledge + Skill + Aptitude

<table>
<thead>
<tr>
<th>Learning Objective Type</th>
<th>Descriptor that builds the Map</th>
<th>Path</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Identify, Explain, Summarize, List, Recall, Discuss</td>
<td>Summaries/Essay, Matching, Multiple Choice, Fill in the blank, Discussion</td>
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<tr>
<td><strong>Skill</strong></td>
<td>Create, Apply, Synthesize, Perform, Troubleshoot, Analyze, Assemble, Construct</td>
<td>Scenarios, Demonstration of process, Problem Solving and Explaining Process, Create real-world artifacts, Apply resources to a real task</td>
</tr>
</tbody>
</table>

Source: Competency-based Learning; Increase Employee Skills Development through Competency-based Education
### Designing with Skills in Mind

<table>
<thead>
<tr>
<th>Build your map</th>
<th>Layers of alignment</th>
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<tbody>
<tr>
<td></td>
<td>Connection to job skills/real world</td>
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<tr>
<td>Create your path</td>
<td>Variation in outcomes and activities</td>
</tr>
<tr>
<td>Modular content</td>
<td>Stackable and reusable</td>
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<tr>
<td></td>
<td>Supports and enables syndication</td>
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<tr>
<td>Actionable data</td>
<td>Insight into outcomes and skill development</td>
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<td></td>
<td>Continuous improvement of learning design</td>
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<tr>
<td>Equitable experience</td>
<td>Creating a “universal currency” of skills enables more equitable interoperable access to education as well as job market</td>
</tr>
</tbody>
</table>
Mapping is Essential

Program - What are the careers graduates can pursue after they are knowledge-able?

What skills are those jobs seeking - industry job taxonomies

Course/Module Outcomes

Assessments - demonstration of granular outcomes and skills
Mapping Sample

Skillways Demo Map

Edit  Paths  Settings

Lineage View

1 unused outcome

LO5: Identify alignment of goals

PO1: PC1
PC1: Plan for the design and development of learning and instructional programs

CO3: CO3
CO3: Describe the importance of instructional design

LO1: Reflect on proper outcome alignment

LO1: Reflect on how proper outcome alignment or mapping of learning content is beneficial for learners, instructors, and education administrators

PO2: PC2
PC2: Employ the fundamentals of learning design in training and instructional programs

CO1: CO1
CO1: Explain the difference between a program outcome, course outcome, and a learning objective

LO2: Identify characteristics of goals

LO2: Identify the different characteristics of an outcome and an objective

PO3: PC3
PC3: Apply evaluation and measurement criteria to training and instructional programs

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Designing with Skills in Mind

Choose Approach to Create the Pathway

Examples of **Knowledge** Outcomes:

- Describe Ohm’s Law
- Explain how to measure for resistance and voltage

Examples of **Skill** Outcomes:

- Apply quantitative principles in electricity
- Solve problems using Ohm’s law
Designing with Skills in Mind

Include **Knowledge** and **Skills** in Learning Path – Scaffolding

Blending approaches based on learning outcomes

Sequencing to scaffold learning

Aligning to outcomes with Mapping
General Rules of Ohm's Law

We use two general rules of Ohm's law to understand, predict, and calculate the behavior of electricity in a circuit.

1. **First Rule**

2. **Second Rule**

Assuming voltage does not change, as resistance increases, current flow decreases. This also means that as resistance decreases, current flow increases.
What is the item that is being measured with each term and unit of measurement?

- **Term:** Voltage (E)
  - **Unit of Measurement:** Volts (V)

- **Term:** Current (I)
  - **Unit of Measurement:** Amps (A)

- **Term:** Resistance (R)
  - **Unit of Measurement:** Ohms (Ω)

Click to reveal.
Ohm’s Law Practical Reflection

Ohm’s law is not just for engineers who design electrical components and circuits. Think about what you would need to determine to install accessory fog lamps on a vehicle.

- How much current do the lamps draw?
- What wire gauge should be used in the circuit?
- How much current should the switch be able to carry safely?
- Will the switch wire to an accessory connector in the fuse panel?
- How many amps should the fuse be rated?

Ohm’s law solving circle for voltage

$E = I \times R$
Knowledge Check 2: Solve and Explain

Using your knowledge of the terms and units of measurement, solve some example problems using Ohm’s Law.

You have completed 0 of unlimited attempts.

1 of 1

Ohms Law Example Problems

Review the video and solve the following equation.

What voltage must a battery have to produce 0.5 A current through a 4.0 Ω resistor?

\[ V = I \times R \]

Explain your response (max 2 min)
Reflection: Ohm's in Practicality

Challenge your understanding of Ohm's Law by reflecting on how it can be used in the career you are pursuing.

You have completed 0 of unlimited attempts.

1 of 1

Compose a two-page reflection on how your understanding of Ohm's law will be useful in your daily profession. Your reflection should include the following items:

- Summary of Ohm's law including the two general rules of Ohm's law
- Scenario in which Ohm's law would be applied in a practical setting

Refer to the rubric for further details on the assignment and to ensure you address the required criteria.
Designing with Skills in Mind

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<th>Rubric</th>
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<th>Very Good (90%)</th>
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<td>Reflects on practical application of Ohm’s law and includes real-world example</td>
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<td>10 pts</td>
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<td>Reflection is at least 2 pages in length and free of grammatical errors</td>
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Modularity and Chunking

Each Learning Path is built around outcomes and skills and modularly “chunked”

Skills can be “stacked”

Each chunk can be combined with different chunks in skills aligned combinations and used with different maps

Content combinations are currency or proof of demonstrated outcomes and associated job skills – badges and certifications now have currency

Chunks can be reused or serve more than one purpose
Designing with Skills in Mind

Mapping, Learning Paths and choosing the right approach with design of content and assessments for each outcome and skill results in **actionable data**.
# Designing with Skills in Mind

## Learning Unit: Whole Numbers

### CONTENTS

1. **LA-4493: 1.5 Exercise**
   - Completion: ✔
   - Grade Curve: 📉
   - Average Grade: 83%

2. **LA-4500: 2.9 Exercise**
   - Completion: 🔴
   - Grade Curve: 📉
   - Average Grade: 93%

3. **LA-4501: 2.10 Quiz**
   - Completion: 🟢
   - Grade Curve: 📉
   - Average Grade: 90%

4. **LA-4506: 3.5 Exercise**
   - Completion: 🟢
   - Grade Curve: 📉
   - Average Grade: 94%

### Outcomes

- **Outcome 1:** Demonstrate the different ways to read and write whole numbers
- **Outcome 2:** Accurately perform calculations with whole numbers

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Designing with Skills in Mind

Learning Unit: Whole Numbers

Progress for Learning Unit: Whole Numbers

Activity View | Outcome View | Grader
---|---|---
Learners | Graded Activities | Performance/Completion | Mapped Learning Outcomes

![Graph showing Learner Performance/Completion](image)
Designing with Skills in Mind
Why create a universal currency around skills?

- Equity in the job market
- Enrollment differentiation
- Prior Learning Assessment (PLAs)
- Transfer Credit
- Focused pathways from learning to jobs
- Interoperability on how to quantify skills
Things to consider...

- Is the concept a knowledge or a skill?
- What is the best mode to engage learners on this concept?
  - think about sequencing these to build
- What verb best describes what you need the learner to do?
- Do they need to practice this concept? If so how? And how many times?
- Do they need feedback? Instructor? Peer?
- How will they demonstrate their progress? List evidence you want to see.
Flexible offerings to help you create skills-based programs:

➔ Ease Learning Design Plus

➔ Ease Learning Accelerated Plus

➔ Ease Learning Skillways

To learn more visit our website www.easelearning.com or email Laurie Pulido lpulido@easelearning.com
Questions?

Thank you!

For more information:

www.easelearning.com