



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

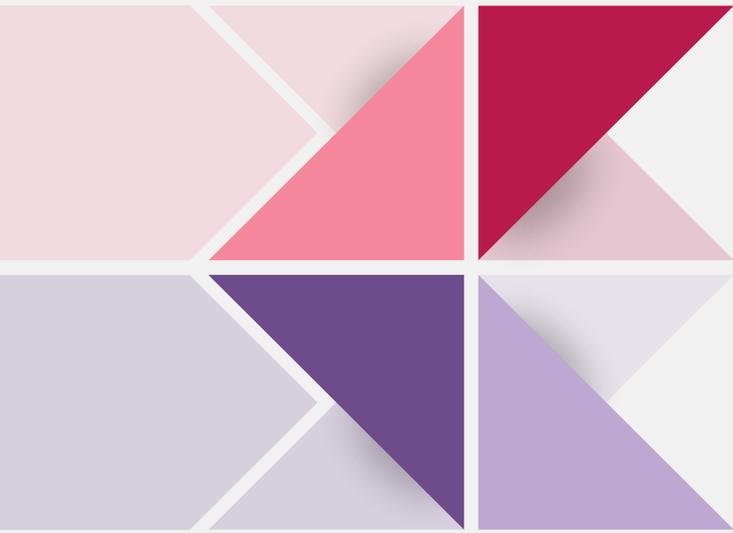
02. AICFE Project

- Research question
- Research design

03. Preliminary Results

- Survey pilot
- Next steps





01.
**Active Learning Classroom (ALC)
Research**



Overview

Active Learning Classrooms (ALCs)

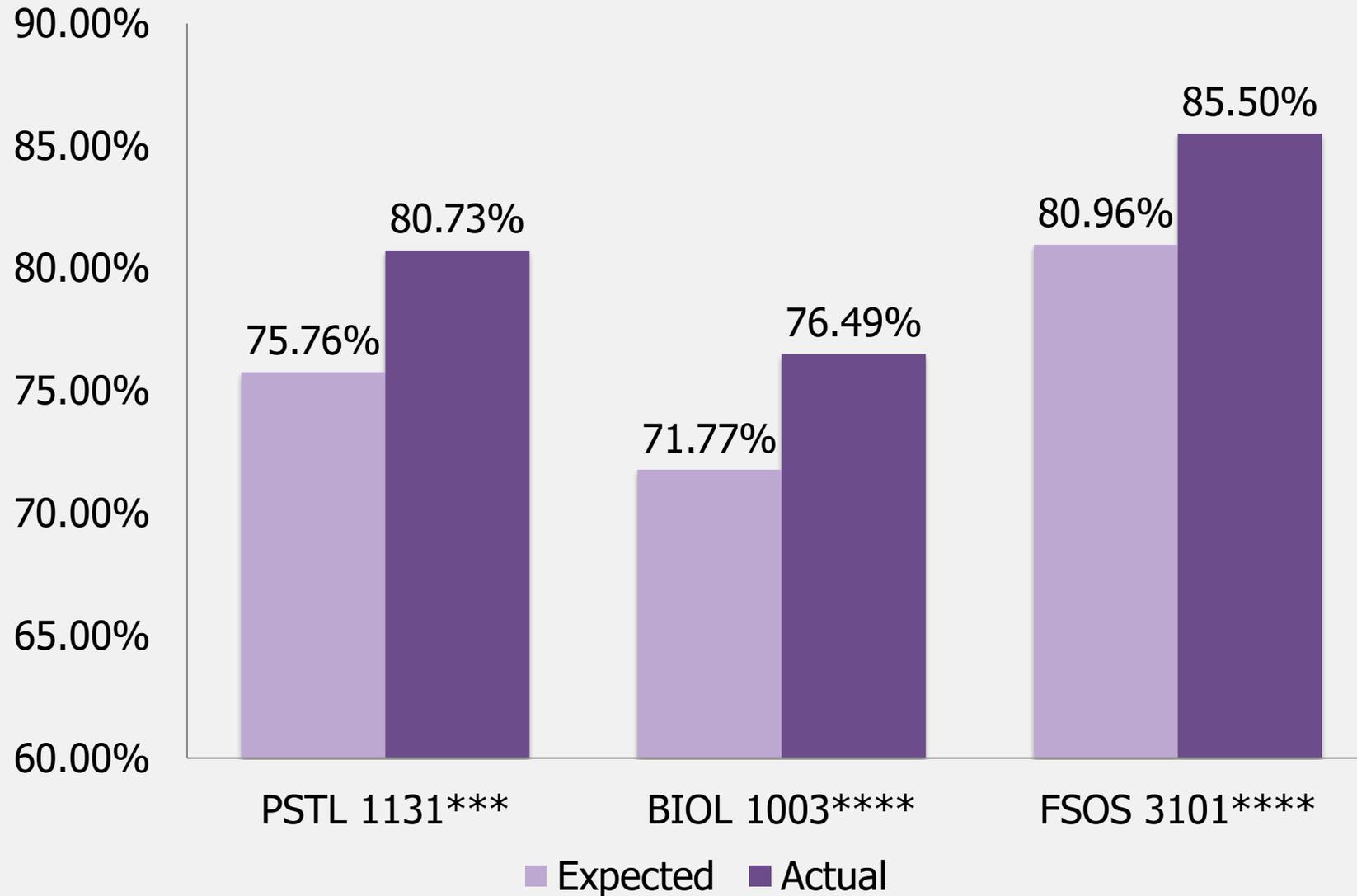


- Round tables
- LCD display screens
- Laptop plug-ins
- Projector(s)
- Marker-boards
- Microphones



Impact of ALCs on Student Learning

Quasi-experimental design results



Active Learning Classroom Publications

University of Minnesota

British Journal of Educational Technology (2010)
doi:10.1111/j.1467-8535.2010.01098.x

Journal of Learning Spaces
Volume 1, Number 2, 2012

Space and Consequences: The Impact of Learning Spaces on Instructor Satisfaction

D. Christopher Brooks
University of Minnesota

RESEARCH

Computers & Education

September 2014, Vol.78:227–236, doi:10.1016/j.compedu.2014.06.006

It's not about seat time: Blending, flipping, and efficient learning classrooms

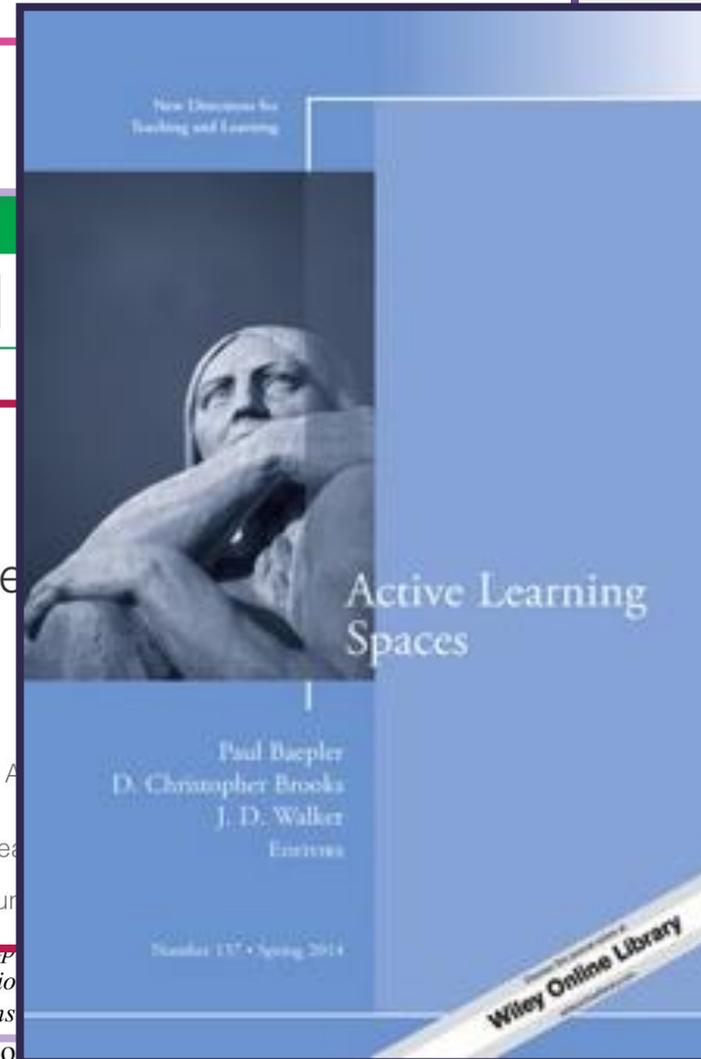
Paul Baepler ^a, J.D. Walker ^a, Michelle Driessen ^b

^a University of Minnesota, Center for Educational Innovation, Office of the Senior Vice President for Academic Affairs, 210 Walter Library, 117 Pleasant Street S.E., Minneapolis, MN 55455, USA

^b University of Minnesota, Department of Chemistry, 113 Smith Hall, 207 Pleasant Street S.E., Minneapolis, MN 55455, USA

Received 10 January 2014. Revised 9 June 2014. Accepted 11 June 2014. Available online 18 June 2014.

peers who were taking experiential learning. We compared student performance in traditional lecture-based and active learning classrooms independent of all other factors, have a significant and positive impact on student performance.

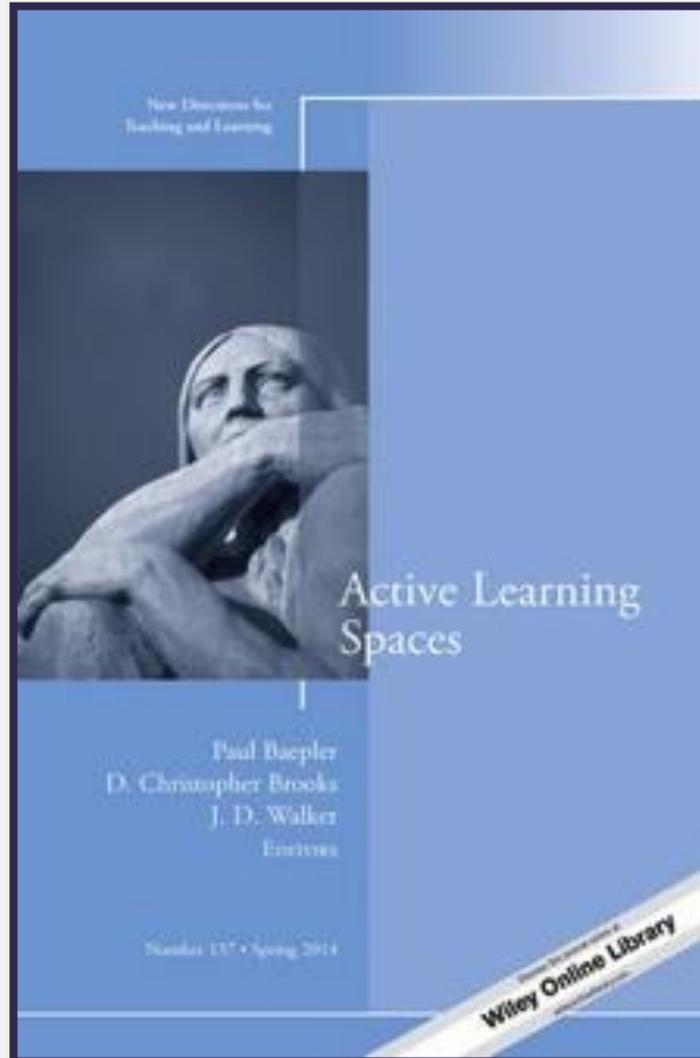


and lower failure rates
levels of conceptual
compared with students
in a traditional class-
structure-based approach.
interpretation of these



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

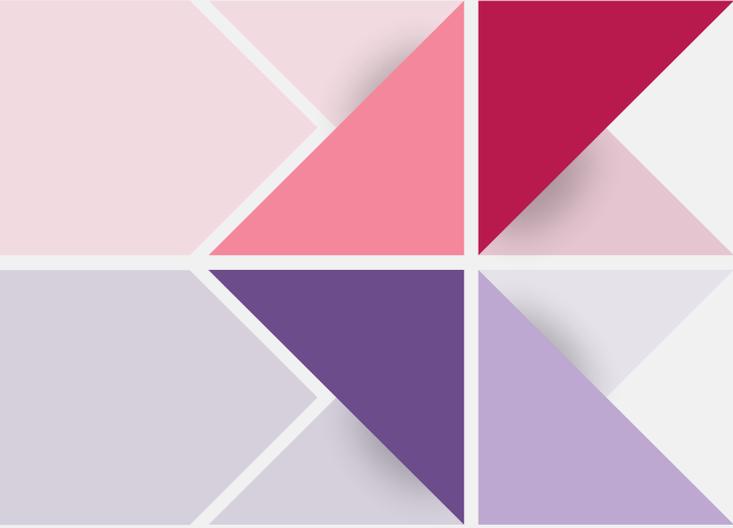
Wiley Periodicals, Inc., A Wiley Company



Future Learning Space

Beijing Normal University





02. AICFE Project



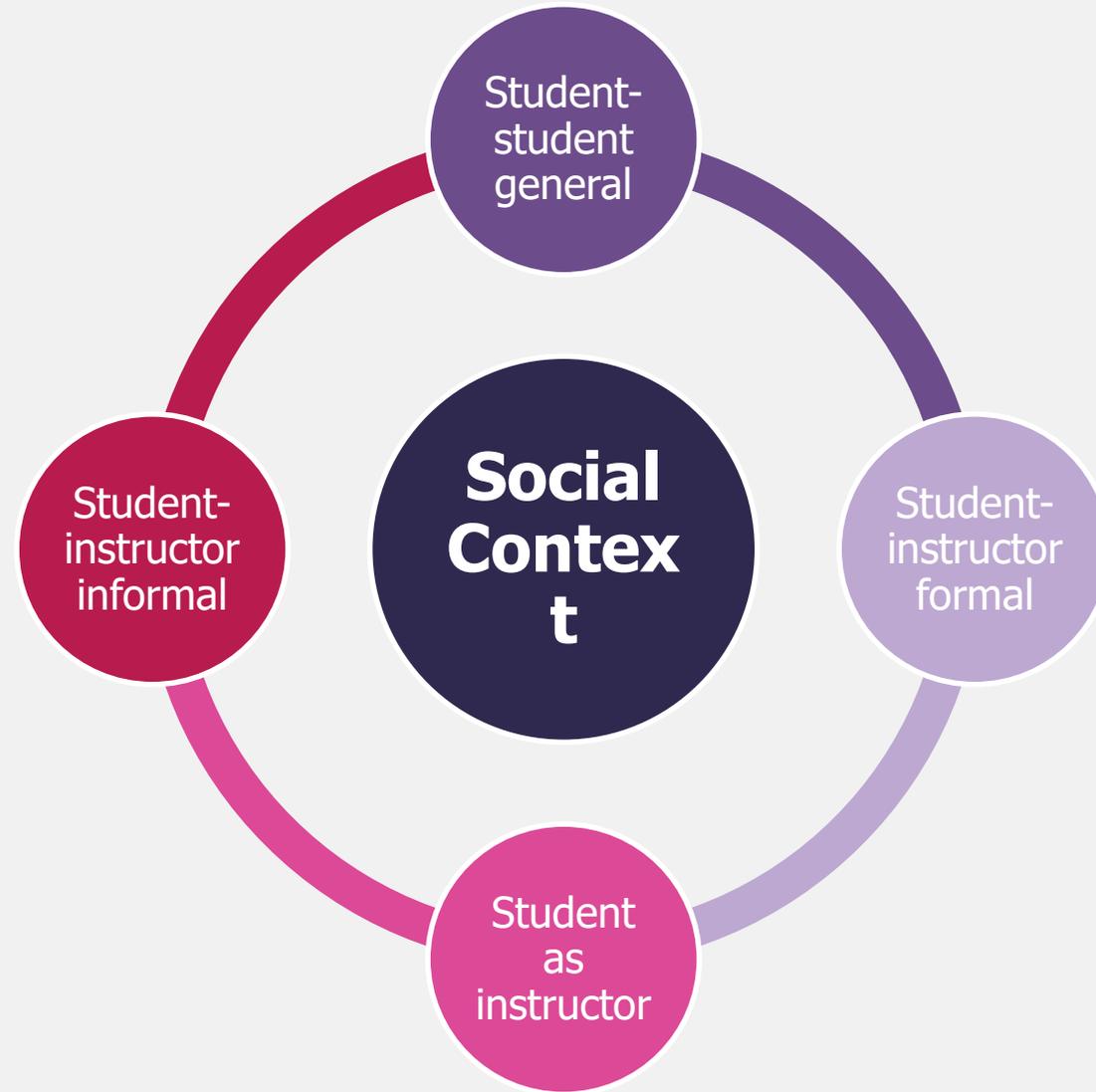
Social Context

A Possible Explanation for How ALCs Work



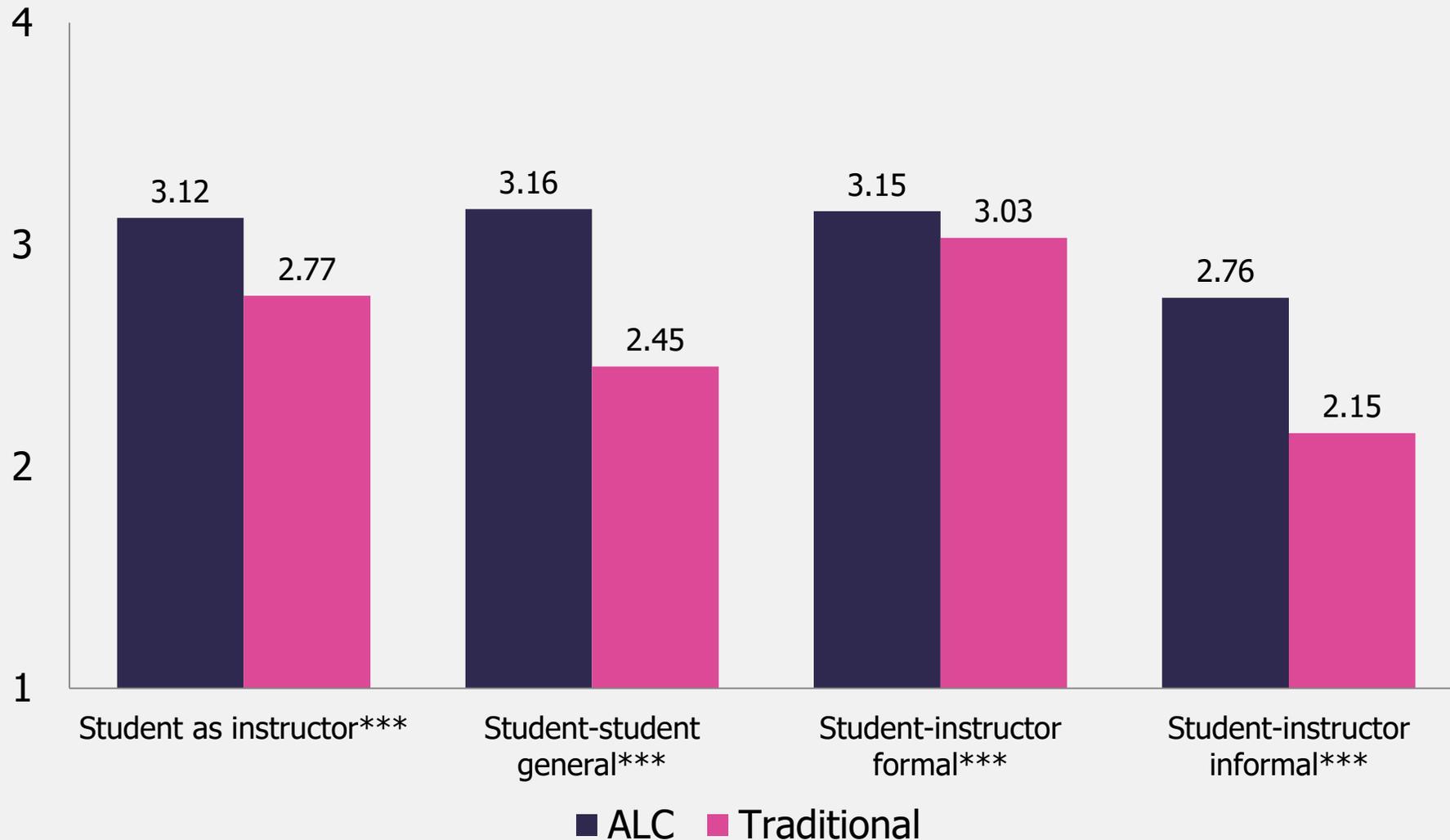
Measuring Social Context

Social Context and Learning Environments (SCALE)



Comparing Social Contexts

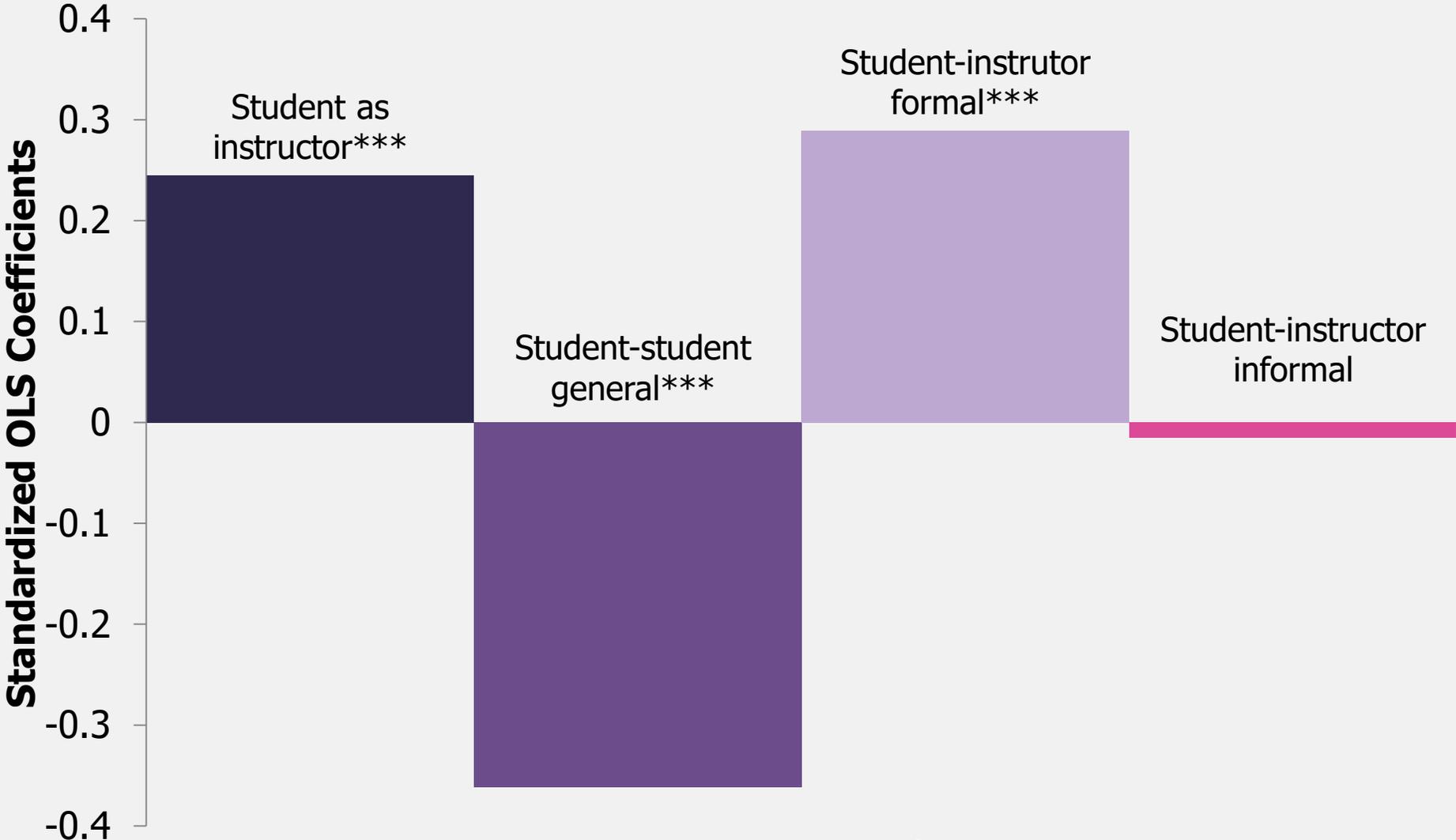
ALCs versus Traditional Classrooms



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



Predicting Learning with Social Context Data



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





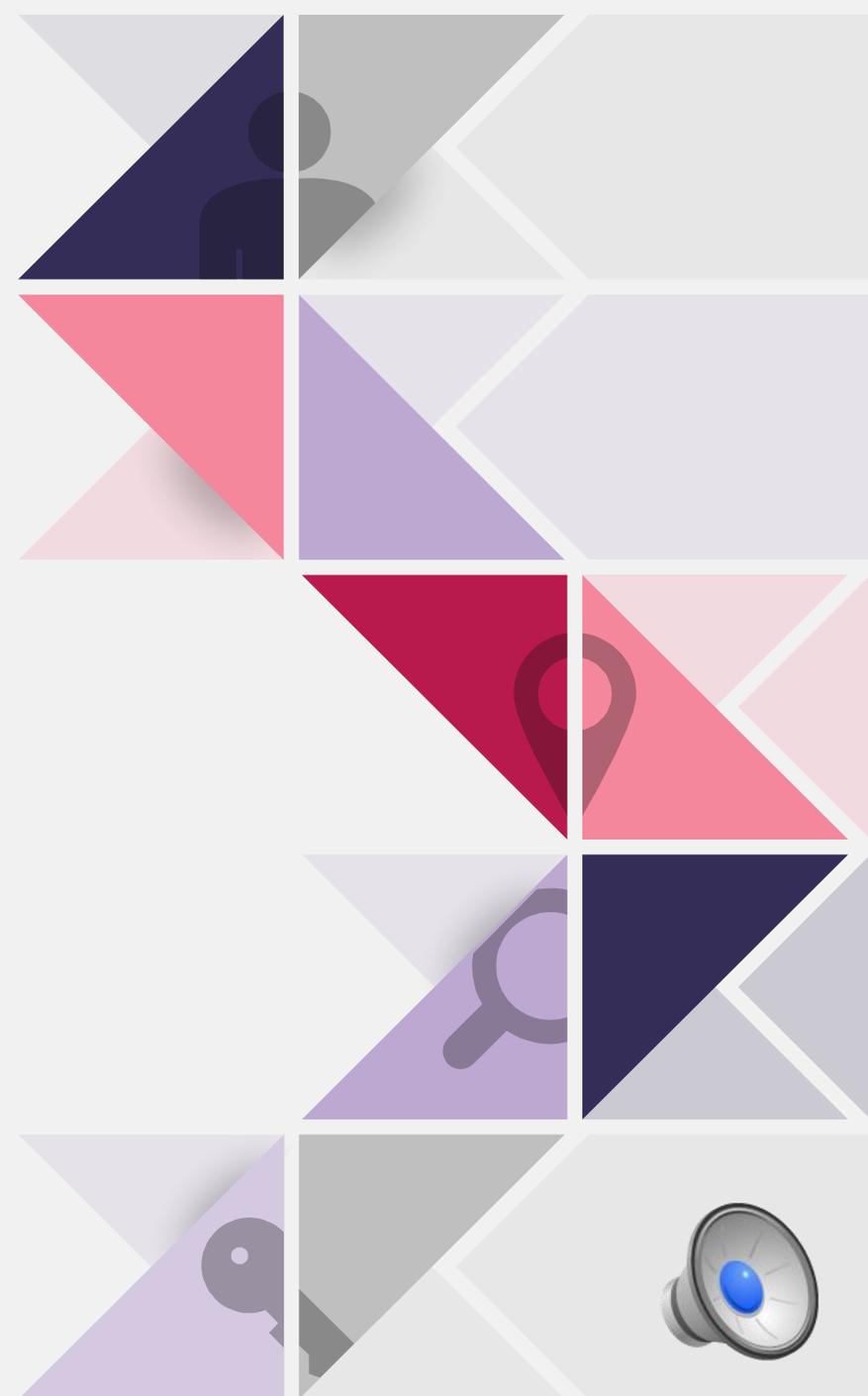
AICFE Research Questions

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 classes taught in the US and in China?

c



AICFE Research Design

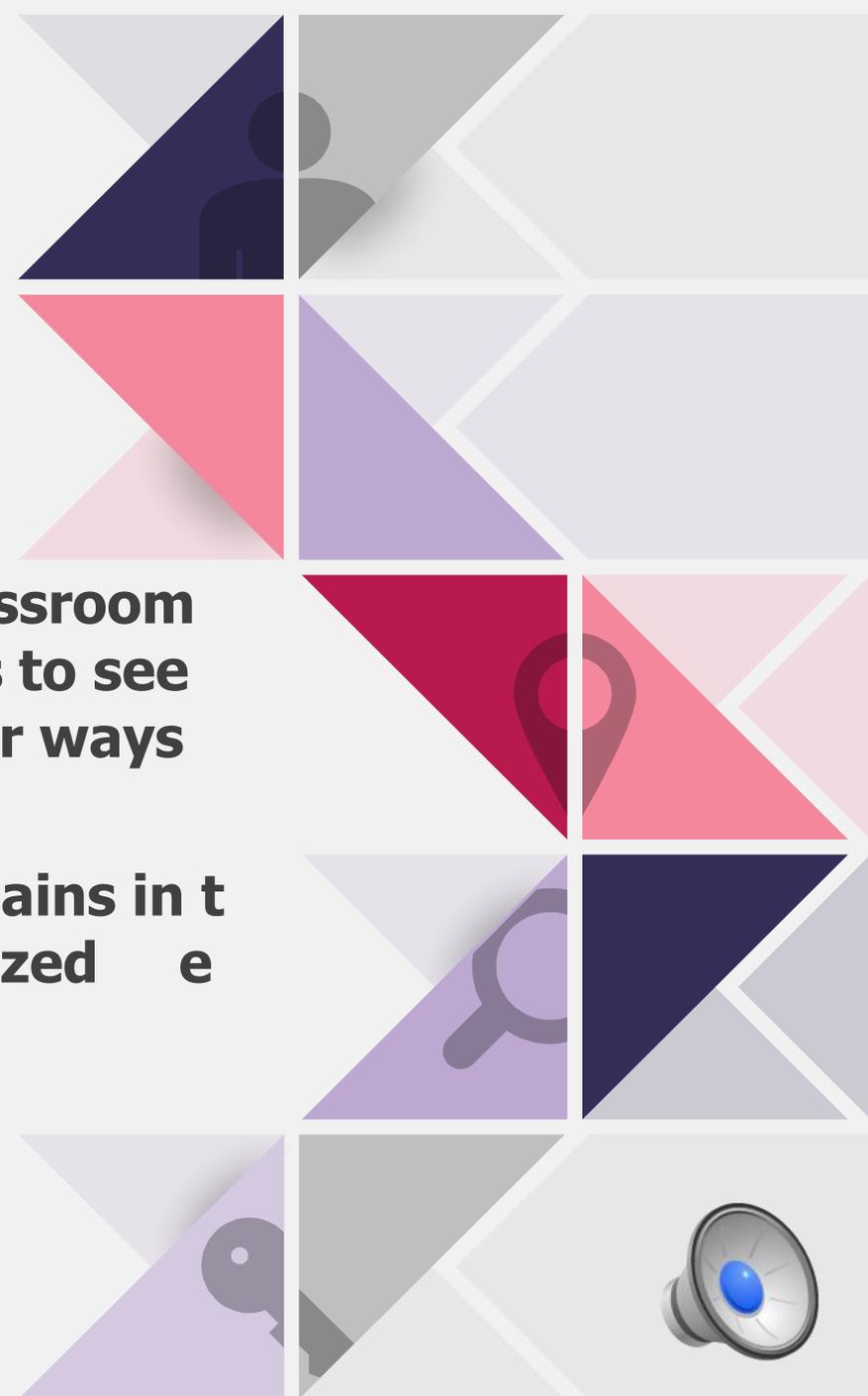


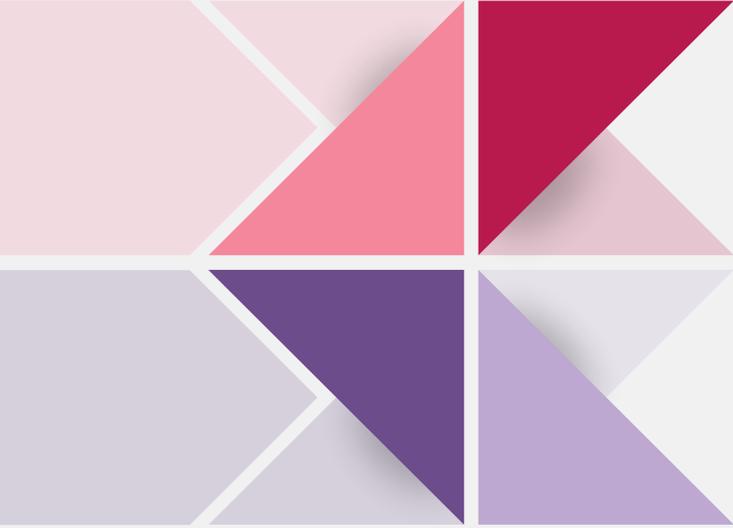
01. Comparative factor analysis to see if a similar factor structure obtains in both environments

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





Next Steps

01. November 2016

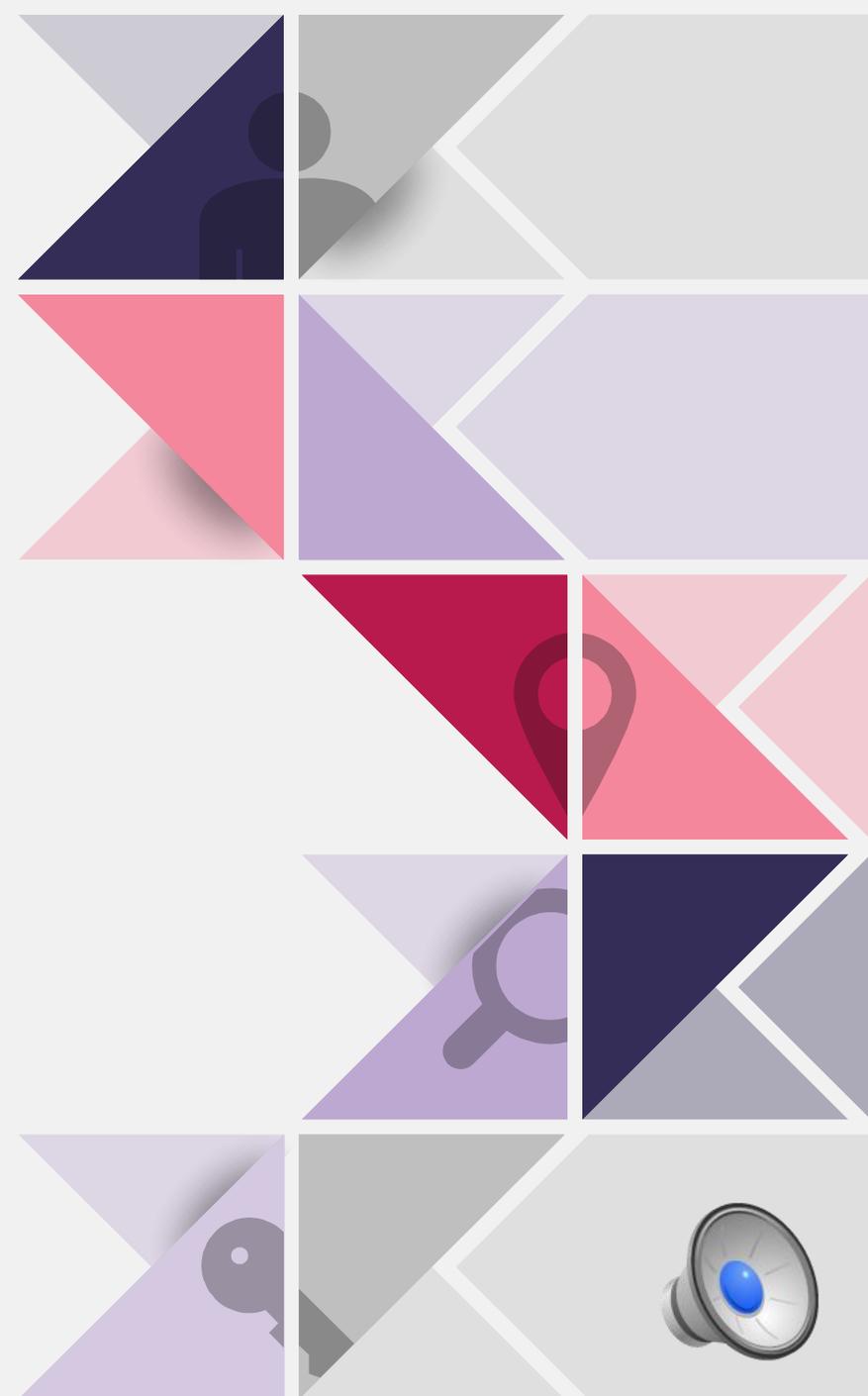
- Troubleshoot & revise instrument translation
- Secondary analysis of exploratory results

02. Fall 2016

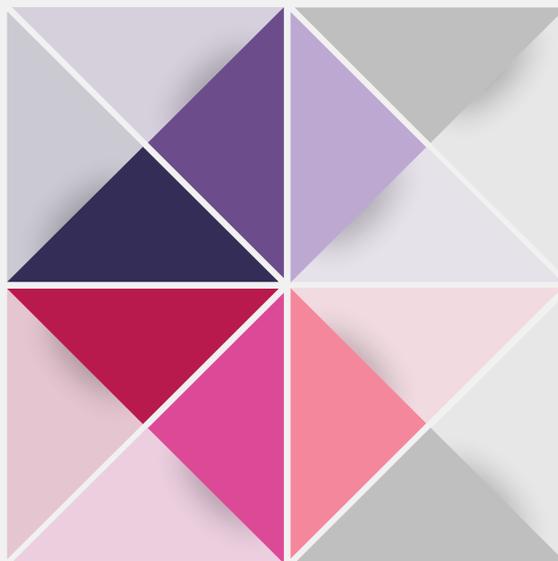
- Complete first round of data collection

03. Spring 2017

- Complete first round of data analysis
- Complete second round of data collection



谢谢!



Thank you!

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