Author conversations

On leveraging the science of learning

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From psychology, like — for years we've had experts on the science of learning. We know how students learn, but you couldn't implement that in a text in a way to take advantage of the science of learning. And for me, technology was that part that now allowed us to take advantage of what we know about the science of learning. So you can now leverage the technology to do these things — give immediate feedback, use the testing effect — do all these things that we know leads to learning. And to me, that's been the greatest thing about technology is that we can actually use the science now.

So what we are doing is providing feedback then to instructors. So it's kind of a nice loop. So we provide extra assistance for students. And then we provide feedback to the instructor. 'Look, your students — even though they had the opportunity for extra help on this topic, 30% of them still are having trouble with this. And here are some ways that *you* could deal with this in your class. Here's a demonstration, and here's how to do it. Here's an activity. Here's a writing assignment that might help them figure this out. And here's the data about how effective that is.' So we're trying to really provide this great loop for instructors about:

a. how are your students doing with this topic? And,
b. what could you do about that that might be particularly effective for your students in their environment?