



# What's new in Studio?

## LEARNER ENGAGEMENT

---

Ben Piscopo, Learning Designer  
Training and Partner Enablement

# *What's new in Studio?*

---



## **Community Building**

- Cohorts
- Teams
- Peer Instruction



## **Content Differentiation**

- Content Groups

# Why use Cohorts?

---



Global  
vs.  
Blended

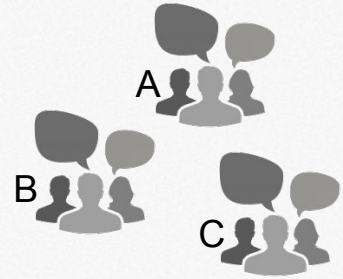


# Automatic Cohorts

---

Smaller Groups for Discussions and Content

- **1 cohort : 10,000 enrollment**
- Send paid learners into the paid track.



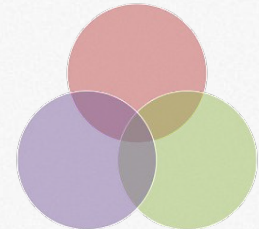


# Manual Cohorts

---

## Smaller Groups for Discussions and Content

- Manually add students from the classroom.
- Segment content by audience type.  
(e.g., Alumni, Corporate, Teachers)
- Support learners in interdisciplinary courses.  
(e.g., science + politics)



# +Content Groups

---

Align cohorts and your content through...

## Content Group Configuration

▼ **Verified**

ID: 1111028557

 Edit



This group controls visibility of:

**Quiz 1 / Verified question**

# Cohorts



**Use Case:** Randomizing assessments (w/ cohorts) discourages cheating in both audit and verified tracks.



## Supply Chain Fundamentals

Learn fundamental concepts for logistics and supply chain management from both analytical and practical perspectives – part of the *MITx MicroMasters Credential in Supply Chain Management*.



# Cohort Considerations

---

- Students in different cohorts should achieve **similar learning outcomes**.
- If cohorting content, make sure that there is a **component in each unit**.
- **Avoid making changes** after the course starts as it may impact the learning experience.
- **Pages** outside of Course content **are visible to all learners**.

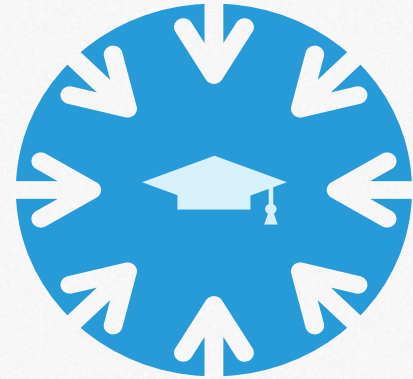




# Why use Teams?

---

1. Provide learners with small discussion forums on focused topics
2. Enable peer-to-peer communication to support group-work
3. Allow learners to create their own teams within topics created by the instructor



# BUx: Spanish Language

---

Join a team to learn more about that culture!

## Teams

See all teams in your course, organized by topic. Join a team to collaborate with other learners who are interested in the same topic as you are.

My Team Browse

Showing 1-12 out of 16 total | Sorted by **name** ▾

TOPIC

### Argentina

Teams for Argentina

4 Teams



TOPIC

### Bolivia

Teams for Bolivia

1 Team



TOPIC

### Chile

Teams for Chile

2 Teams



# Teams

---

“The goal of this GROOC (a MOOC for groups) is to inspire the creation of social initiatives that will generate social impact.”



## **Social Learning for Social Impact**

Join the world's first GROOC – a MOOC for groups – to collaborate with others globally and create social change.



*DemoX  
Example!*

# Team Considerations

---

- Remember course authors set up the team structure, but **learners self-select teams**
- Make sure you **have a clear purpose** for using teams as it is visible course-wide.
- **Communicate clearly** to your learners so that they know where and how to use teams



*PennX  
Example!*



# Peer Instruction

---



Eric Mazur

- Student-centered
- Interactive and engaging
- Resolves misconceptions

# Peer Instruction

---

  
**Answer**



  
Reflection



  
Results

Step 1) Your initial answer



Step 2) Read classmates answers and answer again.

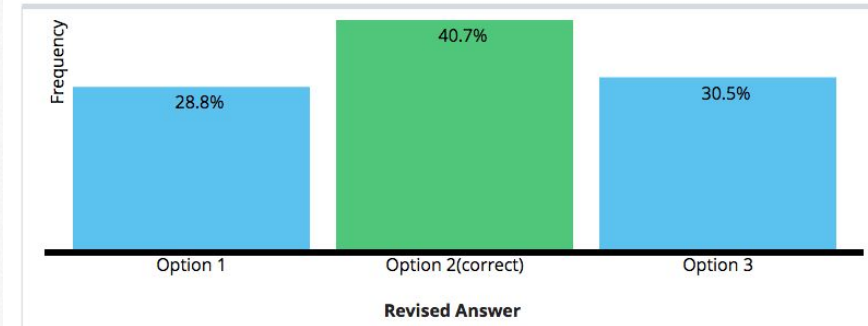
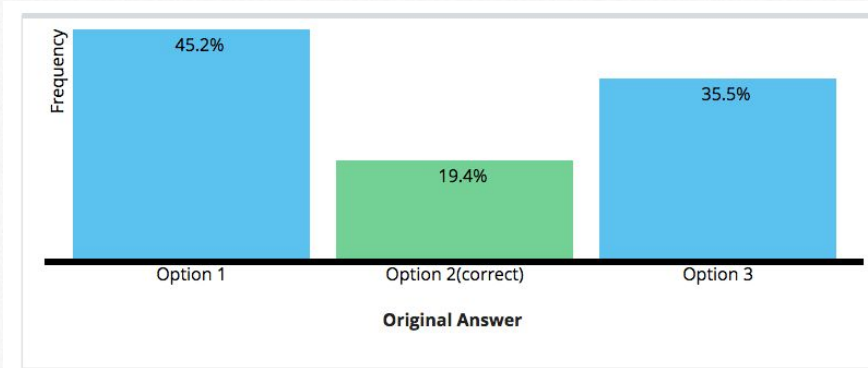


Step 3) Compare results



# Peer Instruction

---



Try it in DemoX!

<http://bit.ly/2fRkqsD>



# Peer Instruction

**Use Case:** “Interactive Polls” used by UBCx require learners to choose a side and explain their rationale. (EcodesignX)



## **Ecodesign for Cities and Suburbs**

Using real examples, learn how ecology can guide urban design to avert environmental disasters and improve people’s lives.



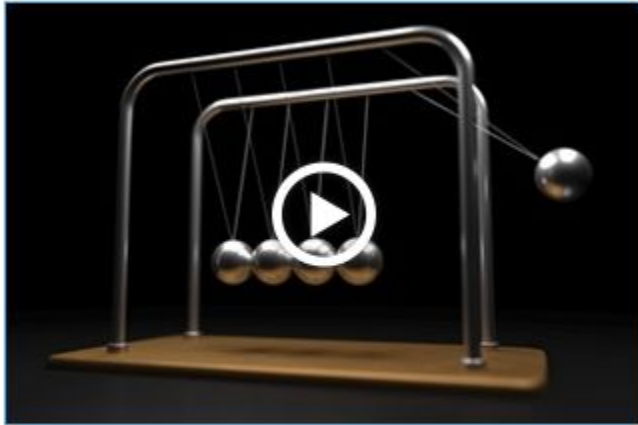
THE UNIVERSITY  
OF BRITISH COLUMBIA





# Peer Instruction

**Use Case:** “Knowledge Check” in combination with other assessment types and media types. (Query101x)



## Question Everything: Scientific Thinking in Real Life

Learn how to use math and science to solve everyday problems and better prepare yourself to continue studying science in high school and beyond.

# *Peer Instruction* Considerations

---

- If set to graded, you can only **award points for participation**.
- **Selection logic:** 'random' is truly random, while 'simple' is one from each answer.
- Test out your PI assessment to see how clear the learning gains are.



# Q&A

---

