



WIP: An Ecosystems Metaphor for Propagation

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WIP: An Ecosystems Metaphor for Propagation and Student Learning

Introduction

In the context of broadening participation in engineering, the engineering education community has recently been discussing the merits of shifting from a pipeline or pathways metaphor to an ecosystems metaphor (Cheville, 2019; Lee, 2019; Lord et al., 2019). In short, the ecosystem metaphor takes a socio-cultural perspective that is local, idiosyncratic, historic, and context- and climate-centered (Engeström, 2001). It sees students as active agents in their learning and foregrounds connections and community that students' experience (Cheville, 2019; Lee, 2019). Ecosystems are complex, and intentional changes in any aspect of the system lead to other aspects responding, often in unanticipated ways (Cheville, 2019; Lord et al., 2019).

In this work-in-progress paper, we apply the ecosystems metaphor to develop a model to address the ways a technology-based tool, the Concept Warehouse (Koretsky et al., 2014), propagates in diverse settings and to how students use the tool in their learning. The ecosystem model goes beyond previous research using the Diffusion of Innovations framework (Rogers, 2005). While Diffusion of Innovations has been applied to educational innovations in engineering education (Borrego et al., 2010), physics education (Henderson and Dancy, 2008), and medical education (Rogers, 2002), it does not adequately account for the ways in which instructional and learning practices are socially situated within specific educational ecosystems, nor how those systems influence the ways in which practices are taken up by individuals and groups.

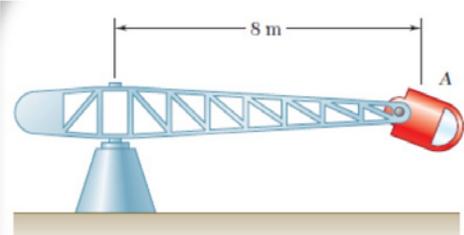
This WIP serves as the theoretical basis for a larger project in which we seek to propagate the Concept Warehouse, a technological innovation designed to foster concept-based active learning, into Mechanical Engineering. We seek to characterize the ecosystems across five diverse institutions with different resources and serving different populations of students in order to illuminate the reasons for variations in propagation, use, and impact of the Concept Warehouse. What we learn will inform future efforts to spread evidence-based practices to a greater range of contexts, instructors, and students. It will also inform further development of those practices and their evidentiary base through the documentation of instructor modification and implementation of the Concept Warehouse. The intent for this paper is to provide an opportunity for community discussion so we have opportunity to revise the model before intensive analysis is conducted.

The Technology Tool

The Concept Warehouse is a web-based instructional tool that was originally developed for Chemical Engineering faculty (Koretsky et al. 2014). It is designed to provide instructors and their students with a cyber-enabled infrastructure to deliver concept-based active learning. *Concept-based active learning* is the use of activity-based pedagogies whose primary objectives are to make students value deep conceptual understanding (instead of only factual knowledge) and then to facilitate their development of that understanding. Concept-based active learning has been shown to increase academic engagement and student achievement (Deslauriers et. at, 2011; Freeman et al., 2014; Hake, 1998), to significantly improve student retention in academic programs (Freeman et al., 2014; Prince, 2004), and to reduce the performance gap of underrepresented students (National Research Council, 2011, 2012; Haak et al., 2011; Theobald et al., 2020)

The Concept Warehouse provides three distinct but complementary functions: (a) a content repository, (b) an audience response system to deliver content, and (c) learning analytics that provide data to instructors and researchers. It houses over 3,000 *ConceptTests*, which are short questions that can rapidly be deployed to engage students in concept-oriented thinking and/or to assess students' conceptual knowledge, along with more extensive concept-based active learning tools and concept inventories. Screenshots of students' views of a *ConceptTest* and an instructional tool developed during this project are shown in Figures 1 and 2, respectively. The Concept Warehouse has grown rapidly over the last five years with over 1,200 faculty accounts and 28,000 student users (Friedrichsen, Smith, and Koretsky, 2017).

Air Force pilots practice responding to large in-flight accelerations by riding in a centrifuge which rotates in a horizontal plane with the pilot sitting in the cage. How could engineers redesign the centrifuge most effectively to expose pilots to larger accelerations?



By doubling the angular velocity of the centrifuge
 By halving the length of the centrifuge arm
 By doubling the angular acceleration of the centrifuge
 By doubling the length of the centrifuge arm

Please explain your answer in the box below.

Please rate how confident you are with your answer.

substantially moderately neutral moderately substantially
unsure unsure confident confident

Figure 1. Screenshot of the Student Interface of a *ConceptTest* for Engineering Dynamics. The instructor has the option to request written explanations and confidence when assigning the question.

While the Concept Warehouse has demonstrably propagated in Chemical Engineering, the mechanisms for successful spread to diverse settings have not been studied. We start from the assumption that faculty choose instructional practices not in isolation, but in relation to the specific *educational ecosystems* in which they teach. Given the diversity of post-secondary

institutions, it is likely that innovations like the Concept Warehouse are more readily taken up in some than in others. For example, in institutions that provide professional development opportunities for faculty, new users of Concept Warehouse may receive formal or informal support. Other institutions may emphasize other activities (i.e., research) and provide little support or encouragement for faculty to adopt new techniques.

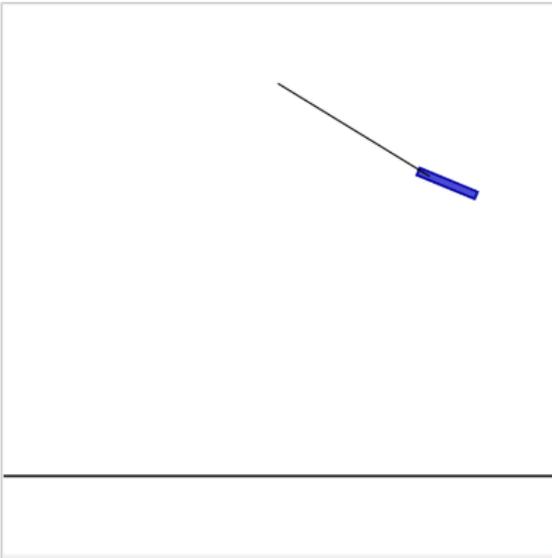
HOME
QUESTIONS
PROFILE

Class : ME 123 F2019 ▼

Impact Pendulum Activity (v01-CM)

CASE 1 (continued)

The simulation below shows a pendulum in its initial state. You will have a chance to run the simulation later in this exercise, after you submit answers to the questions below.

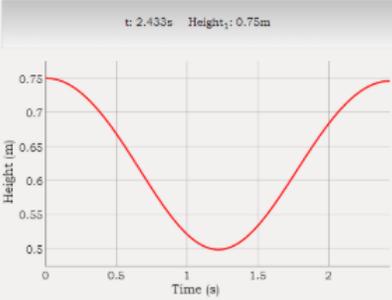


Case 1

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t: 2.433s Height: 0.75m



Initial Conditions	
Length	0.5 m
Mass 1	0.5 kg
Angle 1	60 deg
Height 1	0.750 m

In the simulation, a pendulum with mass of 0.5 kg and length of 0.5 m is released at rest from a height of 0.75 m. Predict how high the weight will swing at the end of the first swing:

- Higher than initial height
- Same as initial height
- Slightly lower than initial height
- Noticeably lower than initial height
- Will stop at the bottom

Explain why you predict this.

The pendulum will lose momentum during the swing.

Now run the simulation above and record your observations:

The height at the end of the swing is the same as the initial height.

Figure 2. Screenshot of the Student Interface of an Inquiry Based Activity for Engineering Dynamics.

bilingual public research university. Our design includes initial semi-structured interviews with faculty to understand their contexts and their initial thinking about use of the Concept Warehouse, classroom observation and follow-up interviews for those who try out aspects of the tool in their classes, and focus group interviews with their students. Through the tool we will collect student learning data (Concept Inventories available on the Concept Warehouse) and traces of instructional use by all participating instructors.

Grounded in the model shown in Figure 3, our goal is to understand how instructor decisions, motives and constraints are embedded in the contexts in which they work, and how the strategies adopted relate to student learning in those settings. We also seek to understand the impact of the Concept Warehouse on student outcomes, including concept learning and engagement, with particular attention to interactions between context, practice, and outcome. This approach is an extension of what Freeman et al. (2014) call “second-generation research” that investigates which “type of active learning is most appropriate and efficient for certain topics or student populations” (page 8413).

Preliminary Data

In this paper, we analyze initial interview data from 14 faculty members together with institutional data to illustrate aspects of how educational ecosystems interact with propagation goals. Table 1 shows institutional data collected from the 5 participating institutions. Institutional variations include institution and class size, emphasis on teaching, departmental culture, values related to tenure, and student population. Individual instructors in the participating ME departments include 2 lecturers; 6 assistant, 2 associate and 3 full professors; and a doctoral student. To date, 5 are women, 6 are persons of color. They teach a variety of classes including: statics, dynamics, thermal fluids, and materials science. In addition to position, relevant instructor differences include years of teaching experience, formal professional development history, beliefs about students, current instructional practices and goals.

Initial interviews were conducted via Zoom, audiorecorded and transcribed verbatim. Using ATLAS.ti software, interview transcripts are being content-analyzed, using our theoretical model as a guide and allowing patterns to emerge through coding. Even from these early stages in the project, the researchers have noted influences of the instructors’ ecosystems on their participation in line with our model. For example, recruitment appears smoother in more teaching focused institutions with small class sizes than in research intensive institutions with large class sizes (institutional context). This is compounded by learning communities among instructors in the teaching focused institutions that are absent from the larger institutions (instructor histories and beliefs). However, the tool is built to engage all students in a class and could help instructors in the large classes to a greater extent than those who teach small classes (features of the innovation). Thus, there is a challenge in that instructors in contexts where students may be most likely to benefit are those that have less support and more constraints on taking it up. Instructors who are less familiar with active learning strategies in general, or who lack institutional support or peer models, need more instructional guidance built into the tool itself. Aspects of student culture (e.g., classroom cell phone use, sharing of answers or questions among students) may cause instructors to hesitate before adopting Concept Warehouse technology. More insights should emerge as we follow a subset of interviewees as they dive deeper into Concept Warehouse use.

Implications

Although this is a work in progress, we argue that our findings and the conceptual model that frames our research will ultimately inform attempts to effectively transfer educational research into educational practice and expand participation of groups, institutions, and geographic regions that are underrepresented in STEM disciplines.

Table 1. Institutional Data for Concept Warehouse/IUSE Project

Data Item	Public Comprehensive	Public Research	Public Latinx-serving	Private	2-year College
Total Undergraduate Enrollment	21,037	25,699	12,126	3,597	11,363
Total Graduate Enrollment	775	5,287	1,098	71	0
Engineering Undergraduate Enrollment	6,439	7,826	4,718	678	119
- Percent Female	26.7%	20.2%	26.9%	32.0%	13.0%
- Percent Other Underrepresented	16.5%	10.3%	100.0%	8.0%	66.0%
Engineering Graduate Enrollment	241	1,209	285	13	0
Setting	Small Town	Small Town	Urban	Small Town	Suburban
Engineering Teaching Faculty, Tenure Track	151	191	164	64	1
- Percent Female	17.2%	24.1%	22.6%	26.6%	0.0%
- Percent Other Underrepresented	6.0%	0.0%	91.5%	4.7%	0.0%
Engineering Teaching Faculty, Non-Tenure Track	176	56	3	4	1
Total Teaching Faculty	327	247	167	68	2
Engr Undergraduates / Teaching Faculty	19.7	31.7	28.3	10.0	59.5
Non-Teaching Research Faculty	1	91	1	14	0
Comprehensive Fee (Out of State for Publics)	\$38,544	\$44,775		\$70,654	\$21,088
Comprehensive Fee (In State for Publics)	\$26,664	\$25,845	\$22,897		\$12,844
Number of Engineering Applicants	19,624	3,805	1,371	2,887	n/a
Percent Engineering Applicants Admitted	23.5%	86.7%	60.2%	30.2%	n/a
Percent Engineering Admits Enrolled	26.9%	36.8%	93.9%	21.4%	n/a
Composite ACT Mid Range	31	26.5	NA	31	n/a
CO-OP Program	Optional	Optional	Optional	None	None
Graduate Research Expenditures	\$5.5M	\$45.3M	\$0	\$0	n/a
Research Expenditures / Ph.D. Recipients	NA	\$612k	\$0	\$0	n/a
Classes with fewer than 20 students	16.1%	29.1%	NA	52.0%	43.0%
Classes with 20-49 students	71.4%	50.8%	NA	46.5%	57.0%
Classes with 50 or more students	12.5%	20.1%	NA	1.5%	0.0%
4-year graduation rate	40%	32%	3%	85%	n/a
6-year graduation rate	76%	64%	37%	90%	n/a

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