Dear Colleague:

We are inviting you to attend a one-day conference (May 28, 2020) at the University of New Hampshire on *Empowering Students for Academic Success*. This will be our fifth conference on a science of learning theme, made possible by support from the Davis Educational Foundation. The conference will feature presentations and interactive sessions on teaching college and university students study strategies informed by the science of learning and instructing and supporting them to use those strategies as they prepare for course assessments.

We have an excellent line-up of presenters, including Mark McDaniel (co-author of *Make It Stick*), Megan Sumeracki (co-author of *Understanding How We Learn: A Visual Guide*), and Norman Bier (Executive Director of the Carnegie Mellon University Simon Initiative).

Participation in the conference is free to registrants, with continental breakfast and lunch served. In addition, complimentary parking on campus will be provided. Your only expense will be getting to and from the conference.

Details on the conference are provided below.

Sincerely,

Catherine Overson  
Associate Director, CEITL  
Current Interim Director, CEITL  
Affiliate Associate Professor of College Teaching, UNH

Victor Benassi  
Professor Emeritus and Faculty Director, CEITL (2007-2018)
Presentation Title:
The KBC framework for teaching effective learning strategies: A concrete example and some preliminary results

Abstract:
The efforts to teaching learning strategies generally have failed to promote spontaneous transfer of the target strategies to new contexts and materials. I will outline a theoretical framework that I am developing that delineates key components of a learning-strategy training regimen to support transfer and sustained use of the trained strategies. I will illustrate these components from a recent course that incorporated these features, and provide initial results that inform the effectiveness of this approach.
MEGAN SUMERACKI
ASSISTANT PROFESSOR
RHODE ISLAND COLLEGE

Megan Sumeracki (formerly Smith) is an Assistant Professor at Rhode Island College. She received her Master’s in Experimental Psychology at Washington University in St. Louis and her PhD in Cognitive Psychology from Purdue University. Megan studies human learning and memory, specifically applying the science of learning in educational contexts. Her research focuses on retrieval-based learning strategies, and the way retrieval can improve meaningful learning. Megan's work has been published in journals such as Journal of Experimental Psychology: Learning, Memory, & Cognition, and Applied Cognitive Psychology. Megan has given talks at regional and national conferences in the US, and abroad such as a lecture at the Swedish Collegium for Advanced Study and The McMaster Symposium on Education and Cognition in Hamilton Ontario. Megan is also passionate about bridging the gap between research and practice in education. In an effort to promote more conversations between researchers and practitioners, she co-founded The Learning Scientists (www.learningscientists.org).

Presentation Title:
Six Cognitive Strategies for Effective Learning

Abstract:
Decades of cognitive research can inform classroom learning. However, the research is not always translated into practice. In particular, cognitive psychologists have identified six strategies with a lot of scientific evidence to suggest that they work well to promote durable long-term learning. These strategies include spacing, interleaving, elaboration, dual coding, concrete examples, and retrieval practice. During the talk, Dr. Sumeracki will provide a brief overview of each of these strategies and general tips for their use. Importantly, she will go over resources that are available on learningscientists.org to learn more about the strategies and their use in college courses.
Presentation Title:
Open Education: Improving Learning in Higher Education

Abstract:
Higher education is more important than ever for economic mobility and lifetime earnings, but an increasingly diverse population of learners continues to struggle to achieve post-secondary success. How can technology-enhanced learning innovations be developed and applied in ways that improve outcomes for all learners? What are the opportunities and risks as the use of these innovations becomes more widespread? And how should these innovations engage with the growing Open Education (OE) community? One answer can be seen at Carnegie Mellon University’s Simon Initiative, where a learning engineering approach integrates research and practice in ways that simultaneously improve outcomes for students while advancing our understanding of how humans learn.

In this talk, Bier will give an overview of the Simon Initiative and discuss the Open Learning Initiative (OLI) as an exemplar of learning engineering. He will highlight the unique affordances of Open Educational Resources (OER) and emphasize productive overlap with other open approaches, including science, access, data and pedagogy. In this context, he will highlight the affordances of descriptive learning analytics for improving outcomes for diverse learners and provide an overview of OLI - its approach, supporting technologies, analytics and associated research. He will also provide an overview of emerging research on barriers to innovation in higher-education. He will argue that success in addressing educational technology’s opportunities and challenges while mediating risks requires this work to be centered in not-for-profit higher education and necessitates collaboration across educational institutions. To that end, he will highlight ways to leverage the work of the Simon Initiative and outline opportunities to collaborate with OLI and the larger OE community, including examples drawn from successful collaborations with UNH.
Presentation Title:
The Student Cognition Toolbox: Empowering Students to Become Better Learners

Abstract:
Students enter college with a variety of past experiences and beliefs about how to prepare for assessments of their academic performance. Considerable research supports that most students prefer and use study strategies that are ineffective relative to strategies supported by applied research on cognition. In addition, this research shows that different study strategies are needed for different kinds of learning—one size does not fit all.

In response to this, we have developed and launched a comprehensive set of online instructional materials, the Student Cognition Toolbox, situated within Carnegie Mellon University's (CMU) Open Learning Initiative (OLI; http://oli.cmu.edu), that inform students about cognitively-supported effective and efficient study strategies. A distinctive feature of our Toolbox is that lessons include a practice component designed to assist students in mastery of that strategy. We will report on a number of assessments that examine whether and how students use their newly-acquired skills, as well as the impact of their use on their academic performance.
CATHERINE OVERRSON
PRINCIPAL INVESTIGATOR STUDENT COGNITION TOOLBOX

VICTOR BENASSI
CO - PRINCIPAL INVESTIGATOR STUDENT COGNITION TOOLBOX

LAUREN KORDONOWY
SCIENCE OF LEARNING PROJECT COORDINATOR

ELIZABETH TAPPIN
STUDENT LEARNING OUTCOMES ASSESSMENT COORDINATOR
Acknowledgements:

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