DIFFER

Connecting students

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differ.chat

Featured in:

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Speakers at:
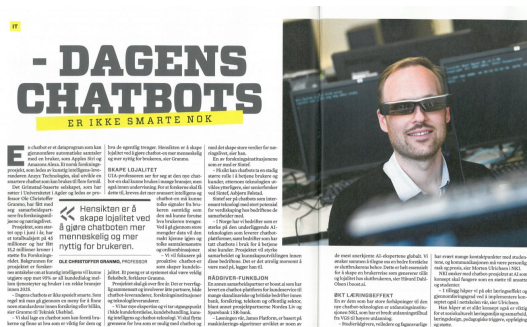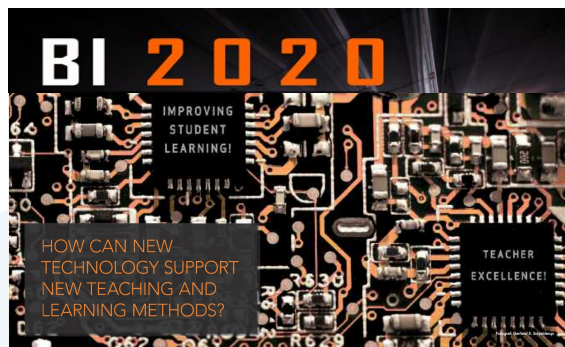
SXSW edu

Speakers at:

X edtechx europe

Fighting social isolation in higher education

From the HEI sector

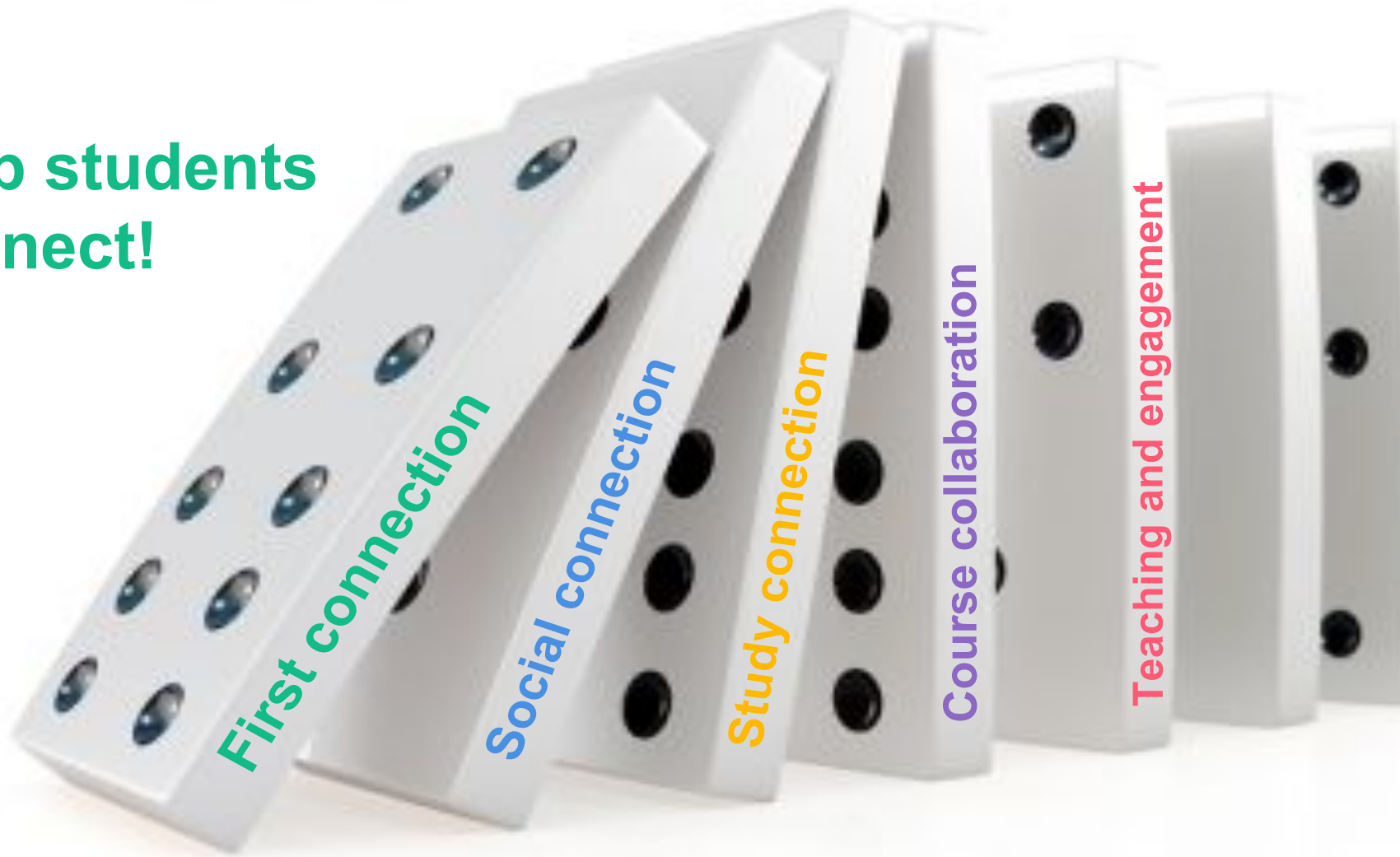## Research-driven

International

Based on the report BI2020, 4 years of RnD and €1,5M investments

€4,5M research project with Center for Artificial Intelligence Research, UiA Goal: Connecting students

Backed by leading investors, universities and partners

Help students connect!

First connection

Social connection

Study connection

Course collaboration

Teaching and engagement
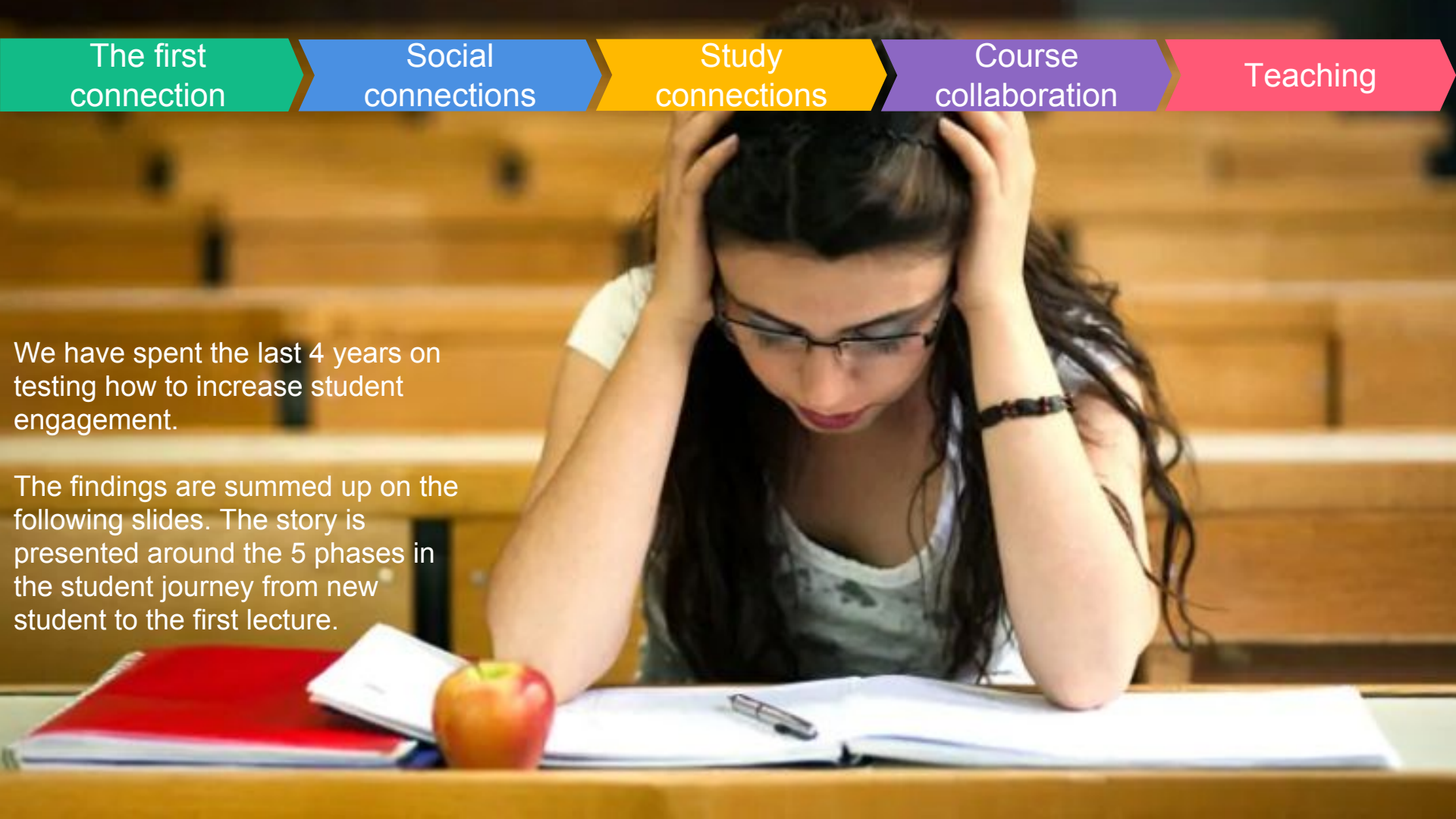
The first connection | Social connections | Study connections | Course collaboration | Teaching

We have spent the last 4 years on testing how to increase student engagement.

The findings are summed up on the following slides. The story is presented around the 5 phases in the student journey from new student to the first lecture.
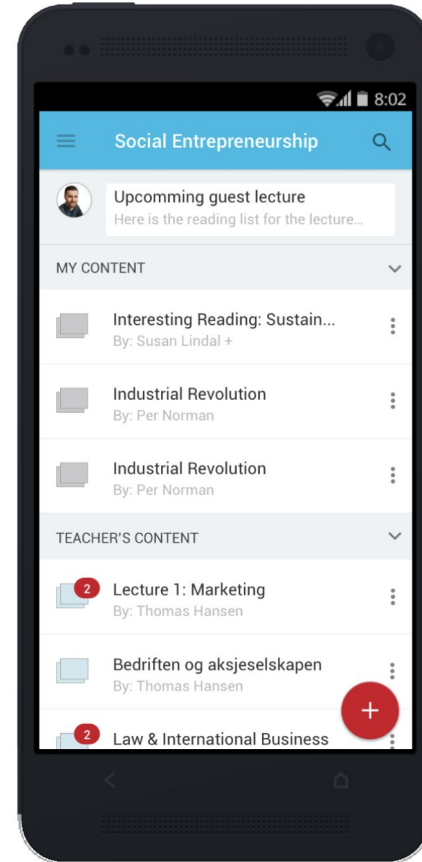
Learnings phase 1:
- Content will not drive engagement
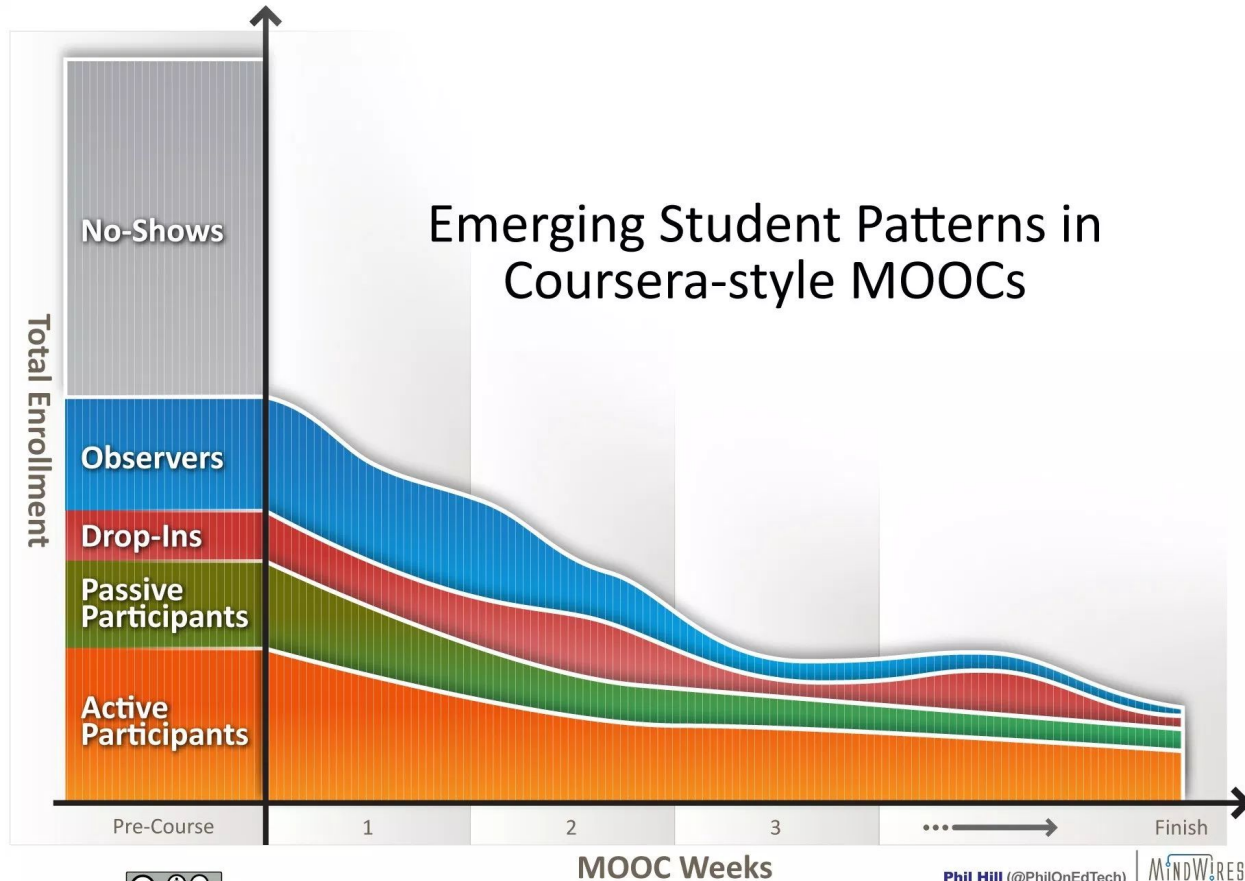- Students need an environment built for collaboration

Failure

Only up to 5 % active

Emerging Student Patterns in Coursera-style MOOCs

Lesson:

Active participants = higher retention

Total Enrollment

No-Shows

Observers

Drop-Ins

Passive Participants

Active Participants

Pre-Course | 1 | 2 | 3 | ••••➔ | Finish

MOOC Weeks

Phil Hill (@PhilOnEdTech)

MindWires

delta initiative

Learnings phase 2:
- Feed-based community engage a minority. We need a majority.
- Need to facilitate collaboration in class, groups and 1-1.

up to **20 %** active

FLOW THEORY IN EDUCATION

Mastery

Stress

Boredom

Collaboration

"Engagement"

Connections

Anxiety

Lesson
We try to push engagement, but student were afraid of looking stupid.

Flow: The Psychology of Optimal Experience, Mihaly Csikszentmihalyi
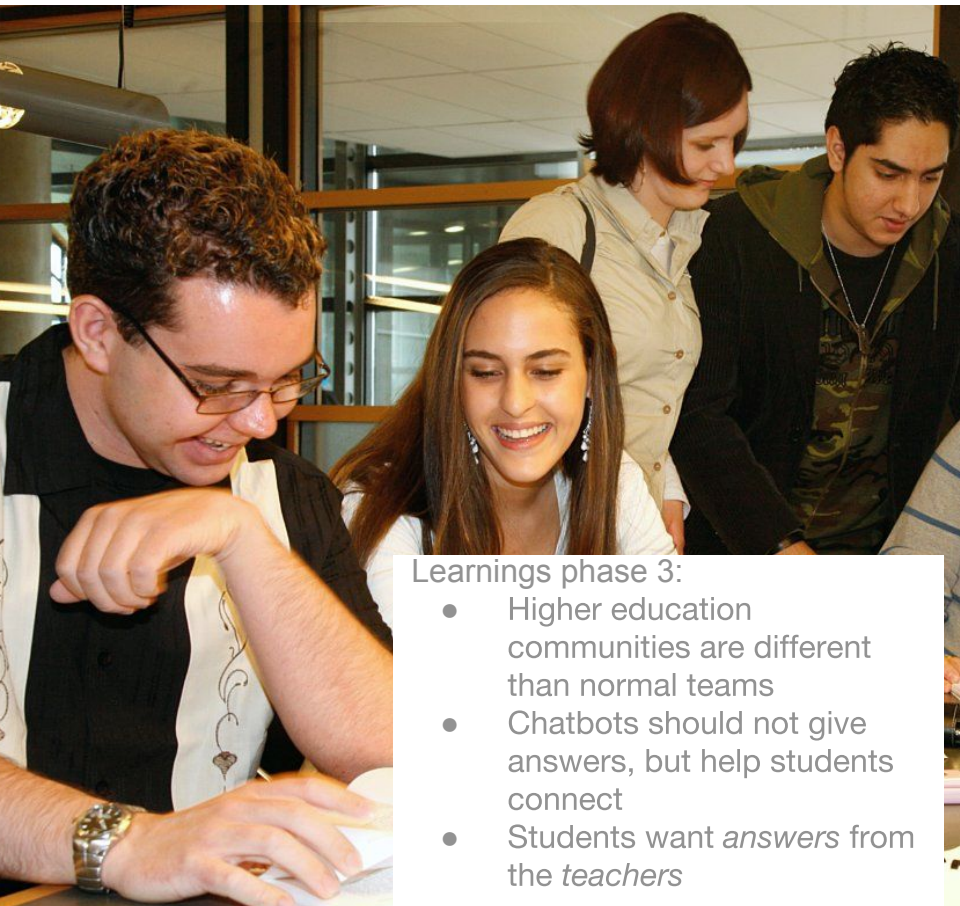Customized to education by Geir Sand Nilsen

~~ENGAGEMENT~~

CONNECTIONS!
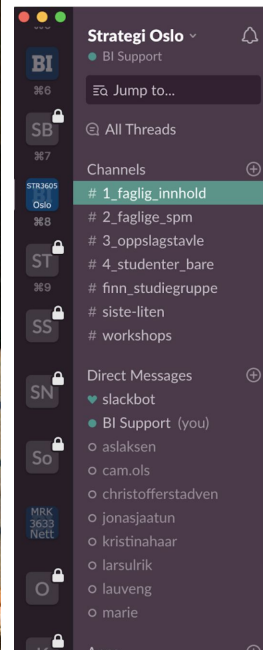
Lesson
We need to help students connect to increase engagement

Learnings phase 3:
- Higher education communities are different than normal teams
- Chatbots should not give answers, but help students connect
- Students want *answers* from the *teachers*

up to **54 %** active

Asynchronous Learning Assistants at scale

Case study: Course-independant, fall 2018   **BI** NORWEGIAN BUSINESS SCHOOL

11 Learning assistants (LA)

403 Students per LA

39% students got a connection with an LA

Case study   https://dif.re/case-bi18
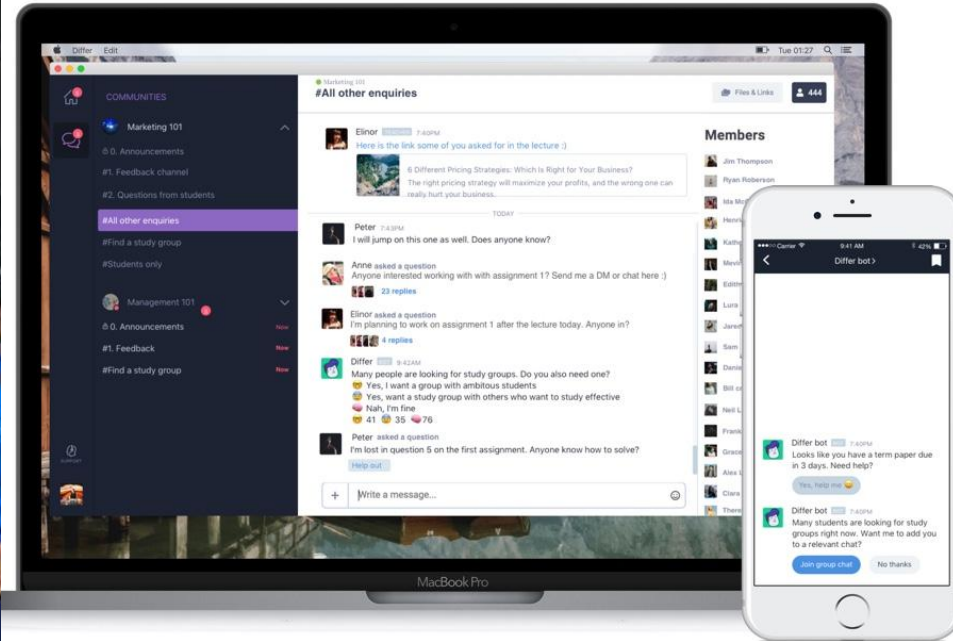
Learnings phase 4:
- Separate collaboration and content
- Introduce Learning Community Managers
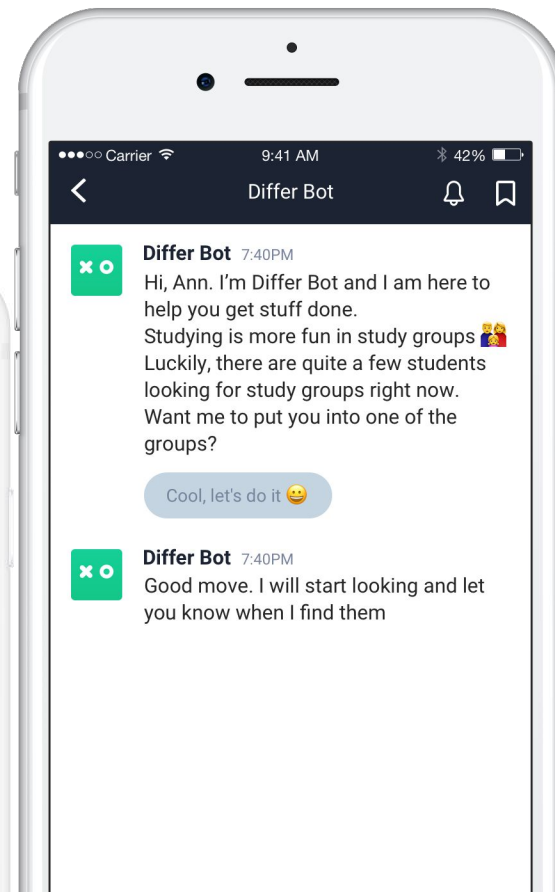- Make activity student-driven

up to **85 %** active

Help students find study groups

Case study: The Firm, Bachelor course

BI NORWEGIAN BUSINESS SCHOOL

36 Students asking for study groups in the **open class community**

717 Students joining groups with **help from Differ bot**

Differ Bot 7:40PM
Hi. You all have marketing and strategy together. Let's make do introductions to each other, and then I will leave you. I can take the awkward first step.
My name is Differ Bot. I live inside Differ. I love to learn new things so I can be more helpful for to all of you. Who's next?

Danny 7:40PM
Hi, I'm Danny. I'm 21 and from Oslo. Last year I studied computer science at university. I don't have a group yet. Would you guys like to use this group?

Anne 7:40PM

Differ Bot 7:40PM
Hi, Ann. I'm Differ Bot and I am here to help you get stuff done.
Studying is more fun in study groups 👩‍👦
Luckily, there are quite a few students looking for study groups right now. Want me to put you into one of the groups?

Cool, let's do it 😀

Differ Bot 7:40PM
Good move. I will start looking and let you know when I find them

Learnings phase 5 (current)
- If we give students the first connection, they are more likely to be socially and academically integrated
- The first connection is the most important

up to **3x** higher completion rates

Help students connect!

First connection
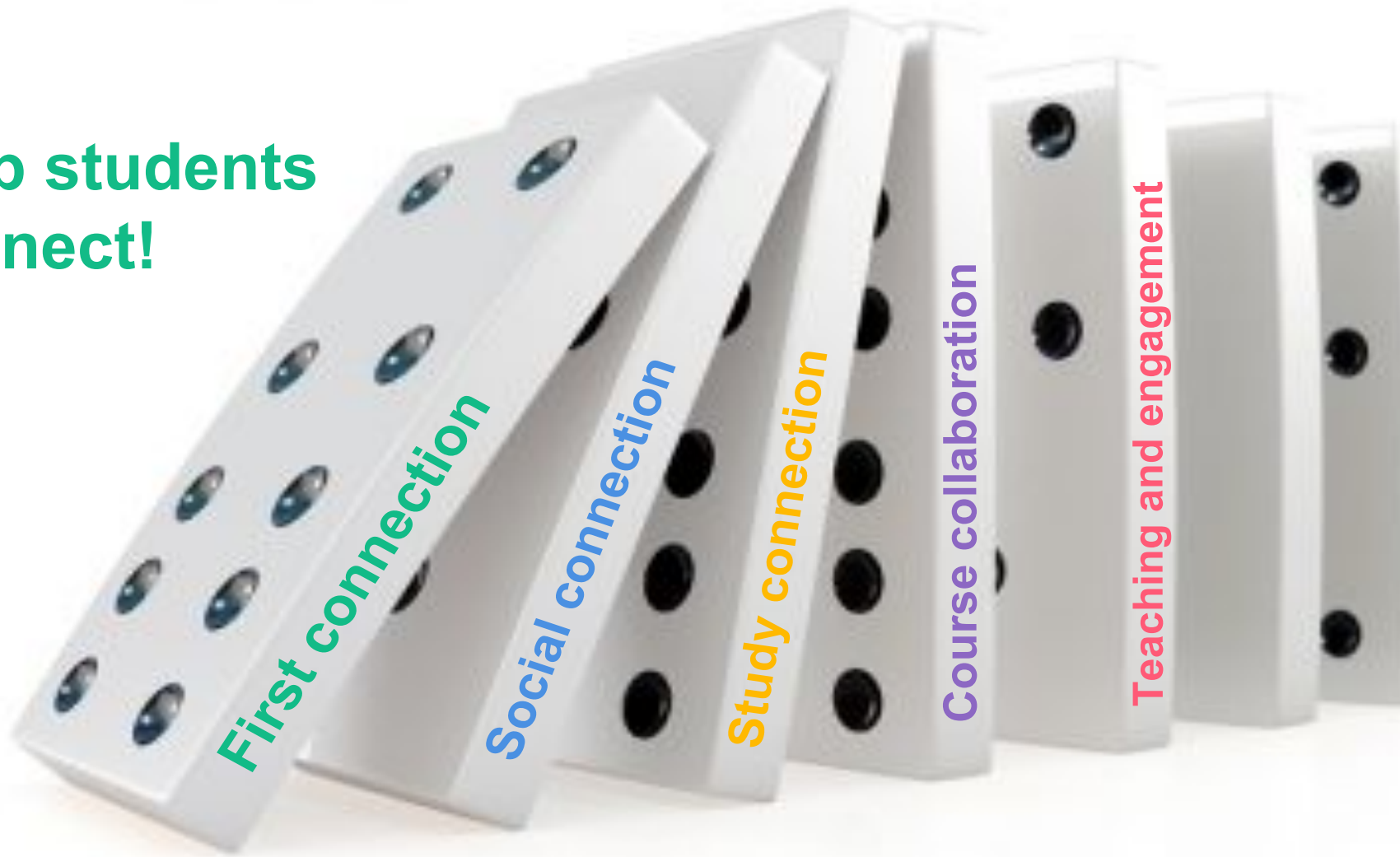
Social connection

Study connection

Course collaboration

Teaching and engagement

Case study where we only focused on the connections, not engagement

Help 3x more students succeed with online TAs & buddies

"With Differ we have gone from 5% to 85% student participation and from 22% to 67% course completion, which also increases our tuition revenues." Dean, NKI Online College

17X Student participation

85%

5% In LMS

3X Course completion

67%

22% In LMS

Case study   https://dif.re/case-nki

The butterfly effect

Case study: open eTwinning, 2018

European Schoolnet
Transforming education in Europe

281
new students

255
connections from chatbot

441
new private connections

8.376
sessions in the course community

23
new communities created

Our main research questions

Who to match with whom?

When to match?

How to start conversations?