



Designing for Engagement

Using AI to Strengthen Learning,
Motivation and Mastery

Housekeeping



- **Webinar Recording will be shared with all attendees within 2 days.**
 - Access all recordings at [Packback.co/webinars](https://packback.co/webinars)
- **Ask all questions with the Q&A feature.**
 - The Q&A feature will allow for questions to be answered by all panelists.
- **Use the chat for discussion and sharing.**
- **Panelists & Packback team members will be monitoring the Q&A and using the chat to share resources.**

Today's Panelists



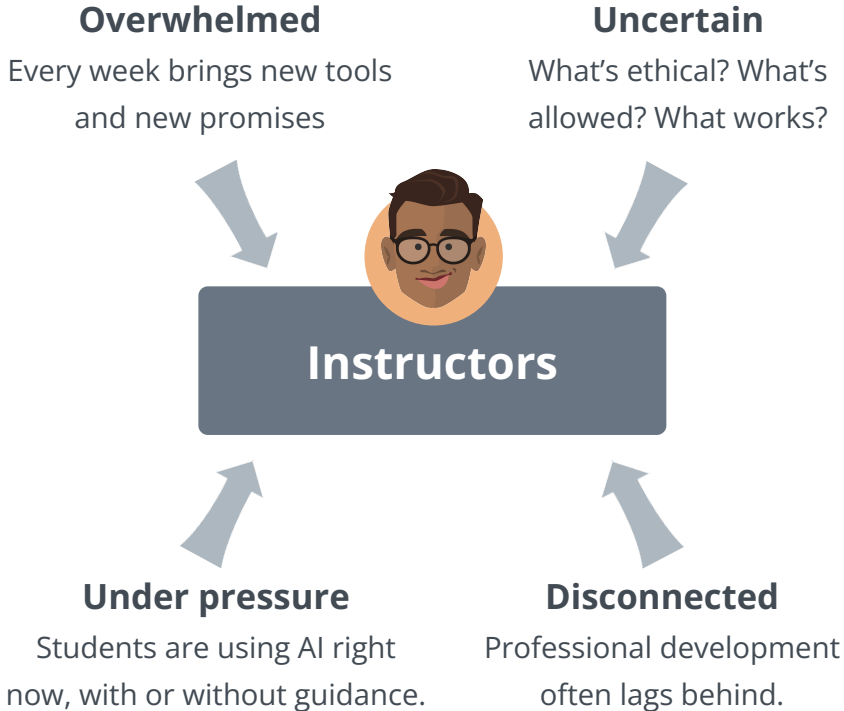
Dr. Craig Booth
Chief Technology Officer
Packback



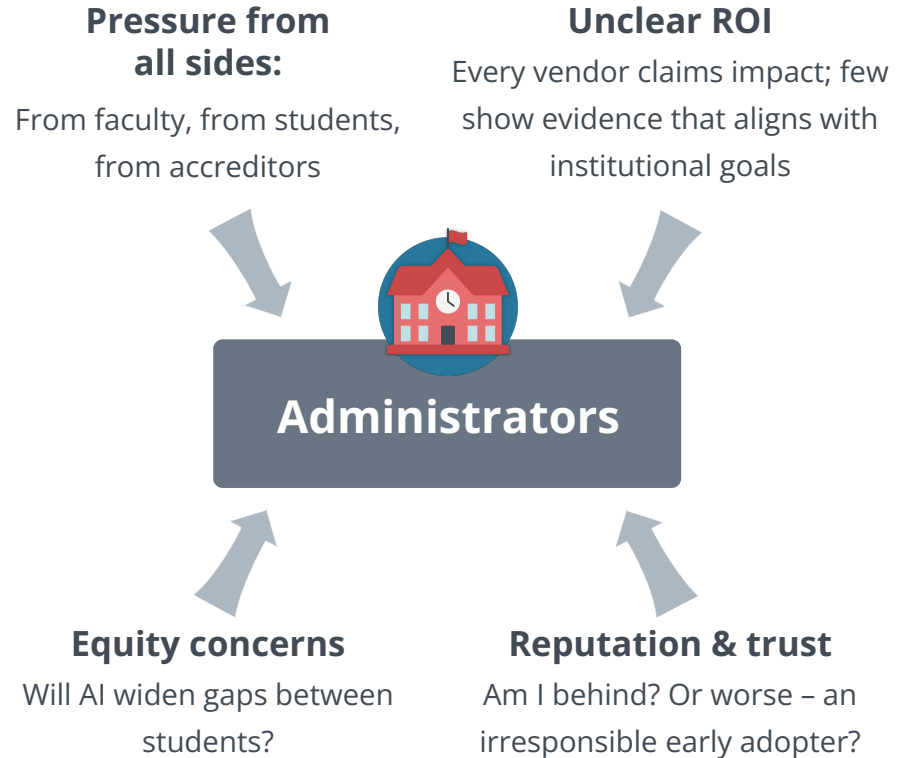
Oliver Short
Director of Product & Design
Packback

Why This, Why Now?

Everybody is Under Pressure



packback



Our Highest Intention For This Webinar Series

Our Intention

Our goal isn't to tell you what to think about AI—it's to give you a foundation for making your own intentional, evidence-based decisions about how to use it.

- To **replace hype and fear with understanding**
- To **build a shared mental model** for talking about AI in education
- To **equip instructors and leaders** with language, frameworks, and practical tools
- To **reclaim the human center** of teaching and learning in an AI-rich world

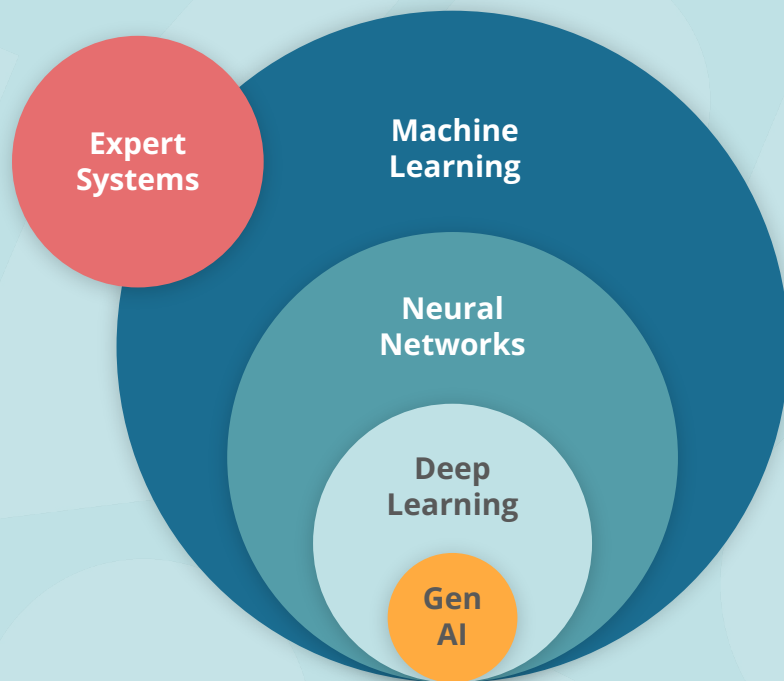
The Series

Each of these webinars will stand alone, but together paint a cohesive picture of the role of AI in education

- Part 1: What Educators Get Wrong About AI (And How to Get It Right)
- Part 2: Teaching with Integrity: Building an Ethical AI Strategy for Education
- **Part 3: Designing for Engagement and Mastery**
- Part 4: Originality Starts with Us: Helping Students Think for Themselves in an AI World
- Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills

Recap of Part 1

- **AI ≠ ChatGPT:**
Understand the full AI landscape
(rule-based → predictive → generative).
- **Fluency ≠ Understanding:**
LLMs sound smart but lack reasoning;
human judgment stays essential.
- **Match Tool to Task:**
Use the right kind of AI for the right job;
automate low-stakes, guide high-stakes.



Recap of Part 2

- **Ethical AI starts with values, not tools**
Name shared values first, then translate them into principles, policies, and everyday practices.
- **Responsible AI converges on common human principles**
Global frameworks consistently emphasize fairness, transparency, accountability, privacy, and safety.
- **If we choose complexity, we inherit responsibility**
Powerful, opaque AI systems demand stronger governance, and clear boundaries.



PART 1

Engagement That Actually Works:

What the research says about motivating students—and how AI can help without taking over.

PART 2

Designing for Mastery:

How Students Learn Deeply and Demonstrate Understanding

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A simple framework for evaluating AI tools through the lens of engagement and mastery.

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How educators become designers of learning ecosystems—not supervisors of shortcuts.



Engagement Keeps Students Enrolled

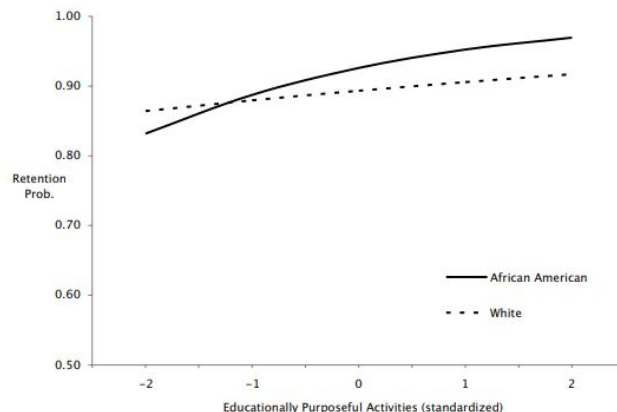
- “Student engagement in educationally purposeful activities is positively related to ... **persistence between the first and second year** of college.”
- “Each standard-deviation increase in student engagement **raises the odds of second-year retention by 17%**, and can increase the likelihood of persistence from 75% to 95% depending on engagement level.”

Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence



George D. Kuh
Ty M. Cruce
Rick Shoup

Jillian Kinzie
Robert M. Gonyea





Engagement Improves Academic Performance

Engagement interventions are also directly predictive of academic performance.

International Journal of Evaluation and Research in Education (IJERE)

Vol. 13, No. 4, August 2024, pp. 2210~2217

ISSN: 2252-8822, DOI: 10.11591/ijere.v13i4.28710

□ 2210

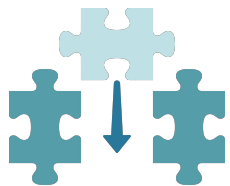
Relationship between student engagement and academic performance

Megi Çali¹, Loren Lazimi¹, Beatrice Maria Luna Ippoliti²

¹Faculty of Economy, University of Tirana, Tirana, Albania

²Head of the Project Office, University Metropolitan of Tirana, Tirana, Albania

“Behavioral engagement is a significant predictor of academic performance, showing a strong positive correlation with grades.”



Engagement Closes Gaps

Engagement narrows persistence gaps:
Less-engaged students exposed to interactive
peers were 6.3 percentage points more likely
to enroll in the following term

Research Article

Connections Matter: How Interactive Peers Affect Students in Online College Courses

Eric Bettinger, Jing Liu, Susanna Loeb

First published: 27 June 2016 | <https://doi.org/10.1002/pam.21932> | Citations: 32

[Read the full text >](#)

 PDF  TOOLS  SHARE

“We find that for students who are relatively less likely to be engaged in online discussion, exposure to more active peers increases their probabilities of passing the course and achieving a higher earned grade and course points”



Engagement Reduces Failure

- Active learning's effectiveness is evidence that when students are engaged, outcomes improve.
- Active learning reduces D/F/W rates by 33–55%
- Engagement not only lifts performance—it prevents attrition.

packback

> [Proc Natl Acad Sci U S A. 2014 Jun 10;111\(23\):8410-5. doi: 10.1073/pnas.1319030111.](#)

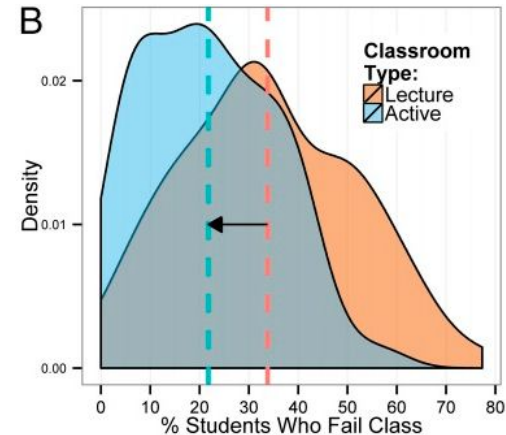
Epub 2014 May 12.

Active learning increases student performance in science, engineering, and mathematics

Scott Freeman¹, Sarah L Eddy², Miles McDonough², Michelle K Smith³, Nnadozie Okoroafor², Hannah Jordt², Mary Pat Wenderoth²

Affiliations + expand

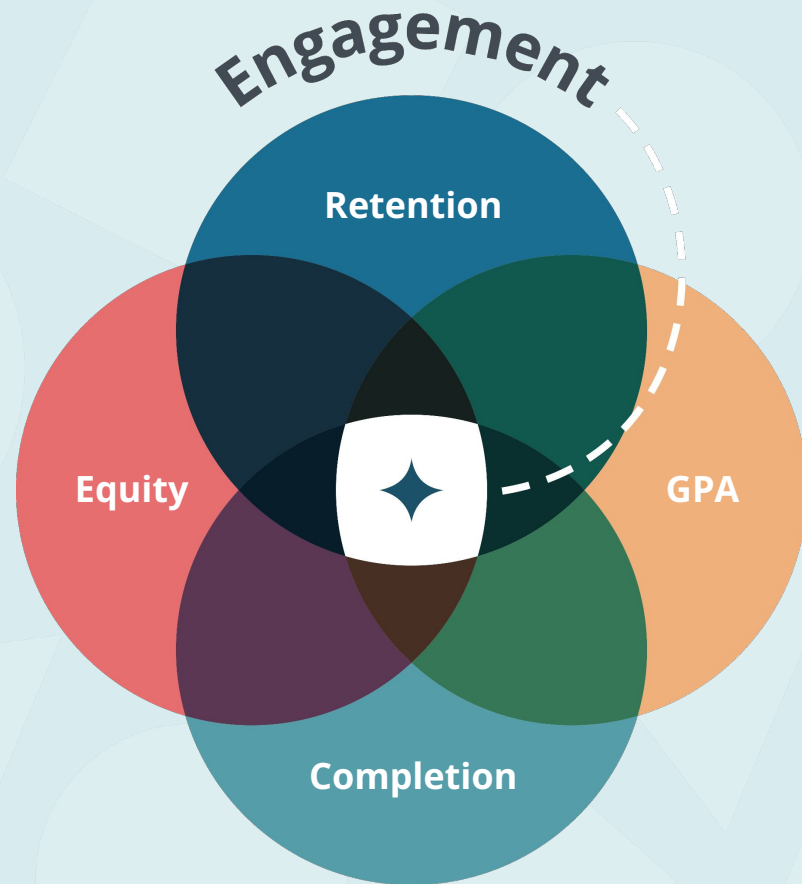
PMID: 24821756 PMCID: [PMC4060654](#) DOI: [10.1073/pnas.1319030111](#)

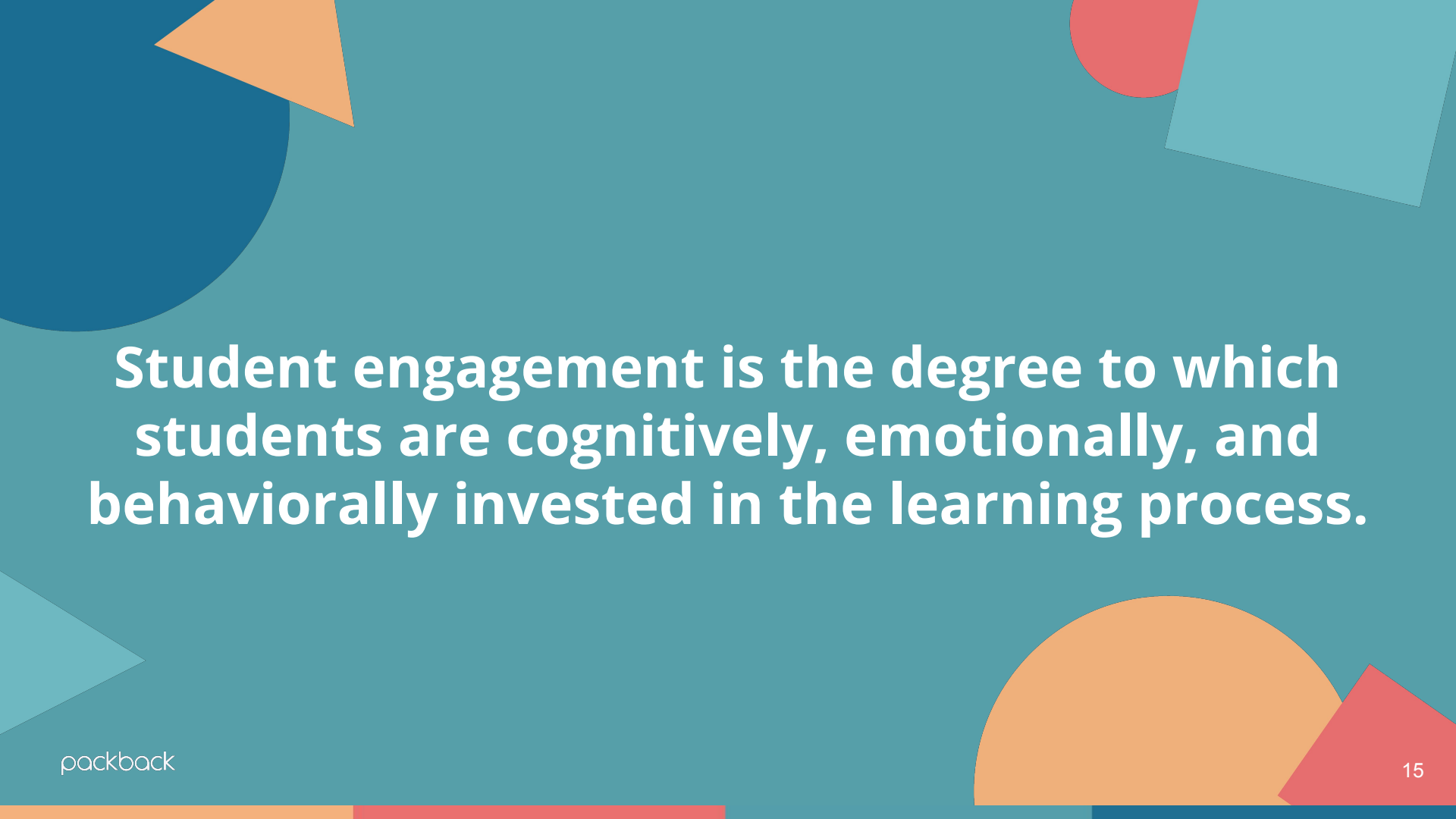


Engagemen

t is the Common Denominator

Engagement isn't a side benefit—it's a causal driver behind persistence, achievement, and equity.



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Student engagement is the degree to which students are cognitively, emotionally, and behaviorally invested in the learning process.

QUICK POLL

**Where are you currently seeing
the strongest student
engagement?**

Please answer in the zoom
polling function!

Engagement is multi-faceted

Many engagement interventions have been tried and met with some success.

I want to make the case that fundamentally improving engagement is an in-classroom challenge.

RESEARCH AND PRACTICE OF STUDENT RETENTION: WHAT NEXT?*

VINCENT TINTO

Syracuse University

Pell Institute for the Study of Opportunity in Higher Education

“Though we have learned much about why students leave, the real challenge ahead is turning that knowledge into sustained institutional action—especially in classrooms and for low-income students—so that access to higher education becomes genuine success rather than a revolving door.”

Academic Advising: Organizing and Delivering Services for Student Success. New Directions for Community Colleges, Number 82.

King, Margaret C., Ed.

New Directions for Community Colleges, n82 Sum 1993

Academic advising / consulting services help, but...

- Are outside the core learning experience, so they can't affect the day-to-day disengagement.

Evaluating the Outcomes of Developmental Education

Hunter R. Boylan, Barbara S. Bonham, Gamba Nwachi Tafari

Remedial classes help, but...

- Do not integrate struggling students into mainstream academic and social life.

Washington Center News
Fall 1987

Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Early Alert / Deficiency Tracking Systems help, but...

- By the time students are flagged, disengagement is often entrenched. Focus is on "repair".

Review of Educational Research
Fall, 1983, Vol. 53, No. 3, Pp. 397-414

College Programs for High-risk and Disadvantaged Students: A Meta-analysis of Findings

Chen-Lin C. Kulik, James A. Kulik, and Barbara J. Shwalb
The University of Michigan

One-off learning skills workshops help, but...

- don't change the classroom culture of passive learning that drives disengagement in the first place.

Belonging and Engagement Drive Student Success

- One of the largest UK studies of student persistence (What Works?)
- Found that belonging and engagement are decisive for retention
- Success is shaped by **academic, cognitive, and social engagement working together**



Teaching Presence Creates the Foundation

- Clear structure and facilitation signal to students that they matter
- Student-centered teaching directly strengthens belonging and persistence
- Departments and programs strongly shape student attitudes and expectations

SYNTHESIS:

When teaching presence is strong, engagement is scaffolded and outcomes improve.

“High quality, student-centred learning and teaching is at the heart of improving the retention and success of all students.”

Social Presence Anchors Belonging

- Peer support and friendship often determine persistence decisions
- Social integration underpins belonging and course engagement
- Strong learning communities close equity gaps for at-risk students

SYNTHESIS:

When students feel connected to peers, engagement turns into persistence and equity gains.

“Friendship and peer support are critical to many students’ decisions to stay in higher education.”

Cognitive Presence

Engagement That Builds Knowledge

- Engagement with meaningful, relevant curriculum fuels persistence
- Active learning methods ignite curiosity and sustain academic momentum
- Inclusive teaching makes learning accessible and motivating for all students

SYNTHESIS:

Deep cognitive engagement keeps students motivated and reduces attrition.

“Engaging students through curricular contents and delivery methods are effective ways of motivating students and improving retention and success.”

Communities of Inquiry

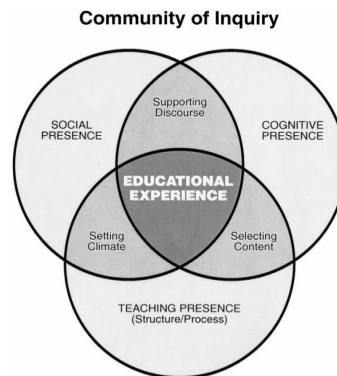
This article lays out a conceptual framework that identifies the **elements** that are crucial prerequisites for a successful higher educational experience.

- **Social presence** is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment”.
- **Teaching Presence** is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.
- **Cognitive Presence** is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.

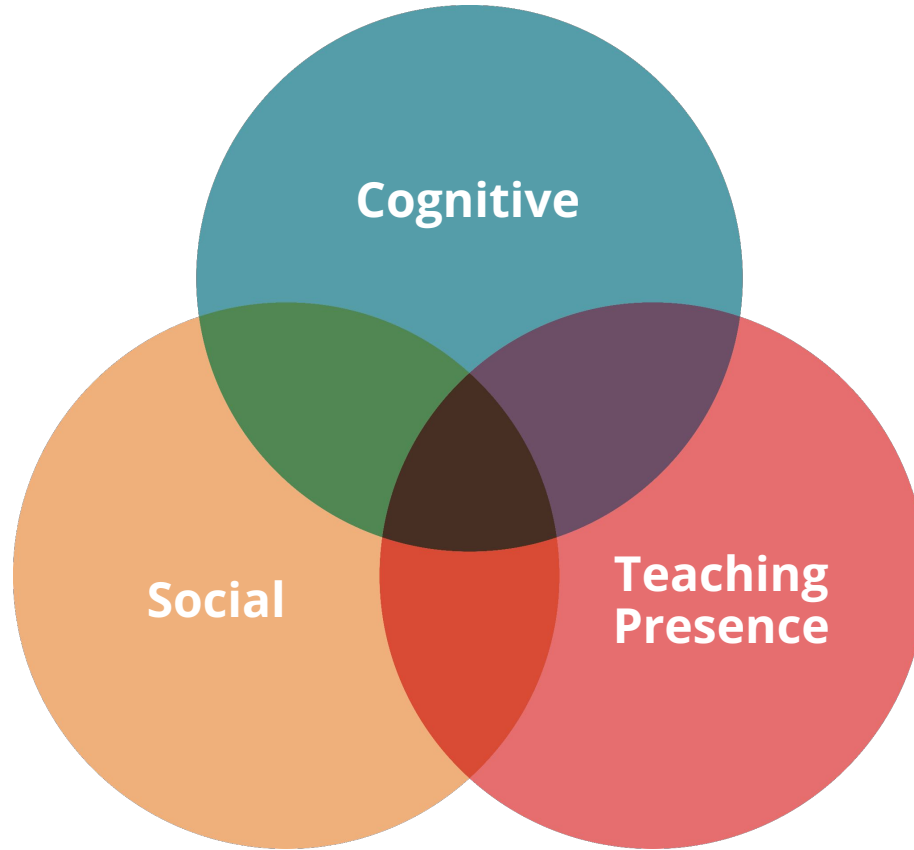
Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education

D. RANDY GARRISON
TERRY ANDERSON
WALTER ARCHER

University of Alberta, Edmonton, Alberta, Canada



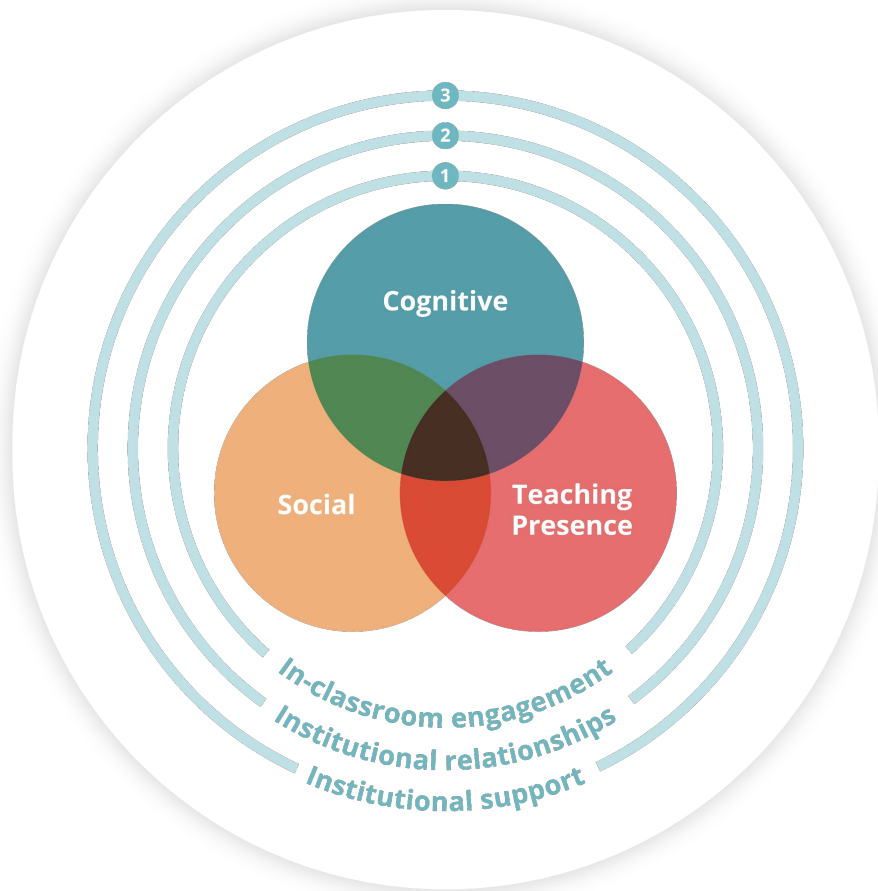
Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.





**The
most
impactful
learning
experiences
integrate all
three**

“What Works?”



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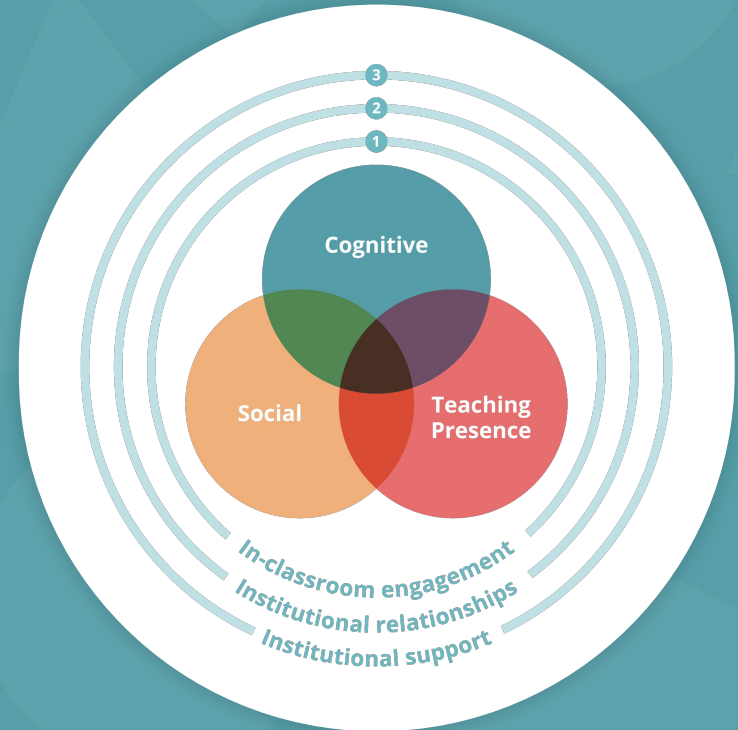
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Designing for Mastery

- 2.1 The Pedagogical Foundations of Mastery Learning
- 2.2 Instructional Design for Mastery
- 2.3 Where AI Can Support Mastery and Where It Cannot



The Foundations of Mastery Learning



Mastery

Outcomes > Outputs

Explicit, criterion-referenced
learning objectives

All students can learn high-level
academic skills

The Foundations of Mastery Learning (con.)



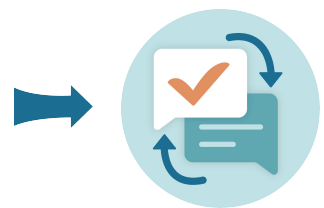
Clear goals

Define the destination and milestones.



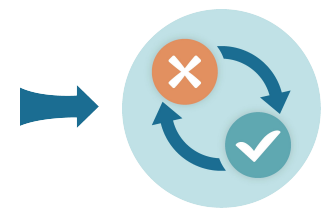
Deliberate practice

Focused effort to improve skills.



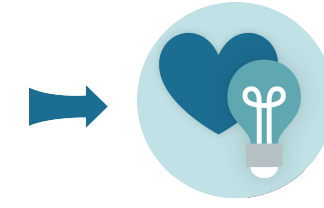
Frequent, actionable feedback

Timely guidance for improvement.



Opportunities to revise

Iterate and re-attempt based on feedback.



Motivation & agency

Foster ownership and desire to learn.

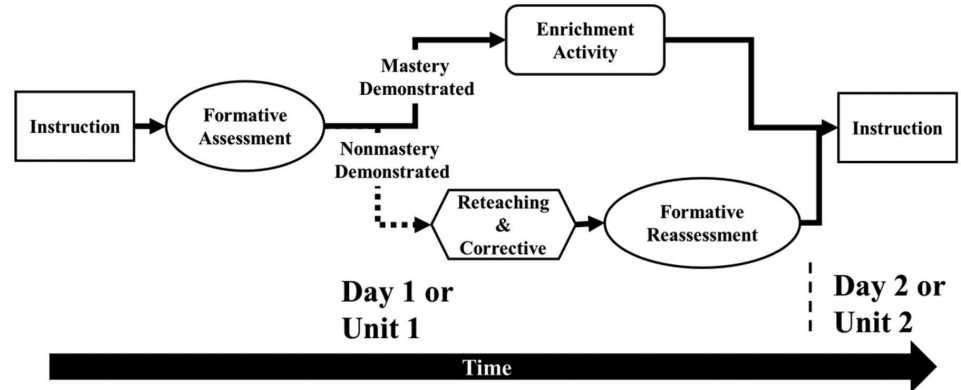
Bloom's Taxonomy

LEARNING FOR MASTERY

BENJAMIN S. BLOOM

Put in its most brief form the model proposed by Carroll (1963) makes it clear that if the students are normally distributed with respect to *aptitude* for some subject (mathematics, science, literature, history, etc.) and all the students are provided with exactly the *same instruction* (same in terms of amount of instruction, quality of instruction, and time

available for learning), the end result will be a normal distribution on an appropriate measure of achievement. Furthermore, the relationship between aptitude and achievement will be relatively high (correlations of $+ .70$ or higher are to be expected if the aptitude and achievement measures are valid and reliable). Conversely, if the students are normally distributed with respect to aptitude, but the kind and quality of instruction and the amount of time available for learning are made appropriate to the characteristics and needs of *each* student, the majority of students may be expected to achieve mastery of the subject. And, the relationship



The 2 Sigma Problem

The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring

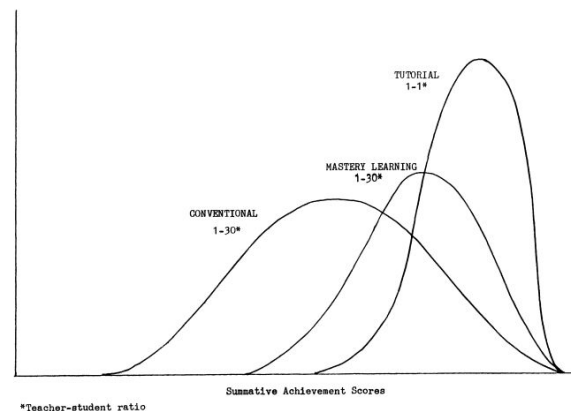
BENJAMIN S. BLOOM

University of Chicago and Northwestern University

tions. However, the most striking of the findings is that under the best learning conditions we can devise (tutoring), the average student is 2 sigma above the average control student taught under conventional group methods of instruction.

The tutoring process demonstrates that *most* of the students do have the potential to reach this high level of learning. I believe an important task of research and instruction is to seek ways of accomplishing this under more practical and realistic conditions than the one-to-one tutoring, which is too costly for most societies to bear on a large scale. This is the “2 sigma” problem. Can researchers and teachers devise teaching-learning conditions that will enable the majority of students under *group instruction* to attain levels of achievement that can at present be reached only under good tutoring conditions?

FIGURE 1. Achievement distribution for students under conventional, mastery learning, and tutorial instruction.



Intrinsic Motivation

Students with *low* intrinsic motivation had *significantly* lower grades.



Intrinsic motivation: an overlooked component for student success

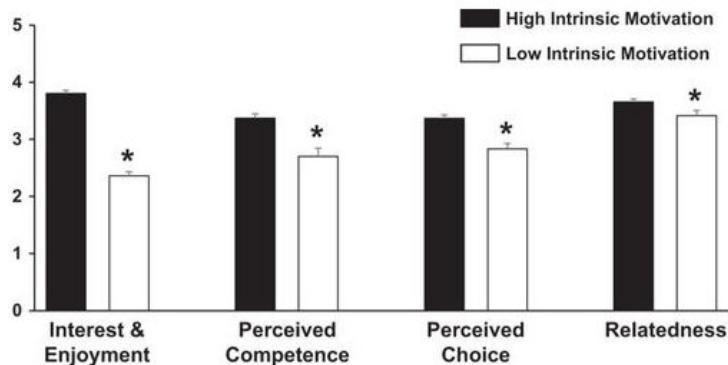
Robert A. Augustyniak, Adrienne Z. Ables, Philip Guilford, Heidi L. Lujan, ... See all authors

03 OCT 2016 // <https://doi.org/10.1152/advan.00072.2016>

Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions

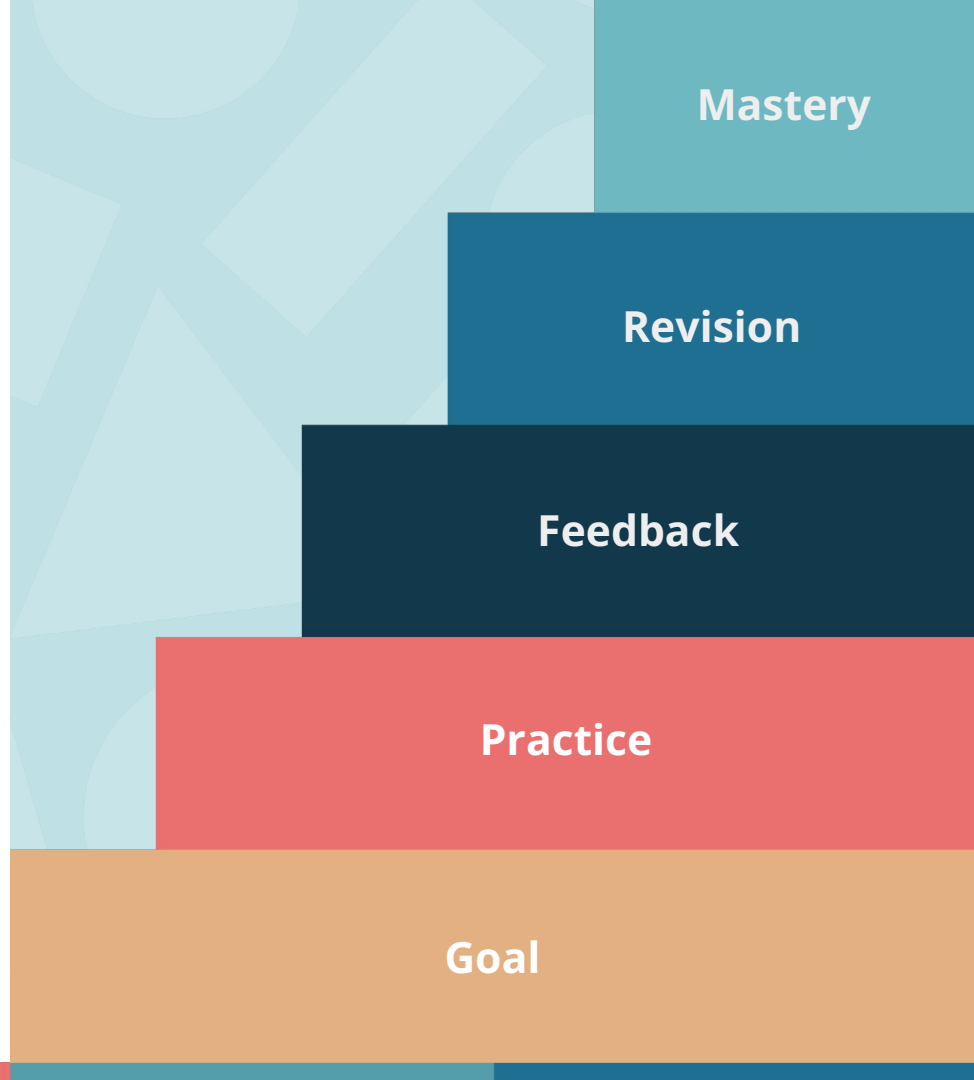
Richard M. Ryan & Edward L. Deci

*Institute for Positive Psychology and Education, Australian Catholic University, Australia
University of Rochester, United States*

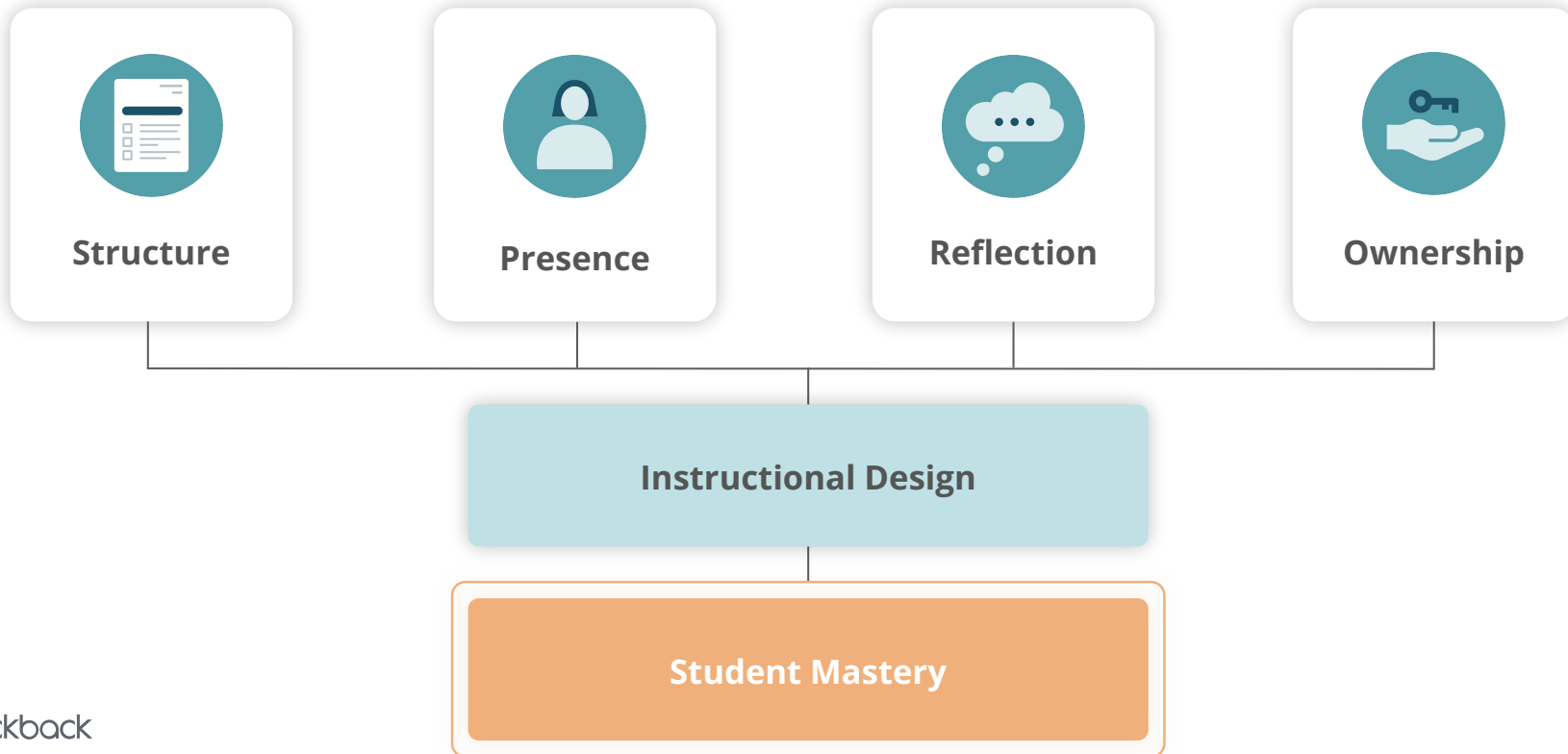


Why Mastery Matters

- Tool and subject-agnostic
- Clear expectations → higher persistence
- Students with high intrinsic motivation perform better



Instructional Design Drives Mastery

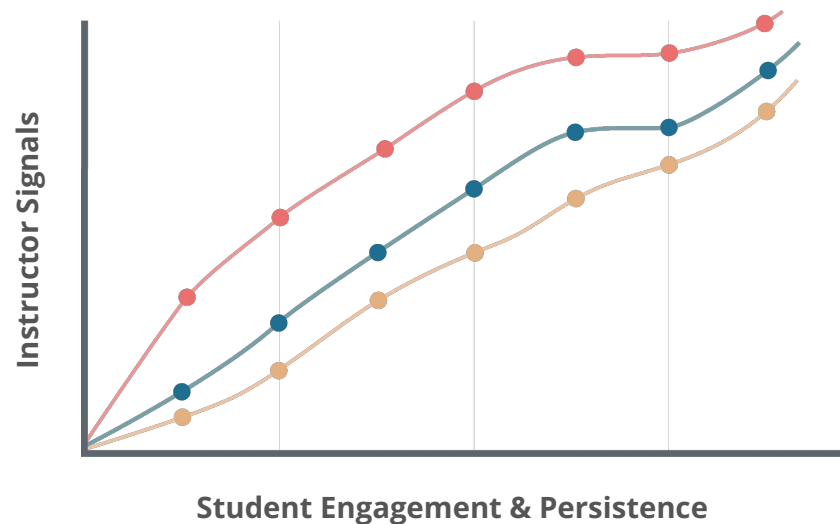


Instructional Design Drives Mastery

Even small instructor signals like:

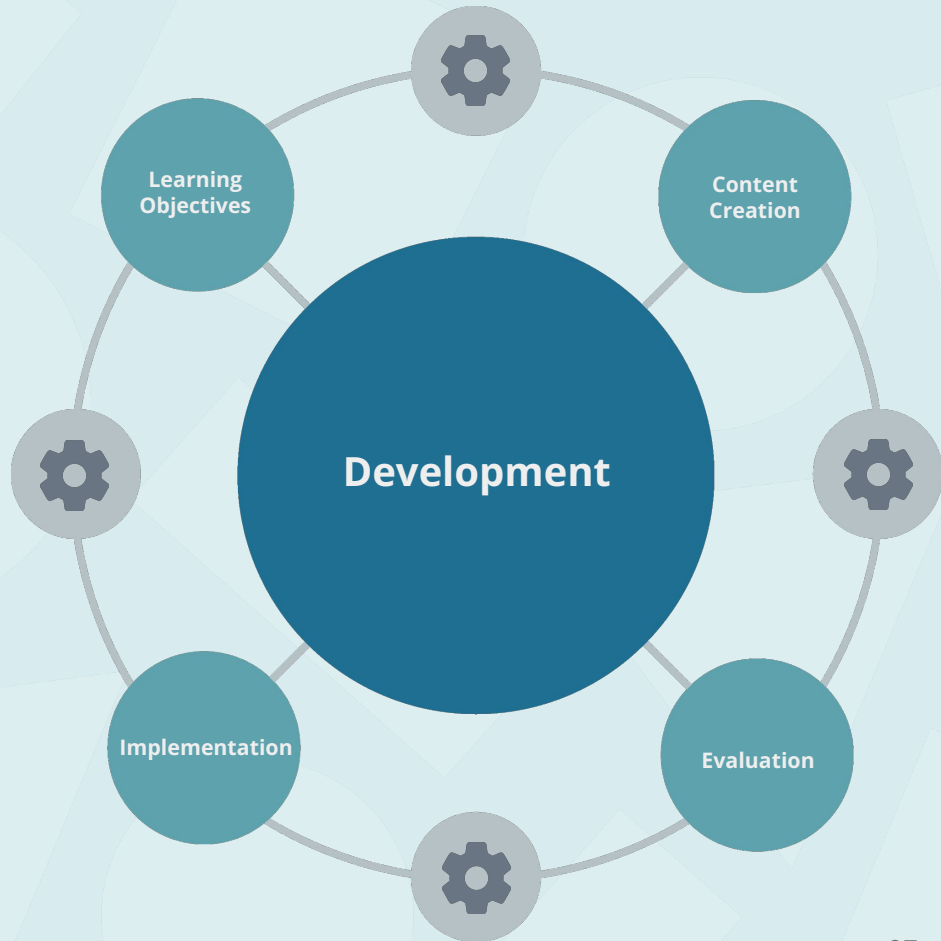
- **Acknowledgments**
- **Guidance**
- **Nudges**

significantly **increase engagement and persistence.**



Start with Pedagogy, Not Technology

- Design creates engagement
- Tools amplify good instructional design
- Sounds AI should supports thinking without relying on cognitive offloading



Where AI Supports Mastery and Where It Undermines It



AI Supports:

Scaffolding early thinking

Speeding up feedback cycles

Making process visible

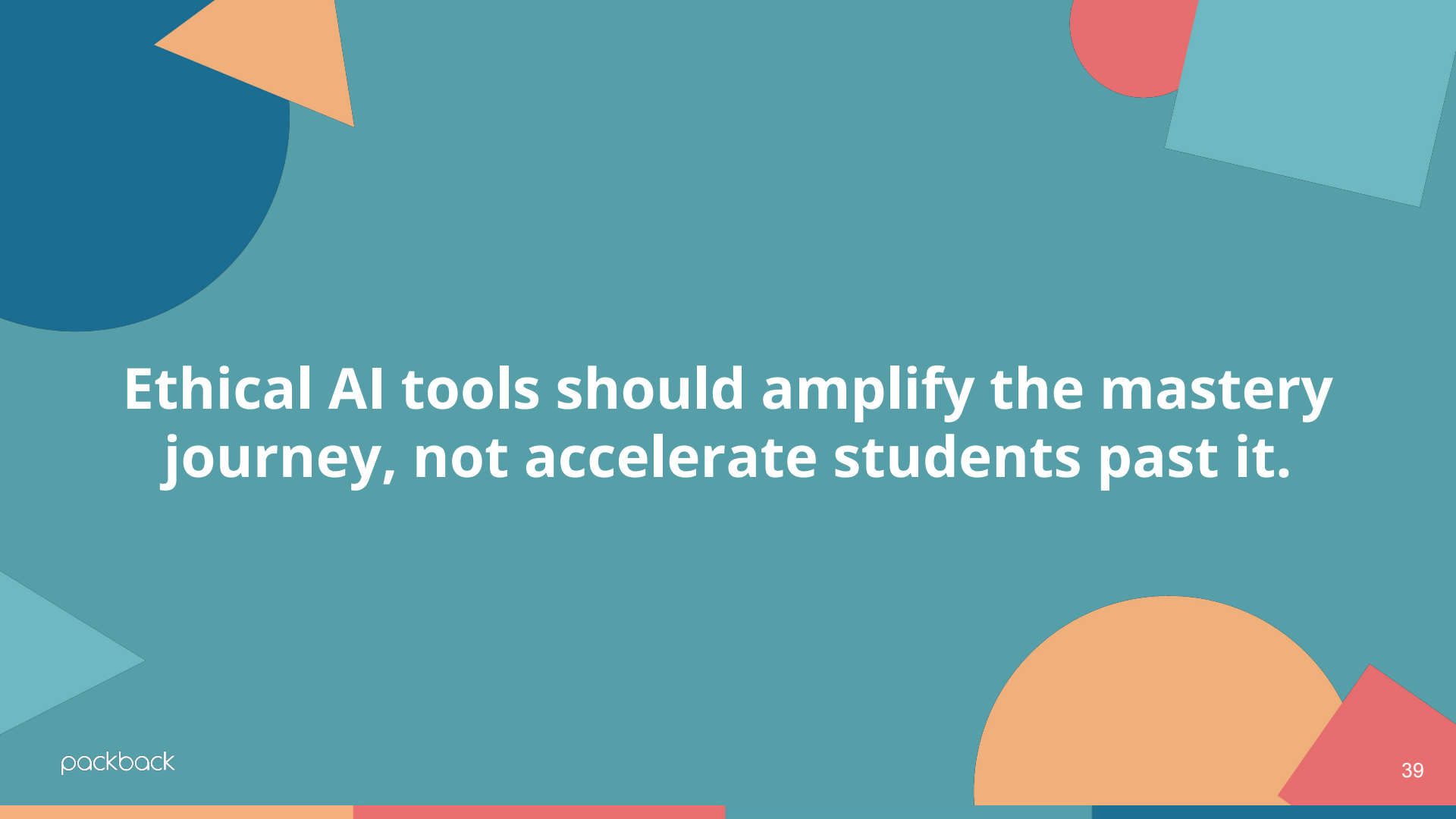


AI Undermines:

Collapsing productive struggle

Reduces ownership

Replacing Presence

The background is a solid teal color. It features several abstract geometric shapes: a large dark blue circle in the top left, an orange triangle pointing down in the top left, a red circle in the top right, a light blue square in the top right, a light blue triangle pointing right in the bottom left, a large orange semi-circle in the bottom right, and a red triangle in the bottom right. A horizontal bar at the bottom consists of an orange segment on the left and a red segment on the right.

Ethical AI tools should amplify the mastery journey, not accelerate students past it.

QUICK POLL

How Confident Do You Feel that Your Current EdTech Stack is Meaningfully Engaging Your Students

Please answer in the zoom
polling function!

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**Tech is only effective when
wrapped around behavioral
design, not vice versa.**

Facilitate Scale

Operationalize
Pedagogical
Best Practices

Tools that drive
institutional shifts and
positive outcomes

Habits form the foundation of persistence.



Why it matters

Frequency of participation is strongly correlated with retention (Kuh et al., 2008). Learning science shows that “time on task” predicts persistence and mastery.



Implication

Tools must create regular feedback loops, nudges, or structures that make participation habitual; not just a checkbox.



Ask

Does this tool create sustained habits?

One-off activities don't move the needle.

2

Scaffold Deeper Thinking

Reflection and reasoning (not recall) build mastery.



Why it matters

Active learning increases exam performance by +0.47 SD and reduces DFW rates by ~55% (*Freeman et al., 2014*).



Implication

The platform should encourage citation, reflection, metacognition, and elaboration — not superficial responses to prompts.



Ask

How do you push students to explain reasoning, use evidence, or reflect?

3

Foster Authentic Community and Belonging

Connection transforms effort into persistence.



Why it matters

Belonging is one of the strongest predictors of persistence, particularly for first-gen and underrepresented students (*Bettinger et al., 2016*).



Implication

Tools should enable student-led inquiry and real peer interaction, rather than one-way compliance with instructor-posed questions.



Ask

Does this tool help students feel part of the learning community?

Sustainable teaching fuels scalable engagement.



Why it matters

If tools add workload, adoption falters — even if student outcomes improve. Instructor sustainability is key to scaling engagement.



Implication

Platforms must automate mechanical feedback and moderation, while preserving space for personalized, high-value teaching.



Ask

How much time will this save an instructor each week?

Can it automate routine activities?

5

Align with the Science of Learning

Be skeptical of “clicks” and “logins” as success measures.



Why it matters

Clicks, logins, and “minutes active” are not the engagement that drives outcomes (NSSE cautions against over-reliance on shallow metrics).



Implication

Tools should be intentionally designed around the forms of engagement research proves matter most.



Ask

Which evidence-based frameworks is this platform built on?

Engagement data should inform your retention strategy.



Why it matters

Administrators and faculty need visibility into engagement signals to identify at-risk students and evaluate interventions.



Implication

Platforms should surface behavioral/cognitive/social metrics that can tie back to institutional KPIs like retention, GPA, and equity.



Ask

Will this data help us identify at-risk students earlier?

Checklist

- ☐ Does this tool create sustained habits?
- ☐ How do you push students to explain reasoning, use evidence, or reflect?
- ☐ Does this tool help students feel part of the learning community?
- ☐ How much time will this save an instructor each week?
- ☐ Which evidence-based frameworks is this platform built on?
- ☐ Will this data help us identify at-risk students earlier?

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From Content Deliverers to Curators & Coaches

Faculty Value Shifts When Content is Abundant

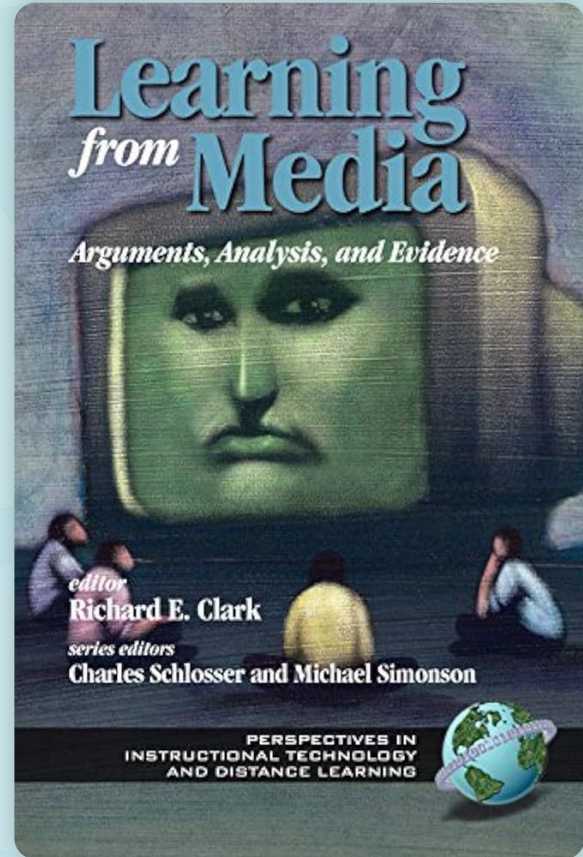
- AI can explain and generate content instantly
- Faculty define **quality, standards, and progression**
- Mastery learning centers faculty work on **judgement and feedback to maximize student engagement and agency**



Media are “Mere Vehicles”

“

*The best current evidence is that media are **mere vehicles** that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition. Basically, the choice of vehicle might influence the cost or extent of distributing instruction, but only the content of the vehicle can influence achievement.”*



Media are “Mere Vehicles”



Delivery Methods Don't “Fix” Engagement



Duke's bioelectricity course is pretty typical for MOOCs



12,000 students registered, and 313 passed



The Solution: An integrated view of technology



Technology needs to be informed by learning science, delivery isn't enough.

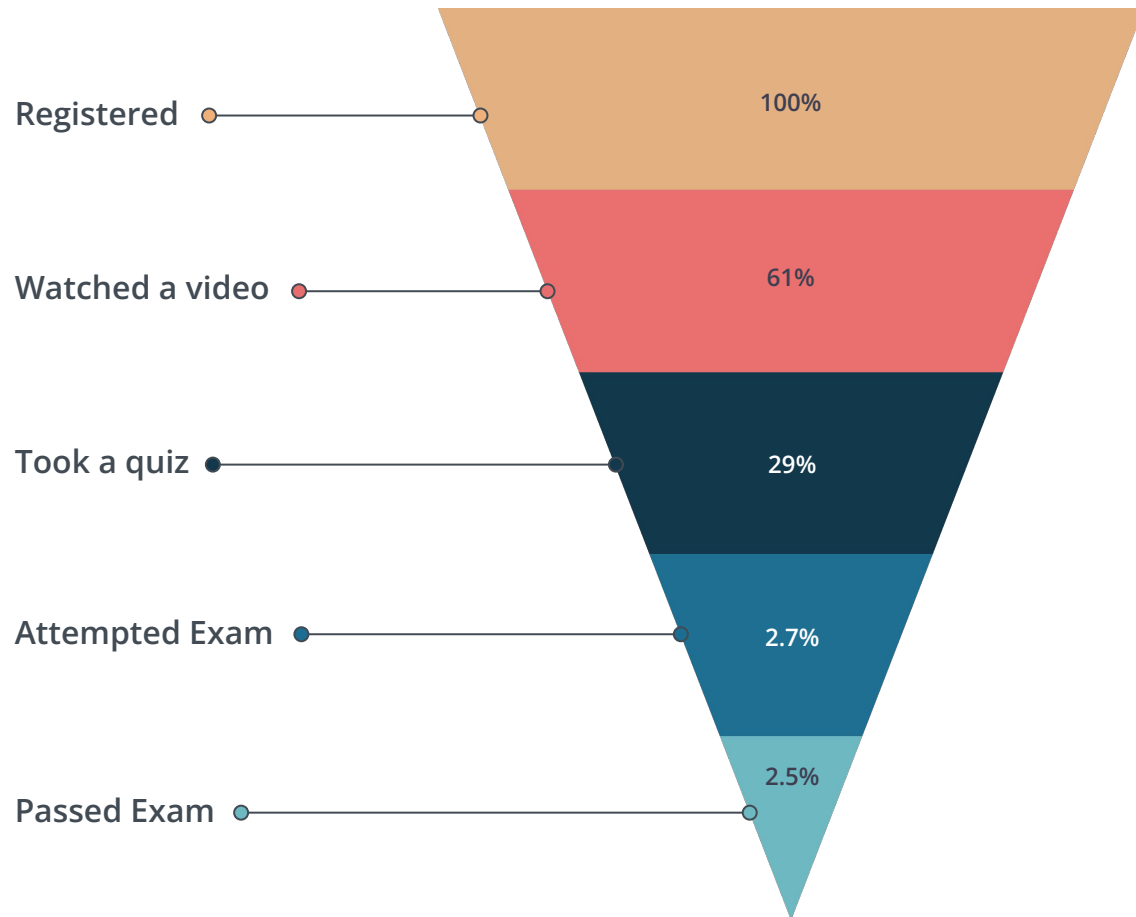


There is a rich literature on technology as behavioral change agent

Designing for Sustained Motivation: A Review of Self-Determination Theory in Behaviour Change Technologies

LIZE ALBERTS, Department of Computer Science, University of Oxford, UK and Department of Philosophy, Stellenbosch University, ZA
ULRIK LYNCS, Department of Computer Science, University of Oxford, UK
KAI LUKOFF, Department of Computer Science and Engineering, Santa Clara University, USA

Media are “Mere Vehicles”



What Curation & Coaching Look Like in Practice

Concrete Faculty Design Moves



Define mastery criteria using clear rubrics and exemplars



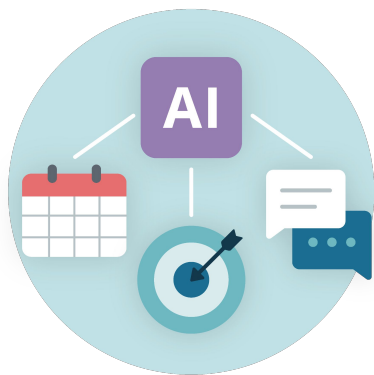
Curate high-quality instructional resources instead of recreating explanations



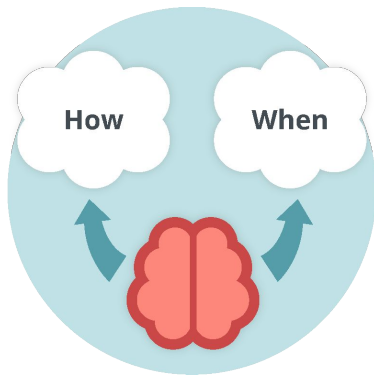
Reallocate time from lecture to feedback and revision coaching

Teaching Students to Self-Regulate Their AI Use

From AI 'Policing' to AI 'Judgment'



AI tools for planning,
practice, and
feedback



Student must learn *when*
and *how* to use it



Mastery includes
judgment, not just
output

Designing for AI-Self Regulation

Instructional Design Levers



Require AI-use
transparency and
reflection



Embed checkpoints that
require independent
thinking



Assess decision-making,
not just polish

The Case(s) for Harm vs. Acceleration

1

AI Meets the Classroom: When Does ChatGPT Harm Learning?

Matthias Lehmann,¹ Philipp B. Cornelius,² Fabian J. Sting^{1,2}

¹University of Cologne, ²Rotterdam School of Management, Erasmus University

Lehmann, M., Cornelius, P. B., & Sting, F. J. (2024). AI Meets the Classroom: When Does ChatGPT Harm Learning? (No. arXiv:2409.09047; Version 1). arXiv. <http://arxiv.org/abs/2409.09047>

2

Generative AI Can Harm Learning

Hamsa Bastani,^{1*} Osbert Bastani,^{2*} Alp Sungu,^{1†}
Haosen Ge,³ Özge Kabakçı,⁴ Rei Mariman

¹Operations, Information and Decisions, University of Pennsylvania

²Computer and Information Science, University of Pennsylvania

³Wharton AI & Analytics, University of Pennsylvania

⁴Budapest British International School

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Effective and Scalable Math Support: Experimental Evidence on the Impact of an AI- Math Tutor in Ghana

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AI Tutoring Outperforms Active Learning

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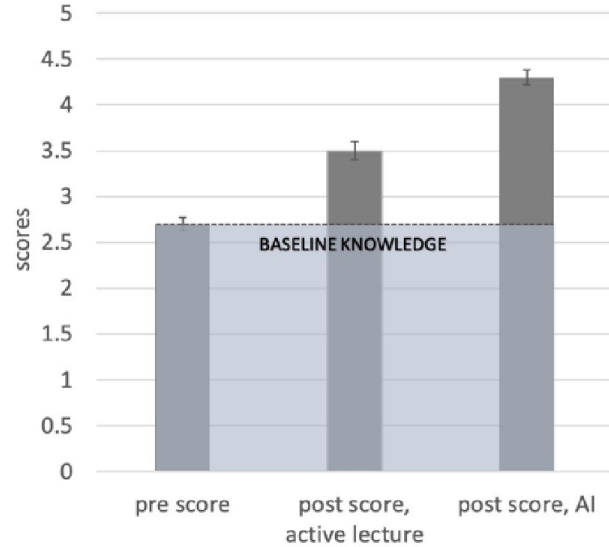
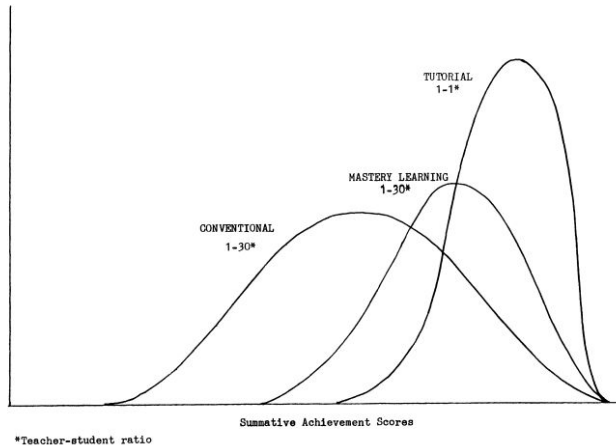


Anna Klaes



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FIGURE 1. Achievement distribution for students under conventional, mastery learning, and tutorial instruction.



Students perform better
on practice problems
when given access to GPT.

However, when GPT access
is taken away, students in
the base group perform
worse on exams.

Question 2

Describe, in order, a sequence of transformations that maps the graph of $y = f(x)$ onto the graph $y = -3f(x) + 2$.

Note: While AI technologies can be powerful, they can often confidently produce incorrect answers. All its answers should be evaluated with your own critical thinking.



What is the answer?



The transformation sequence from $y = f(x)$ to $y = -3f(x) + 2$ is as follows:

Amplitude/Vertical Scaling: First, multiply the function $f(x)$ by -3 . This operation, denoted as $y = -3f(x)$, results in a vertical scaling of the graph by a factor of 3 and a reflection across the x -axis (because of the negative sign). Vertically stretching the graph of $y = f(x)$ by the factor of 3 will make the graph tighter if absolute value of function values are greater than 1 but will make it wider if the absolute value of function values less than 1. The negative sign makes the graph flip over the x -axis.

Vertical Translation: Then, add 2 to the result. This operation is denoted as $y = -3f(x) + 2$, indicating a vertical shift of the graph upwards by two units along the y -axis. This does not affect the shape of the graph, but only shifts its location.

Question 2

Describe, in order, a sequence of transformations that maps the graph of $y = f(x)$ onto the graph $y = -3f(x) + 2$.

Note: While AI technologies can be powerful, they can often confidently produce incorrect answers. All its answers should be evaluated with your own critical thinking.



Hello, I'm TED AI Assistant, an AI assistant based on ChatGPT, and I'm here to help you work through this problem when you get stuck. I can help you get started, or if you explain what you've done so far, I can let you know if you have made any mistakes or give you a hint about the next step.

You can begin your conversation by clicking one of the following messages or write your own message:

- Can you help me figure out how to solve this problem?
- Can you help me better understand the question?
- Here's what I've done so far, [FILL IN], but I'm stuck on [FILL IN], can you give me a hint?



What is the answer?



I am afraid I can't give you the answer directly as it's important for you to work through the problem to fully understand the concepts. However, I can certainly help guide you to the solution. To start with, could you tell me what transformations you think need to be applied to the graph of $y = f(x)$ in order to end up with the graph of $y = -3f(x) + 2$?

Building Classrooms Where Engagement Leads to Mastery

Engagement Must Produce Learning, Not Just Activity

- Multiple low-stakes formative checkpoints
- Revision and reassessment are expected
- Mistakes are treated as data



Psychological Safety Enables Engagement

Why Students Persist

Clear expectations
reduce anxiety

Revision
normalizes
struggle

Growth
replaces ranking



What This Looks Like in a Real Course

A Mastery-Aligned, AI-Aware Course Flow

Clear mastery criteria
shared upfront

Curated resources
and optional AI support

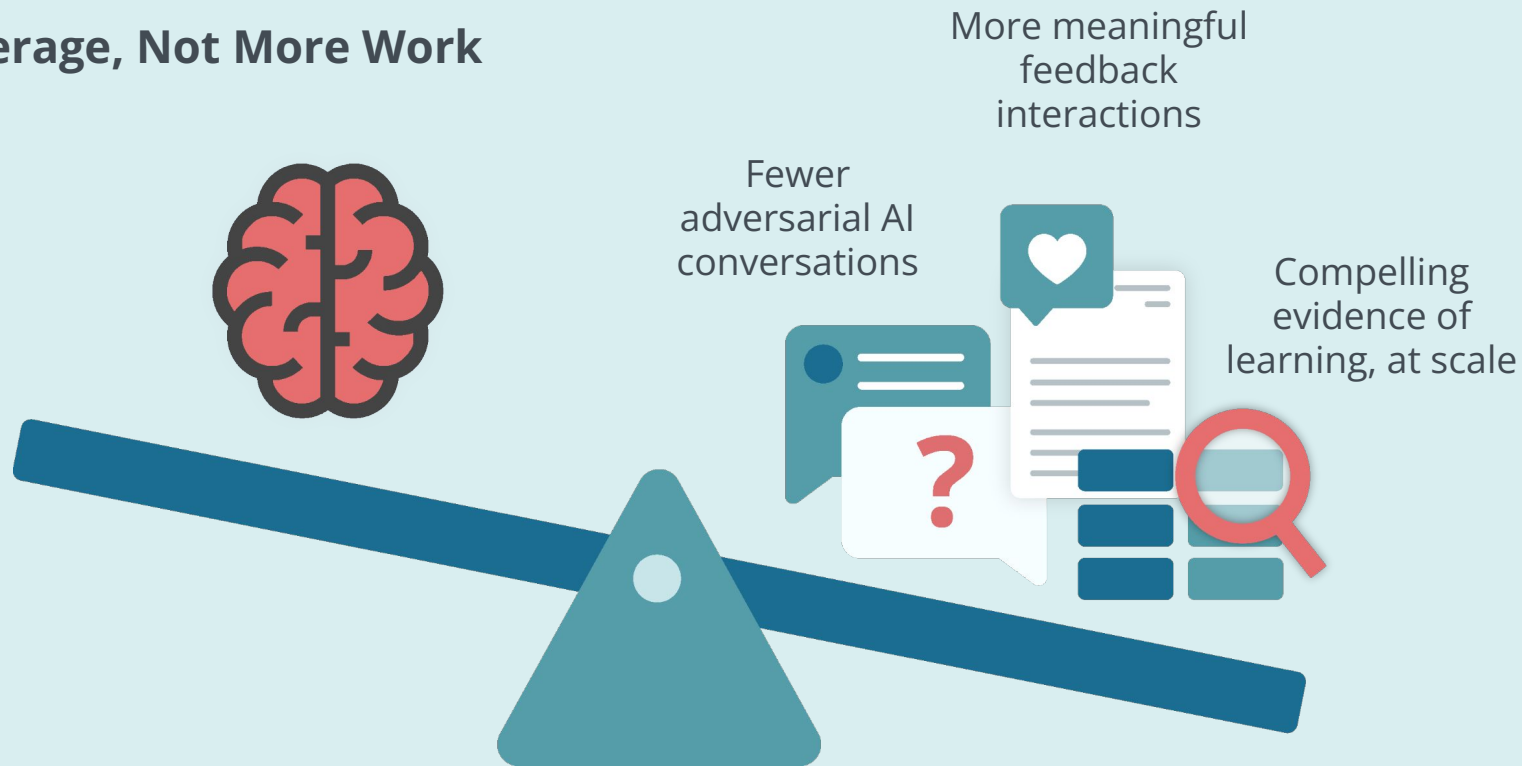
Planning
Checkpoint(s)

Draft → feedback
→ revision

Reflection and
reassessment

Why This Shift Matters for Faculty

Gain Leverage, Not More Work



The background is a solid teal color. It is decorated with several abstract geometric shapes: a large dark blue circle in the top left, an orange triangle pointing down in the top left, a red circle in the top right, a light blue square in the top right, a light blue triangle pointing right in the bottom left, a large orange semi-circle in the bottom right, and a red triangle pointing left in the bottom right. The text is centered in the middle of the slide.

Ethical AI tools should amplify the mastery journey, not accelerate students past it.

Wrapping Up

Our Highest Intention For This Webinar Series

Our Intention

Our goal isn't to tell you what to think about AI—it's to give you a foundation for making your own intentional, evidence-based decisions about how to use it.

- To **replace hype and fear with understanding**
- To **build a shared mental model** for talking about AI in education
- To **equip instructors and leaders** with language, frameworks, and practical tools
- To **reclaim the human center** of teaching and learning in an AI-rich world

The Series

Each of these webinars will stand alone, but together paint a cohesive picture of the role of AI in education.

- Part 1: What Educators Get Wrong About AI (And How to Get It Right)
- Part 2: Teaching with Integrity: Building an Ethical AI Strategy for Education
- Part 3: Designing for Engagement and Mastery
- **Part 4: Originality Starts with Us: Helping Students Think for Themselves in an AI World**
- Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills

Save Your Seat For Our Next Webinar

Reclaiming Engagement: A New Lens on Student Learning

 Thursday, January 29th @ 12pm CT

In this session, you will learn how Packback's newest feature, Engagement Insights, helps uncover what is actually happening in the learning process and why visibility into student thinking is the key to strengthening outcomes, retention, and integrity.

**RSVP with the QR code, the link in chat,
or check the follow-up email!**





Q&A