



Wednesday, Oct. 2, 2013 | American Council on Education, 1 Dupont Circle Northwest, Washington, D.C. 20036

# Will MOOCs pass the test?

## Evaluating these new online courses

### BIOGRAPHIES

#### Gina Burkhardt

Executive Vice President, American Institutes for Research



Gina Burkhardt is executive vice president of American Institutes for Research, one of the largest behavioral and social science research organizations in the world. AIR, a not-for-profit organization, conducts and applies research in the areas of education, health, international development, and work

and training to improve people's lives and well-being, with a special emphasis on the disadvantaged. As director of AIR's Education program, Burkhardt is responsible for 500 employees and a \$100 million annual budget.

Burkhardt's expertise includes leadership development, organizational development and systems change, district and school improvement, and the application of research to policy and practice efforts. As CEO, she led the transformation of the North Central Regional Educational Laboratory, a single federally funded contract, to Learning Point Associates, a highly successful nonprofit education research and consulting organization serving states, districts, foundations, corporations, and the federal government. Learning Point Associates merged with AIR in August 2010.



### Schedule

9:30 a.m. – 11:00 a.m.

- Registration and breakfast
- Welcome

**Cathy Sandeen**  
Vice President for Education Attainment and Innovation, ACE

- Panel Discussion

**Gina Burkhardt**  
Executive Vice President, AIR

**Jessica Heppen**  
Principal Research Analyst, AIR

**Andrew Ng**  
Co-founder, Coursera

**Cathy Sandeen**  
ACE

**Karen Vignare**  
Associate Provost, Center for Innovation in Learning, UMUC

- Q&A

- Closing Remarks



A lifelong educator, Burkhardt began her career as a middle school mathematics and science teacher in upstate New York. Since then, she has held positions in higher education, managed school reform projects at the regional educational laboratories, and consulted nationally and internationally on education policy and practice as well as education systems design. Burkhardt completed her doctoral coursework in educational psychology at the University of North Carolina at Chapel Hill and completed coursework in the Executive Education Program at University of Chicago Booth School of Business. She has authored publications, including a book on organizational change and has given multiple presentations on 21st century learning environments, data-driven decision making, organizational change theory, and the application of effective research and development in education. She currently holds and has held several professional appointments, including serving as a board member for the Partnership for 21st Century Skills, the Consortium on Chicago School Research at the University of Chicago, Editorial Projects in Education, which publishes *Education Week*, Knowledge Alliance, and Manufacturing Renaissance.

### Jessica Heppen

Principal Research Analyst, American Institutes for Research



Jessica Heppen is a principal research analyst in the Education program at the American Institutes for Research. Her research is primarily focused on technology, mathematics, and data use in secondary schools with an emphasis on improving academic outcomes for diverse learners. Dr. Heppen has designed and led multiple studies of online learning in secondary schools, including two large-scale randomized controlled trials examining the effects of online Algebra I courses, both funded by the U.S. Department of Education's Institute of Education Sciences. *Access to Algebra I: Effects of Online Mathematics for Grade 8 Students*, conducted for the Regional Educational Laboratory-Northeast and Islands, examined the effects of offering an online course to broaden access to Algebra I on students' achievement

and later coursetaking patterns. *Efficacy of Online Credit Recovery in Algebra I for At-Risk Ninth Graders* examines the effectiveness of online Algebra I for credit recovery, relative to standard face-to-face versions of the course for helping at-risk ninth-graders get back on track toward graduation. She is also currently leading a national study of the effects of a content-intensive mathematics professional development program on upper elementary teachers' knowledge, classroom practice, and their students' achievement.

In addition to designing and conducting rigorous large-scale evaluations, Dr. Heppen has led a series of studies investigating educators' use of data and web-based data systems for driving educational decisions. These include the *Urban Data Study*, a Bill and Melinda Gates Foundation-funded study of the use of interim assessment data for instructional improvement in urban school districts, and an investigation of educators' use of data dashboards with a focus on analysis and visualization of weblog usage data.

Dr. Heppen has led several analyses (using state and local data) of the strongest predictors of student outcomes including high school graduation, dropout, and college enrollment, and established AIR's varied initiatives related to Early Warning Systems. She has published articles, briefs, and practical tools focused on high school improvement and increasing graduation rates by establishing EWS to identify, support, and monitor at-risk students. Dr. Heppen is also currently the principal investigator for an IES-grant funded study of the implementation and impacts of Check & Connect, a dropout prevention mentoring program with a strong data use component.

Prior to AIR, Dr. Heppen conducted evaluation studies of educational technology interventions in secondary schools New York City.

### Andrew Ng

Co-founder, Coursera



Andrew Ng is a co-founder of Coursera, and a Computer Science faculty member at Stanford University. In 2011, he led the development of Stanford University's main MOOC (Massive Open Online Course) platform, and also taught an online Machine Learning class that was offered to more than 100,000 students, leading to the founding of Coursera. Ng's goal is to give everyone in the world access to a high quality education, for free. Today, Coursera partners with top universities to offer high-quality, free online courses. With 80 partners, nearly 400 courses, and 3.6 million students, Coursera is currently the largest MOOC platform in the world. Outside online education, Ng's research work is in machine learning; he is also the Director of the Stanford Artificial Intelligence Lab.

### Cathy Sandeen

Vice President for Education Attainment and Innovation, American Council on Education



Cathy Sandeen is currently Vice President for Education Attainment and Innovation at the American Council on Education, a position she has held beginning January 2013.

In this role, she oversees ACE's national agenda to support the return of the United States to preeminence in postsecondary educational attainment. Her role includes coordination among national and international leaders from across higher education, foundations, business, and government. She also oversees ACE's Center for Education Attainment and Innovation, including major grant programs, federal contracts, fee for service activities, partnerships, and development of new initiatives.

From 2006 to 2012, Dr. Sandeen served as dean of continuing education and UCLA Extension at the University of California Los Angeles. Serving more than 50,000 students per year, UCLA Extension is one of the nation's

largest programs serving nontraditional students with a variety of innovative programs.

Dr. Sandeen has more than 22 years of experience in continuing education and professional development at three University of California campuses. Dr. Sandeen served for six years as Vice Provost and Dean of University Extension and Summer Session at University of California Santa Cruz focused in Silicon Valley, California. She also held several positions at University of California San Francisco.

Dr. Sandeen has held leadership positions in nonprofits and professional organizations and is active as a scholar, researcher, and writer. She earned a Ph.D. in Communication from the University of Utah and an MBA degree from the UCLA Anderson School of Management. She was an ACE Fellow in 2010-11.

### Karen Vignare

Associate Provost, Center for Innovation in Learning, University of Maryland University College



Karen Vignare, Ph.D., currently serves as Associate Provost, the Center for Innovation in Learning at University of Maryland University College leading the search and evaluation for next generation learning models. Dr.

Vignare is responsible for implementing collaborative innovations which may include prior learning, course design, analytics, adaptive learning, e-resources, open educational resources, instructional design changes and competency based models. She was previous a Director at MSUglobal at Michigan State University. MSUglobal is responsible for helping departments at MSU integrate emerging technologies. She publishes regularly on various topics in online learning. She has a Ph.D. from Nova Southeastern University and a MBA from the University of Rochester's William Simon School of Business.