



How do we know  
what we don't know  
we don't know?

Can we predict how  
technology will change the  
way we teach?

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What are our goals?

- Improved teaching through technology

## Levels of Learning

**Ignorance** - Don't know what you don't know

**Wisdom** - Know what you don't know

**Knowledge** - Know what you know

**Instinct** - Don't know what you know

## Example Learning Theory

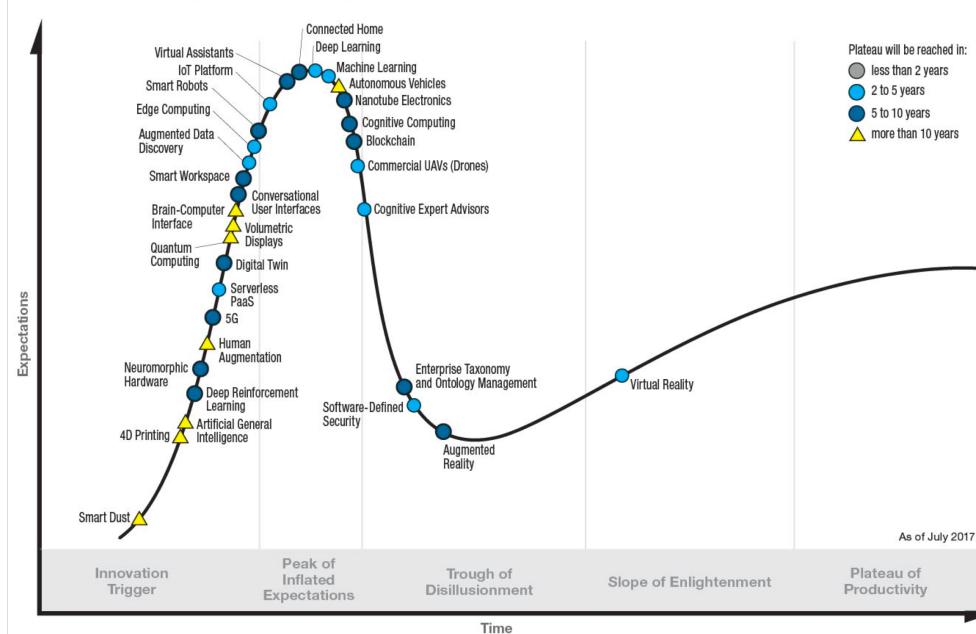


- Behaviorism
- Cognitivism
- Constructivism
- Humanism
- Connectivism

Are we bad (or good) at predicting the future...



### Gartner Hype Cycle for Emerging Technologies, 2017



## What do students need to learn?

- Information
- Skills
- Self Learning
- Creative Problem Solving



# Technology for learning

## Access to information

- Spoken word
- Books
- Internet

## Skills

- Pen and paper
- Calculators
- Spell checking
- Programming



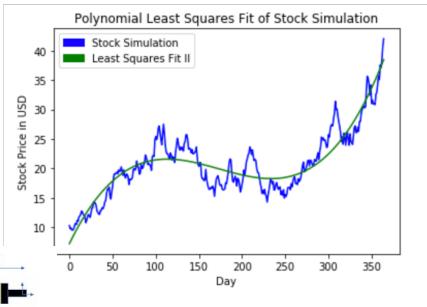
## Example –Linear Algebra MTH314 (old way)

- Targeting Engineering and Natural Science students intended to focus on applied uses of linear algebra
- Assignments assess the students ability to know facts and skills related to matrix based calculations (dot products, matrix multiply, etc.)
- Students are rarely exposed to matrices bigger than 4x4 and only problems “neat” solutions (i.e. problems that can be solved with pencil and paper)

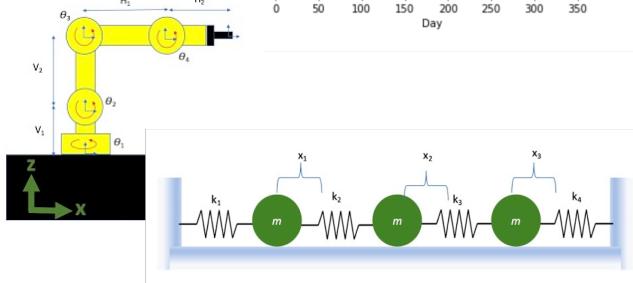
A circular inset showing handwritten linear algebra calculations on lined notebook paper. At the top, two 2x3 matrices are written:  $\begin{bmatrix} 1 & 2 & 0 \end{bmatrix}$  and  $\begin{bmatrix} 0 & -4 \\ 9 & -4 \\ -3 \end{bmatrix}$ . Below them, the subtraction operation is shown:  $\begin{bmatrix} 1 & 2 & 0 \end{bmatrix} - \begin{bmatrix} 0 & -4 \\ 9 & -4 \\ -3 \end{bmatrix}$ . Further down, the resulting matrix is shown with intermediate steps:  $\begin{bmatrix} -1-0 & 2-(-4) & 0-3 \\ 0-9 & 3-(-4) & 6-(-3) \end{bmatrix}$ . A green pen is visible at the bottom, pointing towards the final result:  $\begin{bmatrix} -1 & 6 & -3 \\ -9 & 7 & 9 \end{bmatrix}$ .

# CMSE/MTH 314 – Numerical Linear Algebra

- Idea - Use programming to teach Math
- Flipped classroom, Active Learning model
- Assignments focus on real world examples on the computer. **The technology helps motivate and improves understanding**
- Exams are open internet



```
J2 = np.matrix([[np.cos(theta2),0,np.sin(theta2), 0 ],
[0, 1, 0, 0 ],
[-np.sin(theta2),0,np.cos(theta2), V1],
[0, 0, 0, 1]])
```



## Predicting the future

- It is best to focus the goal of improving teaching rather than solely focusing on the solutions.
- With this goal in mind, I think it would be interesting to see find ways to use AI to support self learning and creative problem solving.