



Micro-Moments, Major Impact

The KiSS Approach to Learning Continuity

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FOLC
Future of Learning Community
FEST



**Course
A**

**Course
A**

**Course
B**

**Course
B**

TIME

What if staying sharp...

- Convenient = easy to access**
- Short = only took minutes**
- Playful = fun to do!**

The Keep in School Shape (KiSS) Program

Daily activity + Nudges + Encouragement

KiSS

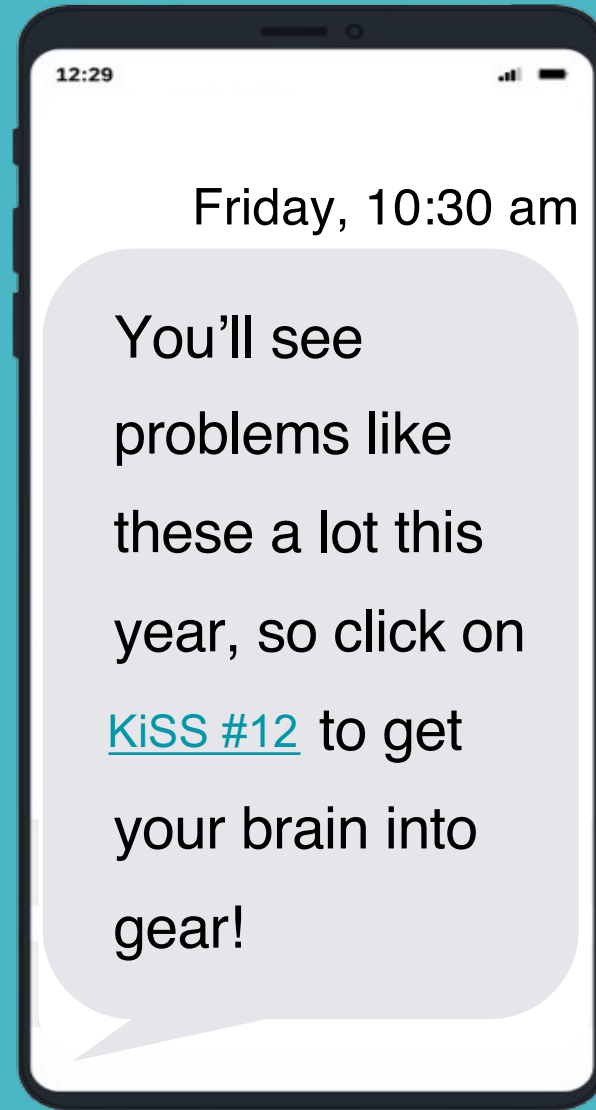
Keep in School Shape



Arizona State
University

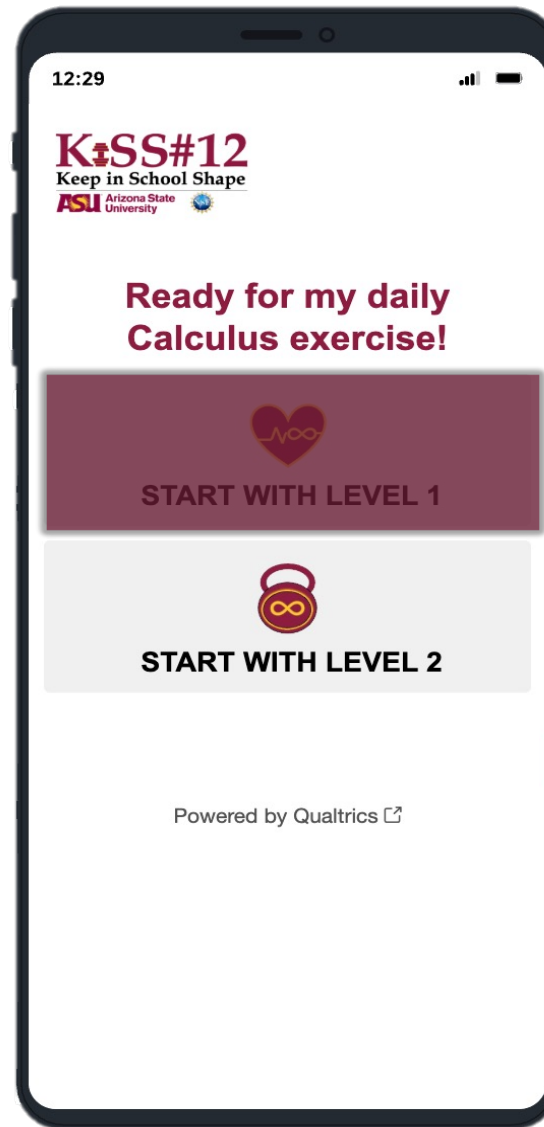


Try a KiSS activity!



We choose
where to start!

Let's start at
Level 1 today!



Then we see the
problem and
rate our
confidence.

Feeling 'meh'
about this
one...

12:29

K1SS#12
Keep in School Shape
ASU Arizona State University

First, how sure are you that you
can rewrite this using powers?

$$\int \frac{u}{2\sqrt{u}} du$$

😊 super duper!

😊 somewhat

😐 meh

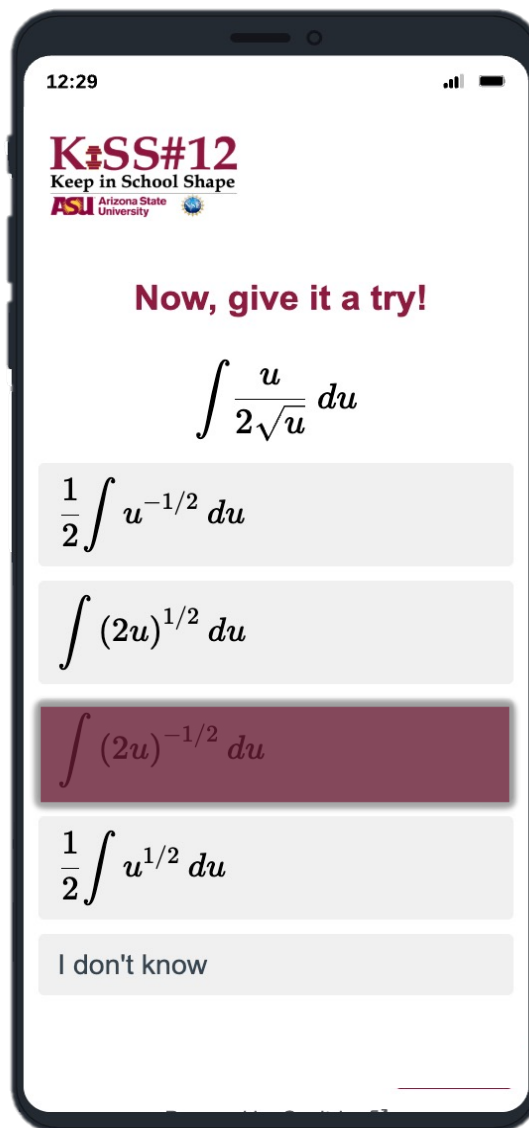
😞 not very

😫 not at all!

Powered by Qualtrics

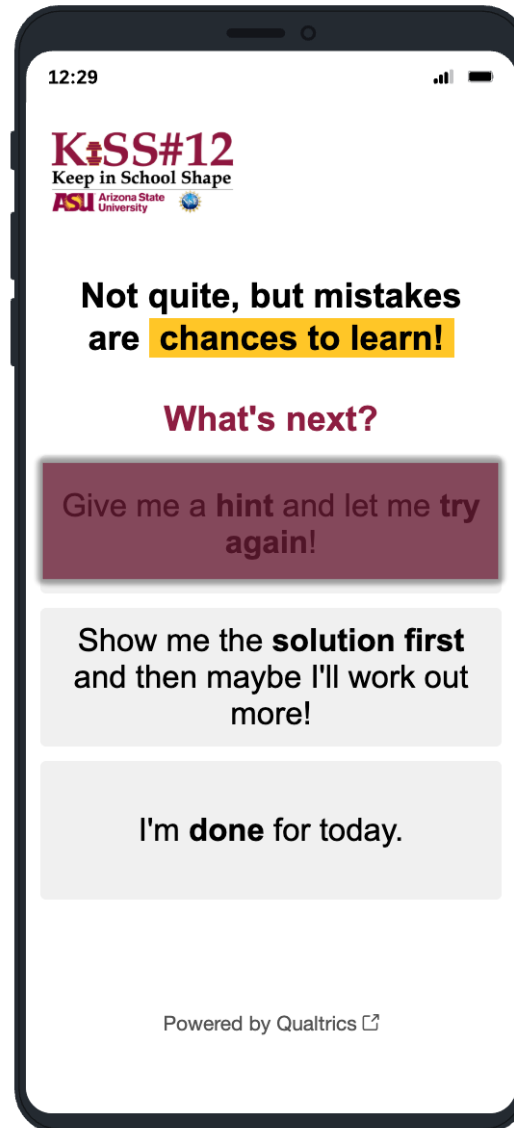
Afterwards, we
solve it...or say
we don't know.

Hmm...I think
it's the third
one.



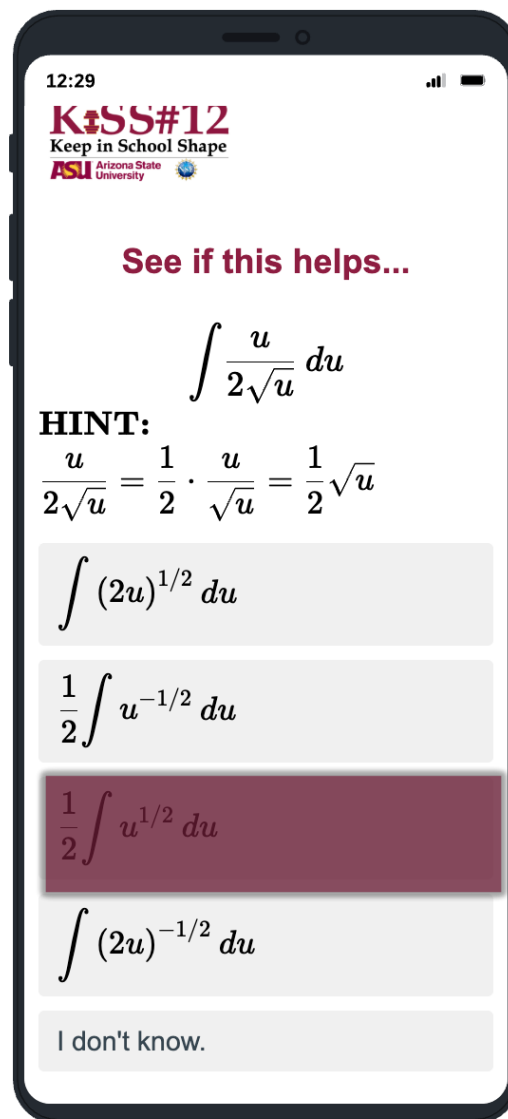
We get to see if
we were
correct...or not

Now is a good
time to get a
hint!



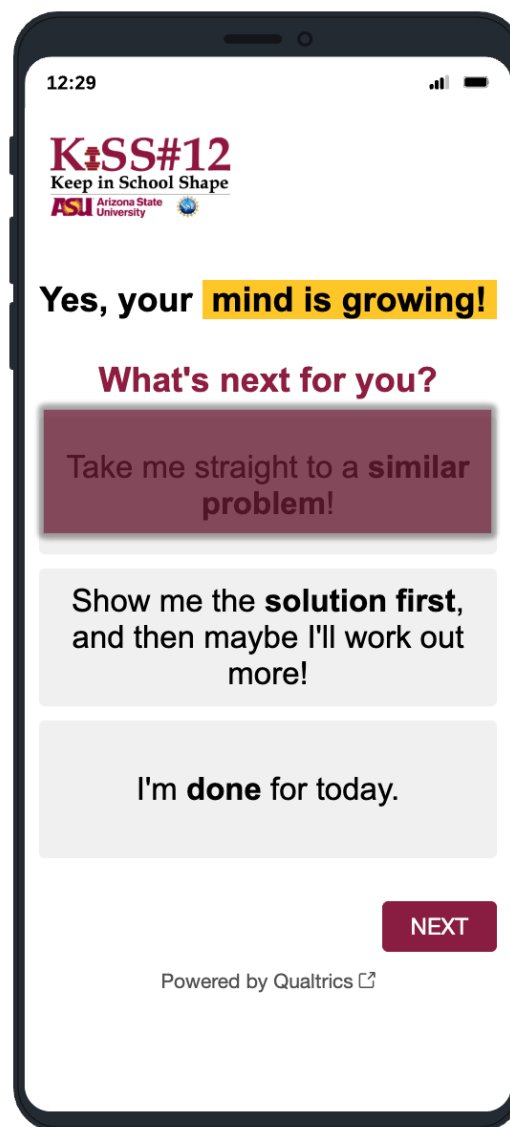
Here's a nudge in
the right direction...
although we can
still be unsure.

Ah! That's
what I forgot!



We can go right to a similar problem OR look at the contextualized solution first!

I'm ready to try a similar problem now!



How confident am I
for this one?

I'm feeling
really sure!

12:29

K12SS#12
Keep in School Shape
ASU Arizona State University

First, how sure are you that you
can rewrite this using powers?

$$\int \frac{u}{4\sqrt{u}} du$$

☒ super duper!

☐ somewhat

☐ meh

☐ not very

☐ not at all!

NEXT

Powered by Qualtrics

What's the correct answer?

Now, I remember how to do this!

12:29

K12SS#12
Keep in School Shape
ASU Arizona State University

Now, give it a try!

$$\int \frac{u}{4\sqrt{u}} du$$

$$\frac{1}{4} \int u^{-1/2} du$$

$$\int (4u)^{-1/2} du$$

$$\int (4u)^{1/2} du$$

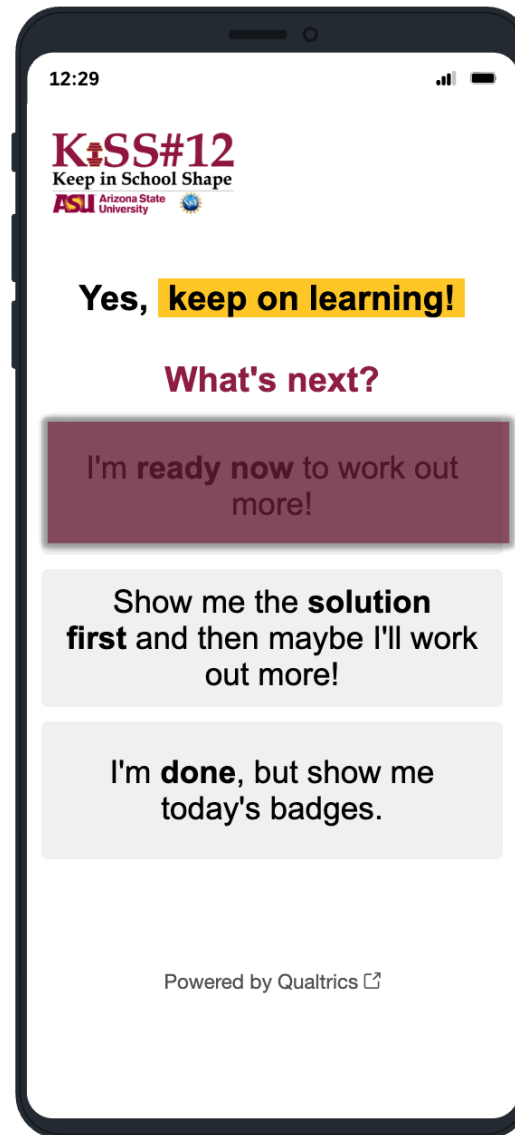
$$\frac{1}{4} \int u^{1/2} du$$

I don't know

NEXT

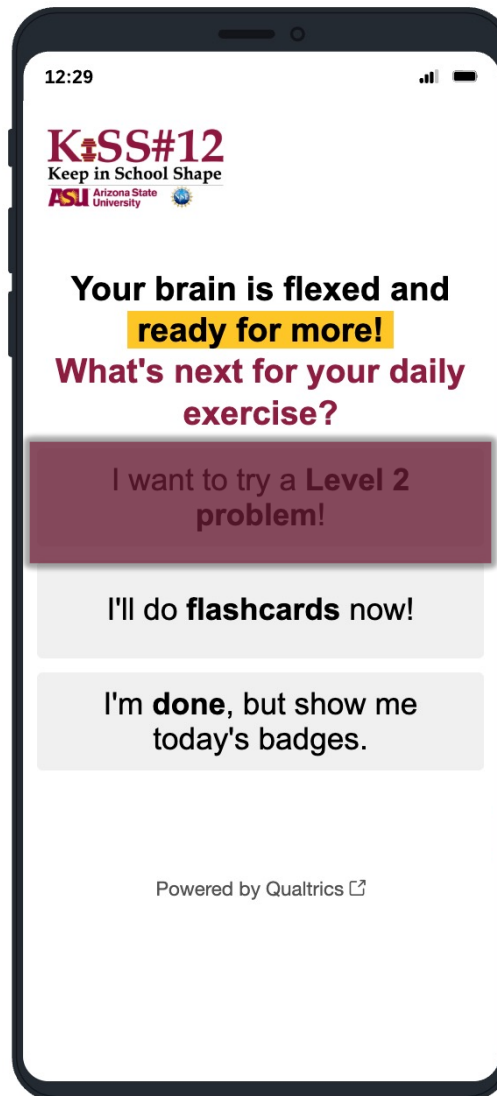
We can work out more or see a worked solution before deciding.

I'm ready to work out more!



We can level up or
do flashcards next.

I want to take
on a Level 2
problem!



How sure are we for
this one?

After Level 1, I'm
feeling
somewhat sure...

12:29

KISS#12
Keep in School Shape
ASU Arizona State University

First, how sure are you that you
can rewrite this using powers?

$$\int \frac{u-2}{\sqrt{u}} du$$

😊 super duper!

😐 somewhat

😐 meh

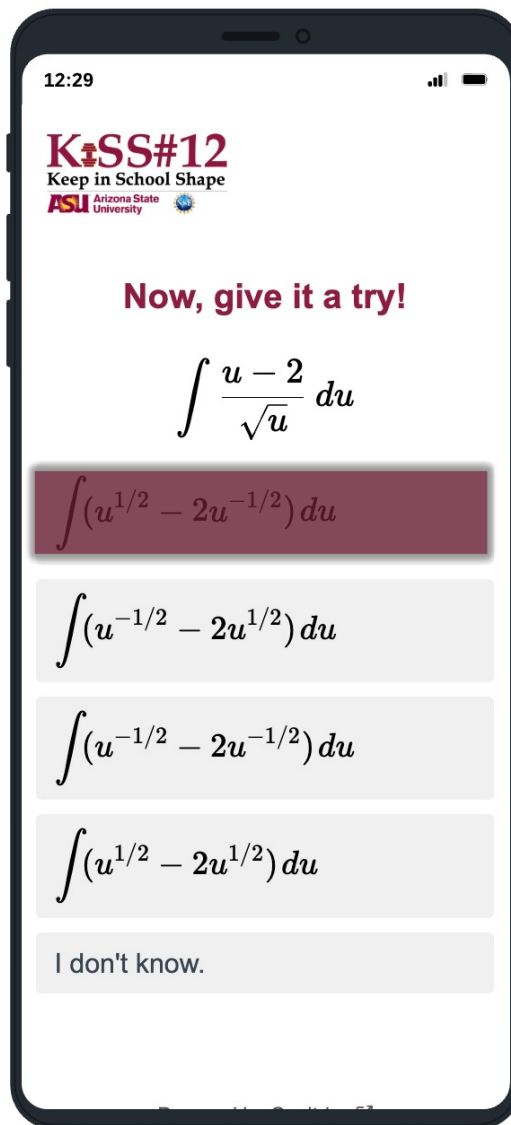
😞 not very

😫 not at all!

Powered by Qualtrics

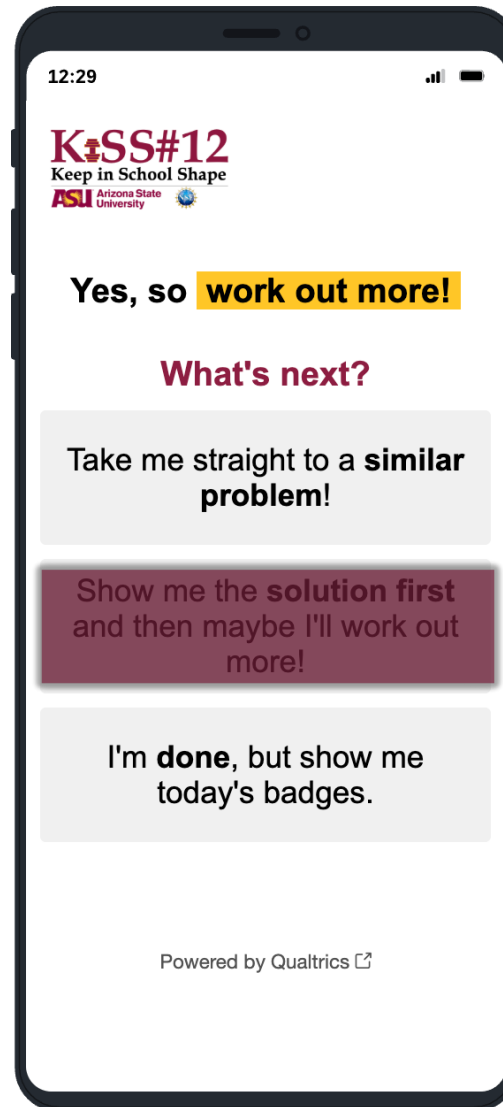
We can choose an answer or say we don't know...

I'm thinking the top choice...



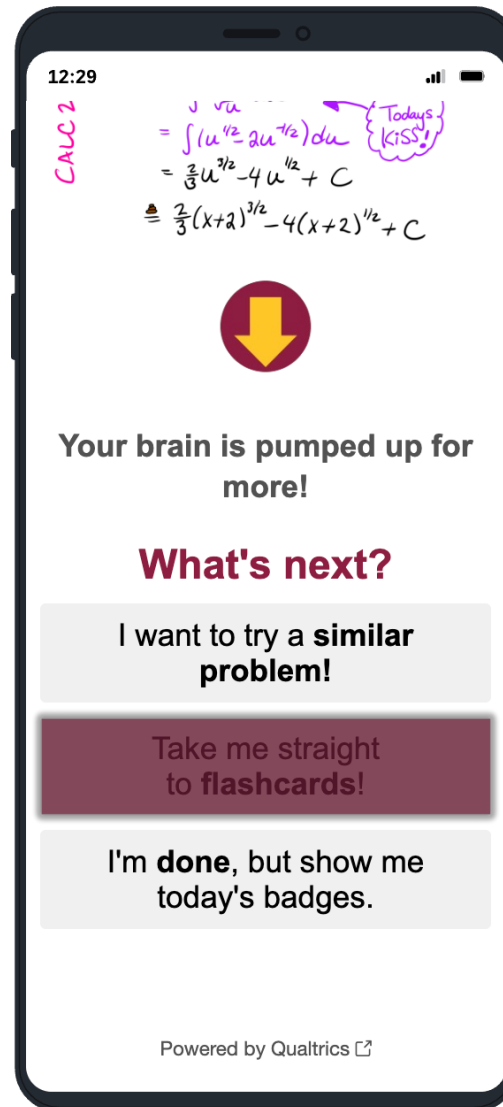
We can do another challenge or view a contextualized solution and then decide.

I got it right, but I want to see if I'm thinking about it right!



After we see the solution, we can try another one or do flashcards.

I'm ready for flashcards!



I can choose what
level to start at...

I'm going to start
with a Level 2
flashcard!

12:29

K+SS#12
Keep in School Shape
ASU Arizona State University

Ready to wrap up with
some **conditioning!**

**What level do you want to
start with?**

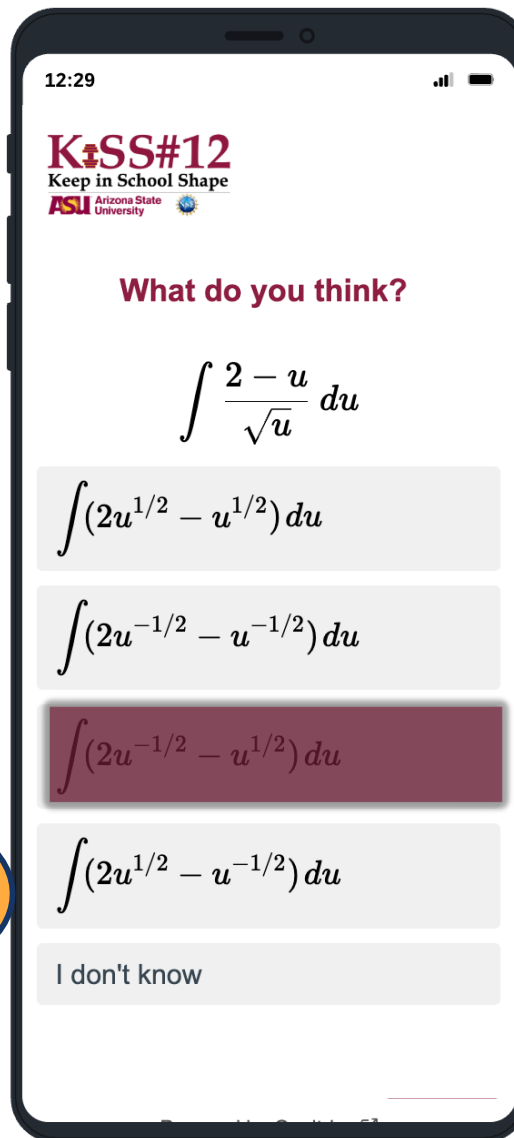
I want to start with **Level 1!**

I want to start with **Level 2!**

Powered by Qualtrics [🔗](#)

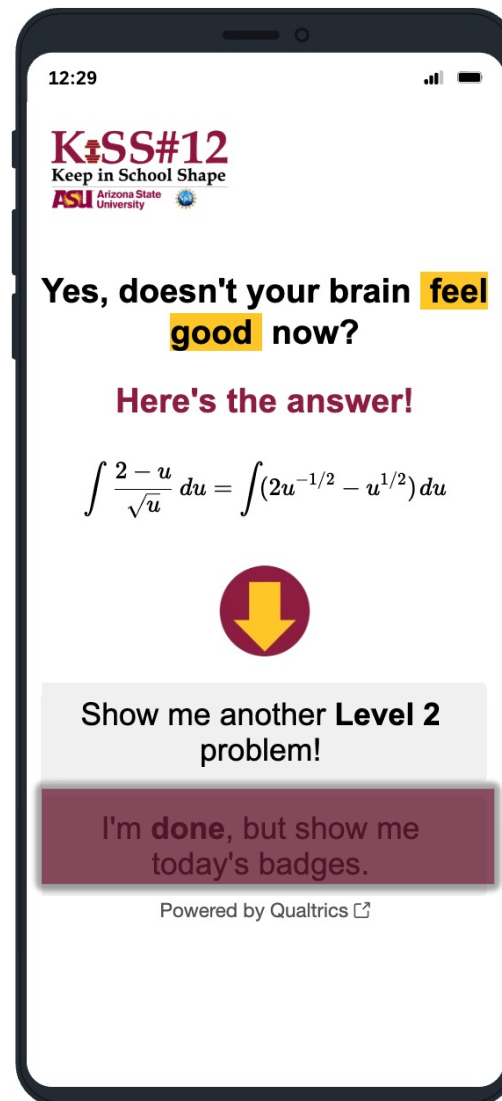
No confidence
rating...just do it!

I think it's the
third option...



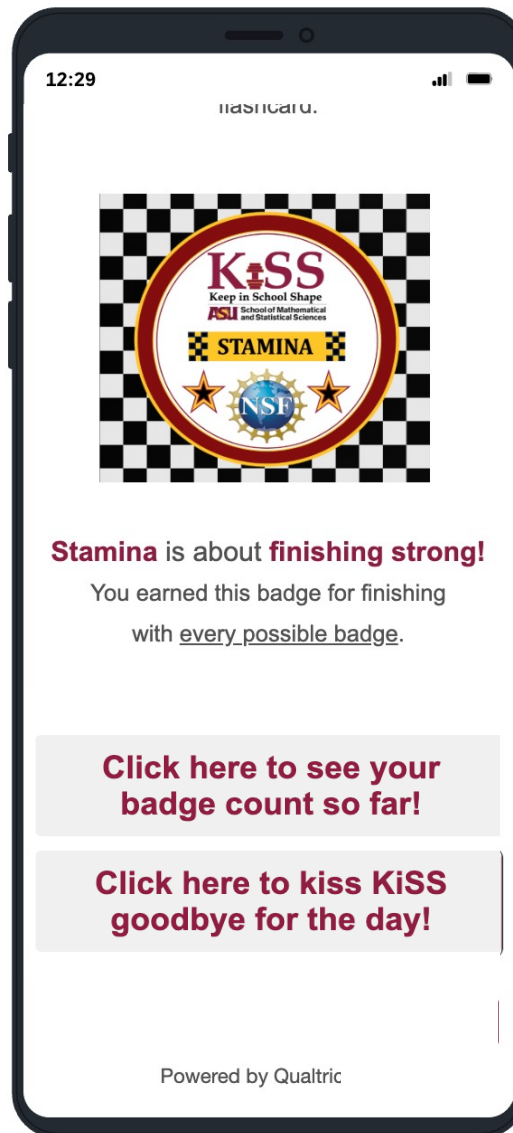
We can do another
or be done for the
day...

Let me see what
badges I earned!



We see all of the
badges we
earned...today and
since we started!

Not giving up
paid off!

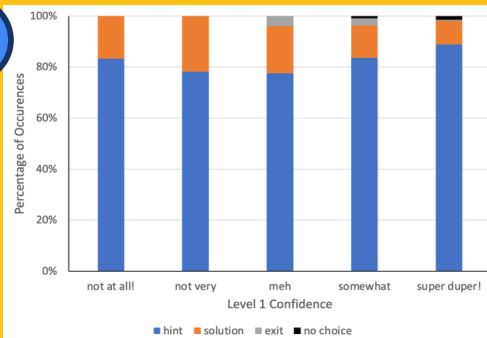


A

L1 problem

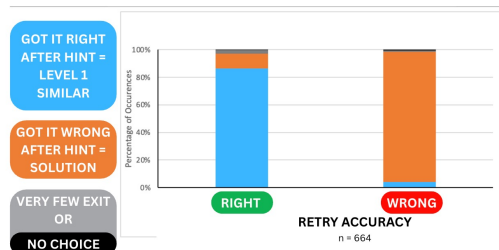


B



C

Choice after hint and retry: Level 1 Problem



Our Findings:

Student Behavior

Students **voluntarily** do problems while on break (209 did at least 1 KiSS, 100 participated at least 40% of the time).

A

Students are good judges of what they know and what they don't

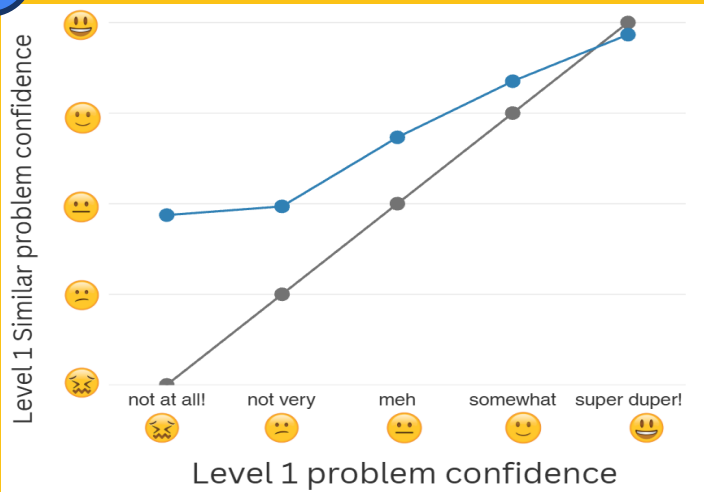
B

Students want to get the problems correct

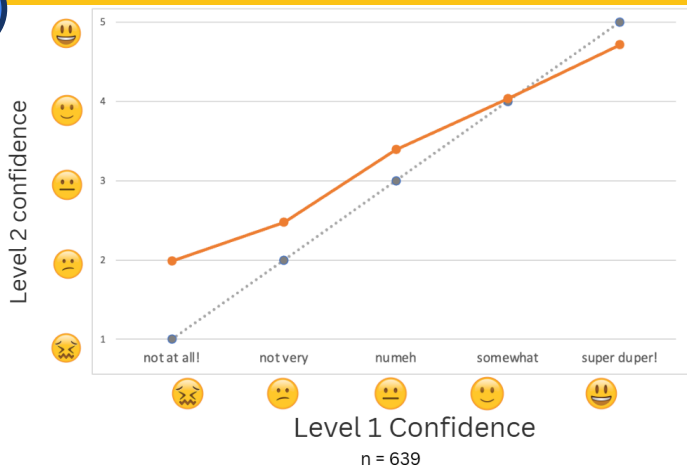
C

If they don't get the L1 problem correct after a hint, they view the solution and then 86% go on to do the similar problem.

A



B



By the Numbers:

Confidence

A

Self-reported confidence increased across a daily activity

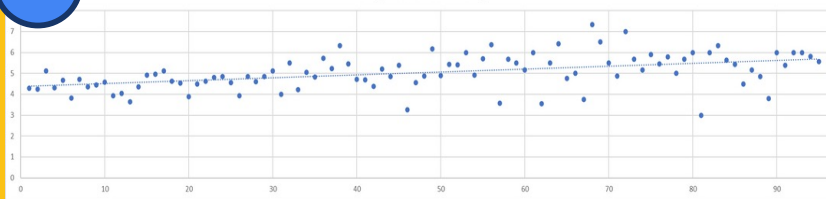
B

This pattern holds *even for those who got problems wrong*

In fact, almost 60% of the time, students who got the Level 1 problem wrong went on to do 5 or more of the daily problems.

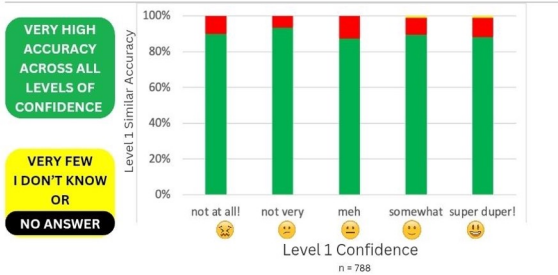
A

Average Number Done P1 Right



B

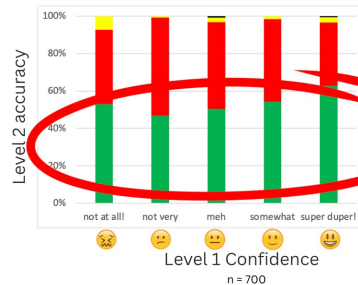
Similar problem accuracy by Level 1 confidence

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C

Level 2 accuracy by Level 1 confidence

K+SS
 Keep In School Shape
 ASU Sonoran Desert University

 EVEN LOW
 CONFIDENCE
 AND GOT
 LEVEL 1 WRONG
 GOT THE
 LEVEL 2
 PROBLEM
 CORRECT

 GOT THE
 LEVEL 1
 PROBLEM
 WRONG!

Tangible Results:

Performance

A

The number of participants who got the first problem right increased throughout the program

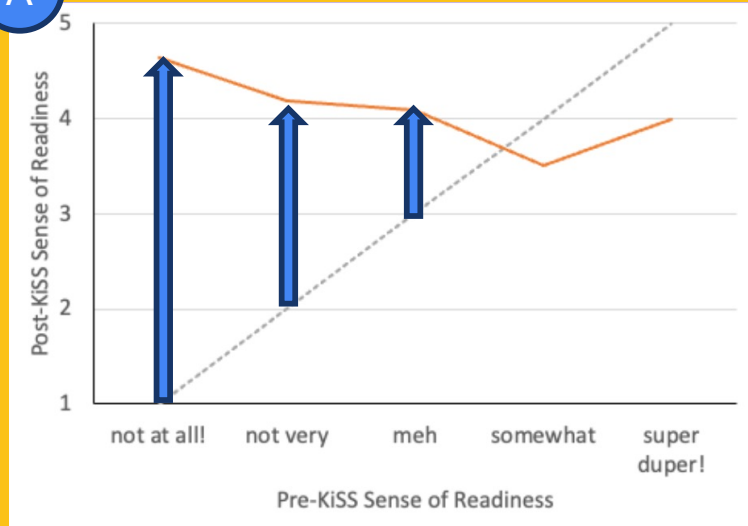
B

Even students with lower confidence on the Level 1 problem improved in accuracy for the similar problem

C

And ALSO for the Level 2 problem!

A



At the End of the Day:

Results

A

Students report higher levels of preparedness for Calculus II after KiSS



1

Daily $\neq$ Heavy

2

Playful $\neq$ Trivial

3

Consistency $>$ Intensity



I can do this!

I'll come back tomorrow!

actions

signals

I'm setting myself up for success!

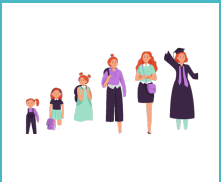
Why the KiSS Program Scales



uses existing technology



not tied to single subject



can help students of all ages

Thank you



www.KeepinSchoolShape.com

