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Af er pilot ng an adapt ve learning plat orm integrat on for ENGL 1101, we hypothesize that the following strategies bet er promote student success in terms of self-awareness, mot vat on, structure, engagement, and concept transfer: condensing interact ve, mult modal content via the Learning Management Systems (LMS) plat orm for the purpose of mastery; encouraging student ref ect on through informal journal writ ng, metacognit ve prompts, and revision; promot ng learner agency via an adapt ve quiz structure; and set ng clear expectat ons through individualized rubrics and transparent instruct ons.

(Desire to Learn, referred to herein as D2L). Undaunted, we set out to sidestep the technical barriers and ut lize the quest ons that we developed specif cally for the plat orm as format ve assessment quizzes in a D2L-only version of the course as well—ostensibly for bet er comparison, but ult mately to assuage the feeling that, otherwise, all of our work would be for naught. Af er the adapt ve courseware summer pilot, and at ending the G2C meet ng in October of 2019 and an ENGL 1101 presentat on there, as well as speaking with mult ple vendors, coordinators, and professors at dif erent companies and inst tut ons, we took addit onal steps to reduce the amount of content covered in the now "D2L-only adapt ve" version of the course, choosing to focus on the mastery of fundamentals instead of f nishing a Researched Argumentat ve Essay. We also added some ref ect ve, informal writ ng at the beginning of the course, to reduce student anxiety, and af er each major assignment, to help them absorb their

formatve assessment quizzes followed readings, preceded heavier assessments, and could be taken as many tmes as the student chose, with the average of all of their atempts recorded in the gradebook. Additonally, we revised fnal assessment instructons for transparency using the "TILT" format, created individualized holistc and analytcal rubrics that directly refected the TILTed assessments' grading criteria, and separated parts of the course into smaller sectons so that individual learning components were explicitly discussed, practced, and evaluated. Much of this work was planned and accomplished during several all-day meetngs between SME and ID in the Spring 2019.

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Results of the summer pilot of the adaptve platorm version of the course were more disastrous than we had feared. While touted as easily accessible, personalized, and data-rich, the adaptve platorm's interface was not intuitve. Students also seemed confused by having to navigate multple platorms.