

Background

The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing the quality of blended and online learning worldwide. The member-sustained organization offers an extensive set of resources for professional development and institutional advancement of learning, including, original research, leading-edge instruction (e.g., workshops, certificates), best-practice publications, community-driven webinars and conferences, research-into-practice tools and resources as well as expert guidance. OLC members include mid-and senior level administrators, faculty members, instructional designers and other academic professionals, as well as educational institutions, professional societies and corporate enterprises.

OLC's mission is focused on "creating OLC's community and connections around quality online learning while driving innovation." Visit <http://onlinelearningconsortium.org> for more information.

Digital Learning Innovation Award

Online Learning Consortium (OLC) hosts an annual award showcasing the exemplary use of digital courseware to improve student success, especially among minority, first-generation and other underrepresented student groups. With a focused lens on increasing the number of undergraduate students who complete foundation or gateway courses, the award will recognize projects that inspire innovation, increase access, support implementation, improve outcomes, enable accessibility, and promote sustainability in the use of digital courseware.

While funding initiatives have informed the emerging use of digital courseware in postsecondary education, faculty projects or institutional implementations can motivate other institutions through successes and barriers. More institutions need to add their own experiences with digital courseware initiatives to continue advancing the field. For that reason, only projects that are at a stage of implementation with measurable success and lessons learned should apply for this award.

To accelerate the successful implementation of digital courseware that results in increased student success, OLC has two categories of awards:

- Institutional Award - \$100,000 (up to three awarded);
- Faculty-led Team Award - \$10,000 (up to 10 awarded).



Recommendations and lessons learned related to the following dimensions will be included in the growing body of knowledge related to digital courseware: innovation, access, implementation, outcomes, accessibility and sustainability. OLC is dedicated to sharing these recommendations in a series of public forums including webinars, white papers, and conference presentations. Communities of practice may evolve to further

engagement and sharing. In addition to expanding the current digital courseware body of knowledge, an auxiliary OLC quality scorecard focused on the implementation/integration of digital courseware in colleges and universities will be created; a direct alignment with OLC's mission to support quality online education.

Exemplary Digital Courseware Projects

Inspire Innovation

Novel projects that inspire innovation have overcome or removed a barrier that makes adopting change models or academic transformation difficult. Those barriers may be at the classroom level or across an institution. Overcoming these barriers will have resulted in pedagogical or structural innovation that will benefit other institutions.

Increase Access

Effective projects will have increased access to learning content for underrepresented or underserved student populations through digital courseware. Examples of increased access include low cost options of required content for students or immediate access to course content upon course enrollment. Access can also be experienced through intuitive design or user interface or mobile design.

Enable Accessibility

Consciously accessible projects evidence access for all learners through Universal Design and Section 508 compliance. Projects with intentionally individualized adaptability and accessibility in the digital courseware as defined by WC3. Accessibility is determined by the flexibility of the learning environment with respect to content presentation, learner control methods of course structure or access mode, and learner supports. Accessibility for all includes the availability of adequate alternative-but-equivalent content and activities. Accessibility in the project can be addressed through the courseware standards and the institutional procedures during implementation through instructional design teams and individual instructors.

Support Implementation

Successful projects can be generalized and replicated or otherwise inspire other institutions seeking to increase student success through a digital courseware initiative. The project can be articulated through a comprehensive timeline. Successful implementation depicts the project team as a comprehensive partnership across academic and support units with clear institutional leadership. The project addresses faculty development, student support, and vendor partnerships.

Improve Outcomes

Exceptional projects evidence quality and accountability. A quality project is situated in the learning sciences as indicated by the barriers addressed and the identified solution criteria. Accountability is evidenced in the details of impact, specifically student success

measures. Projects that address the application of data in their development or the use of digital courseware analytics to drive implementation and substantiate accountability.

Promote Sustainability

Sustainable projects have a clearly articulated plan for advancing or expanding the current initiative. A projected timeline evidences continued advancement of the core impact in a period that indicates institutional adoption. The plan addresses furthered faculty development and student support.

Application Criteria

Applicants will be asked to provide narrative and documentation in the application which addresses three primary areas:

1. Institutional Demographic Information
 - General institutional and contact information
 - Identification of an Award Category
 - Faculty-led team
 - Institution-wide
2. Project Overview
 - Project description
 - Project title
 - Project abstract
 - Identification of Barrier or Challenge
 - Overview of implementation team
 - Innovation
 - Pedagogical or structural innovation
 - Access
 - Affordability
 - Flexibility
 - Accessibility
 - Universal Design
 - Section 508 compliance
3. Project Implementation and Impact
 - Implementation
 - Project timeline
 - Faculty development
 - Student support
 - Vendor partnership
 - Outcomes
 - Quality
 - Learning science research
 - Target Population
 - Evidence
 - Student success measures

- Retention data
- Application of data or courseware analytics
- Sustainability
 - Sustainability/Expansion Timeline
 - Faculty development
 - Student support

Submissions must be related to a project that is already being implemented, with evidence of improved student outcomes.

Applicants must be from an accredited US-based higher education institutions. The focus population must be undergraduate students.

An evaluation rubric will be used to assess the project overview and project implementation and impact highlights.

Submissions will be managed electronically through the OLC awards submission portal.

Process Overview

Applications will be accepted from March 27, 2017 through June 30, 2017 at midnight PT.

Submissions will be randomly assigned to a team of ten DLIA reviewers who will score using the DLIA scoring rubric. Each submission will be read and scored by three reviewers. Reviewers do not see one another's scores. All DLIA reviewers participate in a norming training session to score examples together using the rubric in order to promote inter-rater reliability. This scoring round takes place in July 2017.

The top submissions in each category move to the next round of scoring. A team of five judges will be randomly assigned the top scoring submissions and score in this second round using the same DLIA scoring rubric. The top three scored institutional awards and up to ten of the top scored faculty-lead team awards are forwarded as finalists. This scoring round takes place in August of 2017.

The finalists will be disclosed to the DLIA Advisory committee and contacted in September 2017 by phone. All other submissions will receive an email letting them know they were not selected as a recipient for this year's award.

The finalists will be announced at the award's luncheon at the OLC Accelerate Conference, November 15-17, 2017. Travel costs for one member of each recipient team will be covered by OLC as part of the award.

Recipients will present their award winning project at the OLC Accelerate Conference in a session with other teams who garnered the award.

A promotional kit will be provided to each recipient to prepare for national recognition of the DLIAward.

Definitions

The following working definitions should be used to guide the application process:

Accredited Institution – Any institution that can distribute federal financial aid because of its accreditation status. Community college districts or state systems can submit multiple applications if institutions are separately accredited.

Application Submission Portal – All award applications must be submitted through an electronic application submission portal by the deadline stated – June 30th at 12:00 p.m. PT. Late applications will not be reviewed. To access to the electronic application submission portal, go to: <https://onlinelearningconsortium.org/olc-awards/apply>.

Award Categories – Award categories include the Institutional Award and the Faculty-Led Team Award. Applications will be received through the same submission process and timeline for two different categories of awards.

Faculty-Led Team Award – This award is designed to recognize a small group of innovators within an institution who may be the first to adopt digital courseware at their institution. Adoption may be at the course or program level. At least one faculty member must be a member of the team.

Institutional Award – This award is designed to recognize institutions who are making an institution-wide commitment across multiple courses and/or programs to adopt digital courseware to reduce barriers to academic success for underrepresented students.

Accessibility usability of a product, service, environment or facility by individuals with the widest range of capabilities. Although “accessibility” typically addresses users who have a disability, the concept is not limited to disability issues.

Adaptability ability of a digital resource or delivery system to adjust the presentation, control methods, structure, access mode, and user supports, when delivered

Barrier or Challenge –Applications must focus on an identified barrier in one of the following categories. Strong applications will situate the solution to the identified barrier in the learning sciences.

Minimizing costs of textbooks and tuition

Increasing convenience and flexibility

Decreasing time to course credit and degree completion

Improving learning efficiency

Targeting bottleneck courses

Altering instructional approach and pedagogy

Increasing learner and learning readiness

Enhancing student support

Improving student outcomes

Courseware in Context (CWIC) – Framework supports postsecondary decision-makers in effectively navigating the market of courseware solutions. It is designed to help you make better-informed adoption and implementation decisions with the goal of advancing the adoption of high-quality digital courseware in higher education and ultimately achieving improved outcomes for students. As a guide for broadening your awareness and equipping you with helpful decision making tools, the Framework offers an inventory of product capabilities, as well as implementation considerations foundational to enhancing and improving blended and online teaching and learning with digital courseware. Resources can be found at <http://coursewareincontext.org/>

Digital Courseware – Digital courseware is instructional content that is scoped and sequenced to support delivery of an entire course through purpose-built software. It includes assessment to inform personalization of instruction and is equipped for adoption across a range of institutional types and learning environments.

Specifically, digital courseware has three core elements:

- Instructional content that is scoped and sequenced to support delivery of an entire course
- Purpose-built software
- Assessment to inform personalization of instruction

Digital Courseware Vendor – An organization or company that provides and supports a digital courseware solution. Examples of vendors include but are not limited to:

Acrobatiq
 Boundless
 Cafe Learn
 Carnegie Learning
 Cengage Learning
 Cogent
 Edmentum
 Elsevier
 Fulcrum Labs
 Hawkes Learning
 Junction Education
 Labster
 Lumen Learning
 MazeFire LLC
 McGraw Hill Education (2 products)
 Muzzy Lane Software
 OpenStax
 panOpen
 Pearson (3 products)
 Realizeit Learning
 Simbound
 Smart Sparrow
 Soomo Learning
 StraighterLine

The NROC Project
Toolwire
WW Norton & Company
Zybooks

Evaluation Criteria – A set of criteria established to evaluate the degree to which applications showcase excellence in both implementation and impact. Successful applicants have submitted evidence of sustainability and scalability.

Evaluation Rubric – A framework used by reviewers and judges to review and consistently score applications. Project impact will be evaluated on six areas including: innovation, access, accessibility, implementation, outcomes, and sustainability.

Foundation or Gateway Courses – Courses designated at a campus or institution as the first set of courses a new student will enroll in. These courses may be called general education courses, liberal studies courses, foundation courses, gateway courses or something totally different depending upon the institution. The intent of these courses, whatever they are called, is that students must complete these courses before they can move to more advanced coursework. It is often this set of courses for which students may be placed in developmental sections (e.g., English, math).

Flipped Course The flipped course is a pedagogical solution in which the lecture and homework elements of a course are reversed. Short video lectures are viewed prior to the course session, while class time is dedicated to activities, projects, or discussions. The flipped model on its own is not considered a courseware solution however, using instructional content that is scoped and sequenced to support delivery of an entire course as course content would make a flipped solution eligible for the award.

Learning Management System (LMS) Courseware may be delivered through an LMS and is reliant on the LMS for some functionality like course administration, customization, collaboration or some analytics. The LMS and the tools built into it are not, on their own, considered digital courseware for this award.

Students – A primary focus of this award is to support the educational success among undergraduate, low-income, underrepresented, and first-generation students.

First-Generation Students – A student whose parent(s)/legal guardian(s) have not completed a bachelor's degree. This means the student is the first in their family to attend a college/university.

Low-Income Students – An individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount. This includes those with family income levels that qualify the student for Pell grants or other need-based financial aid.

Underrepresented Students – Individuals who are members of racial or ethnic groups traditionally underrepresented or disproportionately lower in number relative to their number in the general population including African American, Hispanic, Native American, and Pacific Islanders.

Sustainability Plan – The clear articulation of the plan for a faculty-led team or institution to continue the pace of digital courseware adoption on their campus or within their institution. A viable sustainability plan would address advancing or expanding the initiative, include a plan for continued faculty development or support, and address continued student support.

Award Application

Institutional Demographic Information

Institutional Information

Institution Name

Department(s) or Program(s)

Specific to implementation

Mailing Address

Primary Submission Contact Name

Primary Submission Contact Email

Primary Submission Contact Phone

Presenter Contact Name

Presenter Contact Email

Presenter Contact Phone

Presenter Bio

Institutional Overview (150 words)

Include institutional mission, history, and noteworthy characteristics that align with award.

Institution Type

(Undergraduate public, Undergraduate private, Undergraduate for-profit, Community College, Trade College, other)

Student Population

Provide enrollment data of the student population specific to this implementation.

Project Implementation Length

Maturing (12-24 months since implementation)

Established (more than 25 months since implementation)

Courseware Platform

(List + Other fill-in option)

Award Category

Faculty-led Team

Institutional

Project Overview

Description

Project Title (30 words)

A title that succinctly clarifies the project, the barrier, the population, and the solution.

Project Abstract (100 words)

Briefly describe the project, the barrier, the population, the solution, and the impact.

Barrier or Challenge (select)

Select the barrier that most closely aligns with the project

Minimizing costs of textbooks and tuition

Improving learning efficiency

Increasing learner and learning readiness

Increasing convenience and flexibility

Targeting bottleneck courses

Enhancing student support

Decreasing time to course credit and degree completion

Altering instructional approach and pedagogy

Improving student outcomes

Overview of Team (100 words)

Describe members of the implementation team to evidence broad adoption.

Innovation

Pedagogical or structural innovation (300 words)

Explain your institution's implementation solution as it directly related to the barrier or challenge. Include novel approaches that resulted in pedagogical or structural innovation at your institution.

Access

Affordability (150 words)

Provide an analysis of the cost of the project at the institutional level

Detail any cost savings to students

Detail any institutional savings and what affordances resulted from those savings

Flexibility (150 words)

Explain increased flexibility for students to access course materials including early access, intuitive design, or mobile design

Accessibility

Universal Design (100 words)

Substantiate the compliance of the implementation solution in terms of flexible environment (learner control of display and interface structure) and the availability of alternative but equivalent content and activities. This may be designed within the courseware platform, an instructional design team, individual instructors or a combination.

Section 508 Compliance (100 words)

Substantiate the compliance of the implementation solution in terms of media delivery including options for text, audio, multimedia and images. This may be designed within the courseware platform, by an instructional design team, by individual instructors or a combination.

Project Implementation and Impact

Implementation

Project timeline (150 words)

List a detailed project timeline spanning the barrier identification, data and research around barrier, solution options and selection process, implementation schedule, and measurement of impact. Include any pivots that might inform the success of your project.

Faculty development (150 words)

Describe the faculty development related to the implementation

Student support (150 words)

Describe the student support related to the implementation

Vendor partnership (100 words)

Describe the partnership benefits experienced through the vendor partnership, if any. (optional)

Outcomes

Quality (200 words)

Cite the research supporting the barrier solution or otherwise situate the solution in the learning sciences. Provide details of the identified barrier or challenge in relation to the target population (enrollment, demographic, retention, completion) during implementation.

Evidence (200 words)

Provide evidence of student success in relation to barrier experienced by target population (enrollment, demographic, retention, completion). Address any application of courseware analytics that may have informed the implementation.

Sustainability

Sustainability or growth timeline (100 words)

Articulate a project timeline for advancing or expanding the current initiative.

Continued or increased faculty development/support (100 words)

Describe the plan for ongoing faculty development/support to sustain or expand the success of the project.

Continued or increased student support (100 words)

Describe the plan for ongoing student support to sustain or expand the success of the project.

Scoring Rubric

Submission Section	Evidence	Score
Institutional Demographic Information		
Identification of an Award Category	Faculty-led team Institution-wide	No

Project Overview (40 Total Points)		
Project description		No
Project title	Succinct – 30 words or less	
Project abstract	Brief description that clearly captures project, the barrier, the population, and the solution – 100 words	
Barrier or Challenge	(Select a challenge)	
Overview of implementation team	(Team evidences collaboration across academic and support teams + leadership buy-in)	
Innovation		15 PTS
Pedagogical or structural innovation (300 words)	Implementation solution is described in sufficient detail to establish a clear relationship between selected barrier and identified solution. Responds to following: What was the barrier? What was the solution? Was the impact at the course or program level or institution-wide? Was the impact pedagogical, structural or something else?	
Access		15 PTS
Affordability (150 words)	Cost analysis provided describing the cost at the institutional level Savings to students were quantified sufficiently to understand reduction if applicable If any institutional savings resulted from the project, an explanation of what that savings afforded institutionally is provided	
Flexibility (150 words)	Increased access to course materials is explained sufficiently to describe early access to course content, an increase in intuitive design and/or mobile access	
Accessibility		10 PTS
Universal Design (100 words)	Learner control of the learning environment and availability of alternative but equivalent content and activities is substantiated either as programmed into the courseware platform or provided through institutional resources	
Section 508 Compliance (100 words)	Media options for text, audio, multimedia, and images are substantiated either as programmed into the courseware platform or provided through institutional resources	
Project Implementation and Impact (60 Total Points)		

<p>Implementation</p> <p>Project timeline (150 words)</p> <p>Faculty development (150 words)</p> <p>Student support (150 words)</p> <p>Vendor partnership (100 words)</p>	<p>A realistic and comprehensive timeline that details the barrier identification, data and research, solution options and selection process, implementation schedule, and measurement of impact. Pivots during the project that inform eventual success are given special attention if they have potential to increase adoption for other institutions</p> <p>Faculty development is sufficient to support barriers of time, courseware efficacy, data analysis, or other issues that would benefit faculty</p> <p>Student support is sufficient to provide consistent and timely assistance with courseware beyond the instructor</p> <p>A description of the benefits of a vendor partnership are detailed, if any were identified</p>	<p>25 PTS</p>
<p>Outcomes</p> <p>Quality (200 words)</p>	<p>Implementation solution is situated in learning science research as evidenced by 3+ citations</p> <p>Barrier and target population are supported by institutional data.</p>	<p>20 PTS</p>
<p>Evidence (200 words)</p>	<p>Clear and complete evidence of project impact and student success if provided (enrollment, demographic, retention and/or completion rates). The success aligns with identified barrier and could be replicated by other institutions</p>	
<p>Sustainability</p> <p>Sustainability/Expansion Timeline (100 words)</p> <p>Faculty development (100 words)</p> <p>Student support (100 words)</p>	<p>A project timeline for advancing or expanding the initiative is sufficient to demonstrate institutional commitment to advancing digital courseware</p> <p>Sufficient support is described to sustain or expand the project</p>	<p>15 PTS</p>