Workbook
High-Tech, High-Touch Decision-Making Guide

Digital Learning Workbook
2017 Edition
Produced by Intentional Futures
Use this workbook to begin a conversation about how best to design a digital learning experience that meets the needs of your students. Building this experience with intentionality will enable better student outcomes and help you meet your goals.

PART 1
Getting started with digital learning?
Use these questions to guide your inquiry into the digital learning experience that is right for you.

PART 2
Have a digital learning program started?
Use these questions to guide your conversations about sustaining and growing your program.

PART 1
What are you hoping to accomplish with digital learning?

- Growing enrollment
- Improving instructional quality
- Improving learning outcomes
- Increase course accessibility
- Increase completion rates
- Containing costs for students
- Target specific courses (e.g. developmental math)
- Other: ___________________________
- Other: ___________________________
- Other: ___________________________

What would be the starting point in your institution?

What programs of studies are involved?

Who should you involve in this process of building this experience? (e.g., instructional designers, dean, faculty member)

At what scale would you begin this digital learning initiative?
- Course-wide
- Program-wide
- Institution-wide
<table>
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<tr>
<th>Insight</th>
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<td>When students have a cohort model with a synchronous start and synchronous moments throughout the course, they naturally build a network. According to Ley theory, social belonging is an important part of a student’s success academically. This particular finding is especially relevant to first generation and first-time college students.</td>
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<tr>
<th>Who are the students you are designing this experience for?</th>
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<tr>
<td>Unit load:</td>
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<tr>
<td>□ Full-time</td>
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<td>□ Part-time</td>
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<tr>
<th>Ethnicity/Race:</th>
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<tr>
<td>Gender:</td>
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<td>Age Group:</td>
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<th>Educational goals (e.g., career development, graduate-level education, bachelor's degree):</th>
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<td>Enrollment status (e.g., first-time freshmen, continuing, returning):</td>
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<th>What types of support and accessibility do they need?</th>
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<th>What skills do they need for this program/course? (e.g., time management, study skills)</th>
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<th>How much mentorship and guidance do they need?</th>
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<td>How often do they need to see an instructor face-to-face?</td>
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<th>Other notes?</th>
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Do you use any of the following pedagogical approaches, which affect the modality and content?

- Active learning
- Project-based
- Competency-based

Insight

In mixed modality courses, instructors find they have the freedom to redesign the in-class experience. Because of this, active learning has found its way into the blended and hybrid classrooms where students are doing things like project-based learning with the in-class time. Faculty who are using active learning rated high on the spectrums of student creativity, cognitive load, and instructor presence.

How will this be delivered?

- Face-to-face
- Tech-enabled face-to-face
- Blended
- Hybrid
- Flipped
- Fully online flex
- Fully online

Where are you going to get the content that meets the skills?

Does it make sense for you to build the content in-house or buy it?

- Build content in-house
- Buy content

Think about how these may impact your content choice:

Digital courseware:

Open Education Resources (OER):

Adaptive learning content:

What will the approach to the design and development of the course look like?

Workbook: Part 1
What level of instructor modification ability will the approach have?

- Flexible course model
- Traditional course model
- Coordinated course model
- Master course model
- Central command course model

See definitions here

Who will design and develop your digital learning course?

- Traditional course development
- Internal partnerships
- Institution- or department-led
- Institution-vendor partnership
- Outsourced course development

See definitions here

How will you train and support your team?

What will consider for training a first-time instructor or adjunct faculty member?

What considerations need to be made for an instructor’s continuous training?

**Insight**

Publish or perish models of reward in higher education institutions don’t encourage disruptive thinking or innovation. Monetary incentives to start a program work well to get people to go to trainings. However, long term rewards should be built into the process to support faculty and adjuncts in contributing to something meaningful for students and for their professional goals.

How will you build incentives for people to invest their time in the training?
Insights
Examples of connecting students’ needs to modalities:

STUDENT 1
Degree-seeking 18-25 year old minority student in biology program

Needs
• Engagement with unfamiliar content
• Contextual learning for STEM
• Way to fill in gaps for prior learning
• Accessibility (ADA compliance, device agnostic)

Learning Approach
• Project-based learning
• Adaptive courseware
• Connect content to their life
• Highly personalized
• Use OER based adaptive courseware to keep costs low
• Use data to track progress and give detailed feedback

Modality: Blended

STUDENT 2
Adult student in business program returning to school with a full-time job and kids

Needs
• Ultimate flexibility
• Accessibility (ADA compliance, device-agnostic)
• Mentorship
• Connection to professional network
• On-call advising and tutoring

Learning Approach
• Competency-based learning
• Online discussion boards and social communities
• High amount of student online collaboration
• Self-paced with synchronous moments (video chats/discussions)

Modality: Fully online

STUDENT 3
First-generation college students in developmental math courses

Needs
• Advising and support
• Accessibility (ADA compliance, device-agnostic)
• 1-on-1 instructor time
• Social support
• To gain basic college and career skills

Learning Approach
• High amount of scaffolded learning
• Adaptive learning platform
• Asynchronous online time
• Targeted in-person support when struggling
• Three weeks of training in basic technology and self-direction

Modality: Hybrid

PART 2
What is the role of instructors in your digital learning experience?

How will you design interaction between faculty?

Between faculty and students?

Between students?
What strategies can you employ to foster institutional support and faculty buy-in?

How will you measure the success of your digital learning project?

What strategies can you employ to foster institutional support and faculty buy-in?

How will you share success stories across your campus?

Do you have ways to continually improve the digital learning project/program you are building?

Insight

Implementing a digital learning initiative takes time. Anecdotally, it takes 2-5 years to get people on board. Set appropriate expectations for administrators and faculty as to when you expect to see results of the program.

How will faculty share best practices?
Which institutions outlined in this report do you think you can learn from?

- The American Woman's College at BPU
- College for America at SNHU
- Austin Community College
- Rowan-Cabarrus Community College
- St. Petersburg College
- Colorado Technical University
- Northern Arizona University
- Seattle University
- Cedar Valley College
- Virginia State University
- University of Mississippi

Why did you choose these case studies?