

Workbook

High-Tech, High-Touch Decision- Making Guide

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

Who are the students you are designing this experience for?

- Unit load:*
- Full-time
 - Part-time

Ethnicity/Race:

Gender:

Age Group:

Educational goals (e.g., career development, graduate-level education, bachelor's degree):

Enrollment status (e.g., first-time freshmen, continuing, returning):

What types of support and accessibility do they need?

What skills do they need for this program/course? (e.g., time management, study skills)

Who are the students you are designing this experience for?
Continued

How many students are you designing this digital learning experience for? (e.g., 150-student course, 2,000-student program)

How many synchronous online moments do they need?

How much mentorship and guidance do they need?

How often do they need to see an instructor face-to-face?

Other notes?

Insight

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.

What level of instructor modification ability will the approach have?

[See definitions here](#)

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

Who will design and develop your digital learning course?

[See definitions here](#)

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

How will you train and support your team?

What considerations need to be made for training a first-time instructor or adjunct faculty member?

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

How will you build incentives for people to invest their time in the 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.

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?

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

Continued

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?
