

Solution Areas

Pedagogy & Digital Learning

Putting observed practices to work

This activity walks you and your team through a collection of observed practices — good ideas from lean institutions that are making progress in narrowing attainment gaps and increasing student success. Let them serve as a source of inspiration for brainstorming.

Observed practice

Offer professional development to faculty members on innovative teaching methods and developing digital courses in order to ensure quality; structure incentives to promote engagement with professional development

To discuss

- What professional development might engage faculty to try innovative teaching methods?
 - What training might faculty need and want?
 - What incentives matter most to faculty?
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Observed practice

Centralize the digital support team (e.g., instructional designers, media support) to provide consistent, high-quality support to faculty at scale

To discuss

- **What digital support might faculty need?**
 - **How might that support be best delivered to faculty?**
 - **What does it mean to centralize the digital team? How does that change your current digital support?**
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Observed practice

Design and build online operations with strong front-end (instructional design) and back-end (evaluation) units to ensure quality

To discuss

- **What are the key elements of a quality online system that supports pedagogy and digital learning?**
 - **What elements matter most?**
 - **Where is our institution currently in delivering these key elements?**
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Observed practice

Create hybrid courses that mix face-to-face and online instruction in order to increase access, improve student outcomes, reduce per-student costs

To discuss

- **What hybrid courses does our institution currently offer?**
 - **What's the current student experience in these course? What about the faculty experience?**
 - **What face-to-face moments matter most to students?**
 - **What's the right balance between face-to-face and online instruction?**
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Observed practice

Standardize and optimize curriculum across sections of the same class (i.e., master course) through collaboration between faculty and an instructional design team

To discuss

- **How might we standardize and optimize curriculum across sections of the same class?**
 - **Does our institution need to take into account transfer classes?**
 - **What's the process for bringing together faculty and an instructional design team?**
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Observed practice

Redesign high DFW (D, F, withdrawal) courses using adaptive learning and / or other methods

To discuss

- Have we identified high DFW courses at our institution? Are there any patterns?
 - What is adaptive learning and how might it help students?
 - What other learning methods are available outside adaptive learning?
 - How might adaptive learning help faculty redesign high DFW courses?
 - What IT and course support might faculty need to implement adaptive learning and other methods into their courses?
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Observed practice

Accelerate faculty adoption by using outcomes data from pilots to increase faculty buy-in and by incentivizing faculty through grants and instructional design support (e.g., offer ready-to-teach courses)

To discuss

- What's the current adoption rate of digital learning by faculty?
 - How might we accelerate faculty embrace of digital learning?
 - What incentives matter most to faculty adopting digital learning tools?
 - What digital and IT support might they need?
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Observed practice

Build partnerships to accelerate implementation of online courseware

To discuss

- What partnerships currently exist between our institution and IT and/or courseware companies and organizations?
 - Does our institution have any gaps when it comes to implementing online courseware?
 - What is our current rate of implementing online courseware?
 - How might we accelerate implementation of such courseware?
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Observed practice

Implement a consistent assessment across digital and non-digital courses to measure effectiveness of implementing digital courseware

To discuss

- What matters when it comes to assessing and measuring the effectiveness of implementing digital courseware?
- What ought to make up an assessment and how can that assessment be made consistent across curriculum (i.e., both digital and traditionally non-digital courses)?
- What happens after assessment (e.g., next steps)?