

# Welcome to Today's WCET Webcast

March 15, 2023

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.





Community

Equity

Policy

Practice

[wcet.wiche.edu](http://wcet.wiche.edu)



wcet

Webcast

# Finding and Providing Clarity Amidst the Array of Digital Learning Definitions

March 15, 2023



Hosted in partnership with:



**MINERVA<sup>®</sup>**



# Welcome!

- Slides can be downloaded via the link in chat.
- Please use the **Question** box for questions and **Chat** for other information exchange.
- Follow the Twitter feed: #WCETWebcast.
- Slides, recording, and shared resources will be emailed to attendees.



**Megan Raymond**

Senior Director, Membership & Programs  
WCET

[mraymond@wiche.edu](mailto:mraymond@wiche.edu)

[@meraymond](https://twitter.com/meraymond)

# Today's Moderator

**Russ Poulin**

Executive Director

WCET

[rpoulin@wiche.edu](mailto:rpoulin@wiche.edu)

[@RussPoulin](#)



# Speakers



**JAMES GENONE**

*Vice President of Academic  
Solutions and Innovation*

*Minerva Project*



**KATHRYN KERENSKY**

*Director, Digital Learning  
Policy & Compliance*

*State Authorization Network*



**SHANNON RIGGS**

*Executive Director, Academic  
Programs and Learning Innovation*

*Oregon State University Ecampus*

# Study: Defining Different Modes of Learning: Resolving Confusion and Contention Through Consensus

- **Nicole Johnson**, Executive Director of the Canadian Digital Learning Research Association; **Jeff Seaman**, Director of Bay View Analytics; and **Russ Poulin**, Executive Director of WCET & Vice President for Technology-Enhanced Education for WICHE.
- WCET, OLC, QM and UPCEA helped to distribute the survey.
- Published in the Online Learning Journal (2022) under (CC BY 4.0).



# The survey asked



- Do you have a single, institution-wide definition for online, remote, distance, and hybrid learning?
- Posed definitions of each modality and asked the degree to which respondents agreed with the definition.

# The survey found

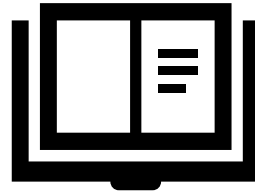


- More agreement about the definitions than expected.
- More agreement about in-person (92%), hybrid (91%) and online (95%) modalities.
- Less agreement for newer "hyflex" modality (71%).

# Despite all this agreement ... for hybrid



52% REPORTED A  
SINGLE INSTITUTION-  
WIDE DEFINITION OF  
HYBRID



31% REPORTED  
VARYING DEFINITIONS

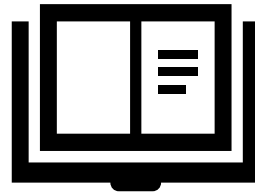


12% REPORTED BOTH

# Despite all this agreement ... for online



62% REPORTED A  
SINGLE INSTITUTION-  
WIDE DEFINITION OF  
HYBRID



27% REPORTED  
VARYING DEFINITIONS



9% REPORTED BOTH

# Take-away:

Knowing the definitions doesn't necessarily equate to using the vocabulary words consistently.

If we're not using terms consistently, what is the impact on students?

# Student Focus Group



- The Ohio State University helped WCET conduct a student focus group on digital learning definitions.
- Thank you to Rob Griffiths & Design Thinking Team (David Mullins, Jessica Phillips, & Scott Sheeler).

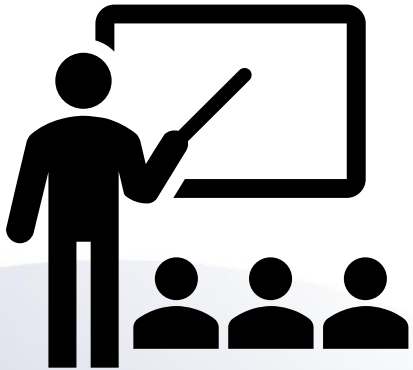
# Key Findings

Students want to know ***at the point of registration:***

1. What are the technology/software expectations?  
By regulation...are there extra costs?
2. What are the in-person expectations? (whether on-campus or elsewhere)
3. What are the synchronous expectations?



# Key Findings



Students want to know ***by the start of the course:***

1. What student services are available to them?
2. To see the syllabus, including engagement expectations.



## Toward the Hybrid Future

*For some institutions, “going hybrid” simply means adding partly or fully online courses or programs alongside traditional in-person offerings. However, this approach **barely scratches the surface of what is possible with hybrid learning**, and can easily lead to fragmented, poor-quality learning experiences. Further, technology-focused solutions, centered on convenience and flexibility, rather than instructional quality and programmatic coherence, **fall short of hybrid learning’s true potential.***

## Three Pillars of Hybrid Transformation

1. Match offerings to the needs of specific student audiences and their learning goals.
2. Promote evidence-based instructional practices.
3. Ensure coherence and integration across curriculum, pedagogy, and technology.

## Optimal use-cases for diverse learning modalities

Modality	Optimal Use-Cases
Online learning	<ul style="list-style-type: none"> <li>• Courses for students who are unable to come to campus or who want the flexibility to study remotely.</li> <li>• Study abroad or coop/internship programs.</li> <li>• Summer or winter terms when campus is closed.</li> </ul>
Fully-asynchronous	<ul style="list-style-type: none"> <li>• Independent self-paced work.</li> <li>• Exposure to information via readings and recorded videos.</li> <li>• Class preparation using a flipped classroom approach.</li> </ul>
Fully synchronous	<ul style="list-style-type: none"> <li>• Peer learning and social engagement.</li> <li>• Instructor facilitated discussion in large and small groups.</li> <li>• Real-time feedback on application of skills and concepts.</li> </ul>
Asynchronous + synchronous	<ul style="list-style-type: none"> <li>• Flexible scheduling balanced with with opportunities for social learning and instructor interaction.</li> <li>• Cohort-based professional development and executive education.</li> </ul>
In-person learning	<ul style="list-style-type: none"> <li>• Deeper social connection and hands-on collaboration.</li> <li>• Applied practice in science labs, maker spaces, art studios, etc.</li> <li>• Experiential learning with private-sector partners.</li> </ul>
Hybrid learning (online + in-person)	<ul style="list-style-type: none"> <li>• Limiting the number of days students need to be on-campus via online or hybrid offerings.</li> <li>• Low-residency programs with only occasional in-person learning.</li> </ul>

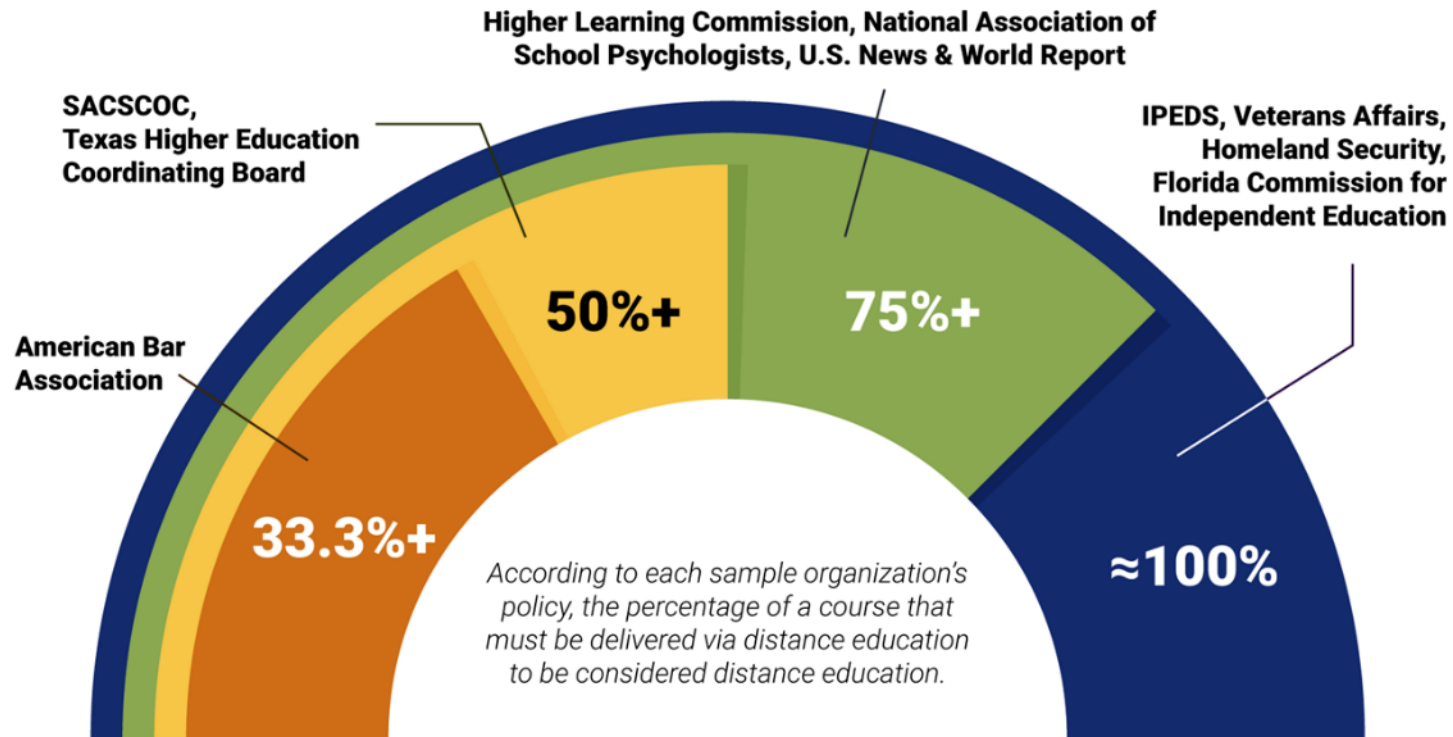
# Definitions – Policy View

- View [Defining “Distance Education” in Policy: Differences Among Federal, State, and Accreditation Agencies](#)
  - Sampled Federal, State, Accreditor, and other definitions of distance education.
  - What were our observations?



# Variation in Definitions of Distance Education

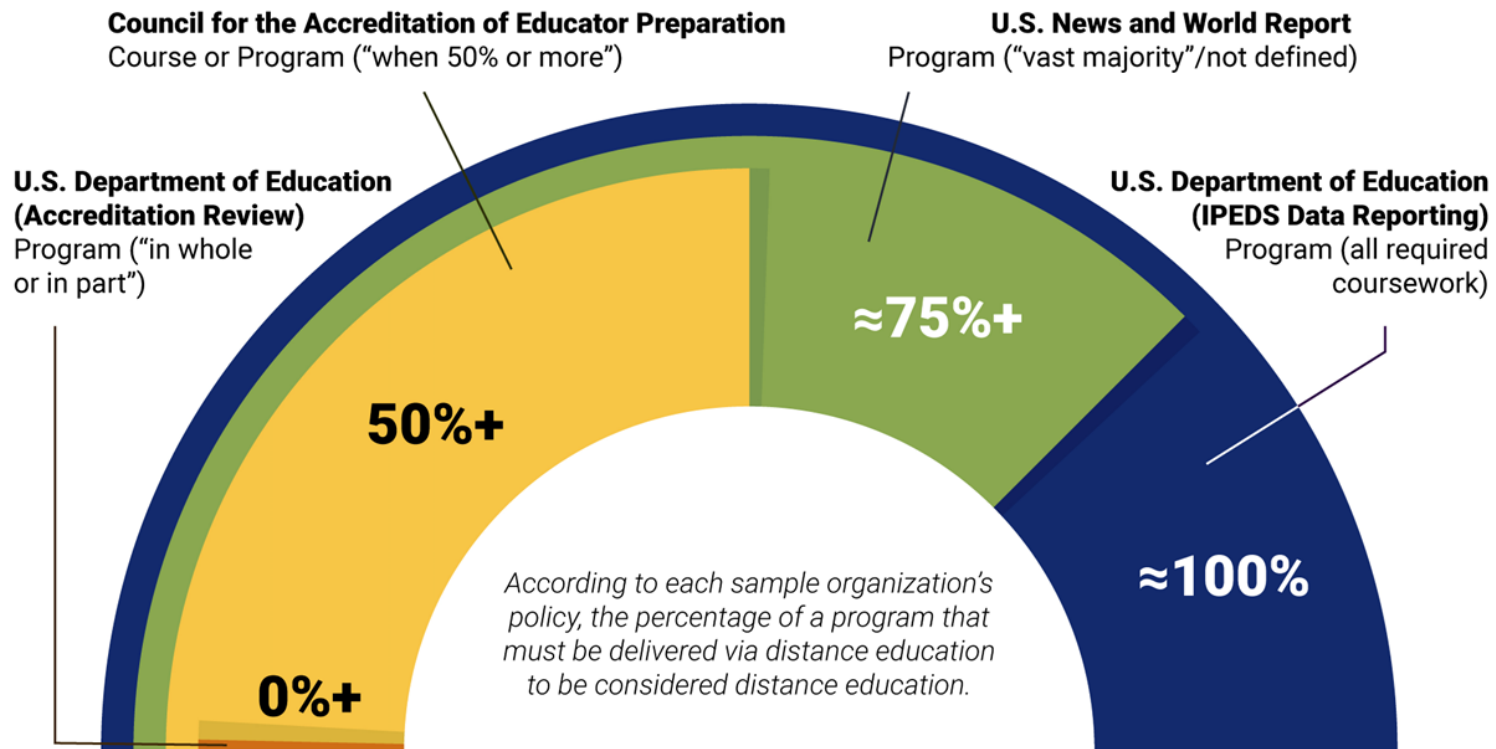
Figure 2.  
**Percentages in Policy to Define "Distance Education" Courses**



# Variation in Definitions of Distance Education

Figure 3.

## ***Percentages in Policy to Define "Distance Education" Programs***





# Why are there so many different definitions?

- Different stakeholders and different policy rationales make agreeing on a single definition difficult.
- Different interpretations and different perspectives present challenges in understanding and communicating key information.



# U.S. Department of ED Definition – Three Variations

U.S. Department of Education Definitions  
Three Variations

Accreditation	Financial Aid Eligibility	IPEDS Data
Review programs that are 'in whole or in part' offered via distance education	Uses 'regular and substantive interaction'	Course where instruction 'delivered exclusively via distance education'

.....



# How to move forward?

- In developing definitions of distance education, it would be helpful to review and possibly reference already existing definitions.
- Institutions should collaborate with internal stakeholders to:
  - Develop clear policies.
  - Ensure policies are clear to all affected (instructors, students, etc.).
  - Ensure course descriptions are clear to students.



# Questions from the Audience



# Contact Information



**JAMES GENONE**

[jgenone@minervaproject.com](mailto:jgenone@minervaproject.com)

[@JamesGenone](#)



**KATHRYN KERENSKY**

[kkerensky@wiche.edu](mailto:kkerensky@wiche.edu)

[LinkedIn](#)



**SHANNON RIGGS**

[shannon.riggs@oregonstate.edu](mailto:shannon.riggs@oregonstate.edu)

[@ShannonRiggs](#)



# Additional Information and Resources

- The webcast recording and additional resources will be available in the next week: [wcet.wiche.edu/events/webcasts](http://wcet.wiche.edu/events/webcasts).
- Visit [www.minervaproject.com](http://www.minervaproject.com) for additional resources.

# Learn more and stay connected:

Visit [wcet.wiche.edu](https://wcet.wiche.edu) to explore our Policy and Practice work, Events, Membership, and Sponsorship.

Learn more about the benefits of joining our community: [wcet.wiche.edu/join-us](https://wcet.wiche.edu/join-us)

*WCET is the leader in the practice, policy & advocacy of digital learning in higher education.*

Community

Equity

Policy

Practice



# Upcoming WCET Events

Learn more and register: [wcet.wiche.edu/events](https://wcet.wiche.edu/events)

- Third-Party Servicer Guidance: Update, What Do We Know, and Why You Should Comment – March 20, Noon MT
- Member Closer Conversation on Digital Learning Definitions – March 31, Noon MT
  - *At capacity, register to be waitlisted.*
- Lessons Learned on the Journey Through a Website Accessibility Audit – April 12, 11 AM MT



# ▽ WCET 35th Annual Meeting

WCET Annual Meeting  
October 25-27



ASWE: Evolve  
October 26-28



Join us in New Orleans!

Call for proposals open through April 12: [bit.ly/wcet-2023-proposal](https://bit.ly/wcet-2023-proposal)



# Thank you, WCET Annual Sponsors

Learn more:

[wcet.wiche.edu/  
sponsorship/wcet-sponsors](http://wcet.wiche.edu/sponsorship/wcet-sponsors)



anthology



Honorlock



BibliU

WILEY University Services



QUOTTLY

straighterline

coursera for campus

Harmonize



iDesign



InScribe



D2L

LearningMate™



MINERVA®

ENGEN



CAMBRIDGE  
UNIVERSITY PRESS



Lightcast



INTERACT123



PHIL HILL  
& Associates





# Thank you, Supporting Members

**Brigham Young University**

**The California State University**

**Colorado State University**

**Michigan State University**

**The University of Arizona**

**University of Florida**

*Supporting members make an additional investment and support WCET's mission to advance the effective use of technology for teaching and learning.*



Thank you for attending!

*[wcet.wiche.edu](http://wcet.wiche.edu)*

