

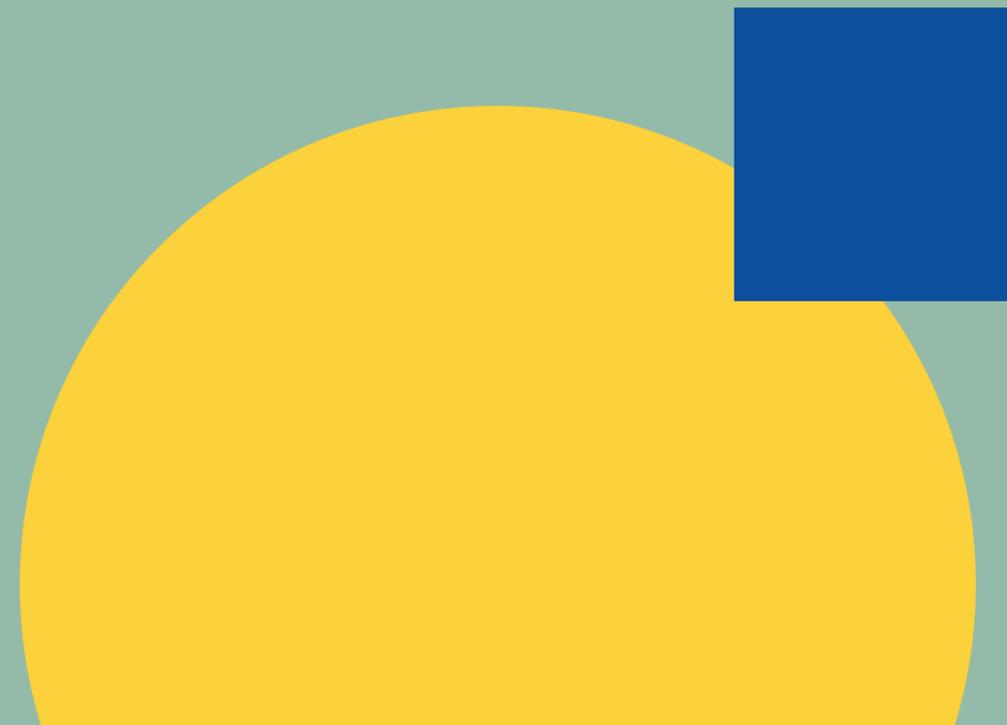
Quality Matters | #QualityinAction



# 5 Considerations in Equitable Design

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Tanya Joosten, Ph.D., @tjoosten, in/tjoosten





# How We Roll

Using data to solve  
problems of practice



## Questions

- Propose questions in the field
- Chat or tweet using #QualityinAction
- Share your own resources, blog posts, links, articles, etc.



## Data

- Provide data to answer these questions
- Share quantitative, qualitative, mixed-methods, meta-analyses, narratives, public communication, anecdotes, and more
- Dash in some theory
- Share your data



## Claim

- Determine what we \*do\* know
- Leave here knowing 5 things about equitable design

# Links

- 1 [DetaResearch.org](https://DetaResearch.org)
- 2 [DetaResearch.org/publications](https://DetaResearch.org/publications)
- 3 [DetaResearch.org/research-support/](https://DetaResearch.org/research-support/)
- 4 [DetaResearch.org/news/](https://DetaResearch.org/news/)
- 5 [ProfessorJoosten.BlogSpot.com](https://ProfessorJoosten.BlogSpot.com)

# What mode is better, f2f or online? is more equitable?

Mode comparison research has been conducted for over 50 years. Mode comparisons alone are comparing inputs and useless.

#QualityinAction





Traditional, face-to-face or onsite learning is the gold standard.

### Say what?

While many people are comfortable with f2f, let's discuss the research. Research indicated that the course modes, discipline, and level could influence outcomes.

Mode comparison research is harmful to the creation and advancement of our knowledge of student learning.



# Comparing Student Satisfaction With Distance Education to Traditional Classrooms in Higher Education: A Meta-Analysis

**Mike Allen**

*Department of Communication  
University of Wisconsin–Milwaukee*

**John Bourhis**

*Department of Communication and Mass Media  
Southwest Missouri State University*

**Nancy Burrell and Edward Mabry**

*Department of Communication  
University of Wisconsin–Milwaukee*

Meta-analysis provides a method of quantitatively summarizing and comparing empirical literature to reduce Type I and Type II error. The meta-analysis described here indicates a slight student preference for a traditional educational format over a distance education format (average  $r = .031$ , after the deletion of outliers), and little difference in satisfaction levels. A comparison of distance education methods that include direct interactive links with those that do not include interactive links demonstrates no difference in satisfaction levels. However, student satisfaction levels diminish as additional information is added to the available channel of instruction (e.g., written to audio to video). The findings support those of researchers arguing that distance education does not diminish the level of student satisfaction when compared to traditional face-to-face methods of instruction.

2002 | Distance  
education does not  
diminish the level  
of student  
satisfaction.





2004 | DE course  
students outperformed  
traditional students on  
exams and course  
grades.

## Evaluating the Effectiveness of Distance Learning: A Comparison Using Meta-Analysis

By Mike Allen, Edward Mabry, Michelle Mattrey, John Bourhis, Scott Titsworth, and Nancy Burrell

*This article uses meta-analysis to summarize the quantitative literature comparing the performance of students in distance education versus traditional classes. The average effect (average  $r = .048$ ,  $k = 39$ ,  $N = 71,731$ ) demonstrates that distance education course students slightly outperformed traditional students on exams and course grades. The average effect was heterogeneous, and the examination of several moderating features (presence or absence of simultaneous interaction, type of channel used in distance education, and course substance) failed to produce a homogeneous solution. The results demonstrate, however, no clear decline in educational effectiveness when using distance education technology.*

The profound impact that technological innovations are having in all facets of education focuses attention on assessing relationships between changing modes and practices of instruction and their outcomes. The emergence of new technologies does not change the goals of education. The new technologies change the process of communication within an educational setting to accomplish those goals. Research by communication scholars is needed to examine how changes in means of communicating content impacts the goals of those engaged in a communication activity.

Understanding potential impacts of technologically driven differences between traditional classrooms and distance learning contexts is clearly appropriate (Althaus, 1997; Boshticher, 1996; Greene & Meek, 1998; McHenry & Bozick, 1995; Verduin &

---

Mike Allen (PhD, Michigan State University) is a professor and chair of the Department of Communication at the University of Wisconsin, Milwaukee, where Edward Mabry (PhD, Bowling Green State University) is an associate professor and Nancy Burrell (PhD, Michigan State University) is a professor. Michelle Mattrey (MA, Cornell University) is a doctoral student in the Department of Communication, Pennsylvania State University. John Bourhis (PhD, University of Minnesota) is a professor in the Department of Communication and director of online education at Southwest Missouri State University. Scott Titsworth (PhD, University of Nebraska) is an assistant professor at Ohio University. Correspondence should be addressed to the first author at Dept. of Communication, University of Wisconsin, Milwaukee, WI 53233; mikealle@uwm.edu.

Copyright © 2004 International Communication Association

## **How Does Distance Education Compare With Classroom Instruction? A Meta-Analysis of the Empirical Literature**

**Robert M. Bernard and Phillip C. Abrami**

*Concordia University*

**Yiping Lou**

*Louisiana State University*

**Evgueni Borokhovski, Anne Wade, Lori Wozney,**

**Peter Andrew Wallet, and Manon Fiset**

*Concordia University*

**Binru Huang**

*Louisiana State University*

*A meta-analysis of the comparative distance education (DE) literature between 1985 and 2002 was conducted. In total, 232 studies containing 688 independent achievement, attitude, and retention outcomes were analyzed. Overall results indicated effect sizes of essentially zero on all three measures and wide variability. This suggests that many applications of DE outperform their classroom counterparts and that many perform more poorly. Dividing achievement outcomes into synchronous and asynchronous forms of DE produced a somewhat different impression. In general, mean achievement effect sizes for synchronous applications favored classroom instruction, while effect sizes for asynchronous applications favored DE. However, significant heterogeneity remained in each subset.*

**KEYWORDS:** classroom instruction, comparative studies, distance education, meta-analysis, research methodology.

In the same way that transitions between technological epochs often breed transitional names that are shed as the new technology becomes established (e.g., the automobile was called the "horseless carriage" and the railroad train was called an "iron horse"), research in new applications of technology in education has initially focused on comparisons with more established instructional applications, such as classroom instruction. In the 1950s and 1960s, the emergence of television as a new medium of instruction initiated a flurry of research that compared it with "traditional" classroom instruction. Similarly, various forms of computer-based instruction (1970s and 1980s), multimedia (1980s and 1990s), teleconferencing (1990s), and distance education (DE) (spanning all of these decades) have been investigated from a comparative perspective in an attempt to judge their relative effectiveness. It is arguably the case that these comparisons are necessary for policymakers, designers, researchers, and adopters to be certain of the relative

379

2004 | Applications of  
DE outperformed their  
classroom counterparts  
and many performed  
more poorly.

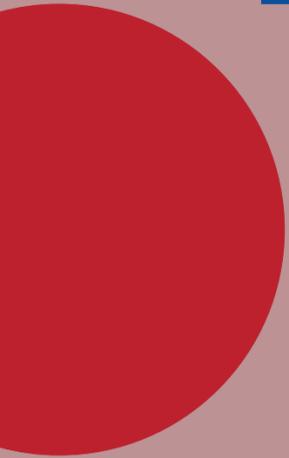


2010 | Students in online conditions performed better and outcomes exceeded those of students receiving face-to-face.

Blended or hybrid instruction combining online and face-to-face elements had a larger advantage to purely face-to-face instruction than did purely online instruction.







DETA

HOME ABOUT DETABASE NEWS CONTACT

# Research Annotations

Records: 11

## The History And State Of Blended Learning

Oleksandra Skrypnyk Srećko Joksimović Vitomir Kovanović Shane Dawson Dragan Gašević George Siemens

APA Citation  
Skrypnyk, O., Joksimović, S., Kovanović, V., Dawson, S., Gašević, D., & Siemens, G. (2015). The history and state of blended learning. In G. Siemens, D. Gašević, & S. Dawson (Eds.), *Preparing for the digital university: A review of the history and current state of distance, blended,*

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Meta-analysis × ▾

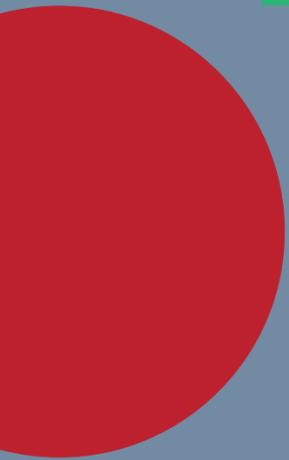
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DETABase | Research Support  
Finding meta-analyses



The screenshot shows the DETA website header with the logo and navigation menu (HOME, ABOUT, DATABASE, NEWS, CONTACT) and social media icons. The main content area features a large green abstract graphic with the title "No Significant Difference". Below this is a grey box with the heading "About The Database" and a paragraph of text describing the database's history and purpose.

**DETA**

HOME ABOUT **DATABASE** NEWS CONTACT

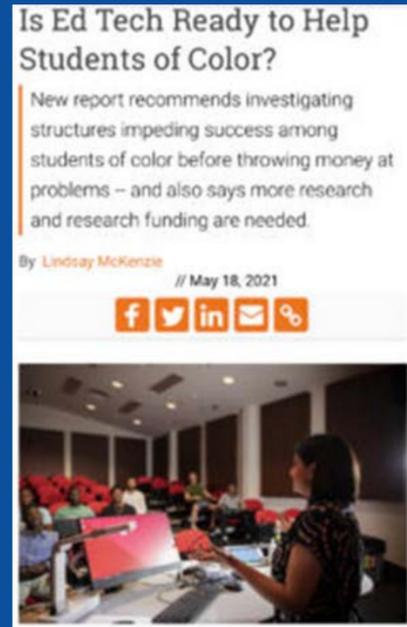
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# No Significant Difference

## About The Database

The No Significant Difference database was first established in 2004 as a companion piece to Thomas L. Russell's book, *The No Significant Difference Phenomenon* (2001, IDECC, fifth edition), a fully indexed, comprehensive research bibliography of 355 research reports, summaries and papers that document no significant differences (NSD) in student outcomes between alternate modes of education delivery. Redesigned in 2010 and provided as a service of WCET, (WICHE Cooperative for Educational Technologies), a division of the Western Interstate Commission for Higher Education, the database was designed to expand the offerings from the book by providing access to appropriate studies published or discovered after its publication.

DETABase | Research Support  
No significant difference



# DETABase | Publication

## Research review

### Students of color and mode

# Research Review: Educational Technologies and Their Impact on Student Success for Racial and Ethnic Groups of Interest

The National Research Center for  
Distance Education and Technological  
Advancements (DETA)

WCET – the WICHE Cooperative for  
Educational Technologies



Under certain circumstances, students  
were more likely to succeed in  
blended and online courses than in their  
face-to-face (face-to-face) counterparts

Wladis, Conway, & Hachey, 2017

Gavassa, Benabentos, Kravec, Collins, &  
Eddy, 2019



JULY 2021

# Report

University of Wisconsin System  
Digital Learning Environment  
Study

DETABase | Publication  
UWS DLE ux  
Mode preference

BY

Tanya Joosten, Ph.D., DETA

TO

Renee Pfeifer-Luckett  
Director, Learning Technology Development  
University of Wisconsin System Administration



Students reported that after the initial phase of COVID-19 vaccinations their preference for course enrollment as **all on-campus (n = 917; 29%)**, mostly on-campus (n = 653; 21%), blended (n = 529; 17%), mostly online (n = 189; 6%), and all online (n = 850; 27%).

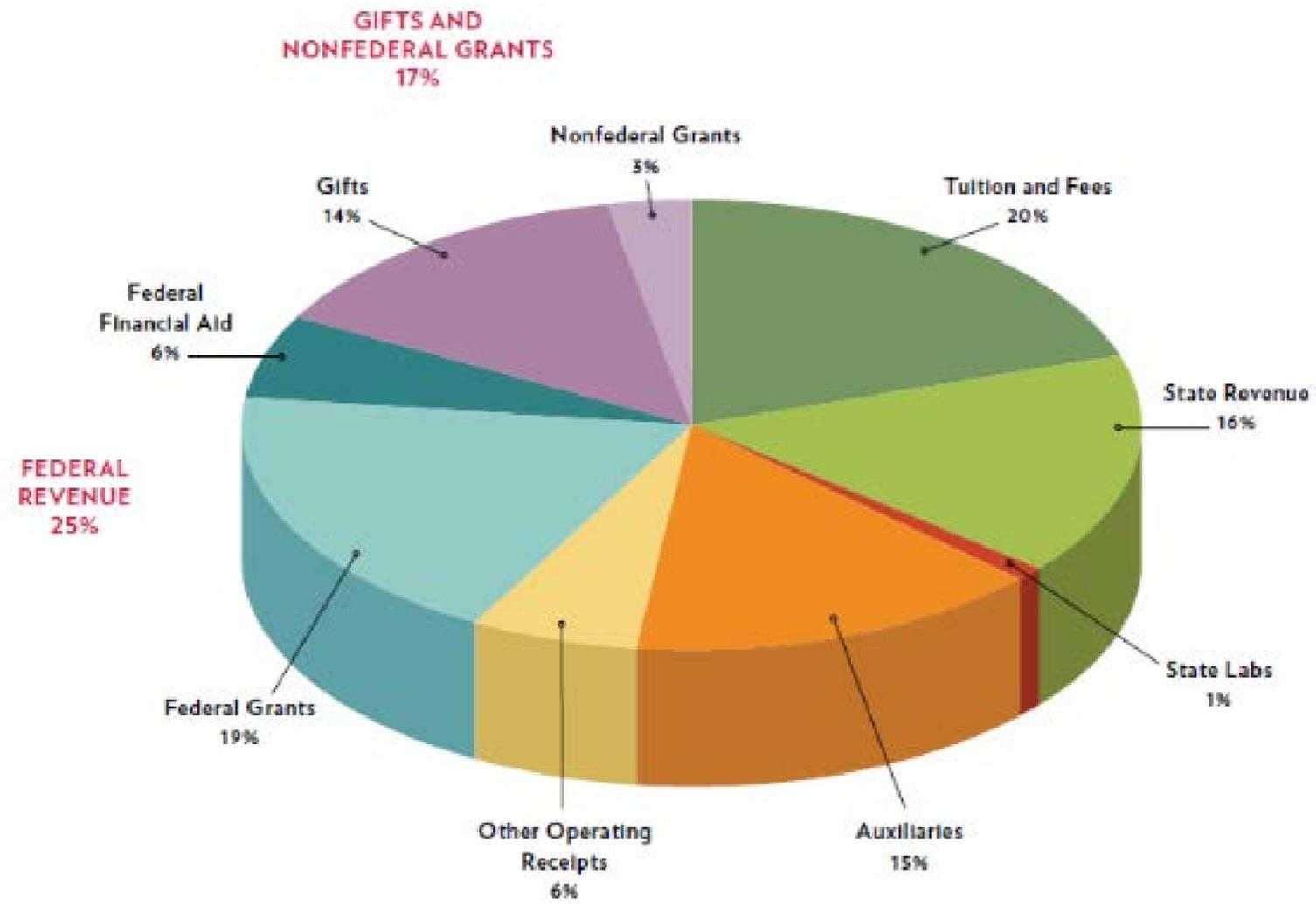
## Consideration One

# Be open to emerging course modalities

Research indicates that digital, blended, and online can provide quality learning and create equitable experiences for students.

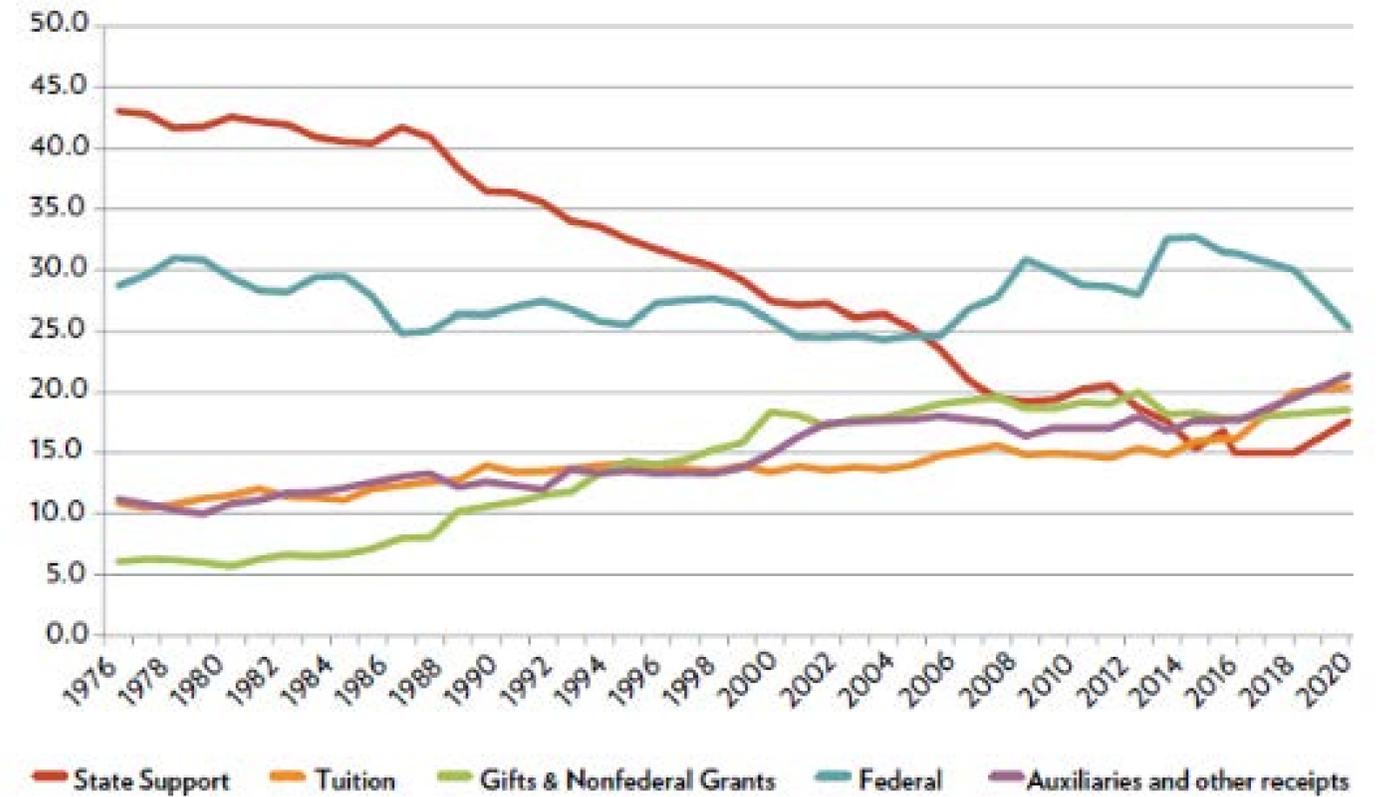


## Source of Funds



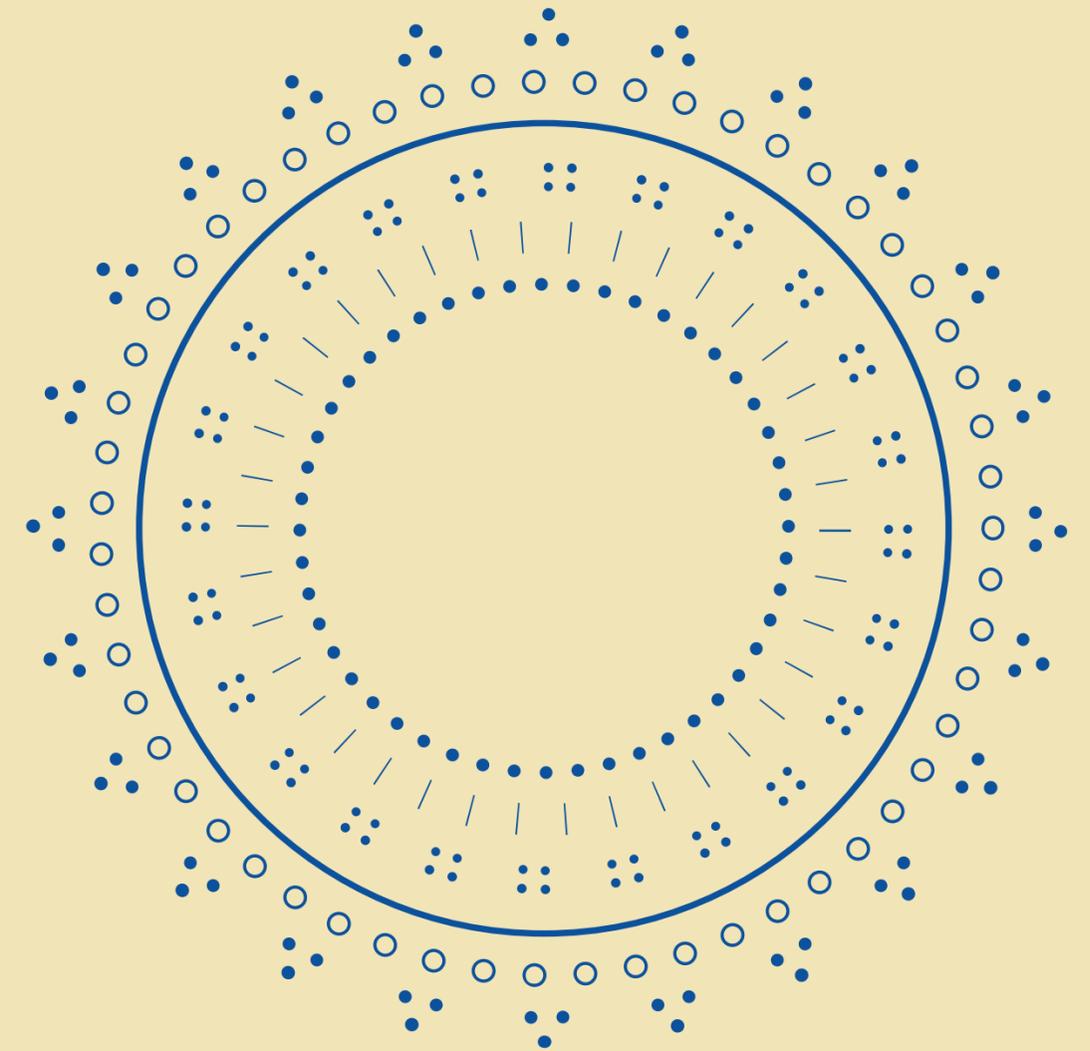
## Source of Funds

Percent of total budget



# How do we design quality and equitable experiences?

Efforts to ensure quality and equity are not an afterthought. They are part of the vision, mission, strategy, planning, and resources.



**#QualityinAction**

# Online Course Quality Indicators

## Eight indicators

These indicators were developed based on quantitative and qualitative cross-institutional studies conducted by the DETA Research Center.



Design

- specific and measurable learning objectives
- alignment to assessments and learning activities
- authentic, real-world experiences



Organization

- well-organized course
- easy to navigate
- logical and consistent format
- alignment between topics and subtopics
- manageable sections



Support

- manage students expectations
- provide orientation to the course (purpose, format, and getting started)
- Illustrate alignment of objectives, assessments, and activities
- clear instructions and directions
- description of grading and assessment plan



Clarity

- reduce barriers to learning
- provide clarity in the expectations of student activity (participation and performance)
- include explanations, descriptions, standards, requirements, guidelines, and context



Instructor - interaction

- express interest in student learning
- actively participate in online discussions
- facilitate learning and peer interaction
- expand students' thoughts and knowledge
- provide new prompts and additional content
- provide timely and detailed feedback on assessments and student inquiries



Peer - interaction

- facilitate active learning through frequent and ongoing peer involvement and meaningful collaborative work
- provide opportunities and technologies available for students to learn from each other



Content - interaction

- strategically enhance the student interaction with accessible and interactive content (preferably OER)
- support dialogue, critical reflection and analysis, and real-world applications of the content
- provide materials that are current, rich, and sufficient in breadth and depth
- identify important topics and provide context



Richness

- provide richness in learning materials and activities, support and instructions, instructor interactions, and tools and media



# What is quality?



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## A Cross-institutional Study of Instructional Characteristics and Student Outcomes: Are Quality Indicators of Online Courses Able to Predict Student Success?

Tanya Joosten, Rachel Cusatis, Lindsey Harness

### Abstract

A study was conducted to examine instructional characteristics and their relationship to student outcomes in online courses at a 2-year and 4-year higher educational institution. Instructional characteristics included learner support, course design and organization, content design and delivery, interactivity (student-instructor and student-student), and assessment and evaluation. A student survey instrument was created that captures student perceptions of the instructional characteristics of their course, their learning, and their satisfaction with the course. The data collected from the student survey was merged with data from institutional student information systems (e.g., demographics and course grade).

Instructional characteristics influence student outcomes. No difference for racially minoritized or first gen.





Welcome to the

# DETA Research Center

Thank you for visiting the site of the research center for Distance Education and Technological Advancements (DETA). Here, you will find original research findings, annotations, citations, ways to process and understand our findings and apply them to your work, opportunities to get involved, and



DETA Research Toolkit



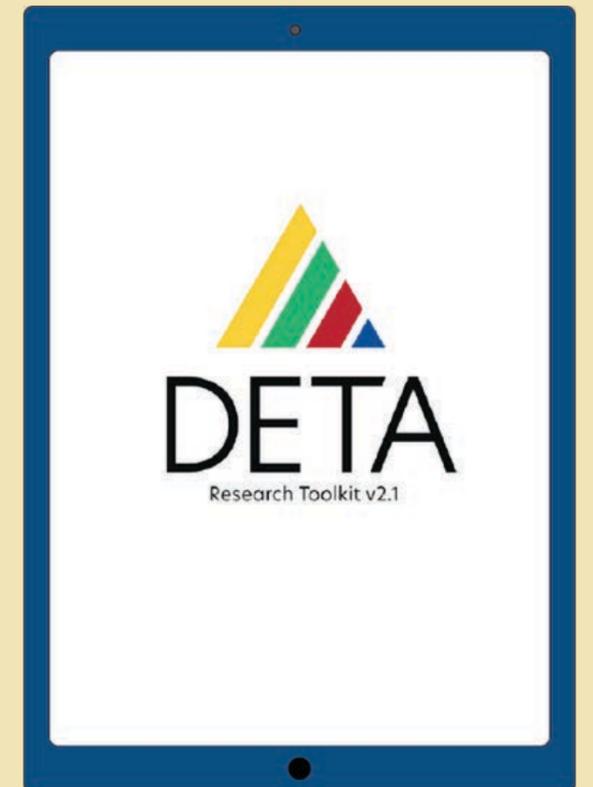
## DETA Research Toolkit v2.0

How can we identify factors that influence student success through research?



Measurement and Evaluation

# DETABase Research Support DETA Research Toolkit



## Student Survey Instrumentation Packet

This document provides a student survey packet studies and variables as well as an associated codebook for surveys and student information system data to help guide quantitative data collection.

### Instructional and Course Design Characteristics

Reference: Joosten, T., Cusatis, R., & Harness, L. (2019). A cross-institutional study of instructional characteristics and student outcomes: Are quality indicators of online courses able to predict student success? *Online Learning*, 23(4), 354-378. doi:10.24059/olj.v23i4.1432

### Learner Support

Variable Names: ICLEARNS3-ICLEARNs19a

17-items; 5-point Likert Scale; Range → (1) "Strongly Disagree" to (5) "Strongly Agree"

### Instructional and Course Design Survey Codebook

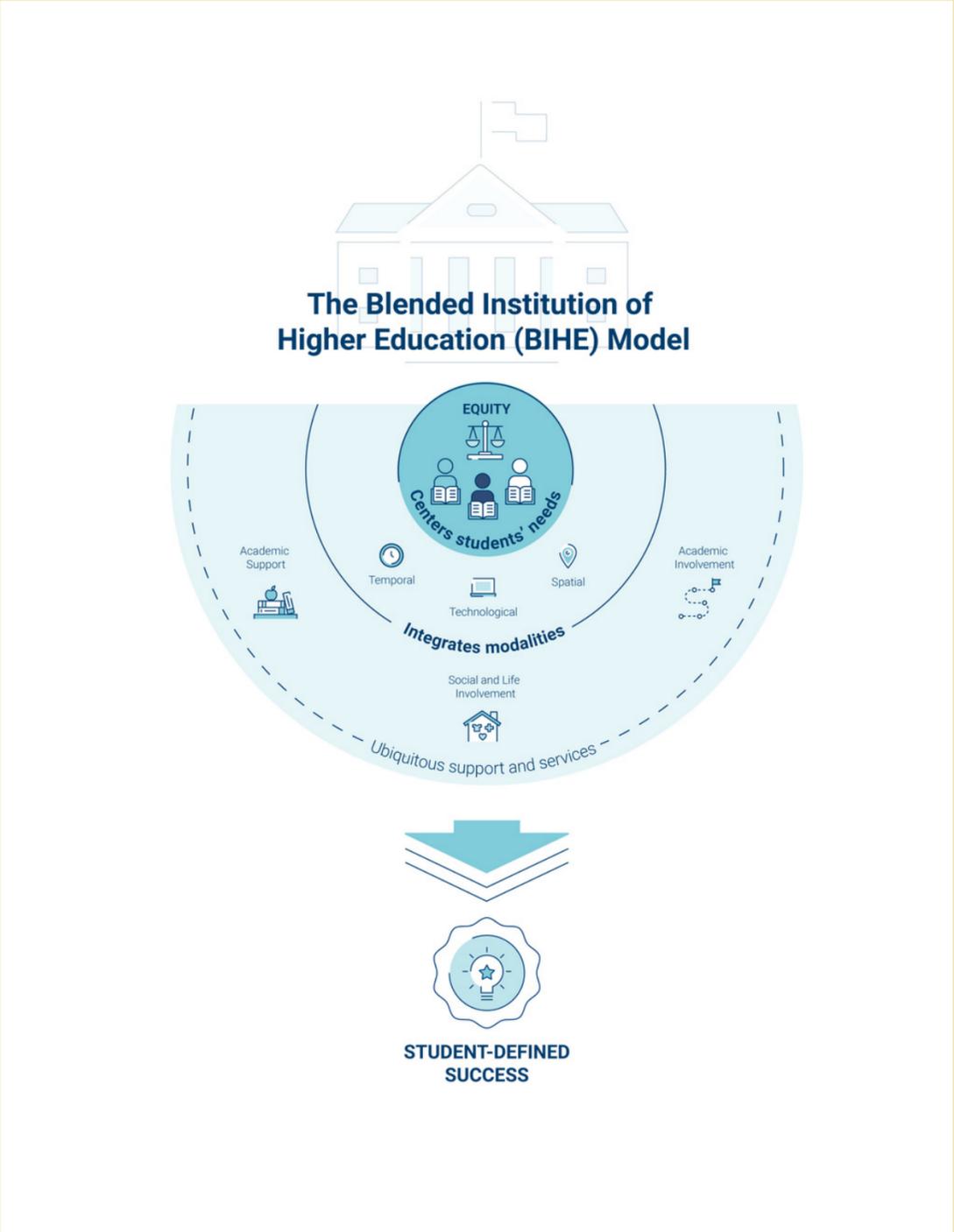
Instructional Characteristics				
Instructional and Course Design + Quality				
Variable ID	Measure ID	Definition	Label	Coding
Instructional characteristics	Learner support	Student report of perceptions of learner support, including course materials and guides to support	ICLEARNs3 - ICLEARNS19a	17 items 5-point Likert scale "Strongly Disagree" to "Strongly Agree" 0 reverse coded

...explanations on how to get started in the class were clear.

...included the purpose and format of the course.

...students with adequate notice and time to acquire course

...interaction with the instructor, content, and other students was



# DETABase Publication

## The #DETABIHE

### Design institutions

## Consideration Two

# Consider design

Research indicates that design improves outcomes. Design intentionally moving beyond instincts, socialization to academia, and previous experiences.

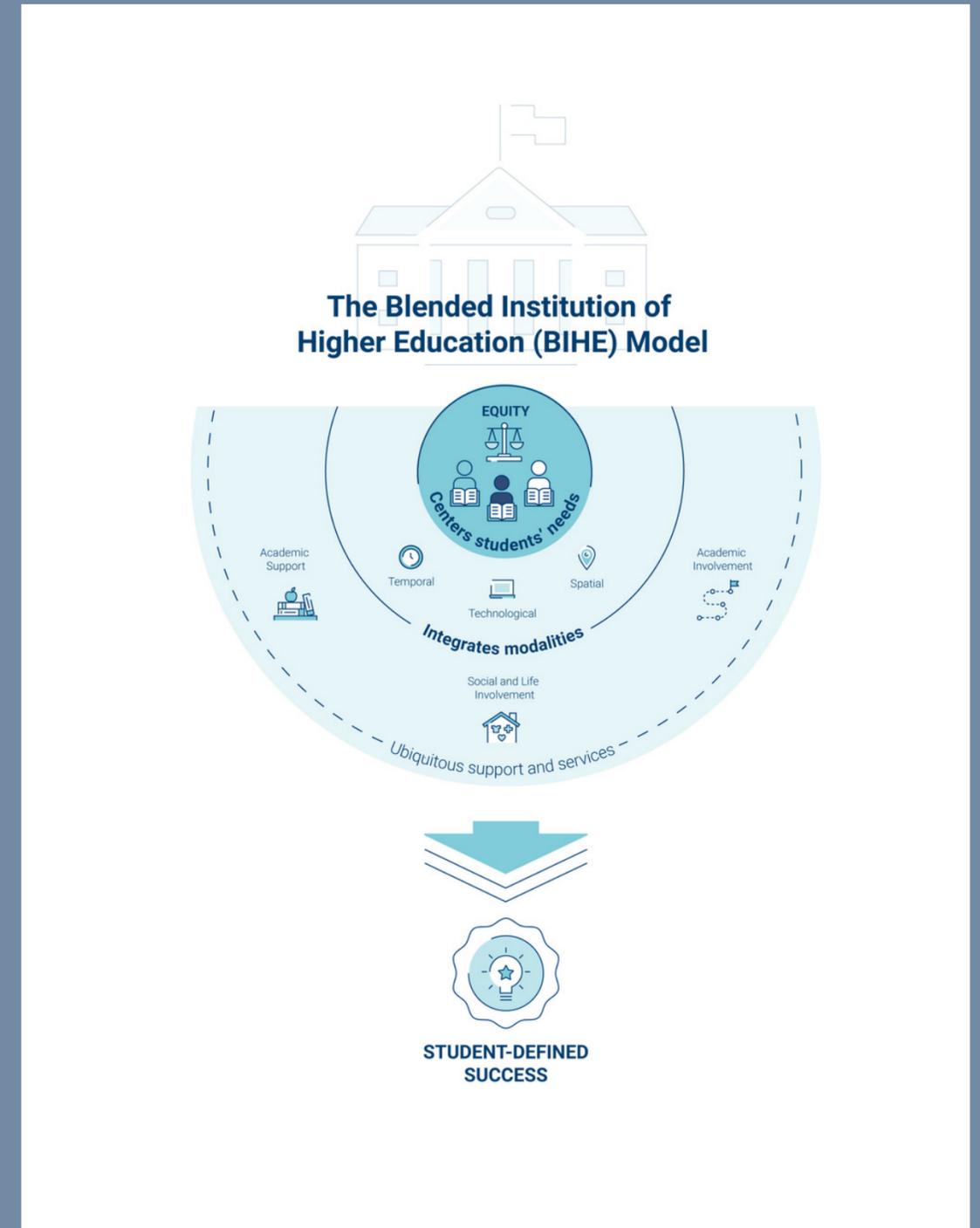


# What can I do to move beyond zoom lectures and exams?

Traditional instructionist approaches, lecture-based approaches, are still favored by the majority of college courses.



**#QualityinAction**



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The #DETABIHE  
Centering the students

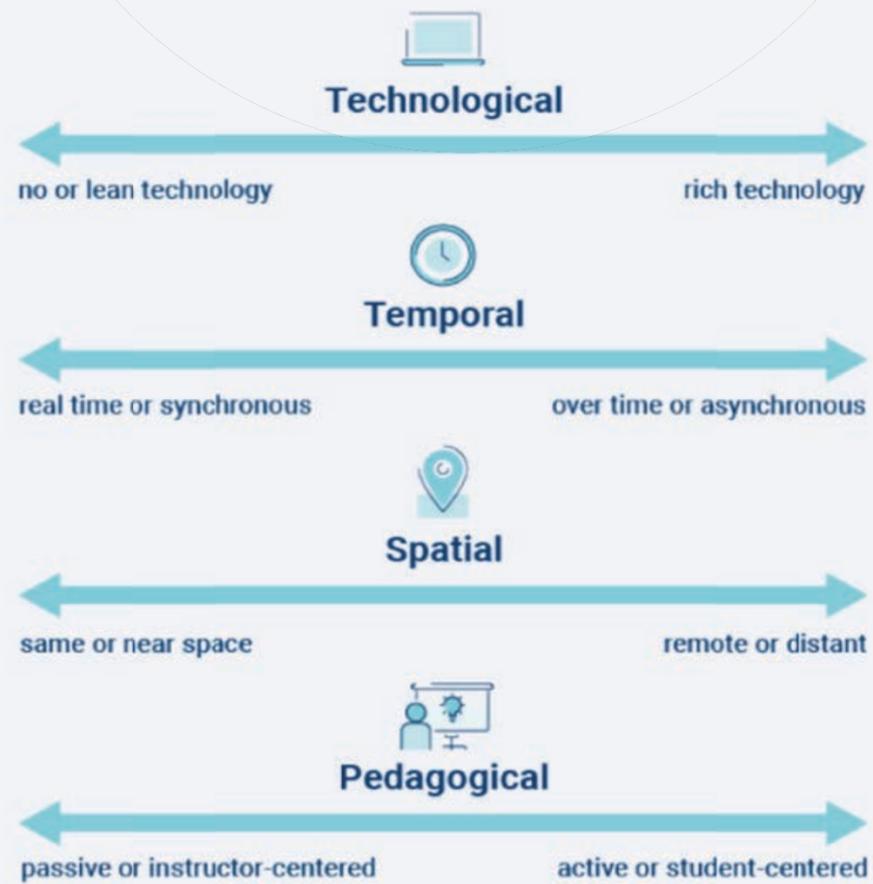


FIGURE D. Four-dialectical model of blended learning.

Move beyond the mode of online and f2f to focus on more meaningful characteristics - pedagogy

PILLAR RESOURCE

## Planning for a Blended Future

A Research-Driven Guide for Educators



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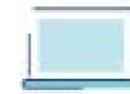
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## The four dialecticals of blended learning

Each learning experience has a place on these four dialecticals:



1. **Technological.** This dialectical illustrates the leanness or richness of the technology or media characteristics used in the course (see Daft & Lengel, 1986; Joosten, 2020). Some faculty and instructors may use more lean technologies in their courses such as text-based or oral communication (e.g., face-to-face, textbooks). Others may use more rich technologies such as recorded video (e.g., YouTube) or live meeting tools (e.g., Zoom, Microsoft Teams, Blackboard Collaborate Ultra, Cisco Webex).



2. **Temporal.** The temporal dialectical is reflective as to whether the students meeting in real time (synchronous) or working independently over time (asynchronous). Students may be meeting in real time onsite (e.g., for a lab or group work) or online using a web meeting tool (e.g., Zoom). Or, students may be working independently outside of class (e.g., online threaded discussions or quizzes) allowing more flexibility in when and where they complete their learning activities. During the emergency response to the pandemic, some referred to this model of blended that focuses on the temporal aspect as "bichronous learning," or using a blend of synchronous and asynchronous learning (Martin, Polly, & Ritzhaupt, 2020).



3. **Spatial.** This dialectical provides flexibility by allowing students to learn together or independently from each other providing greater access for students being able to move in time and space. Spatial and temporal dimensions of social processes are often tied together and are essential components in understanding and structuring human behavior (see Giddens, 1984) including teaching and learning.



4. **Pedagogical.** This is the most critical of dialecticals when examining the relationship to learning. As Picciano describes (2009), the course could be driven by pedagogy and not the technology. While often faculty and instructors are looking for solutions to supplement their instruction, it is the changing in the instruction and teaching itself to integrate more active learning pedagogies or ways of teaching that can positively influence student success. Each dimension can be approached with some degree of nuance based on the faculty or instructors' lived experience before and during the global pandemic informing their planning for the future of perfecting their blend for their course, their students, and their program. It often takes several semesters for educators to find the sweet spot of the blend that has the greatest positive relationship to student outcomes.

**Stephen Downes**  
Knowledge, Learning, Comments

Planning for a Blended Future: A Research-Driven Guide for Educators

Tanya Joosten, Nicole Weber, Morgan Bates, Jozsef Lohrke, Wiley Heltune, Online Learning Consortium, May 25, 2021  
Commentary by Stephen Downes

The report of the OLC's P21 is designed to help "guide strategic planning for blended learning courses and programs." By "blended learning" we generally mean learning opportunities that incorporate both online and in-person (or "real") activities. The idea is to use the online environment for activities that depend on being there in person (for example, "live labs" or role plays). The paper introduces "Four dialecticals of blended learning" (think of a "dialectical" as a scale that runs from all "to" "versus" and difficult/less accessible to blended learning in terms of those four dimensions: technological, temporal, spatial and pedagogical). The report recommends a generally active learning approach that gives students agency and flexibility is a justified use of time. Overall, this is a great report, and we only wish it were a bit longer (it is a problem that should begin much earlier in a student's career, as they enter at the post-secondary level prepared to make the most of blended learning opportunities).

Direct link

PEARL	1	2	3	4
Technological	High	Medium	Low	None
Temporal	High	Medium	Low	None
Spatial	High	Medium	Low	None
Pedagogical	High	Medium	Low	None

Fully Online  
 Blended  
 Face-to-Face

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Last updated: May 25, 2021 11:08 am

# silverliningforlearning

Conversations on the future of learning

chris dede  
 curt bonk  
 shuangye chen  
 punya mishra  
 yong zhao

## Learning Ecosystems

by Daniel S. Christian, M.S.Ed.

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john 3-17  
Drawing on Ancient Arts and New Technology, Russian U. Launches Degree in Blended Reality (Kornig)

Planning for a blended future: A research-

PLANNING BLENDED LEARNING USING THE FOUR DIALECTICALS MODEL

**Tony's Thoughts** COVID education news technology

Home About Anthony Picciano Jim Lunde Comments about my Blog Visitors: 3,547,179 Statistics for this Blog

New Report: "Planning for a Blended Future" by Tanya Joosten and Nicole Weber!

May 25, 2021

# Planning for a Blended Future

Archives

- February 2022
- January 2022
- December 2021
- November 2021
- October 2021
- September 2021
- August 2021
- July 2021
- June 2021
- May 2021
- April 2021
- March 2021
- February 2021
- January 2021
- December 2020

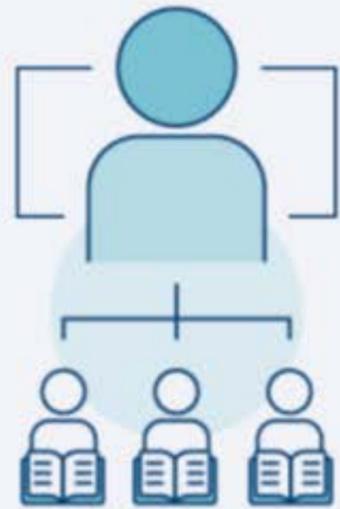
Teaching and Learning in Nursing  
Volume 16, Issue 4, October 2022, Pages 342-346

ELSEVIER

## Learning environment and evidence among professionals and students satisfaction (LEAPS), experienced during the COVID-19 pandemic

Evelyn Longetti PhD, RN-BC<sup>1,2,3,4</sup>, Mary Ann Cottrell PhD, RN, CNE, ANEF, FAAN<sup>5</sup>, Nicole DellaCroce RN<sup>6</sup>, Lisa Diebold MS, RD, LDN<sup>4</sup>, Janet L. Messenger PhD, FAED<sup>7</sup>, Rebecca Sherman MPH, RDN, LDN<sup>1</sup>





Current and rich  
OER

Scaffolding  
learning  
experiences

Real-life learning  
experiences



Flexibility of time  
and technology

Authentic forms  
of assessment

Team-based  
learning

## Research Review: Educational Technologies and Their Impact on Student Success for Racial and Ethnic Groups of Interest

The National Research Center for  
Distance Education and Technological  
Advancements (DETA)

WCET – the WICHE Cooperative for  
Educational Technologies



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## Planning for a Blended Future

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# Use more active learning pedagogies and constructivist approaches

Instructionist approaches are antiquated, outdated, and ineffective. Students want authentic learning experiences, and industry wants students with authentic skills



# How do you ensure students are successful in their online courses?

Preparing students and managing expectations even before the course starts can be key.



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Research Review:  
Educational  
Technologies and Their  
Impact on Student  
Success for Racial and  
Ethnic Groups of Interest

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Altmetrics

Articles  
**Online Learning Readiness**  
Tanya Joosten & Rachel Cusatis  
Published online: 21 Feb 2020

Download citation | <https://doi.org/10.1080/08923647.2020.1726167> | Check for updates

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | Get access

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**ABSTRACT**

This paper examines the relationship between student characteristics of online learning readiness and student outcomes in online courses at two higher educational institution. Data were collected from student surveys (student characteristics of readiness and outcomes) and merged with institutional student information systems data (e.g., demographics and course grades). Multiple regression analyses revealed that several student characteristics of online learning readiness significantly influenced student outcomes. MANOVA analyses were conducted to examine between group differences of each student characteristics among

Are students ready  
for online?



Prepare students to learn



Research Review:  
Educational  
Technologies and Their  
Impact on Student  
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Conisderation Four

# Prepare students for technology and design

Students need to know how to use technology to work and communicate as well as manage flexible environments to learn in tech-enhanced, blended, and online environments?

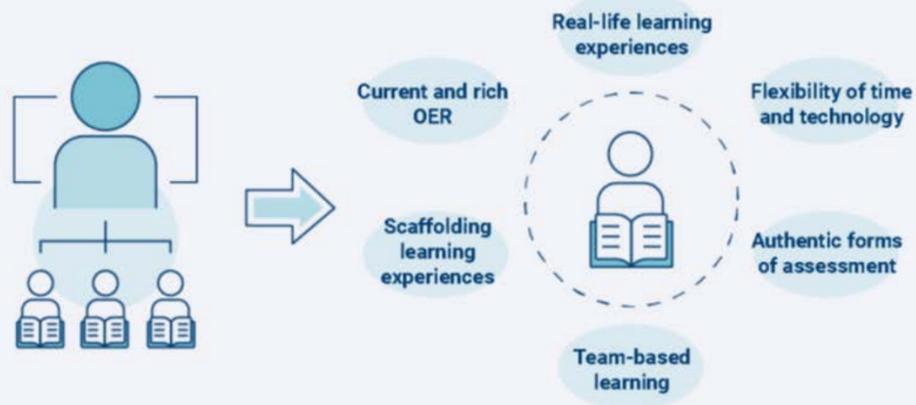


# How do you ensure quality and equitable design?

Efforts to ensure quality and equity are not an afterthought. They are part of the vision, mission, strategy, planning, and resources.



[#QualityinAction](#)



### ESSENTIAL ELEMENTS OF BLENDED LEARNING

-  Consider student-centered, active learning pedagogies

---

-  Focus on integration of the environments

---

-  Scaffold the students' experience throughout the course

### A pedagogical shift

Through the years, the phrase "sage on the stage" is sometimes used in studies discussing the traditional way of teaching before blended redesign helped faculty think differently about their instructional approach (Kaleta et al., 2007). However, when faculty are thinking more strategically about how they teach and what they want their students to demonstrate that they learned throughout the course and at the end of the course, a pedagogical shift occurs through the process. Faculty start rethinking their learning objectives and course goals as well as how those could be best accomplished.

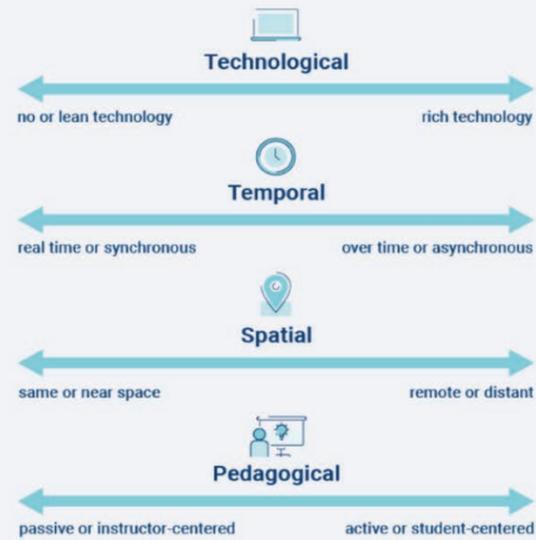


FIGURE D. Four-dialectical model of blended learning.

Preparing for a new pedagogy and technology by enhancing instructor readiness



### PILLAR RESOURCE

## Planning for a Blended Future

A Research-Driven Guide for Educators



Research Review:  
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Educational Technologies



Evaluating  
Your Course

Supporting  
Students

Managing  
Workload

Transforming  
your course

Redesigning  
Your Course

Assessing  
Students

Developing  
Activities

Delivering  
Content



Conisderation Five

# Prepare and develop instructors

Faculty and instructors need to understand how to create a structure that facilititates activities and produces documentation that learning objectives were achieved no matter the mode but while understanding what each mode can offer and taking advantage of it.



**One more time...**



## Consideration One

# Be open to emerging course modalities

Research indicates that blended and online can provide quality learning and create equitable experiences for students.



## Consideration Two

# Consider design

Research indicates that design improves outcomes. Design intentionally moving beyond instincts, socialization to academia, and previous experiences.



## Consideration Three

# Use more active learning pedagogies and constructivist approaches

Instructionist approaches are antiquated, outdated, and ineffective. Students want authentic learning experiences, and industry wants students with authentic skills



## Consideration Four

# Prepare students for technology and design

Students need to know how to use technology and manage flexible environments to learn in tech-enhanced, blended, and online environments?



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Quality Matters | #QualityinAction



# 5 Considerations in Equitable Design

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