

A close-up photograph of a man in a white lab coat and a purple striped shirt, focused on using a pipette to transfer liquid into a multi-well plate. The background is slightly blurred, showing other lab equipment and a clean, professional environment. The man's concentration is evident as he looks down at his work.

BILL & MELINDA
GATES *foundation*

Next Generation Digital Learning: Closing the Undergraduate Achievement Gap

Rahim S. Rajan
Postsecondary Success
July 2016

mi Dade
College
of Science

At the Bill & Melinda Gates Foundation, we believe that all lives have equal value.



Where you are born shouldn't determine your opportunities in life.



WHAT WE DO

- **Our foundation's purpose is to reduce inequity. We tackle that in four ways:**

Ensure more children and young people survive and thrive

Empower the poorest, especially women and girls to transform their lives

Combat infectious diseases that particularly affect the poorest

Inspire people to take action to change the world

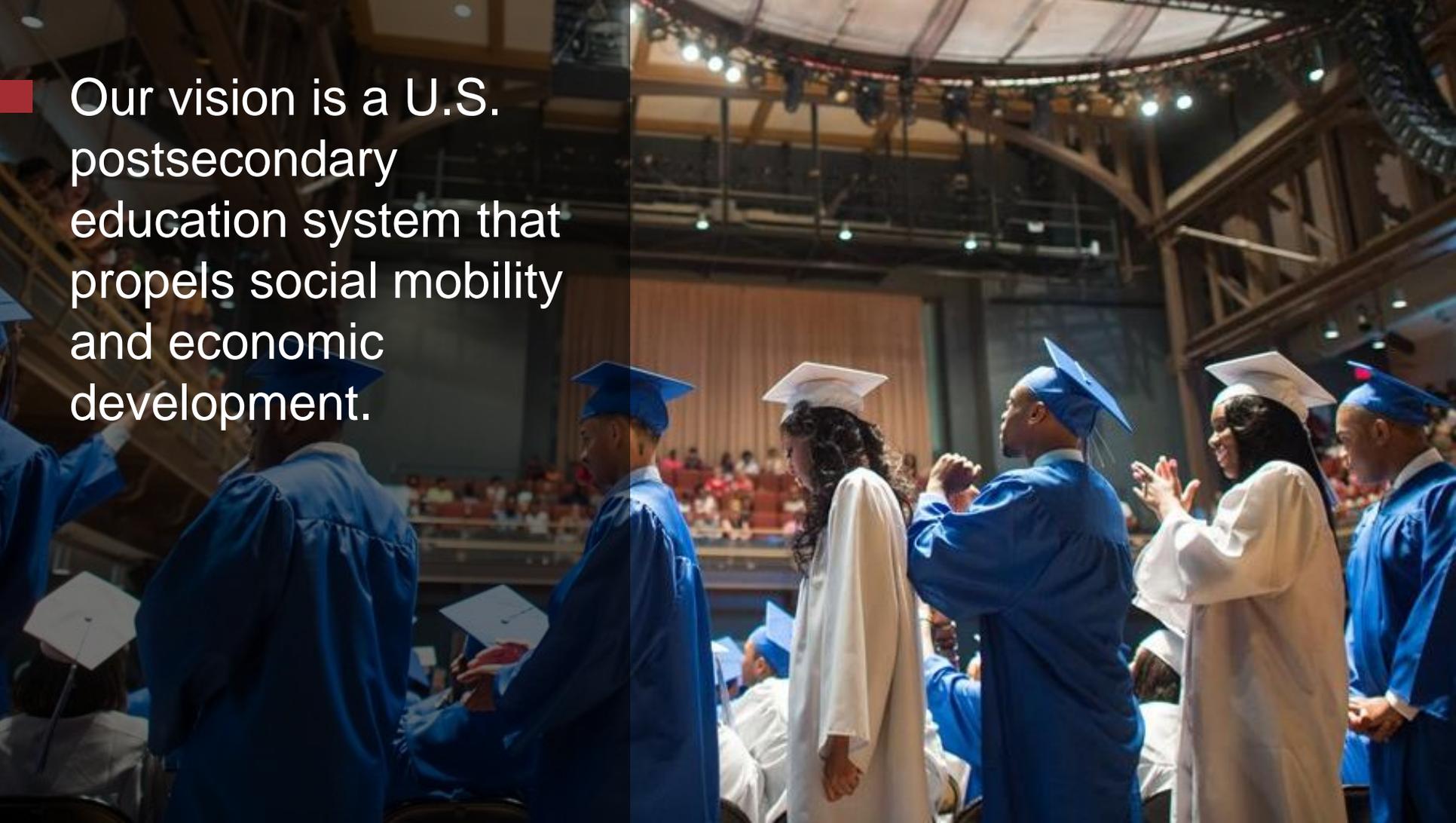
WHAT WE FOCUS ON

What are the areas of greatest need?



Where can we have the greatest impact?

Our vision is a U.S. postsecondary education system that propels social mobility and economic development.



■ We work with partners to transform higher education so that race, socioeconomic status, and gender are no longer predictors of attainment.



THE CHANGING FACE OF HIGHER EDUCATION

“Nontraditional” college students are the new normal.



23%

are single parents



40%

are over age 25



38%

are part-time



47%

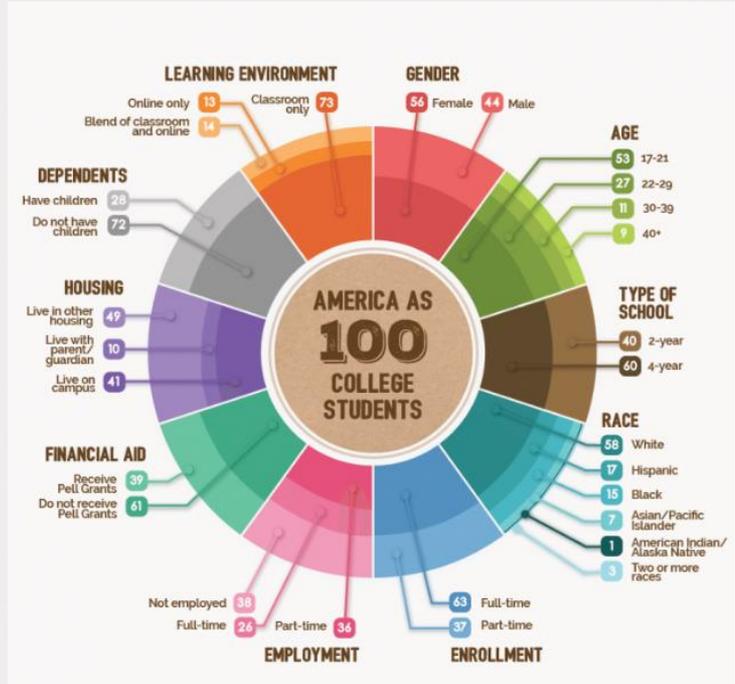
are independent students

76%

work while attending

THE CHANGING FACE OF HIGHER EDUCATION

“Nontraditional” college students are the new normal.



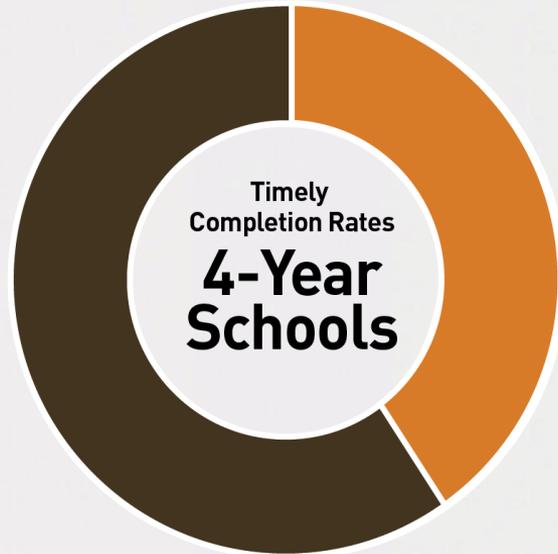
Vladimir de Jesus, a community college student, dreams of becoming an art teacher. But after first enrolling at LaGuardia Community College in 2008, he's still working toward his degree. By Kassie Bracken on October 3, 2014. Photo by Jake Naughton for The New York Times. Watch in Times Video »

f t <> Embed

Source: “Community College Students Face a Very Long Road To Graduation”, Ginia Bellafante, October 3, 2014. *New York Times*; This chart tells a fascinating story about higher education, Danielle Douglas-Gabriel, June 8, 2016 *Washington Post*.

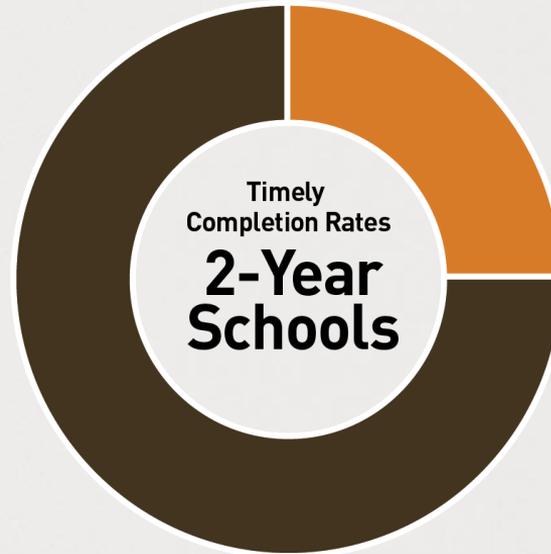
A COMPLETION CRISIS

College graduation rates are even worse for low-income students.



58%
Overall

41%
Low-Income
Students



30%
Overall

25%
Low-Income
Students

Source: U.S. Department of Education, National Center for Education Statistics

BA DEGREE COMPLETION RATES BY FIRST-GENERATION AND LOW-INCOME STATUS

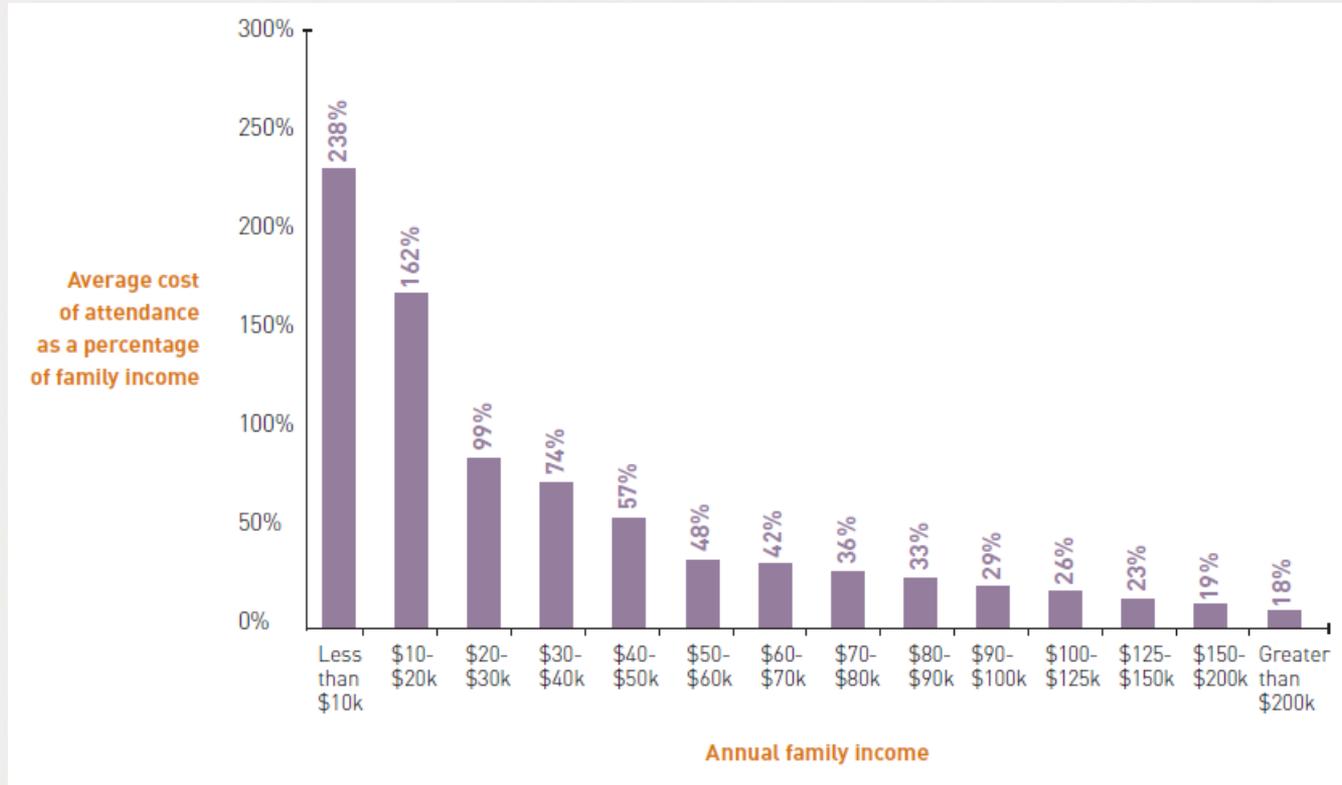
Pell Institute Data

Bachelor's degree completion rates by first-generation and low-income status				
	Attained bachelor's degree	Attained associate's degree or other credentials	Still enrolled	Dropped out
Low-income, first-generation	10.9	26.1	16.1	46.8
Low-income, not first-generation	24.1	18.8	16.5	40.6
First-generation, not low-income	24.9	21.8	15.5	37.9
Not low income and not first-generation	54.0	9.3	13.4	23.3

Source: Pell Institute [Fact Sheet](#) (updated 12/14/2011). Fact sheet linked from "First-Generation College-Goers: Unprepared and Behind" [article](#) in The Atlantic (12/31/2014)

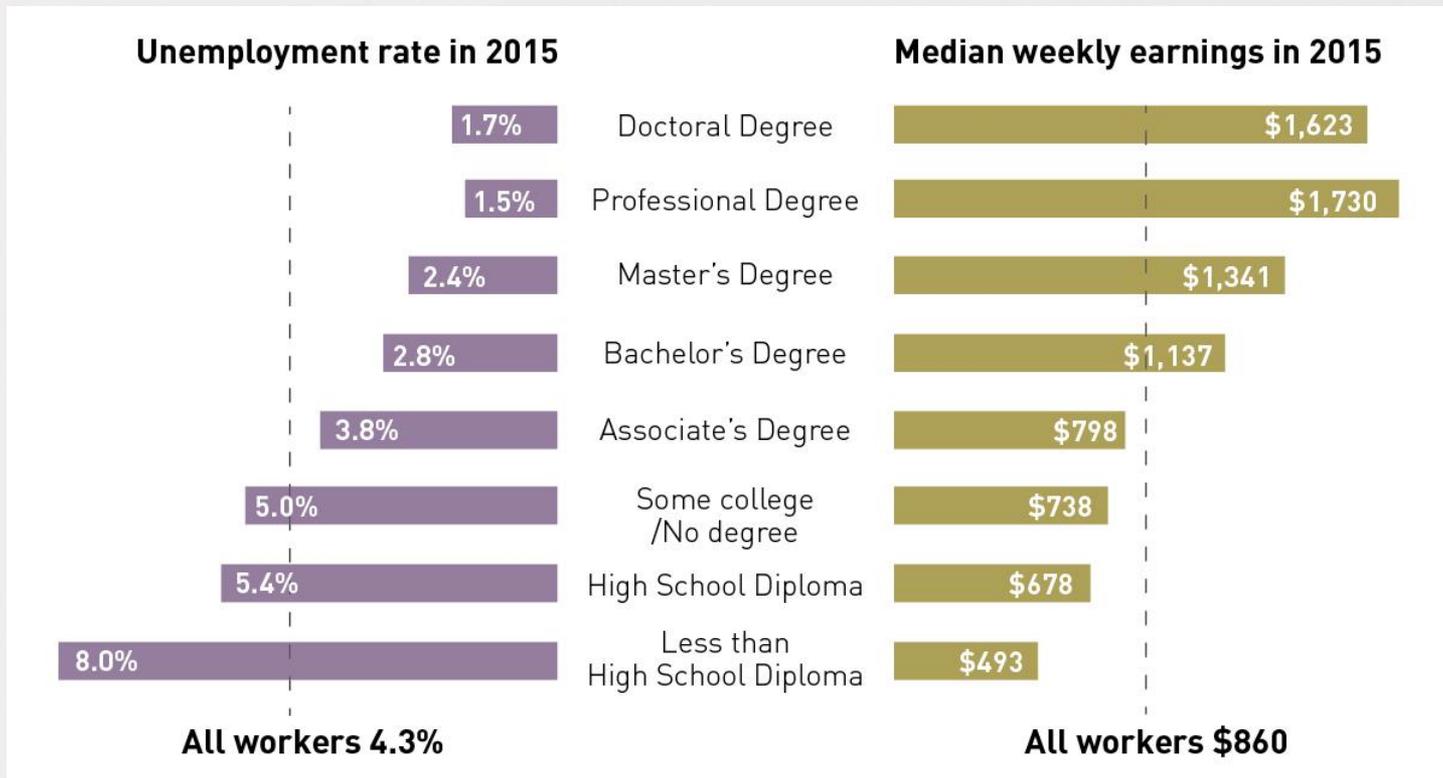
Note: Low-income is defined as the student's family income falling at or below \$25,000. First-generation is defined as students who come from families where neither parent has earned a bachelor's degree or higher.

THE UNEQUAL BURDEN OF COLLEGE



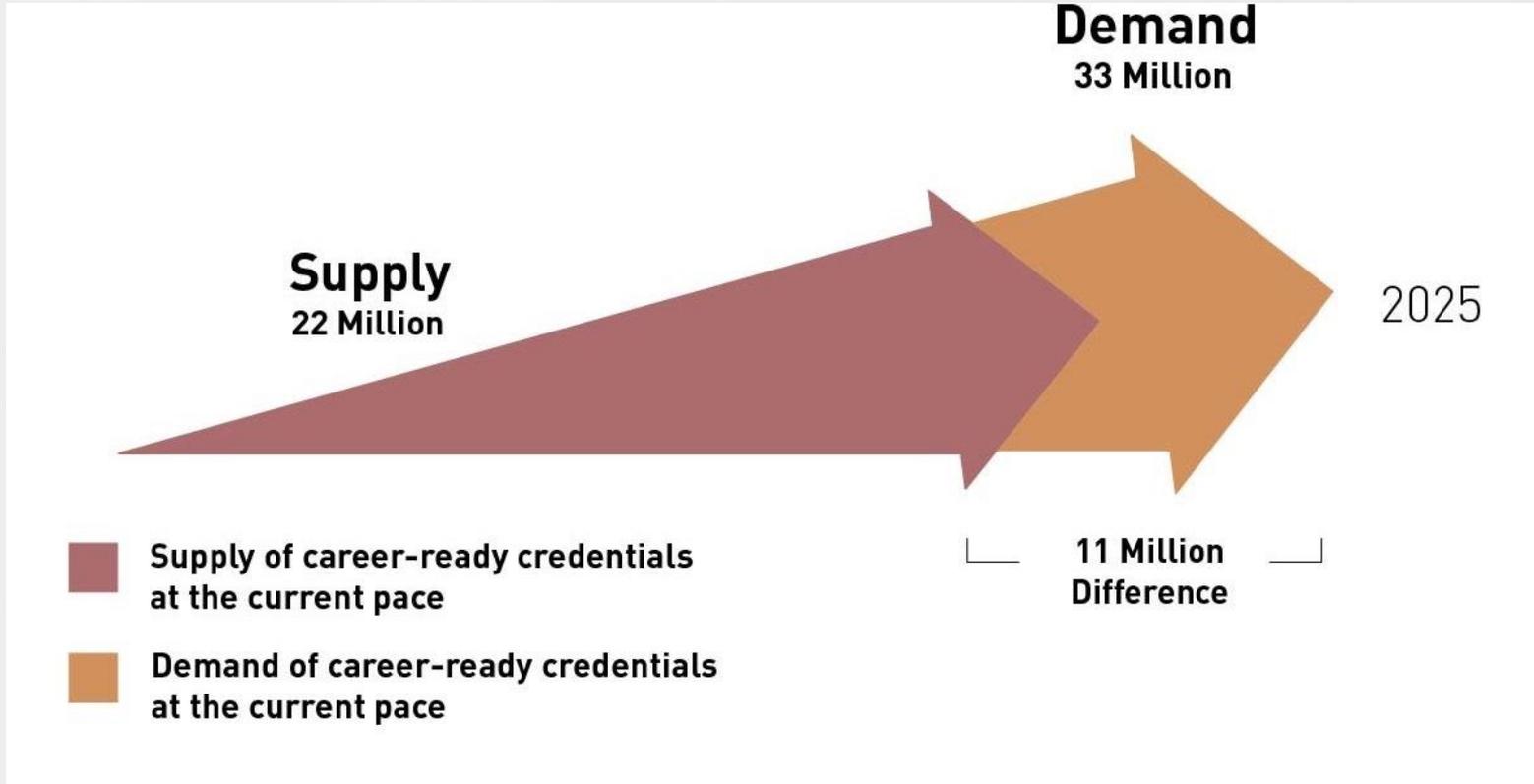
Source: U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS), 2012; Unpublished tabulations from Mortenson, T.

MORE EDUCATION = MORE EMPLOYMENT



Source: Bureau of Labor Statistics

THE DEGREE GAP



Source: Georgetown University Center on Education and the Workforce



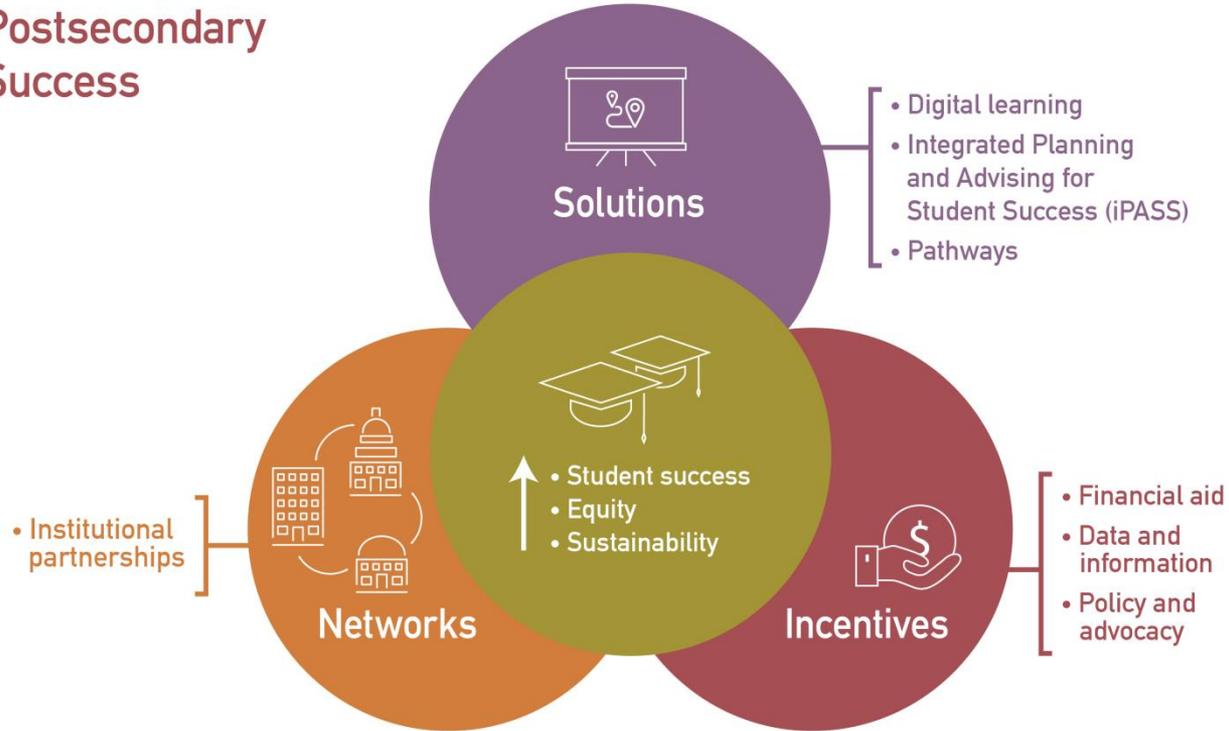
**WE CAN'T DO
THIS ALONE. BIG
PROBLEMS REQUIRE
BIG SOLUTIONS.**

OUR FOCUS

- **Innovative solutions** that keep students on the path to a certificate or a degree.
- **Powerful incentives** that drive widespread adoption of innovative solutions.
- **Robust networks** of institutions and organizations that are committed to advancing equity and sustainability through innovation and collaboration.

OUR STRATEGY

Increasing Postsecondary Success



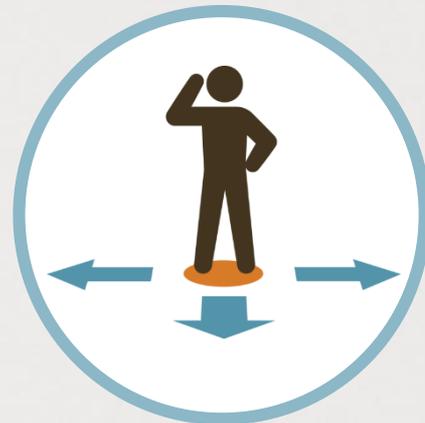
SOLUTIONS

Technology that makes teaching, learning, and advising smarter.

- *Digital learning*
- *Integrated Planning and Advising for Student Success (iPASS)*

Pathways that provide all students a clear route to a credential.

- *Redesigning remedial education*
- *Academic roadmaps*
- *Streamlined credit transfer*



INCENTIVES

Financial aid that helps more students get to and through college.

- *Aid simplification*
- *Emergency aid*

Data and information that empowers better decision-making.

Policy and advocacy that promotes access and success for students and efficiency and effectiveness for institutions.



NETWORKS

Collaboration with colleges, universities, and systems that are scaling innovations to improve student outcomes.

- *Institutional partnerships and learning networks*
- *Models for transformation*



■ FIVE OPPORTUNITIES TO CLOSE THE ACHIEVEMENT GAP

- **High Impact Blended & Online Instruction Powered by Digital Courseware**
- **Leverage the Learning Sciences to Improve Instruction**
- **Making Learning Active**
- **Defining and Understanding High Quality Practice, Tools**
- **Practitioners Learning Together**

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WHY FOCUS ON DIGITAL LEARNING?

Problem	Opportunity
<p>Low income, minority students disproportionately perform worse in general education gateway courses; between 25-50% of LIM students drop/stop out within one year (often while accumulating debt) (<i>ACT, Pell Institute – Moving Beyond Access</i>)</p>	<p>Improve completion rates: The hypothesis is that blended and online learning with high quality courseware can significantly improve progression into and through 24+ credits in the first 12 months resulting a higher likelihood of additional credit production and credential completion. (Attawell & Monaghan, 2016, “How Many Credits Should an Undergraduate Take?”; 2016 BMGF analysis, PPIC California Study, 2014)</p>
<p>Costs for higher education are out of reach for too many students – particularly for low-income students. Institutions need strategies to improve affordability and sustainability by optimizing instructional and learning materials costs.</p>	<p>Improve affordability and institutional efficiency: Courseware enables higher quality online and blended learning, which may ultimately reduce costs under certain implementation scenarios. Institutions can also instruct larger numbers of students at a lower cost per student.</p>
<p>Lecture based learning is ineffective pedagogy for all learners, but even more so for low-income, minority, and female students. In STEM courses, lecture has been proven to harm disadvantaged learners and reduce their course success rates. (Freeman – PNAS, 2014)</p>	<p>Improve learning: High quality courseware can trigger a number of improvements to the learning experience including: improving feedback, personalization, and enabling instructors to incorporate more active learning. It also assists educators by providing them with real time access to analytics, thereby helping them deliver more targeted instruction to students.</p>
<p>Many students can’t access the courses they need to graduate in a timely fashion. Because these courses are required courses, they are often over-subscribed and not available. Many “new majority” learners are juggling working and school or live in rural areas not well served by traditional institutions.</p>	<p>Improve flexibility and access: Blended and online learning can help create additional capacity in the system so that students have more options to take the courses they need to graduate. Online learning enables students to access learning that they otherwise wouldn’t (for schedule or distance reasons), enabling them to make faster progress towards their credential.</p>

Faculty and Administrators Face an Evolving Swirl of Choices & Tools



Confusion exists as digital learning bring together terms, technology, and practices with definitions that are not well established – blurring lines between where one solution or idea ends and another begins

DIGITAL COURSEWARE

*“Digital courseware is **instructional content that is scoped and sequenced to support delivery of an entire course through purpose-built software**. It includes assessment to inform personalization of instruction and is equipped for adoption across a range of institutional types and learning environments.”*

We see digital courseware existing in three primary forms, each fitting the definition above and with the potential to be deemed “high-quality” in either online or blended learning environments

All-in-One Courseware

Course-complete content, assessment, data and analytics delivered through a single, commercially available platform that integrates with an LMS for course administration functions only.

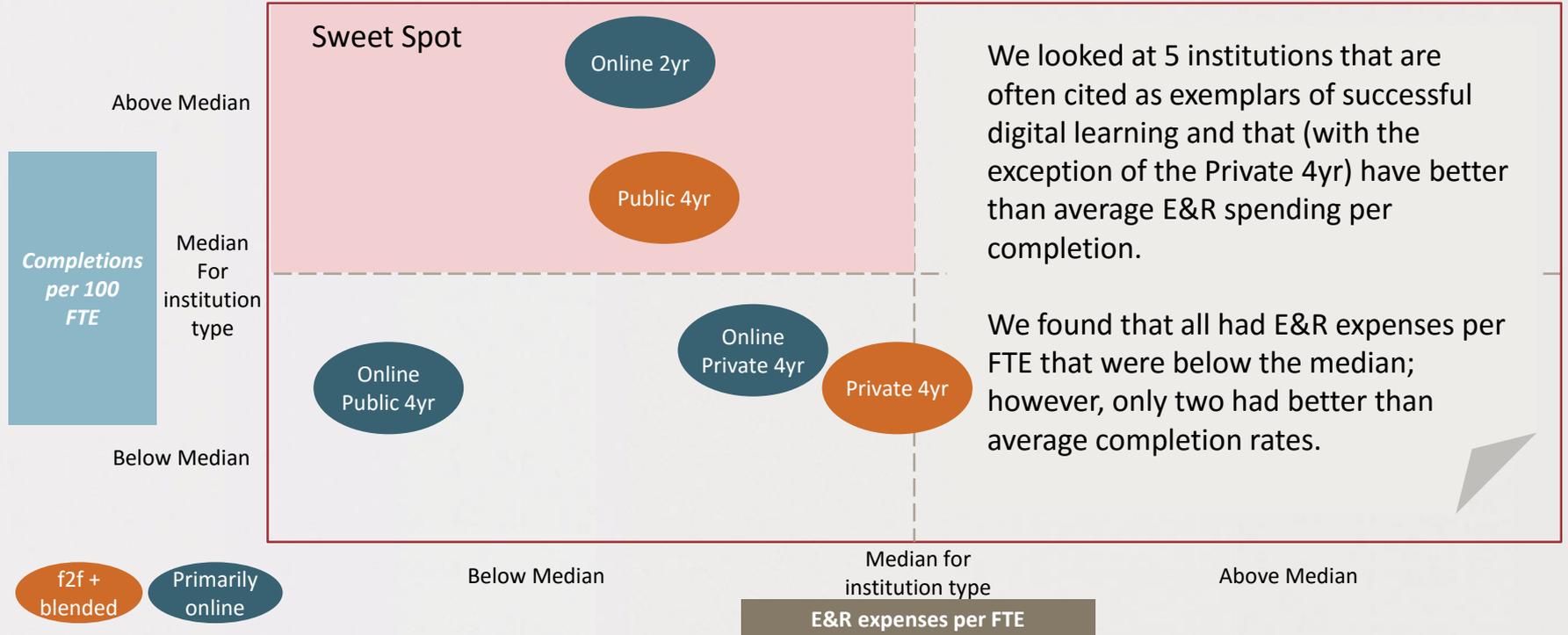
Courseware via LMS

Courseware with structured and aligned course-complete content, assessment and analytics, that is hosted through an institution’s LMS. Reliant on LMS for functionality like customization, collaboration, some analytics as well as course administration.

Courseware as a Collection of Tools

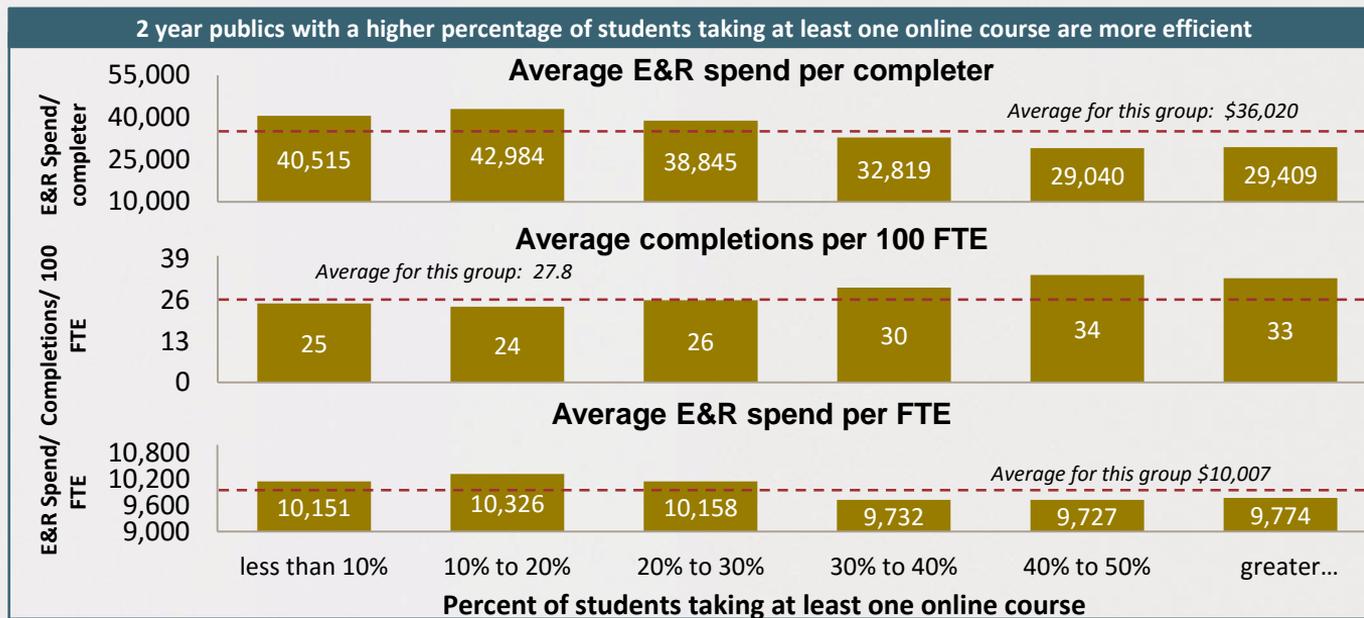
An integrated experience that is delivered through the coordinated use of content (whether commercial, OER, or user-generated), commercially available assessments or interactive tools from different sources, utilizing a course delivery platform – often the LMS as a means for administration.

COLLEGES CAN USE DIGITAL LEARNING TO IMPROVE BOTH COMPLETION RATES AND EFFICIENCY



Note: Education and related (E&R) spend includes total spending on direct educational costs (e.g. instruction, student services, and the ed share of spending on central support, ops, and maintenance).

MORE STUDENTS TAKING AT LEAST ONE ONLINE COURSE CORRELATED WITH GREATER EFFICIENCY & COMPLETION



Amongst large two year public institutions, **those with >30% of students taking at least one online course had lower E&R spend/completer** on average than institutions with less than 30% of students taking at least 1 online course

	less than 10%	10% to 20%	20% to 30%	30% to 40%	40% to 50%	greater...	Total
# of institutions	28	126	162	179	83	36	614
# of FTE	200K	780K	1.1M	1.0M	440K	150K	3.7M
% Pell	69%	58%	61%	68%	73%	72%	2.4M (64%)

Notes: Analysis based on 2014 IPEDs Data, only includes 2 year public institutions with greater than 2,000 FTEs. Percent of students taking at least one online course is a proxy for the amount of online education being offered by an institution.

DIGITAL LEARNING USE CASES THAT CLOSE THE GAP

- **Blended Gen Ed** – particularly for large, traditional lecture based introductory 100-200 gateway courses (*USM, UC Davis, UMSL, Salt Lake CC*)
- **Powering higher quality fully online learning experiences** – students increasingly want more flexible options – ensuring greater quality and engagement in these settings is key... (*University Central Florida, Broward Online, SNHU's College of America, WGU, ASU's Global Freshman Academy*)
- **Course Redesign & Emporium Style Remediation in Gen – Ed and Developmental Education** – marrying personalized feedback to the highly varied competencies of diverse learners (*e.g. CSUN, Arizona State University, Austin CC, Renton Tech, Essex CC, NCAT's work*)
- **Courseware that integrates a low-stakes diagnostic assessment** to help personalize a learning path towards mastery and unnecessary swirl in dev ed; also fostering greater alignment between K12 and postsecondary (*EdReady in Montana, TN, KY and at Central Piedmont*)

A GROWING EVIDENCE BASE

- **SRI's 2014 meta-analysis** of \$60mm of the foundation's own investments in courseware found an overall effect size of .37 (the equivalent of moving course pass rates from 50% to 65%) with much of the variation in outcomes and performance attributable to the variability in how courseware was implemented.
- **ALMAP SRI research on implementations of adaptive learning in general education by 14 postsecondary institutions (19,500 students)** found that of any of the 5 implementations that produced difference in learning gains – 4 achieved significantly positive differences, whereas one produced significantly negative differences. Of the 10 implementations with data that could estimate ongoing instructional costs, the adaptive implementations were associated with lower costs in **7 of the 10** implementations.
- Randomized controlled study by **ITHAKA** in 2012 conducted with six public universities w/ statistically reliable control and treatment groups, found no difference in learning between the blended and face to face groups, with **students in the blended/adaptive course achieving the same success rates in the traditional course but achieving mastery approximately 25% faster.**
- Previous research by **Carnegie Mellon University** of CMU students documented that students achieved the same or better learning outcomes on an independent third party assessment while **completing the course 50% faster.**

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There is significant scientific research on effective pedagogy and instruction, but as a sector we don't effectively equip and train our faculty with this knowledge

Potential Pedagogical Benefits*

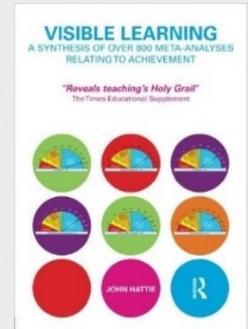
- ✓ Formative Evaluation (**d=.90**)
- ✓ Acceleration (**.88**)
- ✓ Effective Feedback (**.73**)
- ✓ Meta-cognition (**.69**)
- ✓ Mastery Based Learning (**.58**)
- ✓ Concept Mapping (**.57**)
- ✓ Interactive content (**.52**)

800+ meta analysis on student achievement

Standard deviation is effect size where $d = 1.0$
(i.e. improvement of learning by at least 50%)

Average effect size $d=.40$

When d is $> .40$
excellent achievement gains



*Source: John Hattie's *Visible Learning*

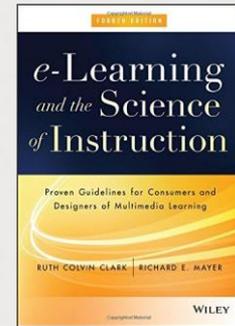
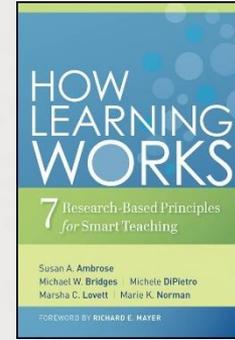
BUT WHAT IS LEARNING? WHAT DO LEARNERS NEED?

Learning is a **process**, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves **change** in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their **experiences** – conscious and unconscious, past and present.

- 1 **Get explicit instruction**
- 2 **Activate prior knowledge**
- 3 **Organize knowledge**
- 4 **Manage cognitive load**
- 5 **Practice deliberately**
- 6 **Get feedback**
- 7 **Gradually remove scaffolds**
- 8 **Use metacognition**



Ambrose, Susan A., Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010. Print.

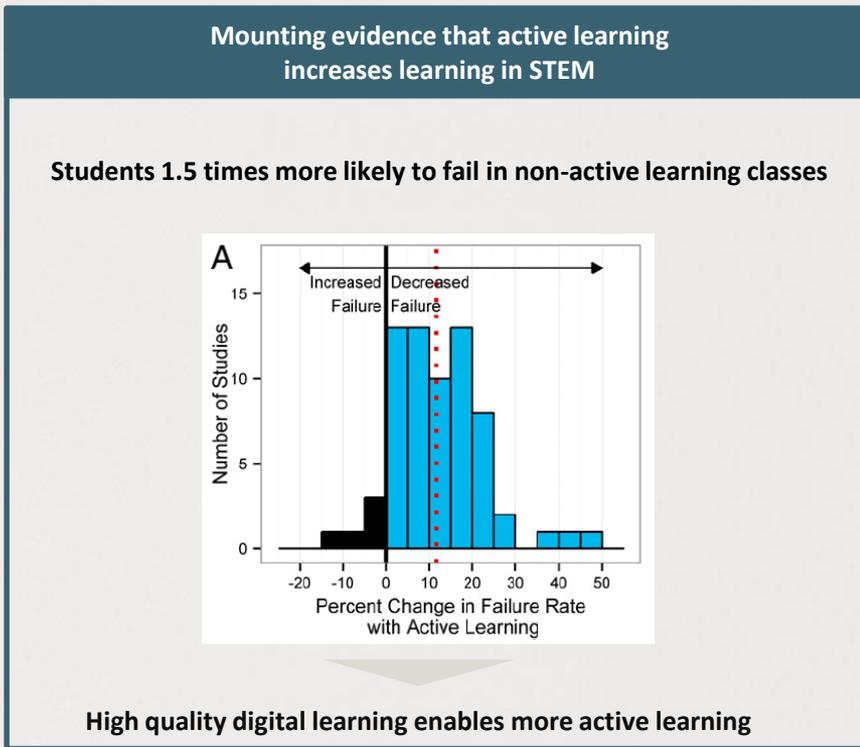
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A LETTER FROM THE SURGEON GENERAL...

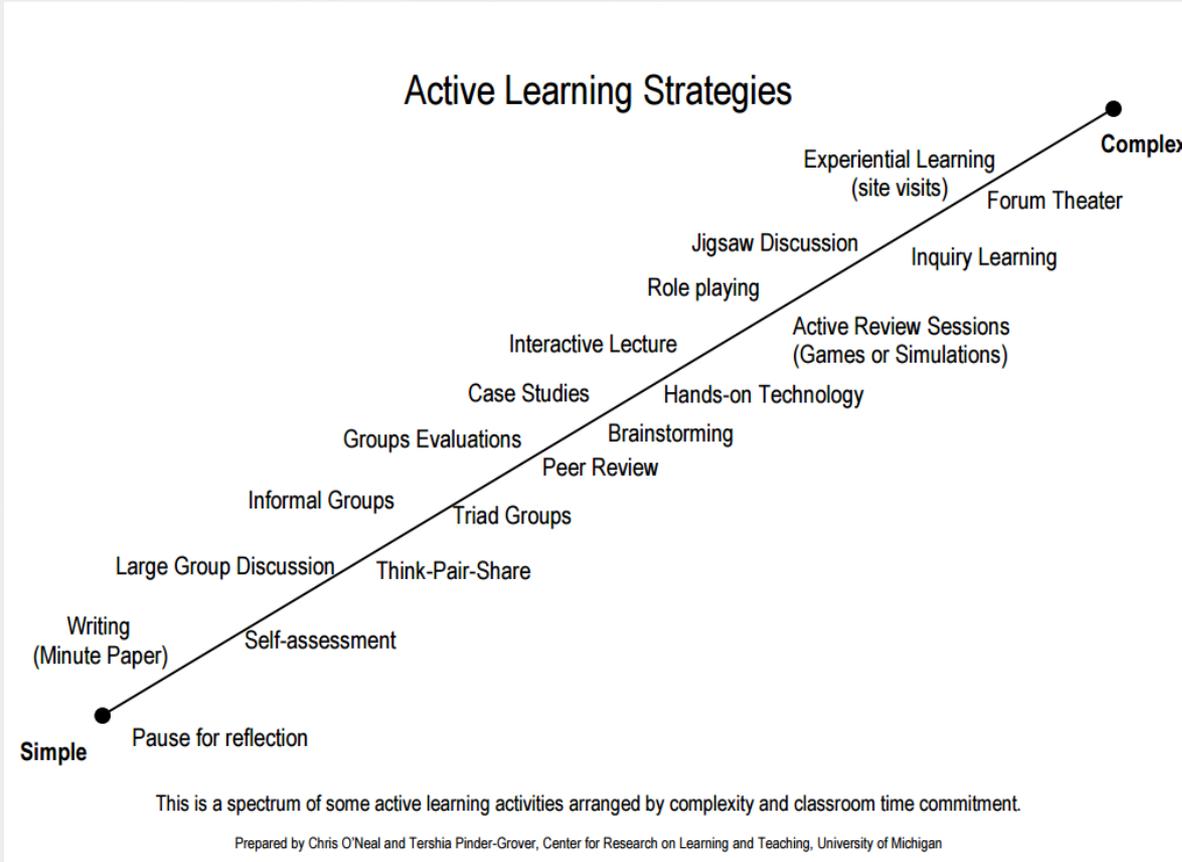


Scott Freeman's 2014 meta-analysis in *PNAS* found that students in a traditional lecture course are 1.5 times more likely to fail, compared to students in courses with active learning.



Source: "Twilight of the Lecture", *Harvard Magazine* 2012; Freeman, Scott et. al., "Active learning increases student performance in science, engineering, and mathematics," *PNAS (Proceedings of the National Academy of Sciences)*, June 10, 2014, <http://www.pnas.org/content/111/23/8410.abstract>

FROM LECTURE TO ACTIVE



NEXT GENERATION COURSEWARE – FROM FLAT TO INTERACTIVE

What is life?

When you look out and ask – is there life out there, you must first look in and ask – what is Life?

This is where your Journey begins: to appreciate the diversity of lifeforms we can find here on Earth you will travel to six vastly different locations. In each you will survey the life that exists there.

Before you begin you will first learn how to make good observations so that you can scientifically describe each organism.

Your goal is to arrange the organisms based on your observations and make your very own classification system. You need to get at least 50 organisms in your classification.

2

Sonoran Desert

No due date

Hot | Dry | Harsh

CONTINUE

30%

18%

1–1.5 HOURS
How to Observe

25%

1–1.5 HOURS
How To Classify



NEXT-GENERATION COURSEWARE PROGRAM

7 grantees from

51 original applicants

34 high enrollment courses

10+ industry partners

Goal of reaching **1M** learners using next-gen courseware by 2018.

by improving learning outcomes, mastery and course completion for learners, especially

low-income, Pell-eligible undergraduates.



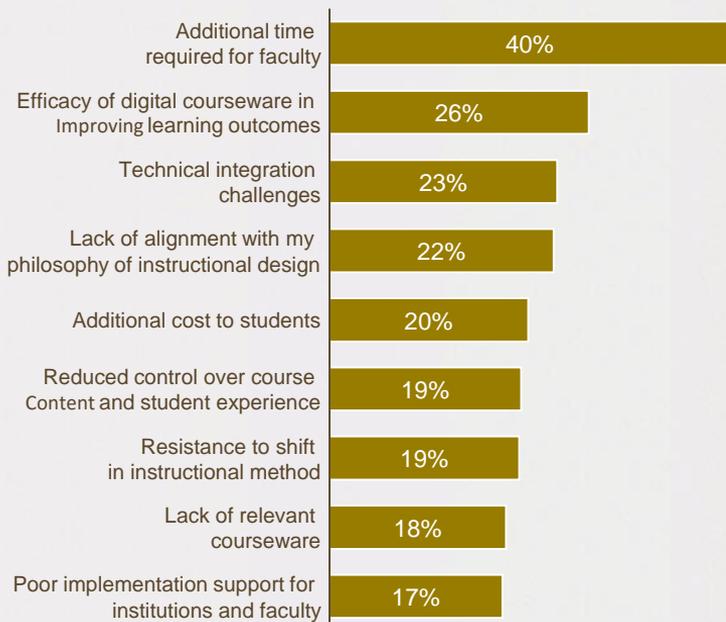
- Adaptive, personalized feedback to instructors, students
- Designed for today
- Delight faculty and students
- Interoperable
- Integrate the learning and cognitive sciences
- Modular, flexible – not a black box
- Evaluated for impact by SRI

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KEY BARRIERS TO GREATER USE OF DIGITAL COURSEWARE

Top Barriers to Courseware Adoption at Your Institution (% of faculty respondents selected)



Observations on Barriers

- *“Time is the biggest barrier. Faculty think ‘I’d love to be innovative, but I have 4 advisees outside my door and 37 midterms to grade, so now just isn’t the time.’*
- *“Cost always a concern: electronic resources usually cheaper, but the electronic access code is not transferrable, so there is no resale.”*
- *“If it ain’t broke, don’t fix it. Faculty become comfortable. For a faculty member to want to switch, a product would have to blow them away with its user friendliness, running more efficiently, and student learning improvement.”*
- *“Integration is a big issue. You can build a better mousetrap, but if it doesn’t fit inside the door, no one is going to use it.”*

■ DEVELOPMENT OF A QUALITY FRAMEWORK & TAXONOMY

Practitioners and institutions need better tools to evaluate digital courseware (this is not like buying a textbook!)

- These frameworks must be community developed and field owned
- They incorporate and speak to the latest in educational research around effectiveness and impact on student outcomes, course completion, effective andragogy
- These frameworks must be simple, flexible, easy to access, and evolve with time

COURSEWARE IN CONTEXT

ABOUT DEFINING DIGITAL COURSEWARE RESOURCES FEEDBACK

RESEARCH SHOWS THAT DECISION-MAKERS ARE STALLED FOR TIME TO DISCOVER AND RIGOROUSLY EVALUATE COURSEWARE.

The CWiC Framework equips higher education to overcome this barrier in support of improved digital learning.



WHAT IS THE CWiC FRAMEWORK?

The CWiC Framework supports postsecondary decision-makers in effectively navigating the market of courseware solutions. It is designed to help you make better-informed adoption and implementation decisions with the goal of advancing the adoption of high-quality digital courseware in higher education and ultimately achieving improved outcomes for students. As a guide for broadening your awareness and equipping you with helpful decision making tools, the Framework offers an inventory of product capabilities, as well as implementation considerations foundational to enhancing and improving blended and online teaching and learning with digital courseware.

[GET MORE INFORMATION ABOUT THE CWiC FRAMEWORK](#)

COURSEWARE IN CONTEXT (CWIC FRAMEWORK)

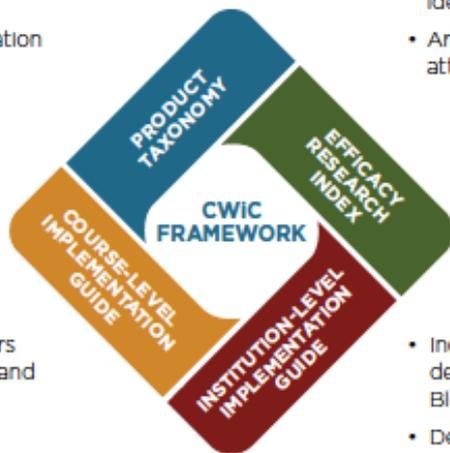
The CWiC Framework is a tool to help faculty and administrators make better-informed adoption and implementation decisions with the goal of advancing the adoption of high-quality digital courseware in higher education and ultimately achieving improved outcomes for students. Launched July 2016

- Led and developed by **Tyton Partners** with support from **Online Learning Consortium**, **SRI International**, and others including an Advisory Committee provided input and feedback around the content and form on the CWiC Framework throughout our development process
- Efficacy research was completed by **SRI International**, who led a literature review to build a complete summary and the related citations mapped in individual components of the framework – full meta-analysis coming in October
- **Four institutional pilots** in the Spring of 2016 informed the content and shape of the CWiC Framework



FOUR COMPONENTS TO THE CWIC FRAMEWORK

- A collection of courseware product capabilities and attributes
- Designed to aid in the understanding of product functionality to support differentiation among solutions
- Includes teaching and learning capabilities in addition to considerations related to courseware procurement and delivery



- A list of peer-reviewed published research tagged to selected product features identified in the Taxonomy
- Articulates connections between courseware attributes and efficacy research

- Includes selected **course-specific** indicators derived from indicators in the OLC Online and Blended Learning Scorecards
- Designed to assess selected practices and policies that impact the conditions for effective courseware implementation in your course
- May serve as an "on-ramp" for more extensive course reviews using OLC Scorecards

- Includes selected **institution-specific** indicators derived from indicators in the OLC Online and Blended Learning Scorecards
- Designed to assess selected practices and policies that impact the conditions for effective courseware implementation at your institution
- May serve as an "on-ramp" for more extensive course reviews using OLC Scorecards

PRODUCT TAXONOMY EXAMINES 9 CORE CAPABILITIES

FUNCTIONAL CAPABILITIES



The presence of variety and higher-order learning skills in instruction



The presence of academic structures and the capacity to assess learning in relation to them



Support structures to help learners achieve and grow beyond their current proficiencies



The adjustment of presentations of content in relation to knowledge of learners



The deployment of reports, notifications, or visualizations to learners or educators



The ability for learners to impact or augment instruction based on their choices



Collaboration is a requirement or opportunity for learners to engage with other people in the context of learning: peers, mentors, or educators



The ability for educators or course designers to alter learning or assessment content



Features of software and user-centered design that support sustained engagement

PROCUREMENT CAPABILITIES

ACCESSIBILITY

BROWSER / OS COMPATIBILITY

INTEROPERABILITY

PRIVACY & SECURITY

SCALABILITY

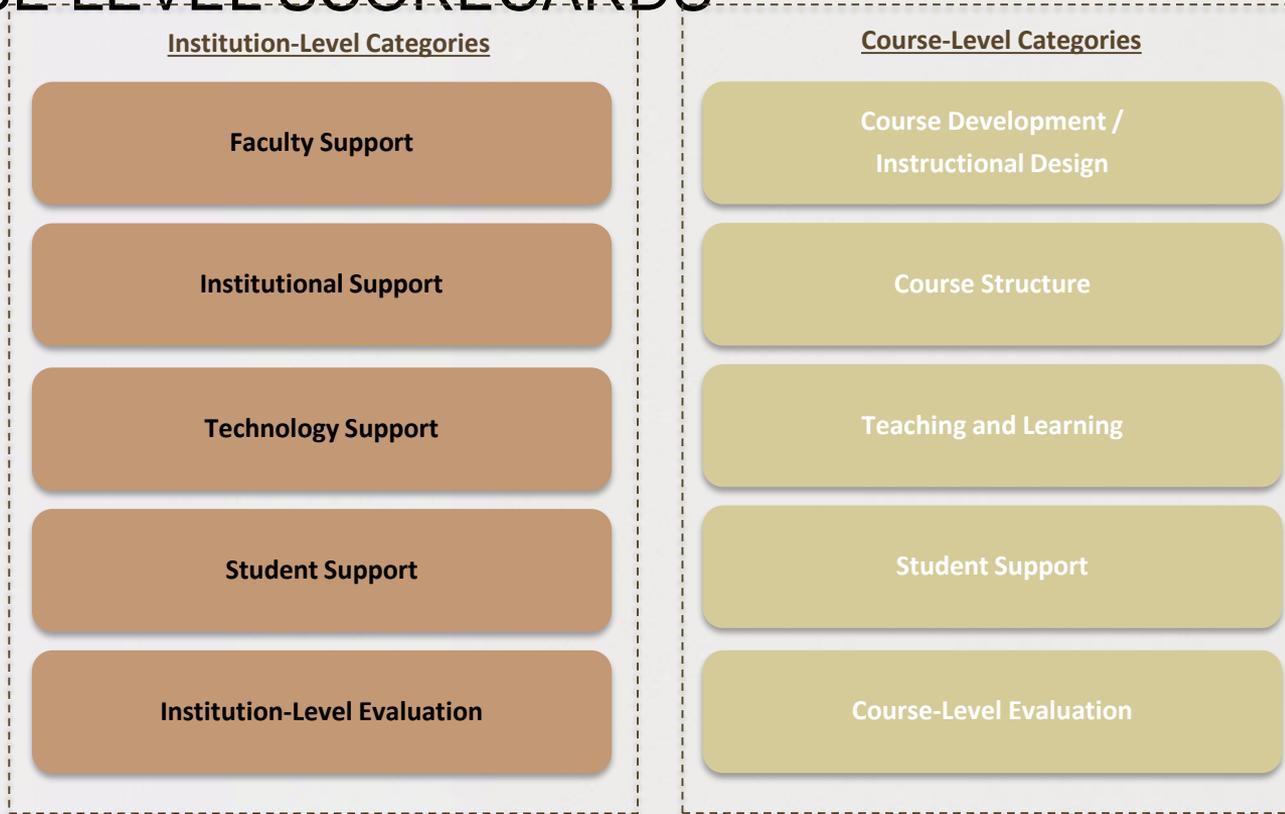
DELIVERY PLATFORM CAPABILITIES

CONTENT MANAGEMENT

COURSE ADMINISTRATION

REPORTING

IMPLEMENTATION IS SUPPORTED BY INSTITUTION AND COURSE LEVEL SCORECARDS

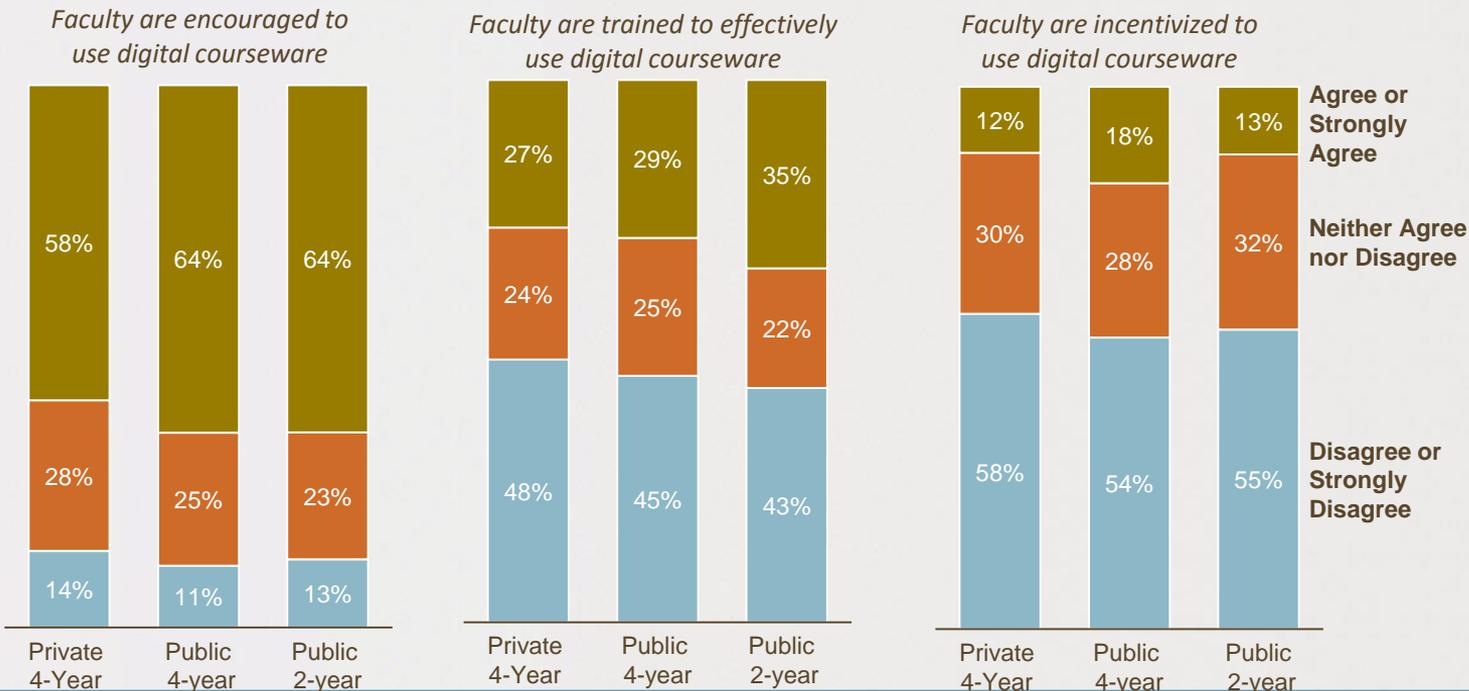


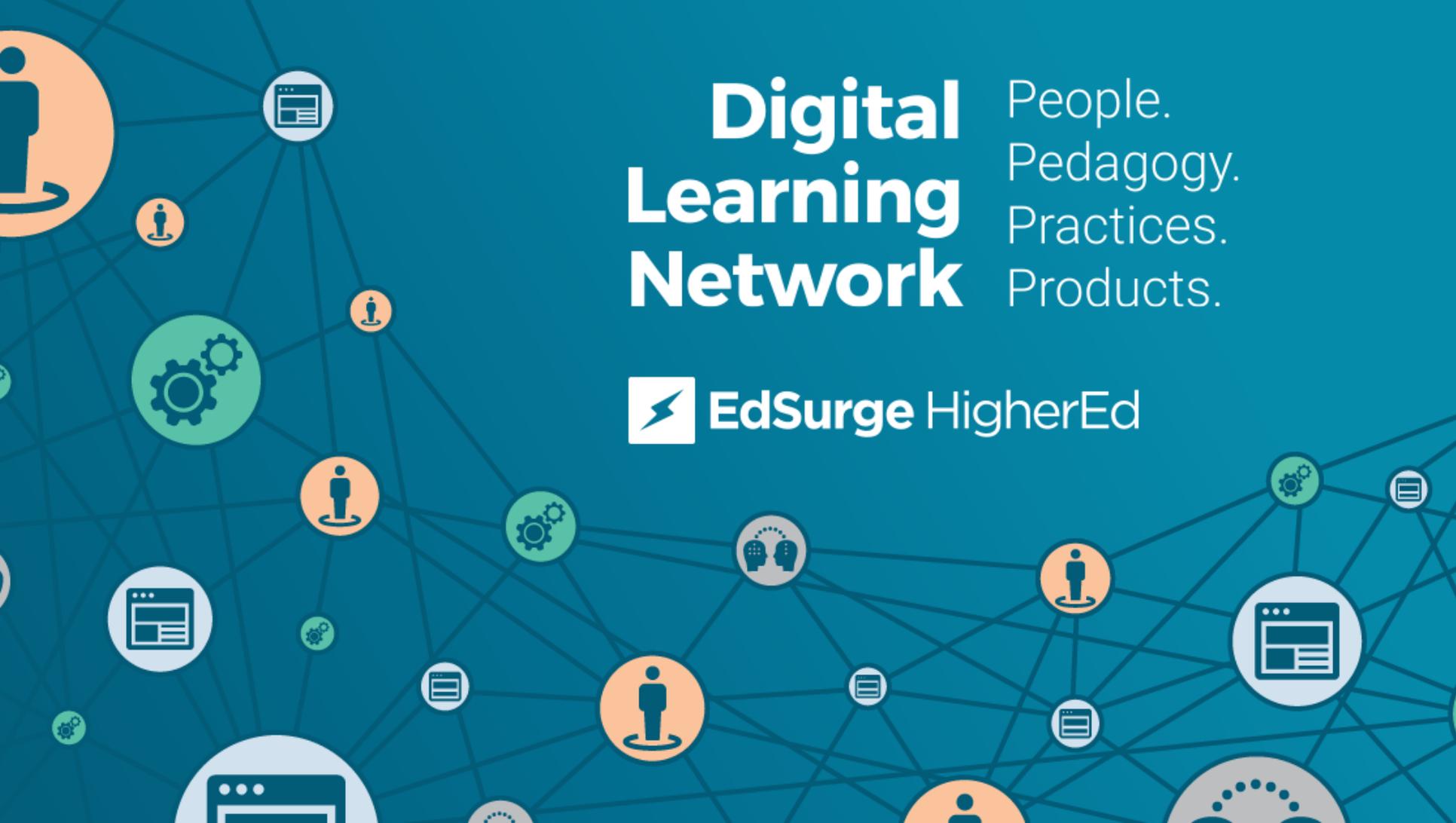
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FACULTY REPORT BEING ENCOURAGED TO USE COURSEWARE, BUT MANY DO NOT FEEL WELL SUPPORTED

Question: "Please rank your level of agreement with the following statements regarding the use of digital courseware at your institution and in your courses."





Digital Learning Network

People.
Pedagogy.
Practices.
Products.

 EdSurge HigherEd

Critical nodes of the DLN: 4Ps

- **PEOPLE:** fostering relationships between educators, institutional leaders, entrepreneurs, students and researchers
- **PEDAGOGY:** bridging gaps between research and application through analysis and case studies with the understanding that context matters
- **PRACTICES:** telling stories about, and with, emerging leaders on campuses that are pushing the boundaries of digital learning
- **PRODUCTS:** providing objective, independent information about tools that support digital learning

Components: Network & Stories

Digital Learning Network (DLN) ^{BETA}

Orientation

Network

Stories

Products

Framework

Engage with the Digital Learning Network

The EdSurge HigherEd community enjoys connecting and convening, whether face-to-face, online, asynchronously or live. We've created a few "starter" opportunities for you to participate in the new Digital Learning Network, such as participating in a monthly #DLNChat, attending an "Off the Record" conversation to get the inside scoop on digital learning practices at institutions across the country and accessing a curated list of higher-ed conferences.

There are more opportunities on the way to connect and co-create, so be sure to check back for updates. Better yet, sign up for updates (see below) on all opportunities in the Digital Learning Network—you never know when something new will pop up!



Join our network of innovators and be the first to access digital learning resources and activities

YES! COUNT ME IN!

Follow us on:



Twitter



LinkedIn

EdSurge's weekly Higher-Ed Newsletter is here!

SUBSCRIBE NOW

EDSURGE OPPORTUNITIES

#DLNchat

Join the conversation with higher-ed educators and institutional leaders exploring digital learning brought to you by

Digital Learning Network (DLN) ^{BETA}

Orientation

Network

Stories

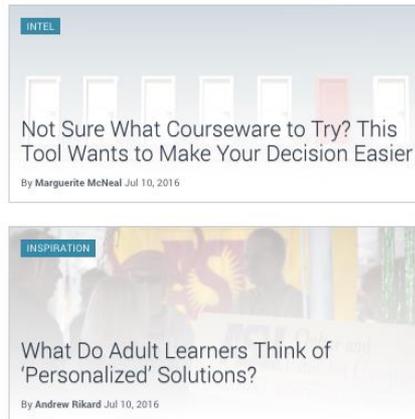
Products

Framework



Digital Learning's Pioneers Are Cautiously Optimistic

By Marguerite McNeal Jul 10, 2016



Not Sure What Courseware to Try? This Tool Wants to Make Your Decision Easier

By Marguerite McNeal Jul 10, 2016



What Do Adult Learners Think of 'Personalized' Solutions?

By Andrew Rikard Jul 10, 2016



It Takes a Village to Bring Adaptive Technology to Scale

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Components: Products & Framework

Digital Learning Network (DLN) ^{BETA}

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Network

Stories

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Welcome to the EdSurge HigherEd Product Index, a resource for learning about digital courseware tools.

Looking for a product?

Find independent information on products below

Need more context?

This framework can make your decision easier

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Refine your courseware search by:

Courseware Features 0

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Disciplines

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Showing All Products

Sherpath

Sherpath

Pre-made, course-complete adaptive courseware for nursing and health-science education

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LoudCloud

FasTrak CBE Platform

An LMS for competency-based models that includes a course-building platform

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OpenStax Tutor

Pre-made, course-complete adaptive courseware that draws on peer-reviewed open education...

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WileyPLUS

WileyPLUS with ORION

Pre-made, course-complete adaptive courseware for Wiley content

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Orientation

Network

Stories

Products

Framework

The Courseware in Context (CWIC) Framework

Want to learn more about the Courseware in Context (CWIC) framework?

Digital courseware is an ambiguous term. Does it mean adaptive software? (Often.) Can it allow faculty to customize course content and activities? (Sometimes.) Digital courseware is a big tent housing a range of rapidly evolving products all geared toward delivering effective learning experiences. The more important question, we can all agree, is this: does digital courseware improve outcomes for students? The Courseware in Context (CWIC) Framework is a tool to inform decision-making around courseware selection and usher us to the stage where the answer is 'yes.'

The CWIC Framework combines efficacy research, a product taxonomy, and implementation scorecards to enable decision-makers to choose effective products in a changing, much-hyped category with the ultimate goal of meeting the needs of all learners. The Framework was developed by Tyton Partners, in collaboration with the Online Learning Consortium (OLC) and SRI International, with support from the Bill and Melinda Gates Foundation. An Advisory Committee of postsecondary education leaders with input from courseware vendors helped refine it. (see [Acknowledgements](#) for more detail)

If you are a faculty member looking to investigate digital courseware products for the first time, check out the Product Primer to see which capabilities matter most to you. If you are an instructional designer and you need a detailed review of product attributes, you'll find the CWIC Designer tools a comprehensive resource. Administrators can use the efficacy data and implementation scorecards in the complete CWIC Framework to help with a course review or a measurement and evaluation project for a course or program.

Collaboration and community input produced this first version of the CWIC Framework and we envisage it continuing to develop over time. We more than welcome your [feedback](#): we encourage it!

Interested in learning more? Check out the [stories](#) and [tools](#) below.



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YES! COUNT ME IN!



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ALL OF US WORKING
TOGETHER TO HELP
FORGE A NEW PATH
FORWARD.

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