

## **Faculty Using Adaptive Courseware Point to Student Progress, Improved Engagement**

*Recent survey of Lighthouse institutions shows year-over-year increase in faculty embrace of adaptive courseware amid pandemic, remote learning*

**Boulder, CO** (August 3, 2021) – Nearly all instructors surveyed believe adaptive courseware helped them improve student learning amid the pandemic, as well as allowed them to both better monitor progress and hold individual students accountable for consistent engagement in class. And more than half would highly recommend the adaptive courseware to fellow faculty, according to a Fall 2020 survey of select instructors serving large numbers of Black, Latinx, Indigenous, and poverty-impacted students in two-year and four-year institutions.

The report from Every Learner Everywhere and Digital Promise, titled [Teaching Practices of Faculty Adopting Adaptive Courseware](#), comes three years after Every Learner network partners Achieving the Dream (ATD) and the Association of Public and Land-grant Universities (APLU) began working with a set of two-year colleges and four-year universities to support these “Lighthouse” institutions in implementing adaptive courseware into selected gateway courses. Compared to a similar survey of Lighthouse faculty in 2019, the newer survey shows faculty are more positively embracing adaptive courseware to better serve students’ academic needs while building a sense of inclusion and belonging in class.

The Every Learner Everywhere network was established to help institutions of higher education improve course success rates for Black, Latinx, Indigenous, poverty-affected and first-generation students by improving teaching and learning with the support of digital learning tools.

“We know that even after the pandemic, colleges and universities likely will continue to offer remote learning options for students, so the results of this survey are encouraging,” said Jessica Rowland Williams, Director, Every Learner Everywhere. “Adaptive courseware for the participating faculty clearly provides an important mechanism for engaging students and serving their academic needs.”

Other survey highlights include:

- During this pandemic semester, **more than 3/4 of faculty survey respondents taught completely online.**
- Some evidence-based teaching practices were employed by **early all faculty using adaptive courseware** at Every Learner Everywhere Lighthouse institutions during fall 2020: Practice with immediate feedback (96%); clear statement of learning objectives (96%); information on how to improve (96%); and use of low-stakes formative assessments (94%). These are all practices directly supported by adaptive courseware.

- **Most instructors (70%) looked at the courseware’s instructor dashboard** at the whole-class level at least once a week, primarily to determine what topics to concentrate on in upcoming class sessions (43%) or whether course content should be modified in future terms (41%). **Instructors were somewhat less likely to seek student input** on how the course could be improved; 52% reported soliciting anonymous student feedback while the course was running.
- **Instructional practices outside of the courseware tended to be fairly conventional:** two-thirds of faculty (68%) reported providing lectures (in person, live online, or recorded) running 30 minutes or more in length at least once during most weeks.
- The **least frequently used practices associated with evidence-based teaching** were project-based learning (14%); peer learning or think-pair-share routines (54%); mastery learning (34%); and activities to allay anxiety, stereotype threat, or imposter syndrome (38%). The first two of these are elements of active learning, and the last is key to creating an inclusive learning environment for racially minoritized and poverty-affected students.
- Nearly all Every Learner Everywhere **courseware instructors (96%) believed that the adaptive courseware helped them improve student learning and allowed them to better monitor progress and to hold individual students accountable** for consistent engagement in the class. A survey of Lighthouse instructors in 2019 found 89% believed this.
- **More than half of instructors (56%)** gave a numerical rating of 9 or 10 on the 10-point scale when asked how likely they would be to **recommend the courseware product they had used to a friend or colleague teaching the same course.**

“These survey reports suggest that instructors who adopt courseware implement many of the practices known to enhance student learning,” said Barbara Means, Executive Director, Learning Sciences Research, Digital Promise, “but most courseware does not enable other evidence-based teaching practices, such as peer learning and establishing an inclusive course culture. These are practices we hope to see coupled with courseware use in the future.”

To download the report or learn more about Every Learner Everywhere and its collaborative approach to equitize higher education through digital learning, visit [everylearnereverywhere.org](http://everylearnereverywhere.org). To contact Every Learner Everywhere, email [everylearner@wiche.edu](mailto:everylearner@wiche.edu), or call (303) 541-0206. Follow Every Learner on Twitter [@EveryLearnerNet](https://twitter.com/EveryLearnerNet).

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### **Every Learner Everywhere (Every Learner)**

Every Learner Everywhere is a network of twelve partner organizations with expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies,



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curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in blended and online learning environments. Our mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving student outcomes for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. Our collaborative work to advance equity in higher education centers on the transformation of postsecondary teaching and learning. We build capacity in colleges and universities to improve student outcomes with digital learning through direct technical assistance, timely resources and toolkits, and ongoing analysis of institution practices and market trends. For more information about Every Learner Everywhere and its collaborative approach to equitize higher education through digital learning, visit [everylearnereverywhere.org](http://everylearnereverywhere.org).

**Digital Promise** is a nonprofit organization that builds powerful networks and takes on grand challenges by working at the intersection of researchers, entrepreneurs, and educators. Our vision is that all people, at every stage of their lives, have access to learning experiences that help them acquire the knowledge and skills they need to thrive and continuously learn in an ever-changing world. For more information, visit the [Digital Promise website](#) and follow [@digitalpromise](#) for updates.