TOPcast Episode 48: Equal Access to Education: 
A Conversation with Dr. Chuck Dziuban

Narrator: What is big? At UCF, being big provides options, big creates opportunity, and big offers more than 80 accredited online programs and certificates that fit your life no matter where you live. Ranked as one of the nation’s Top 15 Online Programs by US News and World Report, UCF Online is more than just convenient, it’s life-changing. To apply or search for degrees, visit ucf.edu/online.

(musical transition)

Kelvin Thompson: From the University of Central Florida's Center for Distributed Learning, I’m Kelvin Thompson.

Tom Cavanagh: And I’m Tom Cavanagh.

Kelvin: And you are listening to TOPcast: The Teaching Online Podcast. Hey, Tom.

Tom: Hello, Kelvin.

Kelvin: What’s up?

Tom: Not much. You’re reaching for the mug here.

Kelvin: Yeah, I figured I’d pour it. I didn’t want to knock anything over.

(coffee drips)

Tom: We’re jumping right into the coffee without any banter. What kind of a segue is that?

Kelvin: Abrupt?

Tom: Abrupt.

Kelvin: (laughter)

Tom: It smells good!

Kelvin: Yeah.

Tom: Alright.

Kelvin: You can banter around it. I mean, a little banter with your coffee. I don’t know.

Tom: Okay.
Both: (laughter)

Tom: I’m going to proof it up here.

Kelvin: Alright, you do that.

Tom: Alright, so. What am I drinking?

Kelvin: Well, Tom, today’s coffee is a single origin Mexico Chiapas roasted locally and brewed onsite right here at UCF at the Foxtail Coffee Company.

Tom: Onsite at UCF?

Kelvin: Onsite at UCF.

Tom: Okay.

Kelvin: Brewed, not roasted. Roasted in Winter Park, brewed at UCF.

Tom: Got you. Okay.

Kelvin: I thought this tasty coffee from close-to-home but from the international stage would be a good choice for today’s episode. How’s the coffee, and how’s the connection?

Tom: The coffee’s good, and I get the close to home, I think.

Kelvin: Uh-huh.

Tom: The international part, I’m a little stretched upon.

Kelvin: Alright. Okay.

Tom: I don’t know. Maybe I’m just not smart enough for you.

Kelvin: It’ll become clearer in a few minutes, hopefully.

Tom: Okay.

Kelvin: I’ll check back with you in a few minutes and see if it clears up any.

Tom: Okay.

Kelvin: Is that alright?

Tom: Shall we introduce our in-studio guest?
Kelvin: Yeah, okay. I was going to do that later, but okay we can do it now. Sure, that’s fine.

Tom: Well, we got to at least recognize the person in the room.

Kelvin: Woah, look at that! There’s a guy.

Tom: *(laughter)*

Kelvin: Let’s address the elephant in the room.

Chuck Dziuban: Another person in the room, yeah!

Tom: There he is!

Kelvin: There he is.

Tom: So, we are joined today by our internationally-renowned UCF colleague, Dr. Chuck Dziuban.

Kelvin: Mhmm.

Tom: Chuck’s accolades are far too numerous to list in this very brief podcast.

Kelvin: It takes parts two and parts three to get to them probably.

Tom: *(laughter)* But we will link to his bio and his many Google Scholar citations.

Kelvin: I didn’t know the h-indices went that high.

Tom: Yeah, he does have a very high “h.” I’ve looked it up. We’ll do that in the show notes.

Kelvin: Yes.

Tom: However, we should state that in addition to being a ground-breaking evaluator and researcher in online and blended learning, Chuck has a long-standing history of studying educational impacts on underserved populations, which is going to be a topic of discussion today.

Kelvin: Mhmm.

Tom: He also should hold some kind of record for his long career at UCF. How long, Chuck?

Chuck: Forty-nine.

Tom: Forty-nine years.
Kelvin: Huh. That’s in like human years?

Tom: *(laughter)*

Chuck: It’s a prime number.

Kelvin: *(laughter)* I knew it. There it is.

Tom: There it is. We were talking about that.

Kelvin: Numerology. *(laughter)* Or possibly math, I don’t know.

Tom: So, yeah. Chuck has been invoked many times on the podcasts in absentia.

Kelvin: That’s true. With no curse words?

Tom: No, it’s all positive.

Kelvin: Glowing?

Chuck: Gentlemen, calm, calm.

All: *(laughter)*

Kelvin: Welcome, Chuck.

Tom: Welcome to our abode here.

Chuck: I’m glad. I’m glad to be here. I’m just so interested in watching you two work.

Kelvin: *(laughter)* Is that what we’re doing?

Tom: That’s what we’re doing.

Kelvin: *(laughter)*

Tom: We must—in full closure—state that Chuck is not drinking the Chiapas coffee, unfortunately.

Kelvin: I’ve noticed that. I was disappointed, I have to say.

Chuck: But he may have to depending on how this goes.

Kelvin: Okay.

Tom: *(laughter)*

Kelvin: Chuck’s drinking what we call deconstructed coffee.
Chuck: Deconstructed, yeah. We don’t want to go there. (laughter)

Kelvin: Coffee-clear.


Kelvin: (laughter) There it is. Well, I guess to lead up a little bit, right? In the past TOPcast episodes, we’ve addressed themes such as the Iron Triangle, a lot of that: the access, affordability, and quality. Well, we’ve done it a lot but as call-out if you haven’t heard any of those, I’ll mention in particular episodes 10, 18, and 23.

Tom: Yep.

Kelvin: We’ve talked about new majority students kind of broadly from the access perspective, like going deeper into the access arm of the triangle, and I will mention episodes 26 and 35 perhaps. And then, we have had several topics broadly related to diversity and inclusion topics.

Tom: Mhmm.

Kelvin: Episodes 8, 21, and 22 come to mind. But equity—especially the affordances of digital learning for equity—is not a topic we’ve addressed directly in the past. So, we thought we might do that.

Tom: Yep.

Kelvin: And who better—

Tom: —than Chuck Dziuban?

Kelvin: Chuck Dziuban.

Tom: Yeah.

Kelvin: The internationally known but close to home Chuck Dziuban.

Tom: Gotcha! Now I get the international part.

Chuck: So near yet so far away.

Kelvin: (laughter)

Tom: Some of the work, Chuck, that you’ve been doing that we actually I don’t think have talked about on the podcast. We’ve mostly talked about your research and your evaluation work.

Kelvin: Mhmm.
Tom: Through the Research Initiative for Teaching Effectiveness here.

Kelvin: They’re always RITE.

Tom: They’re always RITE.

Kelvin: You’ll get it later.

Tom: *(laughter)* One of my favorite jokes. You’ve also been very involved, though, in working with a former trustee of UCF on working on a project in an Orlando neighborhood called Tangelo Park, and maybe we’ll use that as a jumping off part.

Chuck: Yeah, sure.

Tom: Could you maybe describe a little bit about what you and Mr. Harris Rosen have been working on there in Tangelo?

Chuck: Sure, I would be glad to. I think one of the things that we need to talk about at the beginning of this is when we do all of these kinds of things—all of our digital learning, all of our educational initiatives—what is the problem we’re trying to solve?

Kelvin: Hmm.

Chuck: I mean, the question that you need to ask yourself is, “am I a solution looking for a problem?”

Tom: Mhmm.

Chuck: And sometimes we’re accused of that, and I think we have to think about that. The problem, in my perspective, is that if you grow up in the lowest economic quartile in this country, your chance of graduating from college is 10%. The odds against you graduating from college if you’re in that quartile is 10 to 1 against. That’s unacceptable in my mind.

Kelvin: Hmm.

Chuck: We are wasting millions of minds in this country for any number of kinds of reasons. So, that’s one of the problems. There’s an interesting problem too that came up in the Wall Street Journal last week, that people who are sixty years of age are still paying off their college debts.

Kelvin: Dang.

Tom: Wow.

Chuck: To the tune of 86 billion dollars.
Kelvin: With a “buh?”

Chuck: Yeah, with a “buh.”

Tom: “Buh.”

Kelvin: (laughter)

Chuck: And they are now picking up the debts of their children!

Kelvin: Gosh.

Chuck: I mean, it’s crippling. It is crippling. So, that’s kind of the problem. So, twenty-five years ago, if you went to Tangelo Park, you would be upset.

Kelvin: Because?

Chuck: Because there were drug dealers on the corner. There were crime rates going on. If you were staying at a hotel on International Drive—

Kelvin: Our really popular tourist district within Orlando.

Chuck: Very popular tourist district. And the bell hop had the look, and you decided you needed a little something to feel better, the bell hop would send you to Tangelo Park. That would be the underground to Tangelo Park.

Kelvin: Wow.

Chuck: They were on the corner. Bob Allen, the high school principal, would watch drug deals going down from his window, would have to police the playground every morning for paraphernalia and stolen cars, and he told the teachers to go home immediately after school every day. Tangelo was a community in trouble.

Kelvin: Mhmm.

Chuck: So, Harris Rosen, at that time, who is a hotelier.

Kelvin: Mhmm.

Chuck: A tremendously successful hotelier in Orlando and very philanthropic, decided he wanted to “give something back to the community.” So, he called City Commissioner Mable Butler, and said, “I want to do this. I want to start an educational program.” And she said, “I’ll be right over.” She drove over to his office. They drove to Tangelo Park. And she said, “You need to work here.” So, he said, “Okay, I will do this. I will give college scholarships to every student who graduates from high school in the state of Florida.” And she said, “That’s not enough. You have to begin education.” So, he said, “How do I do that?” He talked to Sara Sprinkel, who was the early childhood expert at Orange County Schools, and she said, “You need to start education at two years of age.” So, he
said, “Okay, I will do that.” And so, he had a meeting with the people at the Baptist Church from Tangelo Park and he said, “I want to do this for your community, I want to give these scholarships, I want to begin education, and I will do it in perpetuity as long as the community exists and I will work with you.” And they said, “Who the hell is this guy? What does he want?” And someone raised their hand and said, “You mean you’re going to start a college education for my two-year-old, and I have to wait eighteen years before the scholarship kicks in?” He said, “No, today’s the day any student in 1994 who graduates from Dr. Phillips High School has a college scholarship.”

Kelvin: Hmm.

Chuck: So, the program began.

Kelvin: Immediately?

Chuck: Immediately. The first class got their scholarships, and the program has been running for twenty-five years.

Kelvin: Wow.

Chuck: It is unique in many respects. There is no bureaucracy. Nobody gets paid. All decisions are made in a once-a-month community meeting. There is a director, but there’s no organizational chart. The financial report is Harris Rosen pays the bills, period.

Kelvin: Hmm.

Chuck: That’s it. Funding is guaranteed. So, it creates a completely different atmosphere from the “I’m going to fund you for three years” cycle.

Kelvin: Mhmm, yeah.

Tom: Don’t want to see an AB comparison.

Chuck: Yeah, I want to see an AB study in three years.

Tom: (laughter)

Chuck: So, it started. It started, and the community members are amazing. They’re simply amazing people. They are committed. They’ve seen the change in the community. I’ve made many mistakes evaluating Tangelo Park but one of the things I should have done is gotten more evidence of what the community was like at the beginning. If you went to Tangelo Park today, you’d say, “Hm, this is not bad. Not bad at all,” but you should have seen it twenty-five years ago in terms of what’s happened. So, with that, the program has been running for twenty-five years. The early childhood program is in-home. The ten community members have been certified as teachers. there are six students in homes. The
outcomes are amazing. The students are leaving the two-year-old program. When they leave, they enter kindergarten reading. It is amazing what has happened.

Kelvin: Which is not how it started twenty-five years ago.

Chuck: This is not how it started. We can segue to Parramore later but students in Parramore come to the Rosen Preschool now not knowing what the color green is, not being able to recognize a triangle. Can you imagine what it would be like to enter kindergarten with those kinds of deficits? You’re gone, you’re lost, forever. So, it’s been going.

Tom: So, one comment just because I know the context and have been thinking about the listeners.

Chuck: Yeah.

Tom: Harris Rosen employs a lot of residents from Tangelo Park, and that was one of the driving factors.

Chuck: Mhmm.

Tom: And he wanted to make sure that his employees were getting the best. I think you made a comment about the state of Florida but just to clarify that this is a program that began and is sort of contained to the Tangelo Park community.

Kelvin: Right.

Tom: But you did mention Parramore.

Kelvin: Yes.

Tom: So, maybe that’s a good segue.

Kelvin: Yes.

Tom: So, what is Parramore for people who are not in Orlando? UCF is in the process as we’re recording this of constructing a new downtown campus. It’s an amazing project. It’s in partnership with Valencia, and it’s right on the border of a neighborhood called Parramore, which has been a kind of historically socio-economically depressed neighborhood, and it’s had its challenges over the years. And one of the goals of locating the downtown campus in that neighborhood is to partner with them to try to improve opportunities for the residents. There is a K-8 community school literally across the street from the university campus so that those students can visually see college in their future from across the street. But there’s a philanthropic component in there that is inspired by what was done at Tangelo.

Chuck: Correct.
Tom: Chuck has been in the center of some of these planning committees and work groups and philanthropic grants from others such as Helios, and so I wonder if maybe you can talk about that transition from Tangelo to what’s going on in Parramore downtown.

Kelvin: And just to say this, right? While there’s some similarities—both disadvantage areas—geographically, the two areas are separated by maybe 10-15 miles.

Chuck: Something of that nature, and their demographics are considerably different. Tangelo is one way in, one way out. They are historically single-family homes that were originally intended for Lockheed Martin. They gentrified, and Tangelo became predominately African-American. Parramore is much different: very few single homes, it’s downtown, it has had historically difficult problems over the years, but it has also a rich history. The early days of Parramore, it was a vibrant, vibrant community. It was self-sufficient, and it was really a marvelous kind of thing, but again, the urban impact on Parramore has not been particularly favorable. What Rosen did in Parramore, there are no single-family homes, so what he was able to do is he simply attached a preschool to the ace school next to it. Now, there are like twenty-four classrooms there, which is completely funded by Parramore and Rosen. So, that’s another take on this kind of thing. So, both of these programs have started, and again, this is available free.

Kelvin: Mhmm.

Chuck: For the students and the parents in Parramore. It’s wonderful!

Tom: And you’ve been studying it for a long time.

Chuck: Oh, I have indeed.

Tom: Especially for Tangelo. I mean, you can categorically say that this has worked. It’s had an impact.

Chuck: I would say it is stunning in terms of that. Let me quote Hans Rosling—wonderful—and he said, “You can’t describe the world without numbers, but you can’t describe the world with numbers alone,” and this is Tangelo. So, if you took a community like Tangelo Park and you computed the expectations for college graduates, of the 400 high school graduates that we have in Tangelo Park over the years, the expectation would be forty-five of them would graduate from college. 10%. Okay.

Kelvin: Mhmm.

Chuck: We have graduated 150 students from college in Tangelo Park. The Tangelo program increases the chance of graduating from college by 300%.

Kelvin: Hmm.
Chuck: The expectation would be that there would be very few college degrees. We produced 216 college degrees—associate degrees, undergraduate degrees, and graduate degrees—and it continues to grow. There’s an alumni association operating in Tangelo now. Crime rate is down 78% from where it began.

Kelvin: Wow.

Chuck: Mayor Dennings—formerly Sheriff Dennings—calls it an oasis in terms of what has happened. The economic value of the houses have gone up dramatically. The children who leave preschool are graduating. High school graduation rate is 100%. The result is nothing shorter than amazing. The expenditure in Tangelo over twenty-five years has been 13 million dollars. That’s a lot of money.

Kelvin: Mhmm.

Chuck: But we had a return on investment study with a University of Chicago economist, and his estimate was that the return on investment is 7 to 1. For every one dollar invested in Tangelo, seven is returned to society. So, the question is what do you want?

Tom: Mhmm.

Chuck: What else do you need to do to have other people in the world step up and do Tangelo Park? So, Harris Rosen is trying to do it, and we’re doing it with UCF in Parramore, but what we know is without a doubt that the talent pool in our underserved communities is as deep as any gated community in this country. We have a responsibility at our university, in our community, in our agencies, in our foundations, to replicate Tangelo everywhere across the country. That’s my piece.

Kelvin: That’s amazing.

Tom: Yeah, that’s great, and it’s one reason why we wanted to have you on here to talk about it because I’ve been hearing about it. I went to one of those community meetings one time at Chuck’s invitation. It was great. You talked about the color green and, you know, students kind of struggling. We’ve had internal discussions about the use of personalized adaptive learning as a way to potentially level set some of those asynchronous preparations that these students might have. And I know we haven’t really done it yet, but we’ve talked about it in these communities. I wonder if maybe you can comment on what you think the promise of that is.

Chuck: Think about what it’s like to grow up in poverty. It’s a terrible taxation on your cognitive abilities. If you’re growing up in a community like Tangelo, you’re managing two part-time jobs, you’re managing transportation, you’re managing school, you’re most likely managing parents, you’ve got financial problems, you’ve got transportation problems, you have to get to class.
Tom: I heard a story from our Dean of Education here who said that they need a grocery store because it takes three bus transfers to get to the Publix over by Lake Eola, if you know downtown.

Chuck: Absolutely! So, what do you do? You do your shopping at a convenience store.

Tom: Right.

Chuck: So, you have to continually manage this thing. What you’re doing is juggling your life. People who live in poverty juggle their life continually, and then they come to a university like UCF where they have to get a Pell Grant, and they can’t get their books for two weeks or three weeks because their Pell Grant hasn’t come in. Tangelo students walk in to the bookstore, pick up their books on the first day, paid for, done. Okay. So, then you have to juggle all these kinds of things and you have to make these decisions. “I have to take care of grandma, I have to take her to the clinic, but I have to go to class.”

Kelvin: Mhmm.

Chuck: Which am I going to do? What’s more important to me? Grandma.

Kelvin: Mhmm.

Chuck: So, I tunnel. What I simply do is I do what I have to do, and I miss a class. Unfortunately, when I miss a class—the way they’re structured now—I tend to get behind. If I miss two classes, the game is over.

Kelvin: Mhmm.

Chuck: And the optimal decision is to drop the class. It is just too much to manage. And wouldn’t it be nice if I had a situation like adaptive learning which personalizes this?

Tom: Mhmm.

Chuck: Where I had many more degrees of freedom in which to approach my class with. If I have to take grandma, if my car breaks down, if I have to go to my job, and I can’t get to class. What if I had some options in terms of using adaptive learning? I can do it at night. I can do it on another day. I don’t have to do it so the assignment has to be [turned] in in a week. Our system in a way doesn’t work for the struggling poor. It doesn’t work nearly as well for the struggling poor. Adaptive learning has some possibilities because it personalizes the experience, it gives students feedback, it gives them multiple opportunities to master the material. What do we know from adaptive learning? If you fix the amount of time someone has to learn, what they will learn will be the variable. How do I put it? If you put everyone in college algebra for one semester, what they learn will be the variable. There is no question. If what they learn is the constant, how long you’re in school will be the variable. So, this is why students in online learning ask me in surveys, why do we need semesters?
Kelvin: Mhmm.

Chuck: And what is my answer? Because we have semesters.

Tom: Yeah.

Kelvin: (laughter)

Chuck: That is my answer. So, adaptive learning has some potential in terms of doing this. A bachelor’s degree is worth 2.7 million dollars to a person over their lifetime. It’s enough to raise them out of poverty into the middle class.

Tom: And potentially have generational impact.

Chuck: Oh, it does indeed. What it does is we lose sight of the fact that all of these kinds of things happen. You graduate from high school, you graduate from college, you make more money, but look what happens to the society. You become a college graduate, you participate in civic society, you pay taxes, you raise your children, you have an impact on this. We know that all of our students in Tangelo do not complete college, but we have broken the cycle. It is much more likely that they have been to college and will see the value of that for their children. So, these things are swirling around. Not only is it financially successful, it’s beginning to change the society.

Kelvin: So, let me put you on the spot for a second.

Chuck: I love the spot, Kelvin.

Kelvin: Yeah, it’s wonderful.

Chuck: It is a wonderful place. (laughter)

Kelvin: So, we used the word equity at the beginning of the show, and I guess I should unpack a little bit. For instance, the Pell Institute for the Study of Opportunity in Higher Ed operationalizes equity around the concept “equal access to education” with respect to race, ethnicity, income, class, etc. You’ve been talking about some of those concepts.

Chuck: Absolutely.

Kelvin: So, would you say that adaptive learning specifically—and maybe digital learning more broadly—really, truly has a potential positive impact on addressing equity?

Chuck: There’s another article in the Wall Street Journal about Pell Grants, and a quote in there is, “Access without success is fairly hollow.” Adaptive learning is one of many things that we have to do, but think about what you do when students…We’ve talked about this, Tom. You know, toxic scheduling.
Chuck: We wrap our arms around these students. Many of our institutes, Wayne Jackson and the work that he’s doing at UCF, wraps his arms around students and says, “Look. Here’s the way that you succeed. Here are the ways that you succeed.” And you know, success breeds success. You have one successful semester, and it leads to another one. We’ve talked about this a lot. We talked about reimagining the first-year experience in college. When does that begin? At two years of age!

Tom: (laughter)

Chuck: That’s when the first year of your college experience begins. This is a marvelous program, and I can talk about other kinds of things in terms of frustrations, but adaptive learning offers all kinds of latitude for students and we have to figure out how to scale it.

Tom: I wonder if we could say a word about the digital divide, which is an issue for a lot of these communities, and I have heard that mobile learning is a potential equalizer for the digital divide because mobile devices are a lot more ubiquitous than having traditional computers. I don’t know. It’s not something that I’ve ever asked you before Chuck, but I’ll put you on the spot. And I will note, Chuck has been poured a cup of coffee. We’ll see.

Kelvin: (laughter)

Tom: We’ll see Chuck on caffeine.

Kelvin: Wouldn’t that be fun?

Chuck: Chuck wired. Hold on to your hat!

Tom: Yeah. But any thoughts on the idea of digital divide and mobile as a potential way to ameliorate that?

Chuck: I had an interesting experience. A student came up to me and said, “Why do you call it a mobile phone? It’s just a phone.”

Tom: Mhmm.

Chuck: (laughter) Yeah. So, when we think about this mobile kind of thing in terms of what is the learning mode? How do students learn? What is their access? Accessed information is critically important to this kind of thing. What do we use our mobile phones for?

Tom: Mhmm.

Chuck: I use my mobile phone as my prosthetic memory these days.

Tom: Mhmm.
Chuck: Certainly it does, Tom. In my opinion, the more access the students have…We have long past gone past the fact in universities where the library sequesters information.

Kelvin: Mhmm.

Chuck: Information is the most widely used and available resource in the world.

Tom: It’s commoditized.

Chuck: Oh, absolutely. If you look at the G7 countries, 70% of all their GDPs is based on information rather than goods and services. This is a tremendous turnaround on what’s happening, and I think of course it does, Tom. Anything we can do to put it in the hands of these students, to let them have access to information and learning, we just have to do it. The question for me is can you learn everything in ten-minute snippets?

Kelvin: Mhmm.

Chuck: I’m not sure about that.

Kelvin: Yeah.

Tom: Yeah.

Kelvin: In our waning minutes here, what about what we might call now the traditional online and blended course? You talked about the semester structure, but do you think given the broad brushstrokes we’ve been talking about—the big backdrop—does online and blended have a potential positive impact on equity as well?

Chuck: How could they not? How could they not? In terms of doing what the university needs to become is this monstrous outreach institution that broadcasts education to every part of the world. Yeah, how can it not be part of that? Certainly, it has to be. But Katrina Meyer wrote this great piece about metaphors in online learning, and she ended it by saying, “Why do we have to call it online or blended or adaptive? Why don’t we just call it learning?”

Tom: Mhmm.

Chuck: Every time you hang a metaphor on it, you constrain yourself, and that’s a little bit of what we’ve done in my regiment in terms of doing that.

Tom: Yeah, and actually, I agree. I think the idea of making it more convenient, whether that’s through blended or online without reducing rigor or quality, obviously, but it addresses some of those scarcity issues that you were talking about.

Chuck: Right.
Tom: That if a student is faced with a decision. “Do I have to go to class, or do I have to take care of grandma? I’m going to take care of grandma, which means I miss class.” But if your class is online, when you’re done taking care of grandma, you can get to your class.

Chuck: Precisely.

Tom: And you hear it all the time from students. We had a wonderful video produced by our team here about one of our students: a single mom working two jobs. And she told me a story before we produced the video, which I wanted to make sure was included in the video, about a time where she took her daughter to the hospital. And she had to sit with her in the hospital, but she had an assignment due, and she had her laptop and she was able to turn it in bedside in the hospital without having anything get in the way of her school, but yet she was able to be present for her daughter in her time of need. I think that’s sort of the equity foundation behind online learning.

Kelvin: Yeah, we’ll stick a link to that video in the show notes online as well. That would probably be a good thing.

Chuck: Well, we tend to lose sight of what has transpired in our higher education and our education community in general. We are all here talking about mobile and digital and online and adaptive learning, and there’s this kind of notion that this has always been the way it is. No.

Kelvin: Mhmm.

Chuck: It has not been the way it is. And we look at the world today and we see all of these terrible stories on the news about how bad things are in the world. And Hans Rosling in his wonderful book *Factfulness* said look, if you look at the world a hundred years ago, it is a lot better than it was a hundred years ago. Young women are going to school. Infant mortality rate is plummeting. All kinds of good things are happening in the world. Legal slavery has just about disappeared. You have to get the right perspective on what’s happening. We’re on the horizon of an educational looming in my estimation. The model of Tangelo, the model of Parramore proves without a doubt that educational capacity is evenly distributed in all of our demographic areas.

Kelvin: Mhmm.

Chuck: We just have to figure out a way to bring it out. We have to do it, and the expenditures that we would place on this are well worth it. We have been spending our money poorly.

Kelvin: Mhmm.

Chuck: We need to be spending our money much more equitably in terms of these things.

Tom: That’s not a bad place to stop.
Kelvin: No, it’s not a bad place to stop, but we ought to probably have Chuck back in.

Tom: We could.

Kelvin: We probably have part two, part three.

Tom: Yeah, we should.

Kelvin: You know, there’s more to talk about here.

Tom: There’s a lot of stuff we can talk about, not just here based on Chuck’s research and there’s other things that we can certainly talk about.

Kelvin: I think we had like—(counting)—eight little bullet points we could have talked about.

Tom: (laughter) We didn’t cover any of them.

Kelvin: We touched on one. (laughter) We touched on one. That’s right.

Chuck: By the way, the coffee’s amazing.

Kelvin: There you go.

Tom: That’s good.

Kelvin: Foxtail Coffee Company, there you go. Well, why don’t I try to land this plane, put a button on the runway?

Tom: (laughter)

Kelvin: Or bow? I don’t know.

Tom: Bow on it, yes.

Kelvin: I don’t know, something or other.

Chuck: With the latest things happening, the airline’s probably not—

Tom: (laughter)

Kelvin: Yeah, that’s right.

Tom: Let’s put a bow on it, yeah.

Kelvin: Just land that thing.

Tom: Yeah.
Kelvin: Okay, so an important part of the access dimension of the Iron Triangle is ensuring equity and representation and success among all students, but new majority students especially. So, we might want to say we must look earnestly and honestly at the affordances and looking out for any possible constraints that digital learning, specifically adaptive learning but maybe online and blended learning and maybe learning analytics—we’ve talked about that—brings to equity. Oh, and Chuck has one more thing. He disagrees.

Tom: Chuck has one more thing.

Kelvin: (laughter)

Chuck: I have one more thing! As long as I’m talking about Tangelo, if you reach out to me and you want any of the information on outcomes of Tangelo or any of the documentation or you happen to be a multibillionaire listening to this and you would like our outline for replicating a Tangelo program or the press release or anything else.

Kelvin: Or you know a billionaire.

Tom: Yeah.

Chuck: Or you would like me to come and talk to your billionaire friends, I would be happy to do it. And if you know a billionaire, I will bring Harris Rosen with me.

Kelvin: So, we’ll put your contact info in the show notes.

Chuck: That would be great.

Kelvin: But you’re reachable at dziuban@ucf.edu, I think, maybe.

Chuck: I am, indeed.

Kelvin: Alright, there you go.

Chuck: And if you want to know how to spell Dziuban, just look it up on the show notes.

Kelvin: That’s right. That’s a good place for it.

Tom: So, hey, can I jump in with a plug before we wrap it up?

Kelvin: Yeah, please. Plug us in.

Tom: So, we got a really nice email recently. New TOPcast listener Laura Morthland from Southern Illinois University, Carbondale—

Kelvin: Oh, nice.
Tom: —wrote us recently and said, “I am binge listening my way backward in time [with TOPcast] and gaining confidence and interest as I go…TOPcast is a source of joy as well as a learning mode for me.”

Kelvin: “Source of joy.”

Tom: Thank you, Laura.

Kelvin: Who’d have thunk that.

Tom: Yeah.

Kelvin: “A source of joy.”

Tom: “A source of joy.”

Kelvin: That’s awesome.

Tom: That’s not bad.

Kelvin: That’s really good.

Tom: So, if you want to send us a note, we would love to hear from you too. Feel free to write a review on Apple Podcasts or send a note to topcast@ucf.edu and maybe you too will get a shout out.

Kelvin: Yeah.

Chuck: Can I be the sideman in your band?

Kelvin: *(laughter)* I think you’re there, Chuck.

Tom: You are the sideman in our band.

Kelvin: I think you’re there.

Tom: *(laughter)*

Kelvin: Well, on that note—

Tom: Thanks for joining us, Dr. Dziuban.

Kelvin: We’re glad to have you, and we’ll bring you back.

Tom: Yep.

Kelvin: Until next time for TOPcast, I’m Kelvin.
Tom: And I'm Tom.

Kelvin: See you.