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Riding in Tandem: Promoting Faculty Engagement Through Collaborative Strategies

Jaya Kannan, *Sacred Heart University*
Amanda Moras, *Sacred Heart University*

Riding in Tandem: Promoting Faculty Engagement Through Collaborative Development Strategies

Jaya Kannan
Director, Office of Digital Learning
Amanda Moras
Assistant Professor, Sociology

Sacred Heart
UNIVERSITY

Office of Digital Learning

Mission
Enhance teaching and learning through effective integration of the digital learning environment, in on-ground, blended, and online courses.

Designing Learning Environments to promote ACTIVE learning via Connected Learning Networks

Faculty Role – Technology Adoption

Technology & Pedagogy

Digital Fluency of Faculty

Centralized Structure

Effectiveness of Professional Development Strategies

Faculty Development: Challenges

From the 2014 NMC Horizon Report:

➢ "digital literacy is less about tools and more about thinking, and thus skills and standards based on tools and platforms have proven to be somewhat ephemeral."

➢ "workshops that provide introductions to new tools are the most common form of professional development, but what is missing is a deep intellectual and experiential engagement with underlying concepts."

Pedagogical Beliefs

Ertmer, Peggy A. "Teacher pedagogical beliefs and classroom technology use: A critical link." *Educational Technology Research and Development* 53.4 (2005): 25-40.

What is Digital Pedagogy?
And how is it different from teaching online?

"**Pedagogy concerns itself with the instantaneous, momentary, vital exchange that takes place in order for learning to happen**"

"**coterminous with critical pedagogy, given the degree to which the digital can function both as a tool for and an obstacle to liberation.**"
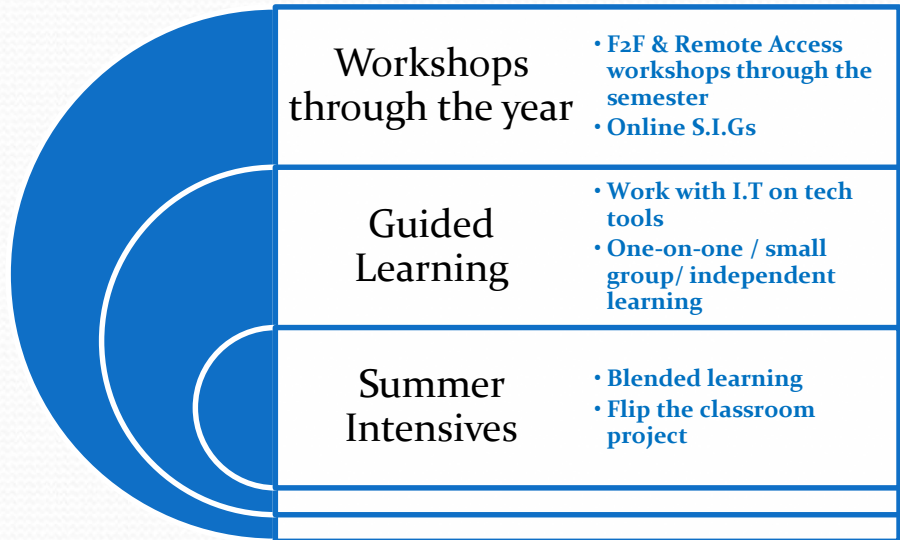
Stommel, Jesse. "Decoding Digital Pedagogy, Part 2: (Un)Mapping the Terrain." *Hybrid Pedagogy*. 5 March 2013. 17 June 2013.
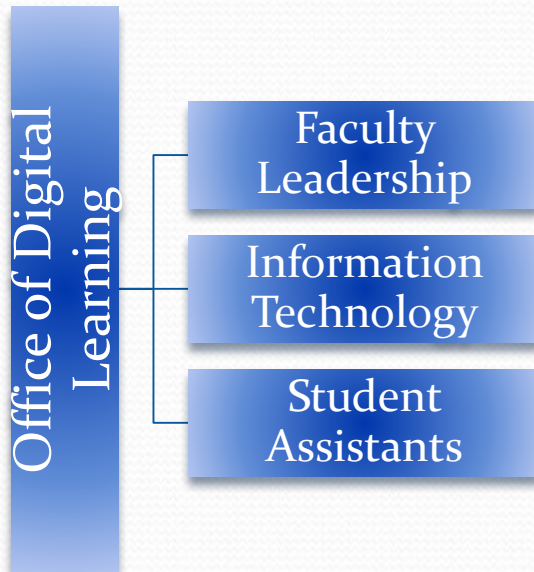
Faculty Development: Multimodal Approach

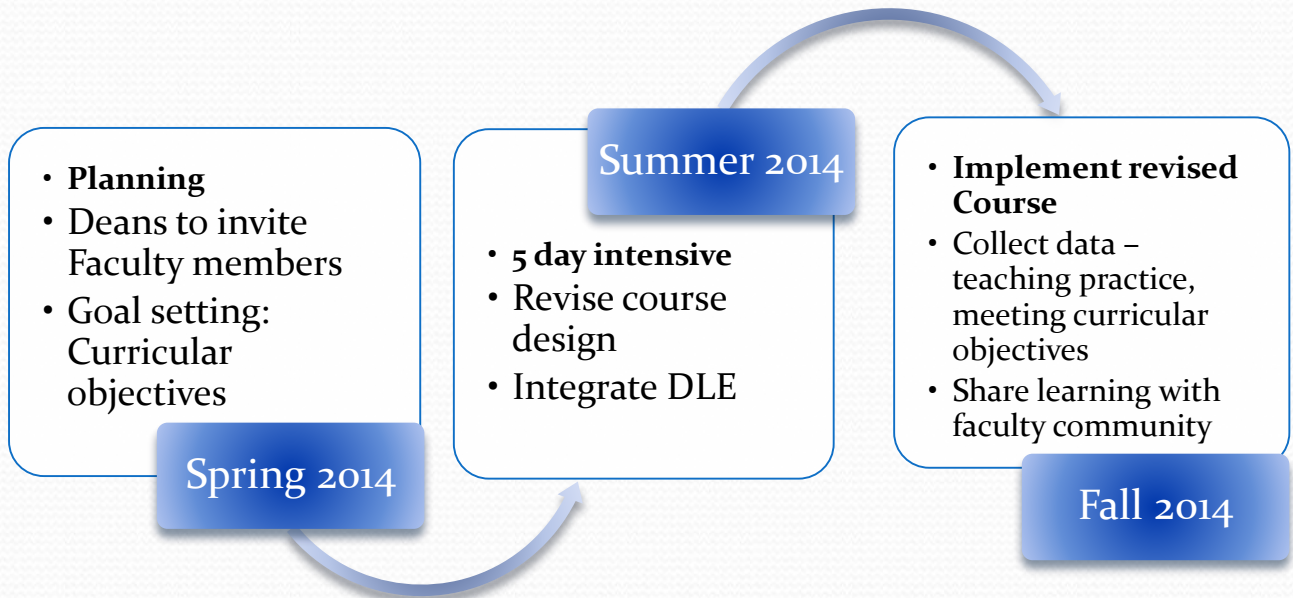**Self-Paced Learning**

Training Cycle of Continuum

Synchronous & Asynchronous

Workshops through the year
- F2F & Remote Access workshops through the semester
- Online S.I.Gs

Guided Learning
- Work with I.T on tech tools
- One-on-one / small group/ independent learning

Summer Intensives
- Blended learning
- Flip the classroom project

Institutional Implementation:
COLLABORATIVE APPROACH

Office of Digital Learning

- Faculty Leadership
- Information Technology
- Student Assistants

Summer Institute: Teaching Innovations

- **Planning**
- Deans to invite Faculty members
- Goal setting: Curricular objectives

Spring 2014

Summer 2014

- **5 day intensive**
- Revise course design
- Integrate DLE

- **Implement revised Course**
- Collect data – teaching practice, meeting curricular objectives
- Share learning with faculty community

Fall 2014

2014 Summer Institute: 7 Teams

Faculty 1 Faculty 2

Faculty 3

College-based teams Meeting Programmatic Goals

College	# of Faculty Participants	Faculty Facilitator
Health Professions	6	Team1: M. Barbour Team 2: J. Castonguay
Arts and Sciences	6	Team 1: A. Moras Team 2: P. Munday
Business	5	Team1: J. Castonguay Team 2: M. Barbour
Education	3	Team 1: P. Munday

Faculty participation = 15% of full-time faculty

Digital Tools: Learning by Discovery

Lecture, Screen and Personal Capture
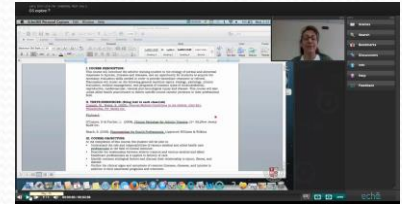
Self-regulated learning

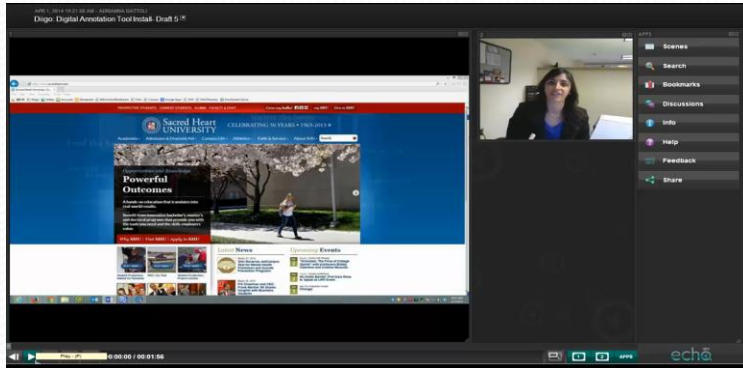MicroLecture
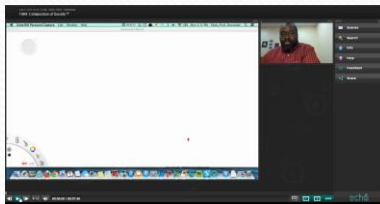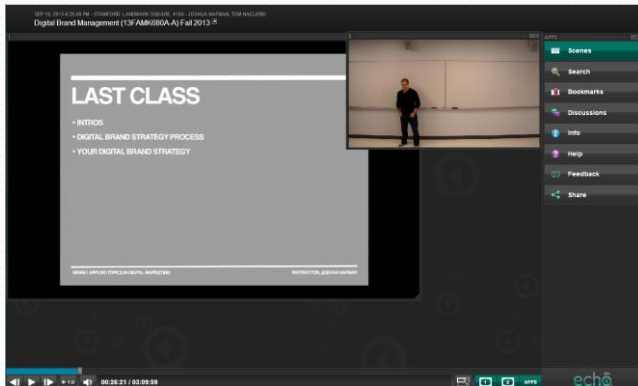

Online Presence

DIIGO for Digital Annotation

Office of Digital Learning
Jaya Kannan

Information Technology
Adrianna Dattoli

Lecture Capture

Stamford Campus

Disability Discourse

Video Annotation for Critical Analysis

College of Arts and
Sciences
Prof. Amanda Moras
Sociology

A collaborative site created by the students of FYEN125: The Irish Imagination

Elements of the Digital Pedagogue:

"the place where philosophy and practice meet (aka 'praxis')."

"The digital pedagogue teaches her tools, doesn't let them teach her." – Stommel, 2013.

"collaboration, playfulness/tinkering"
Katherine D. Harris e "mainstays of Digital Humanities" NITLE seminar"
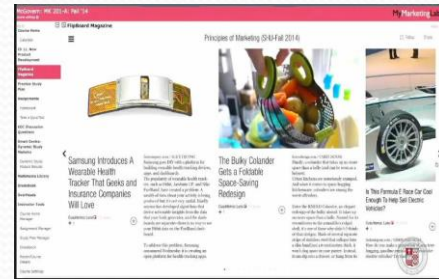
"**simply incorporating a technological tool *without* reflecting upon pedagogical change isn't digital pedagogy**"

Fyfe, P. (2011). Digital Pedagogy Unplugged. Digital Humanities Quarterly 5.3, 1-9. Retrieved from http://digitalhumanities.org/dhq/vol/5/3/000106/000106.html
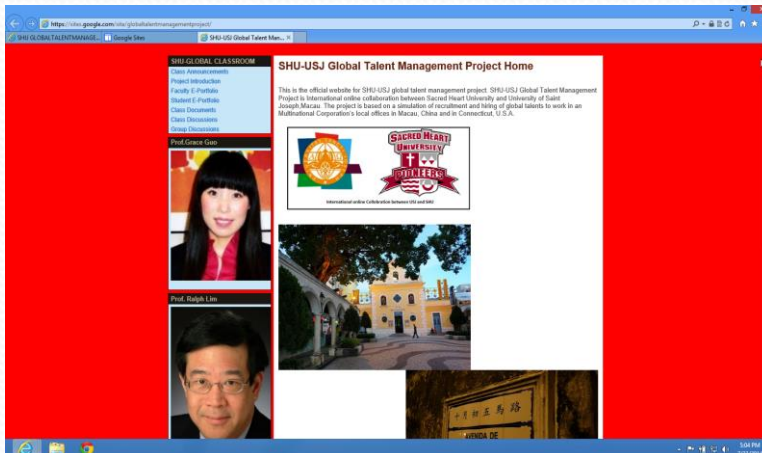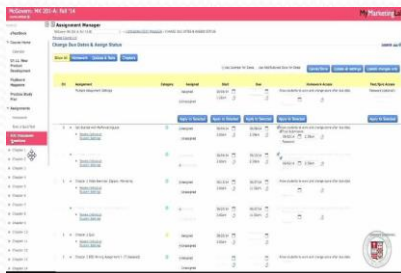

Alternate Online Platform using Google Tools SHU and USJ (China) "Global talent Management"
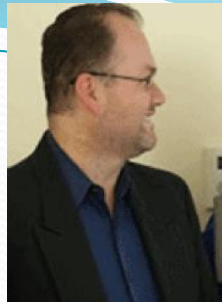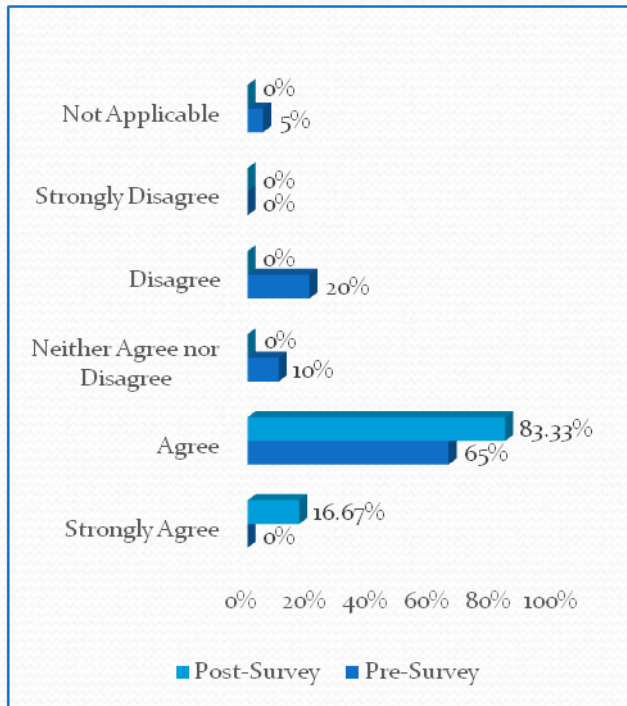
Flipboard

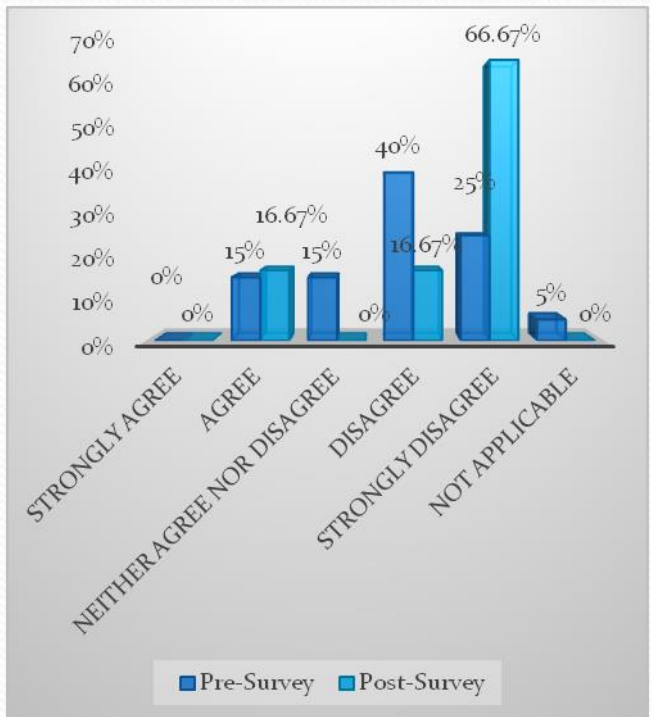**Motivation and Critical Reading**

Digital textbook

BEFORE and AFTER

I feel confident in my use of technology in the classroom.

I am hesitant to introduce new digital learning in my classroom.

What did you like **MOST** about the Summer Institute

- **Group Work & Discussions / Group Sessions**

- **Learning new skills and being with colleagues.**

- **The collegiality and the inspiring sharing of pedagogy between faculty and staff.**

- **The other people who attended and all the new things I learned. The presentations and discussions were very helpful in creating enthusiasm.**

- **Discovering all the new tools.**

- **I enjoyed the opportunity to interact with faculty, staff, and students from such a wide array of disciplines and areas.**

- **Hands-on learning combined with the assistance of students who were technologically savvy.**

- **The ability to interact with fellow faculty members and the time allotted to work with my team members.**

What did you like **LEAST** about the Summer Institute

- **The range of knowledge regarding digital learning**

- **Final day presentations**

- **We needed a bit more time to work on our projects in the afternoon - maybe another half hour. I was also disappointed in some of my colleagues' presentations on the last day - it seemed that they did not take their work seriously.**

- **Faculty taking more time than allocated for their presentations.**

- **Some of the sessions were a little boring and repetitive.**

- **I would have appreciated a session on how we can implement these digital tools in our scholarship and research as faculty.**

- **I would like to see more discussion about the social and ethical issues raised by technology in the classroom.**

Please suggest workshop topics for the next Summer Institute

- Have concurrent workshops so people can pick where they want to go based on their knowledge level

- Add more hands-on interactive training on specific software or APPs to the morning sessions

- More time to experiment with apps

- In technology one year in advance is a bit too early. Let's see what new things come out this year and let's talk about that after New Year's.

- Implementing digital tools in the scholarship and research for faculty.
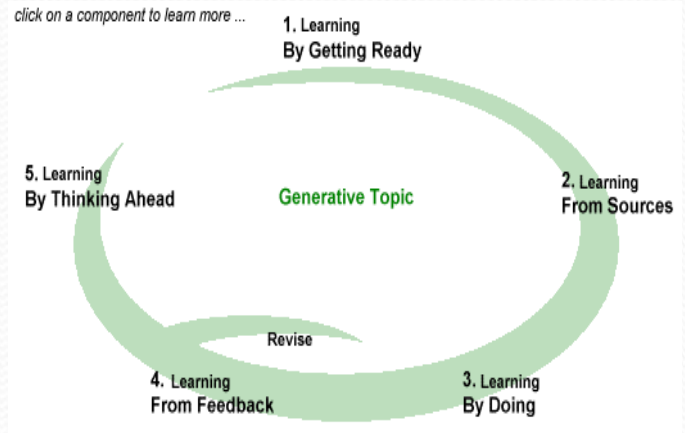
- Service and Experiential Learning

In what ways could the Summer Institute be improved ?

- More time set aside to work with a variety of the technology presented?

- Pre-readings before sessions start

- Classroom and time management - some faculty really needs to be timed!

- More time for group sessions.

- Breakout sessions so participants can decide the best session for them

- how digital technology can enhance not only our teaching, but also our scholarship and research as academics.

- Perhaps bringing in outside speakers as well as our own (highly competent) faculty.

- A bigger space for the institute and more plugs for the laptops.

WHAT NEXT ?????

Key Factors

1. Program based Goal-Setting

2. Clarity in Pedagogical Objectives

3. Networked Learning

4. Excitement of Learning Challenges

5. Tech Support

click on a component to learn more ...

1. Learning By Getting Ready

2. Learning From Sources

3. Learning By Doing

4. Learning From Feedback

5. Learning By Thinking Ahead

Generative Topic

Revise

Thanks to : http://learnweb.harvard.edu/alps/thinking/design_learning_spiral.cfm