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Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

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Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

Debby Espinor, Linda Samek, Robin Ashford, Anna Berardi, Gloria Doherty
Building on experience with a campus digital fluency initiative, a sustainable professional development model has been developed that is transferable to mentoring the next generation of leaders in many areas in higher education. This model is easily replicated and can transform the work we do on our campuses to provide networks and opportunities for faculty integrating digital technologies and other innovations into the classrooms and academic work.
Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

Engaging Question

How can YOU get buy-in from administration, and motivation for faculty, to change current teaching styles to incorporate more technology into existing pedagogy?
DFI Mission Statement
A faculty-led peer mentoring program integrating education technologies and complementary pedagogies to facilitate student engagement and learning outcomes.

DFI Desired Outcomes
For George Fox University faculty to be known as effective edtech informed educators in response to current and future student education needs.

Phase I: Within 4 years, develop an effective and self-sustaining faculty-peer mentoring program within each college evidenced through student learning and engagement.

Phase II: Extend DFI service to adjunct teaching staff; and create training and certification opportunities for educators interested in enrolling in GFU edtech workshops.
We have tried –
- Full faculty presentations
- Peer led breakout group workshops during faculty conference
- Invitations to brown bag lunch sessions
- Various online training opportunities, etc.

with mixed results.

It became clear from conversations and faculty surveys that they really wanted one-on-one tutoring.
We started looking for grants and found most were for K-12 for faculty development.

Explored internal budget, but not considered an essential need at the time.

Innovation funding became available in spring 2015, so we used the proposal we had developed as a team - $85,000 for the pilot year with requirement to show results for continuation.
Technology is ubiquitous in higher education and increasingly integrated into teaching and learning. Students say that they want more and better uses of technology in the classroom. Given this student demand, it is critical to identify what factors can lead faculty to integrate more technology into their teaching.

- ECAR Study of Faculty and Information Technology, 2017

The question about integrating technology into courses was followed by a question about factors that would motivate the respondent to integrate more or better technology into their teaching practices or curriculum. At the top of that list, selected by more than one-third of respondents, were “Clear indication/evidence that students would benefit” and “Release time to design/redesign my courses.”

-ECAR Study of Faculty and Information Technology, 2017

Fig. 12 Faculty responses about whether greater skill with these technologies would make them more effective instructors.

ECAR Study of Faculty and Information Technology, 2017
Mentoring

“Mentoring is just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future.” - Educause, About Mentoring

At its most basic, “mentoring is collaboration – a caring, sharing, and encouraging relationship with a focus on the enhancement of the protégé's or mentee's growth and skill development.” - Educause, About Mentoring
Changing Roles of IT and ET

Training ➔ Mentor Support

- Workshops
- Systems Training Sessions
- On Demand Quick Guides
- Webinars and Walk-in Labs
- Faculty Led Brown Bag Sessions
- Micro Credentials
Changing Roles of IT and ET

Systems ⇒ Digital Learning

- Value of the LMS
- Servicing Systems
- How-to Training
- Distributed to Digital Learning
- Student Learning Outcomes and Design
- Innovation
DATA to Start the Conversation

Digital Fluency Institute Participants by College - GFU 2015-2017

- Seminary and College of Christian Studies: 11
- College of Engineering: 10
- College of Business: 6
- College of Education: 21
- College of Arts and Sciences: 32
- College of Behavioral and Health Sciences: 19
- Administration: 1

Faculty Bootcamp: 46 Total
New Faculty: 54 Total
APPLICATION PROCESS
Goals for Digital Fluency

79 Faculty Applications
# Sample Professional Development Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday - 8</th>
<th>Tuesday - 9</th>
<th>Wednesday - 10</th>
<th>Thursday - 11</th>
<th>Friday - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Welcome Introductions - ALL Light Breakfast provided</td>
<td>Current Trends in Technology Pedagogy: John Spencer (College of Education)</td>
<td>Online and Hybrid Pedagogy: Dobby Espinor (College of Education)</td>
<td>Screencasting - Many different ways: Brent Weaver (College of Art’s and Sciences)</td>
<td>Student Engagement in the classroom 2: Linda Samich</td>
</tr>
<tr>
<td>10:30</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td>Rubrics for Evaluation: Anna Benardi</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Grand Design: Linda Samich (Provost)</td>
<td>Moodle: Gradebook: Gloria</td>
<td>Discussion: Forms: Linda</td>
<td>Social Media: Robin</td>
<td>The Future is “YOU” (Reynolds)</td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 PM</td>
<td>Playtime with iPads: Rm 1</td>
<td>Playtime: Rm 160</td>
<td>Playtime: Rm 160</td>
<td>Who are the students from K-12?: Jeff (Newberg Public Schools)</td>
<td>Show and Tell: Whole group</td>
</tr>
<tr>
<td>2 PM</td>
<td>Mentor and Small group Sessions: Anna Benardi</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
</tr>
<tr>
<td>4 PM</td>
<td>Mentor and Small group Sessions: Anna Benardi</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
<td>Mentor and Small group Sessions</td>
</tr>
</tbody>
</table>

**Outcome for the Day**

- Review syllabus or course outline for potential development
- Identify new teaching or assessment strategies that could be incorporated into updated course
- Learn a new iPad application or other teaching strategy
- Produce a short screencast to be used in the updated course
- Identify a course assessment that could be done with a rubric and begin development

**Sample 5-DAY**
Leadership and Diversity Model

- Began with “Search Advocate” recruiting initiative also developed in boot camp model
- An increase in number of faculty of color provoked a need for mentoring
- Current faculty of color were trained by the Chief Diversity Officer and a faculty member

- 10 new faculty of color are being mentored this year by their peers
- Book clubs run by existing faculty
- Dinners every other month to check in
- Connections to university leadership
- Goal is 100% retention of new faculty of color
DFI Structure & Vision
1 EdTech Director & 3 Mentors per College

Digital Fluency Institute
AAO

DFI Planning Team:
Provost; DFI Co-Directors; E-Learning & EdTech Faculty & Admins;
Director of Education Technology per College

- College of Behavioral & Health Sciences
  - School of Nursing
  - Dept of Psychology
  - School of Social Work
  - Grad School of Clinical Psy
  - School of Physical Therapy
  - Dept of Health & Human Performance

- College of Education
  - School of Education
  - Dept of Prof Studies
  - Grad School of Counseling
  - ELI

- Seminary & College of Christian Studies
  - Seminary
  - College of Christian St

- College of Arts & Sciences
  - Dept of Art & Design
  - Dept of Music
  - Dept of English & Theater
  - Dept of Com, Jour, & Cin Arts
  - Dept of Biology & Chemistry
  - Dept of Wrld Lang, Soc & Ctrl Studies
  - Dept of History, Politics, & Intrnl Studies

- Administration

- College of Business
  - Dept of Business & Economics
  - Grad School of Business
DFI Structure & Vision
1 DFI Director & 3 Mentors per College

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- College of Education
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  - Dept of Prof Studies
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  - Dept of English & Theater
  - Dept of Music
  - Dept of Com, Jour, & Cin Arts
  - Dept of Biology & Chemistry
  - Dept of Wld Lang, Soc & Ctrl Studies
  - Dept of History, Politics, & Intrnl Studies

- College of Engineering
  - Dept of Mathematics
  - Dept of Mech & Civil Eng
  - Electrical & Computer Engineering

- College of Business
  - Dept of Business & Economics
  - Grad School of Business

Administration

Year 1: 22 Total
- 15 Faculty
- 7 Mentors
DFI Structure & Vision

1 DFI Director & 3 Mentors per College

Digital Fluency Institute
AAO

DFI Planning Team:
Provost; DFI Co-Directors; E-Learning & EdTech Faculty & Admins;
Director of Education Technology per College

College of Behavioral & Health Sciences
- Faculty Y-2
- School of Nursing
- Dept of Psychology
- School of Social Work
- Grad School of Clinical Psy
- School of Physical Therapy
- Dept of Health & Human Performance

College of Education
- Faculty Y-2
- School of Education
- Dept of Prof Studies
- Grad School of Counseling
- ELI

College of Engineering
- Faculty Y-2
- Dept of Mathematics
- Dept of Mech & Civil Eng
- Electrical & Computer Engineering

College of Arts & Sciences
- Faculty Y-1
- Dept of Art & Design
- Dept of English & Theater
- Dept of Com, Jour, & Cin Arts

Seminary & College of Christian Studies
- Faculty Y-2
- Seminary
- College of Christian St

College of Business
- Faculty Y-1
- Dept of Business & Economics
- Grad School of Business

Administration

Year 1: 22 Total
- 15 Faculty
- 7 Mentors

Year 2: 39 Total
- 14 Faculty (29 Total)
- 2+ Mentors (9 Total)
- 1 Director
DFI Structure & Vision
1 DFI Director & 3 Mentors per College

Digital Fluency Institute
AAO

DFI Planning Team:
Provost; DFI Co-Directors; E-Learning & EdTech Faculty & Admins;
Director of Education Technology per College

Year 1: 22 Total
* 15 Faculty
* 7 Mentors

Year 2: 39 Total
* 14 Faculty (29 Total)
* 2+ Mentors (9 Total)
* 1 Director

Year 3-Fall: 59 Total
* 17 Faculty (46 Total)
* 2+ Mentors (11 Total)
* 1 Director (2 Total)
DFI Structure & Vision
Guiding Principles Informing Structure & Process

- A System Change (Institution, Culture, Practice)
- Peer-Mentor Model
- Based on these Guiding Values / Principles:

<table>
<thead>
<tr>
<th></th>
<th>Guiding Principle</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participant Voice</td>
<td>* Not top-down; Voice Honored</td>
</tr>
<tr>
<td>2</td>
<td>Participant Involvement</td>
<td>* Co-Creators; Ownership; Abilities Honored</td>
</tr>
<tr>
<td>3</td>
<td>Mutual Partnership</td>
<td>* Builds Collegiality, good will, <em>friendship</em>.</td>
</tr>
<tr>
<td>4</td>
<td>Mutual Accountability for Outcomes</td>
<td>* Informed by nature of problem (i.e., teaching &amp; learning) and system constraints (i.e., $ sources)</td>
</tr>
</tbody>
</table>
| 5 | Voluntary Participation                                                           | * Decreases defensiveness, pessimism  
* Generate positive energy for other faculty & admins                                                                                   |
| 6 | Incentives for Honoring Time                                                      | * Being overwhelmed breeds disinterest  
* Feeling undercompensated breeds resentment                                                                                               |
| 7 | Data *Informed* in Problem ID, Change Methods, Needs, Interests, Motivations of Target Group | * Multiple source data (including personal understanding of our culture / group think) informs creation of specific activities |
NEW FACULTY Development
The Newest Model

Transition 2017-2018

Semester 1 -- Last cohort of existing faculty plus mentoring for the semester.

Semester 1 and 2 - Focus on New Faculty

- 40 Hours of Training across 5 days
  - 1 Day Prior to Fall Semester
  - 2 Days during Mid-Semester break
  - 2 Days after the end of 2nd Semester

Semester 2 - Assign mentors for New Faculty for 2 hr month 1:1 coaching.

Brief Summary of Sessions

Day 1 - Concentrate on the LMS that New Faculty will be using.
Day 2-3 Go deeper into a variety of technologies that are a high priority for new faculty (based upon a survey given to them in Nov)
Day 4-5 Guest Speakers and deeper focus on preparing for fall with VoiceThread, Screencasting and Student Engagement
Thank You

Linda Samek, Robin Ashford, Debby Espinor, Anna Berardi & Gloria Doherty