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

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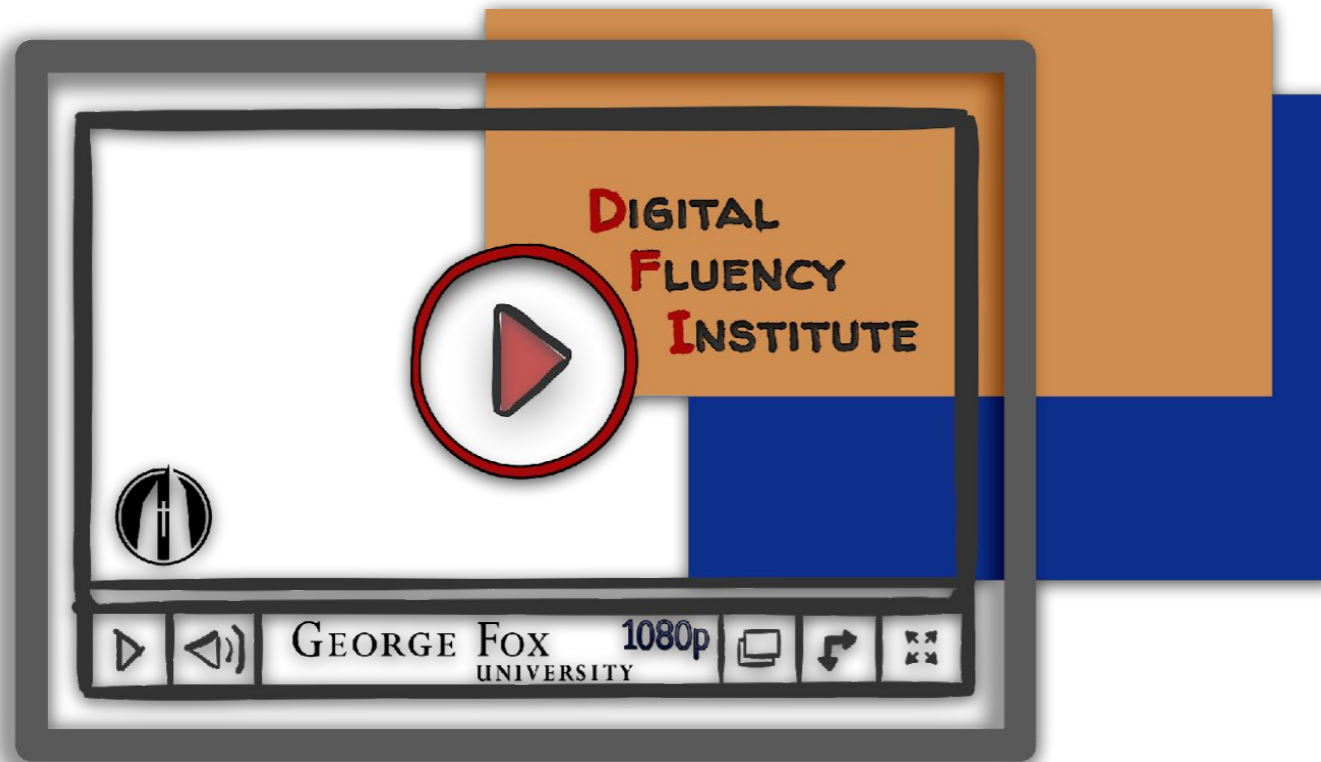
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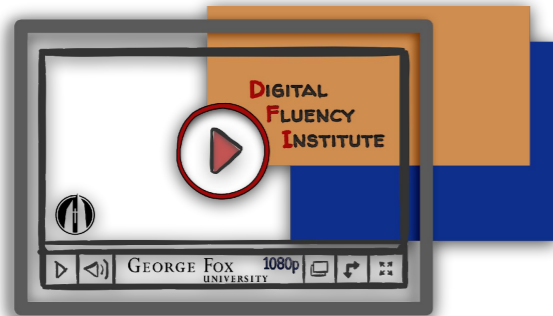
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Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

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

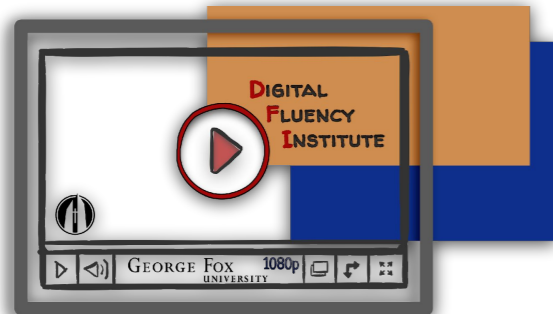




Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

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.



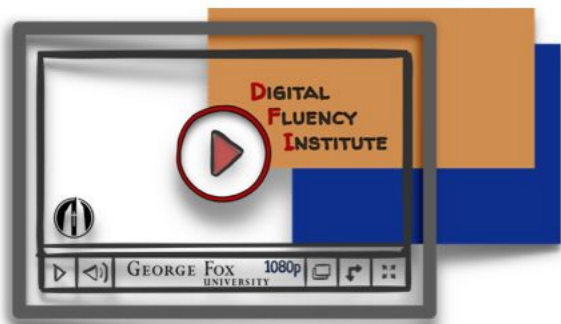


Building a Sustainable Model for Developing Digital Fluency in Higher Education Faculty on a Shoestring Budget

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?





Digital Fluency Institute Overview

DFI Mission Statement

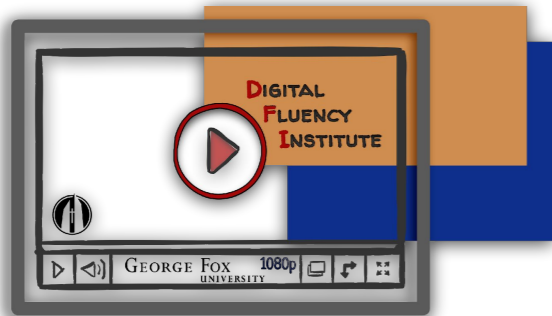
A faculty-led peer mentoring program integrating education technologies and complementary pedagogies to facilitate student engagement and learning outcomes.

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.



Why a Peer-Assisted Model? Listening to Faculty

- 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





GEORGE FOX UNIVERSITY 1080p

Funding

A Four-Year Endeavor

- 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



DFI Guiding Research

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

<https://library.educause.edu/resources/2017/10/ecar-study-of-faculty-and-information-technology-2017>



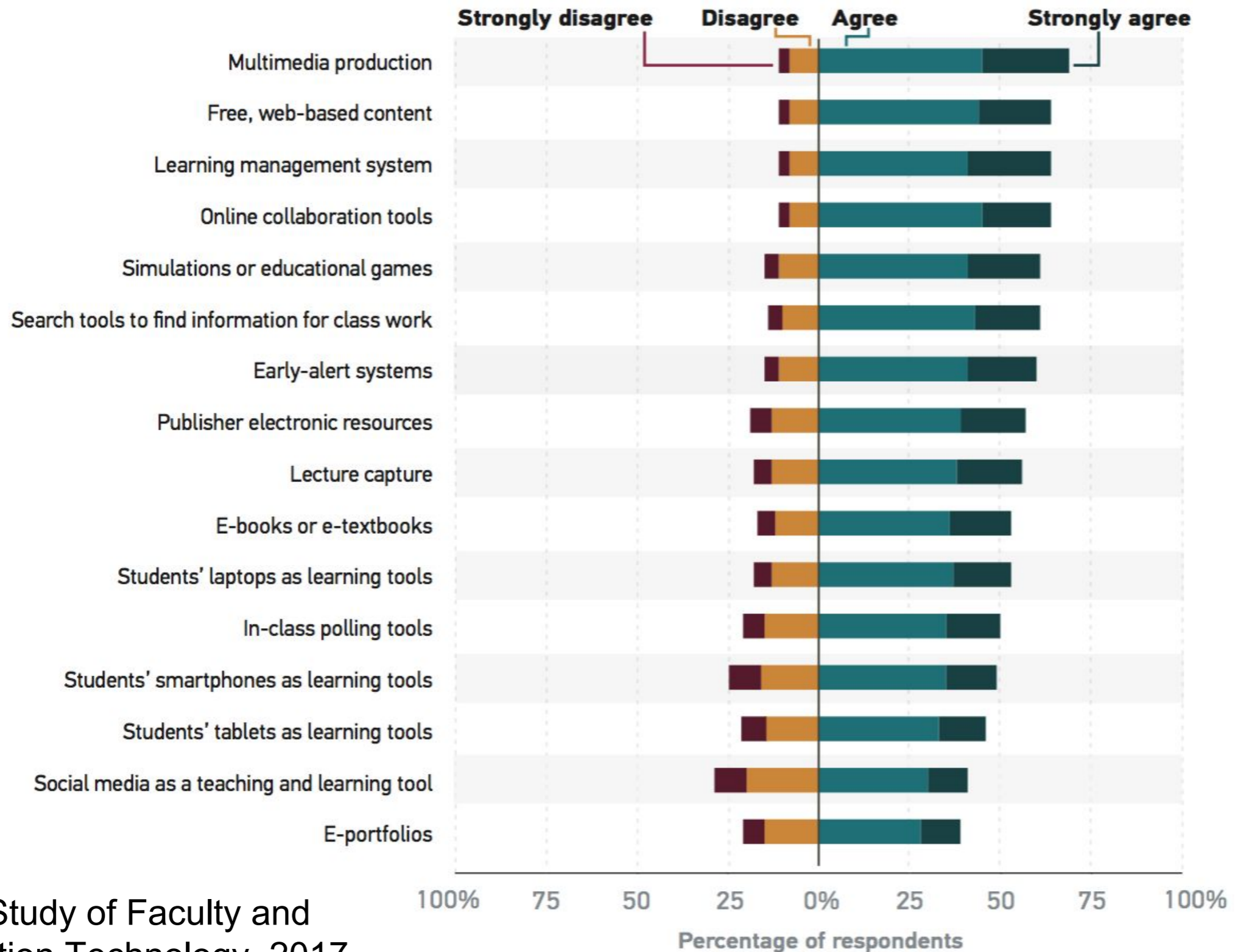
DFI Guiding Research

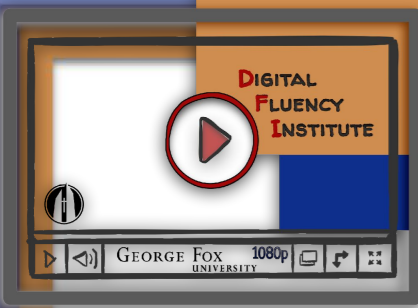
The question about integrating technology into courses was followed by a question about factors that would motivate the respondent to integrate more or better technology into their teaching practices or curriculum. At the top of that list, selected by more than one-third of respondents, were “Clear indication/evidence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

-ECAR Study of Faculty and Information Technology, 2017

<https://library.educause.edu/resources/2017/10/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





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

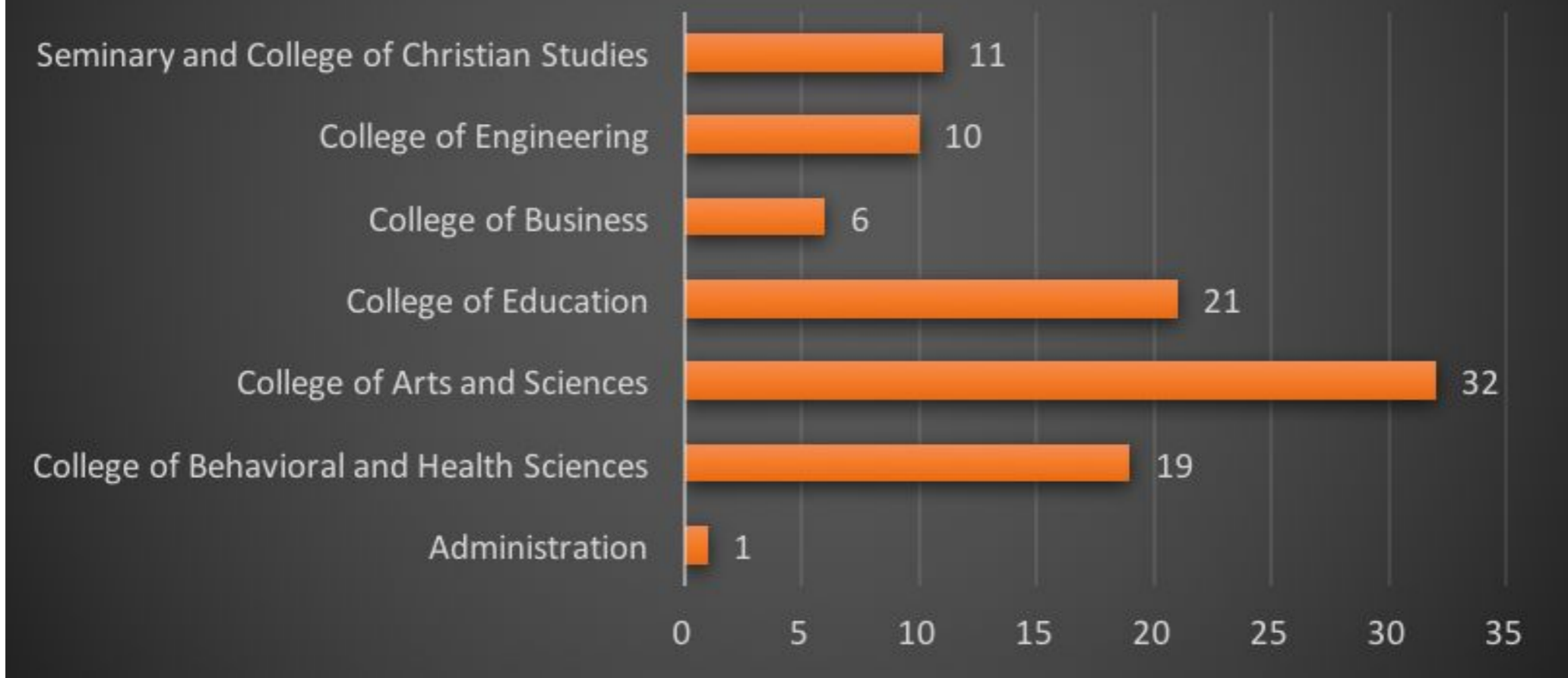
Systems ⇨ Digital Learning

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

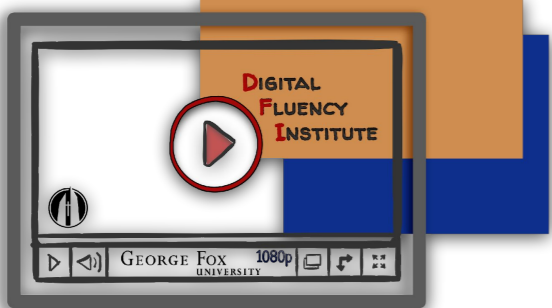


DATA to Start the Conversation

Digital Fluency Institute Participants by College - GFU 2015-2017

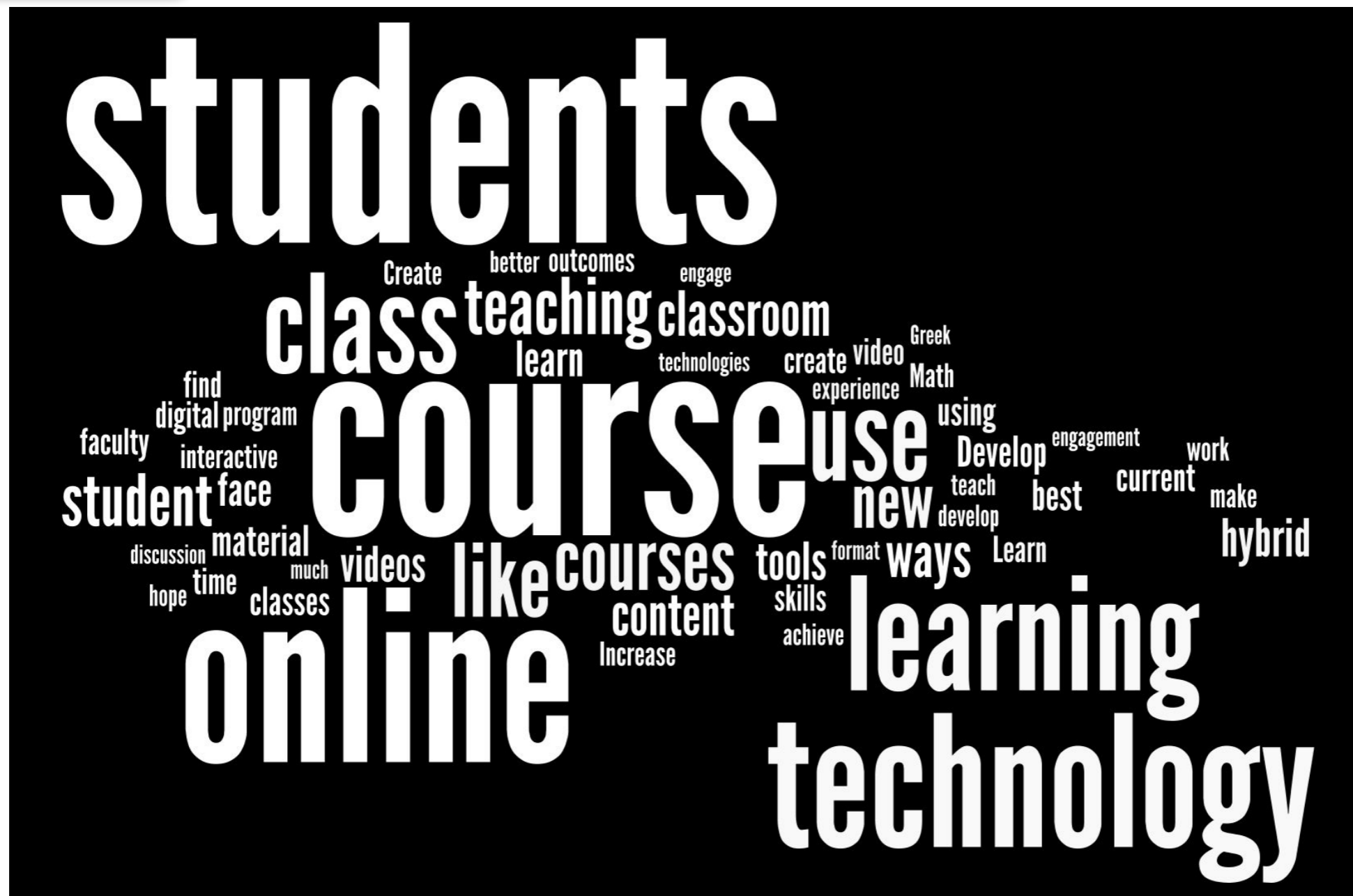


Faculty Bootcamp: 46 Total
New Faculty: 54 Total

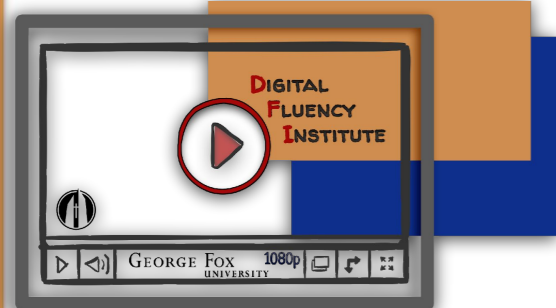


APPLICATION PROCESS

Goals for Digital Fluency



79 Faculty Applications



SAMPLE PROFESSIONAL DEVELOPMENT SCHEDULE

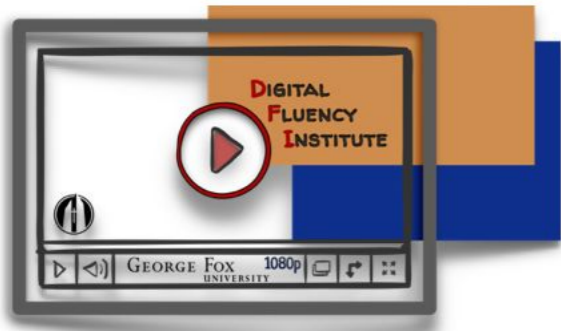
	Monday - 8	Tuesday -9	Wednesday -10	Thursday - 11	Friday-12
9:00 AM SESSION 1	Welcome Introductions - ALL <i>Light Breakfast provided</i> Digital Fluency <i>Robin Ashford (Librarian)</i>	Current Trends in Technology Pedagogy <i>John Spencer (College of Education)</i>	Online and Hybrid Pedagogy <i>Debby Espinor (College of Education)</i>	Screencasting – Many different ways <i>Brent Weaver (College of Art's and Sciences)</i>	Student Engagement in the classroom 2 <i>Linda Samek</i> Rubrics for Evaluation <i>Anna Berardi (College of Education)</i> <i>Counseling</i>
10:30 BREAK					
10:45 AM SESSION 2	Grand design and Student Engagement 1 <i>Linda Samek (Provost)</i>	Moodle Grade-book <i>Gloria</i>	Discussion Forums <i>Linda</i>	Social Media <i>Robin</i>	Apps <i>TBD</i>
12:00 LUNCH	Provided	Bring your lunch	Bring your lunch	Bring your lunch	Bring your lunch
12:45 PM SESSION 3	Playtime with iPads Rm 168/169 <i>Gloria Doherty</i>	Playtime with iPads Rm 168/169 <i>Gloria Doherty</i>	Playtime with iPads Rm 168/169 <i>Gloria Doherty</i>	Who are the students coming from K-12? <i>Michelle Neff (Newberg Public Schools)</i>	Show and Tell <i>Whole group</i>
1:30 PM	Accessibility and Universal Design <i>Goody</i> <i>Information Officer</i>	Orient to Google Docs <i>Anna Berardi / Gloria Doherty</i>	Mentor and Small group Sessions	Mentor and Small group Sessions	
3:00 PM	Mentor and Small group Sessions <i>Anna Berardi</i>	Mentor and Small group Sessions			
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 BODAY



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

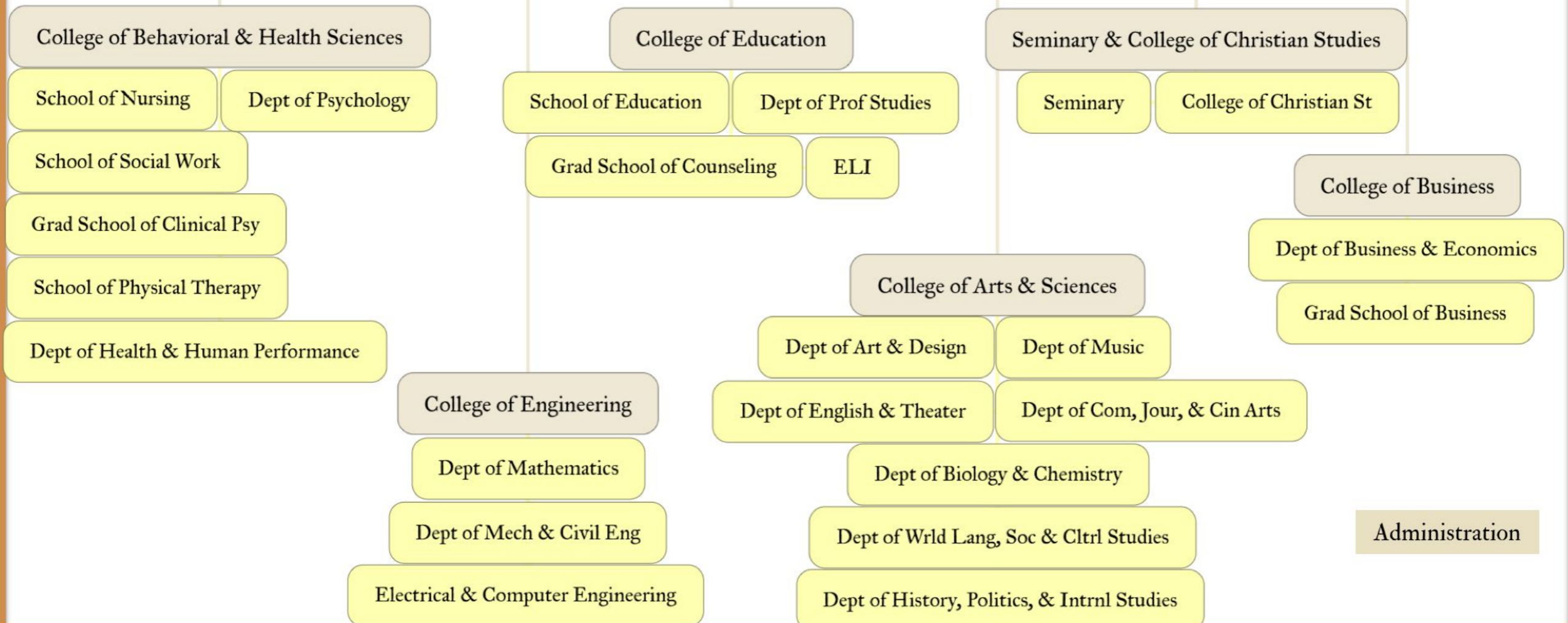


DFI Structure & Vision

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



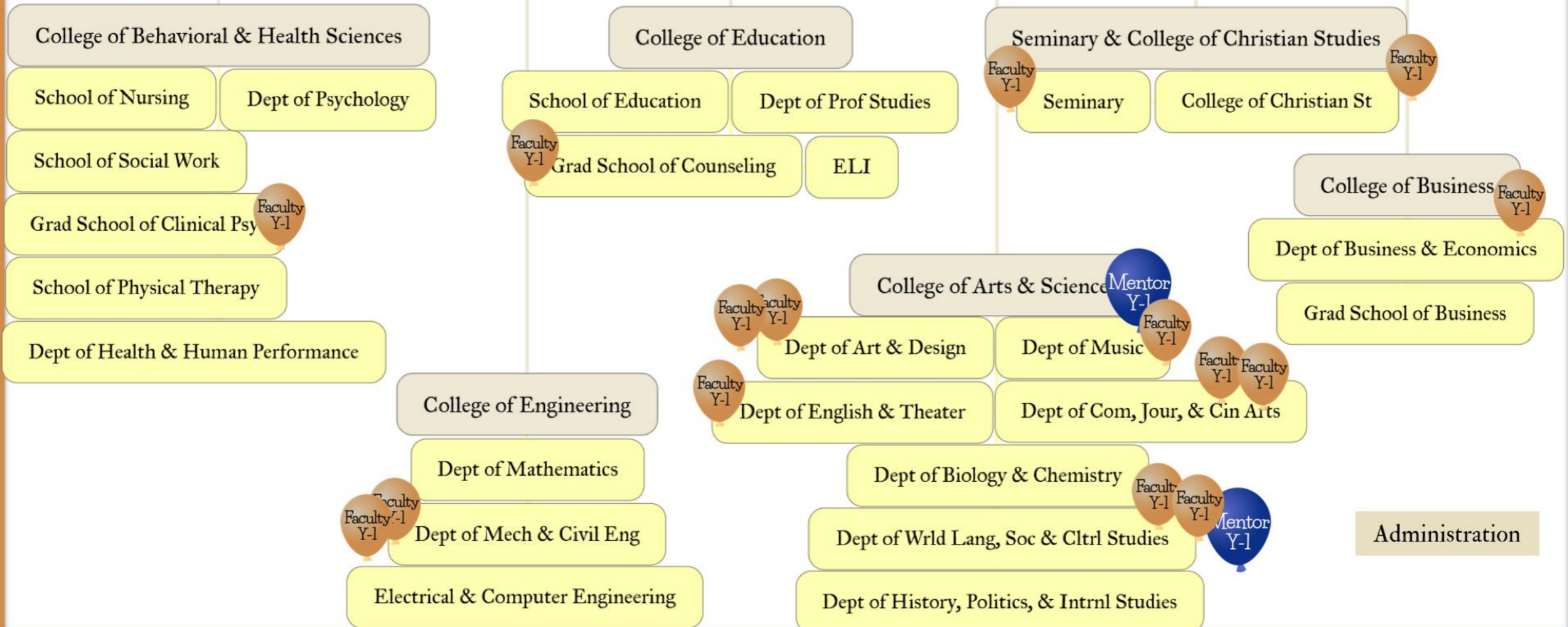
Year 1: 22 Total
 * 15 Faculty
 * 7 Mentors

DFI Structure & Vision

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DFI Structure & Vision

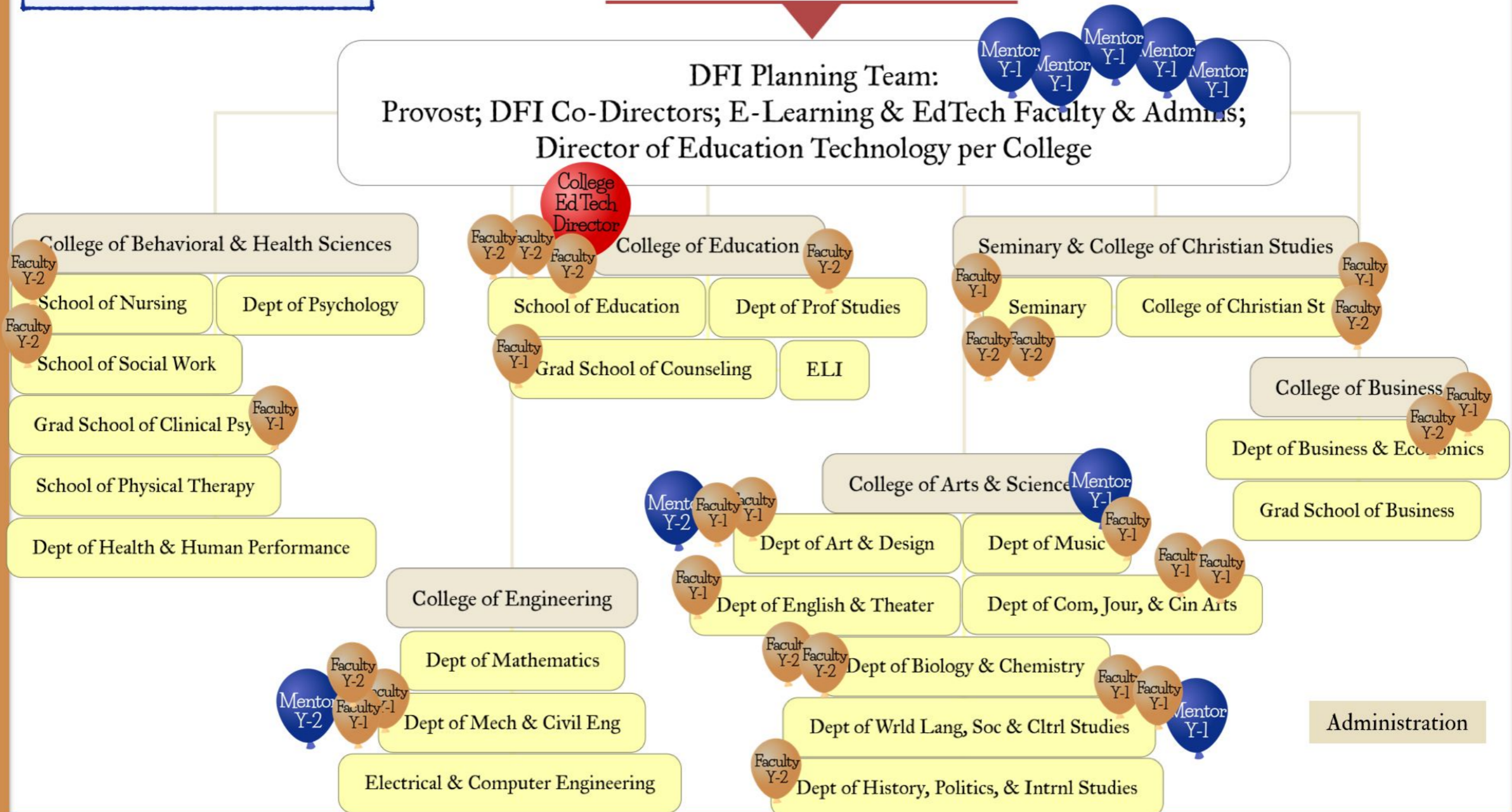
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Year 1: 22 Total
 * 15 Faculty
 * 7 Mentors

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

Digital Fluency Institute AAO

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DFI Structure & Vision

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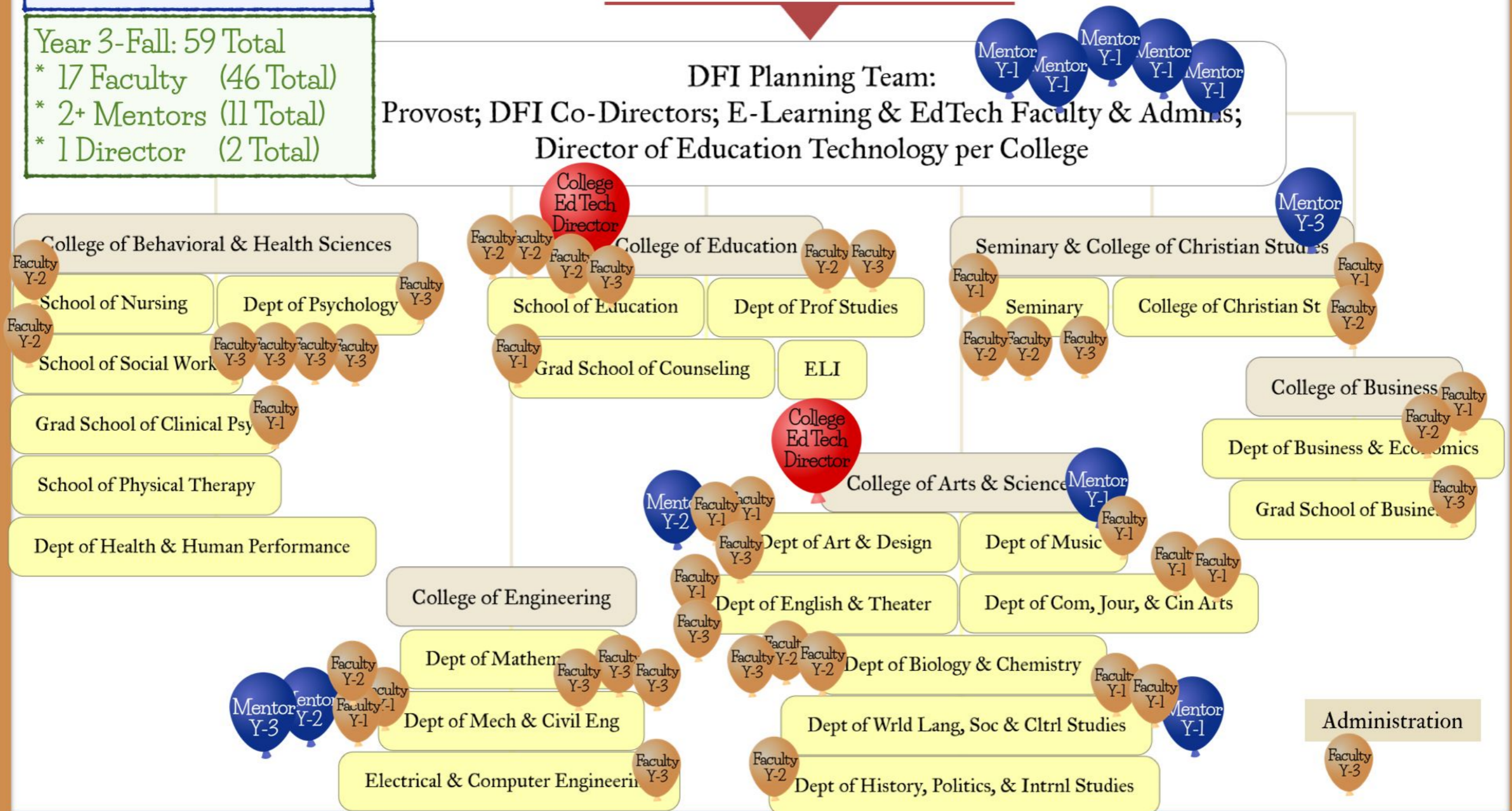
Year 1: 22 Total
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 * 7 Mentors

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 * 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)

Digital Fluency Institute AAO

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DFI Structure & Vision

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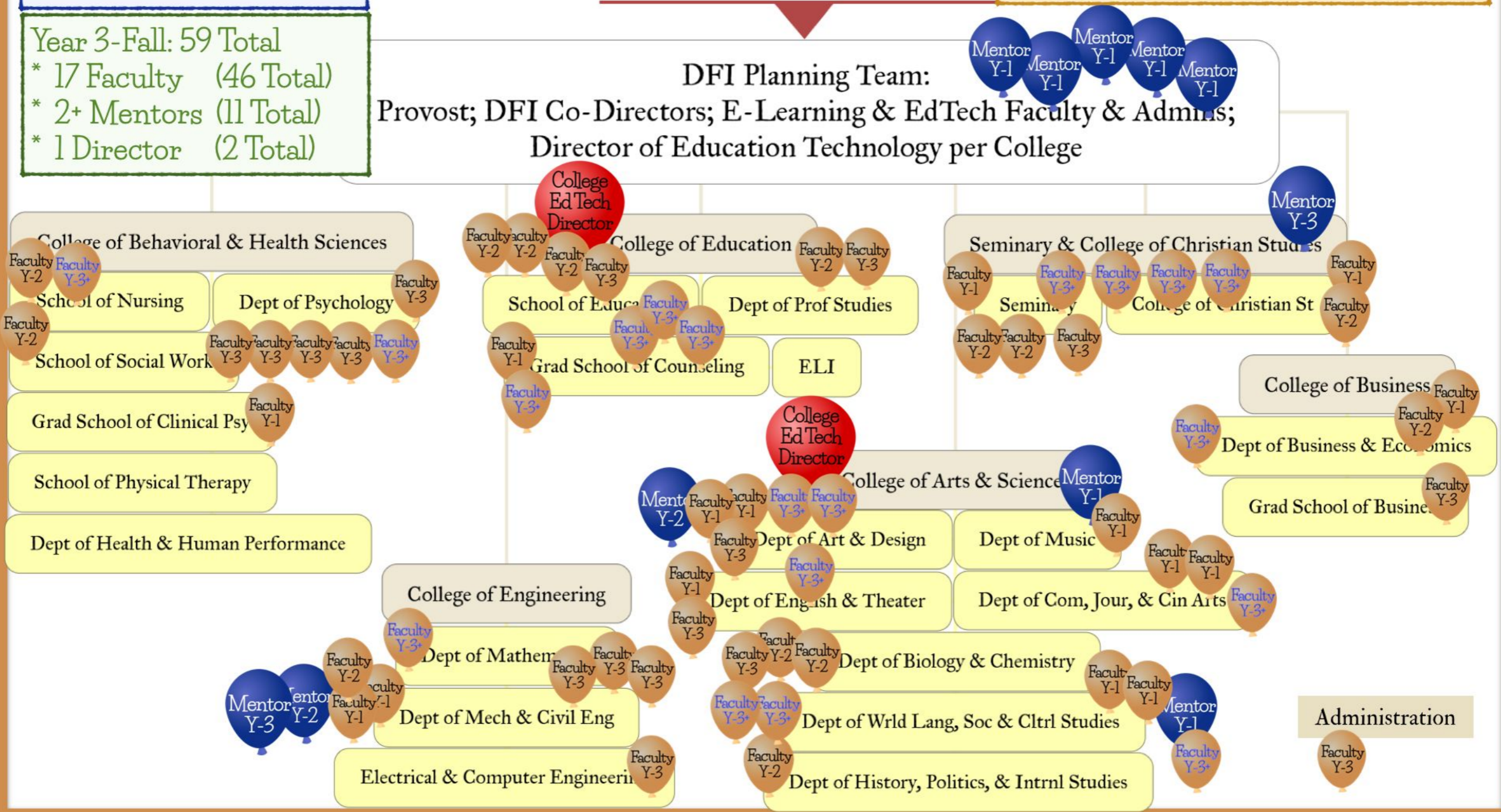
Year 2: 39 Total
 * 14 Faculty (29 Total)
 * 2+ Mentors (9 Total)
 * 1 Director

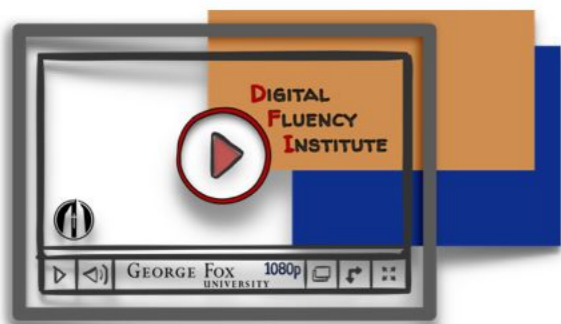
Year 3-Fall: 59 Total
 * 17 Faculty (46 Total)
 * 2+ Mentors (11 Total)
 * 1 Director (2 Total)

Year 3-Spring: 78 Total Participants
 * 19 New Faculty (65 Ttl Mentees)
 * 11 Mentors
 * 2 Directors

Digital Fluency Institute
 AAO

DFI Planning Team:
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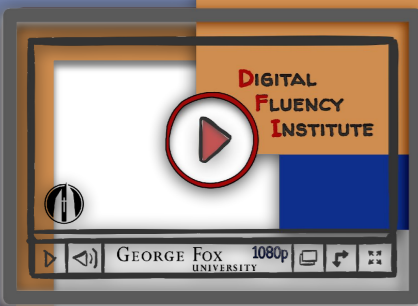


DFI Structure & Vision

Guiding Principles Informing Structure & Process

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

1	Participant Voice	* Not top-down; Voice Honored
2	Participant Involvement	* Co-Creators; Ownership; Abilities Honored
3	Mutual Partnership	* Builds Collegiality, good will, <i>friendship</i> .
4	Mutual Accountability for Outcomes	* Informed by nature of problem (i.e., teaching & learning) and system constraints (i.e., \$ sources)
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 <i>Informed</i> 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.

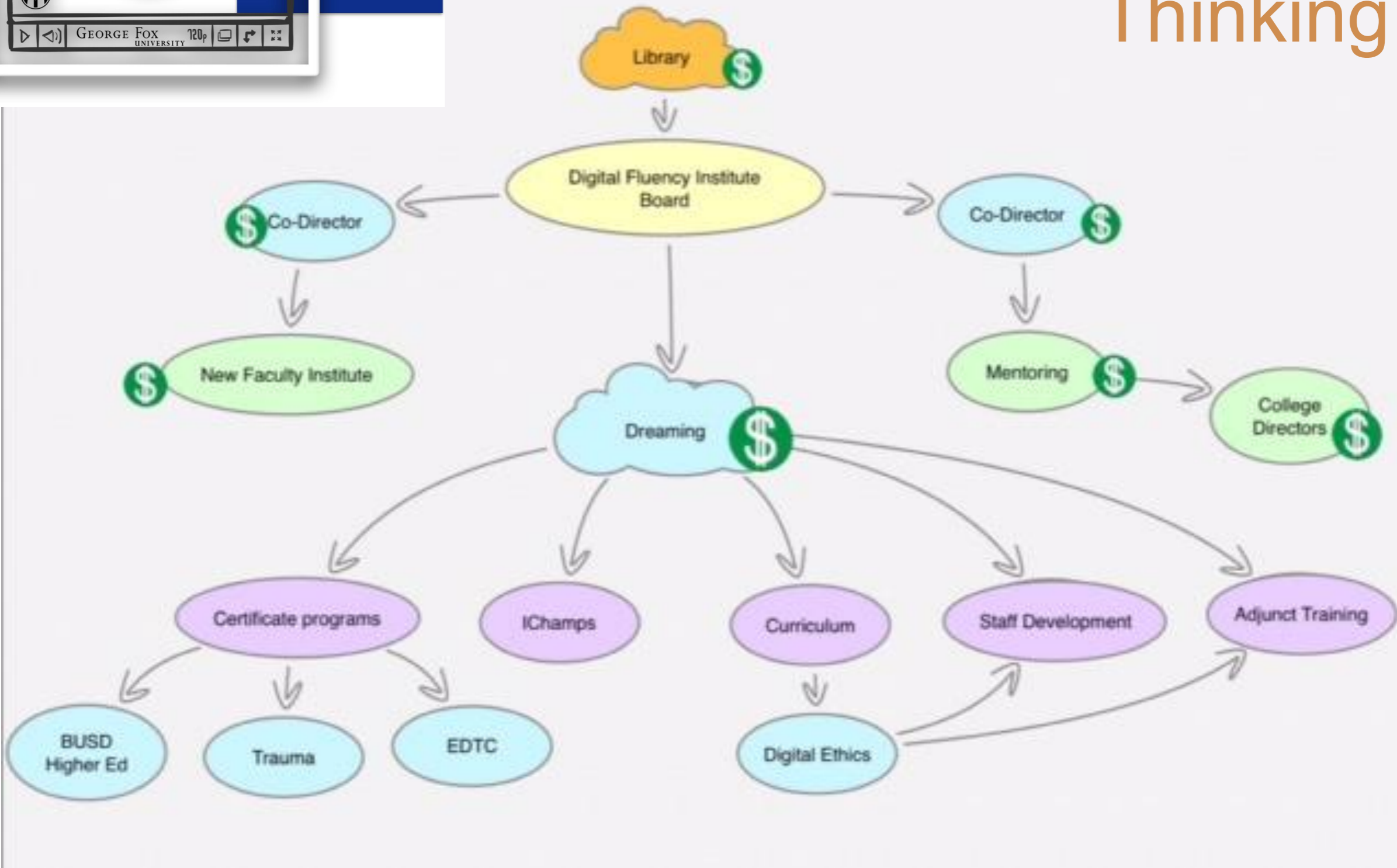
Brief Summary of Sessions

Day 1 - Concentrate on the LMS that New Faculty will be using.

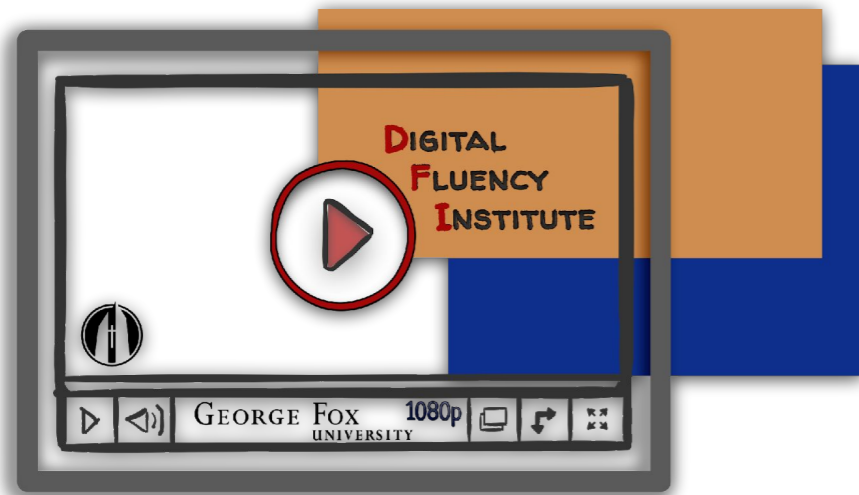
Day 2-3 Go deeper into a variety of technologies that are a high priority for new faculty (based upon a survey given to them in Nov)

Day 4-5 Guest Speakers and deeper focus on preparing for fall with VoiceThread, Screencasting and Student Engagement

2018 Latest Thinking



CCCU International Forum February 2018



Thank You

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

