



Emory Center for Digital Scholarship's Technology, Pedagogy, Curriculum + Research Program

Instructors:

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9:00am-noon MW

ECDS Woodruff Library Room 303F

Course Description:

TPC+R presents an opportunity for graduate students to explore how to use new technologies in their research and teaching with the support of ECDS staff. During the course of the program, participants will be introduced to an array of digital tools for teaching, discuss practical and theoretical models for using technology in their pedagogy, and receive assistance in developing materials for their own courses.

Participants will also be introduced to the ways that technology can alter how they conduct and disseminate their research with the help of ECDS staff, and be introduced the suite of research tools offered by the center. Participants will leave this program having designed their own professional website, created digital assignments, and with ideas for how to use technology supported by ECDS in their classes and dissertations.

Course Goals:

Participants will:

- Be able to identify and describe best practices for technology enhanced pedagogy.
- Develop a course assignment using digital tools.
- Develop a rubric for assignment assessment.
- Write a teaching philosophy that includes an emphasis on digital pedagogy.
- Construct course goals that reflect the instructor's goals for the use of digital tools in the course.
- Be introduced to the basic tools and tenets of online teaching.
- Develop a toolbox of digital tools to complement and enhance both classroom teaching and academic research.
- Develop an academic professional website.

Course Expectations:

The course will meet every Monday and Wednesday from January 23, 2016 until March 1, 2017. We will begin promptly at 9:30am, although coffee and refreshments will be available starting at 9am. We will provide optional readings throughout the course that will help with the concepts and tools we will present in class. These readings should function to support what you learn through this course, but mostly as resources for you after the course as you begin to implement what you've learned in your own research and teaching. Over the course of the program, we will ask participants to complete assignments at home if we do not have enough time to complete them during class time. These assignments will be small projects that will help participants fill out lacunae in their teaching portfolios.

SCHEDULE

Exercises are in class activities and **Assignments** should be done after the class session in which they are assigned.

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| <u>Monday January 23</u> | <p>Module 1 - Introduction. What is Scholarship of Teaching and Learning (SOTL)?</p> <p>Goals - Participants will begin to think through learning goals and outcomes. We will discuss Scholarship of Teaching and Learning. Participants will write learning goals and search databases of SOTL.</p> <p>Exercise - Begin searching for SoTL publications that discuss learning goals in your discipline.</p> <p>Resources - http://www.fctl.ucf.edu/ResearchAndScholarship/SoTL/</p> <p>Assignment - 1) Find and read a SOTL article on learning goals in your discipline. 2) Formally write up learning goals for a course you are teaching or are thinking about teaching.</p> |
| <u>Wednesday January 25</u> | <p>Module 2 - Copyright, Fair Use, and Open Access (with Melanie Kowalski)</p> <p>Goals - Participants will learn about the various copyright restrictions and fair use practices for higher education.</p> <p>Exercise - TBD.</p> <p>Resources - Owning and Using Scholarship: An IP Handbook for Teachers and Researchers, by Kevin Smith, p. 25-37 (“Copyright”), p. 60-71 (“Owning Copyright”)</p> <p>Assignment - Bring learning goals and a syllabus to work with to the next class session.</p> |
| <u>Monday January 30</u> | <p>Module 3 - The Front of the Room (Featuring Wayne Morse) & UDL</p> |

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| | <p>Goals - Participants will learn best practices for powerpoint and other such presentations. Participants will be able to articulate the main tenets of UDL (Universal Design for Learning). Participants will use UDL and student centered design to rethink their current syllabi.</p> <p>Exercise - Share learning goals. Discuss how to improve them and redesign the syllabus utilizing UDL and Student Centered Learning principles. Our focus will be on goals, outcomes, and assessment.</p> <p>Resources - “Universal Design for Learning and Instruction: Perspectives of Students with Disabilities in Higher Education.” (http://ir.lib.uwo.ca/eei/vol25/iss2/2/)</p> <p>“TeachingTips for a UDL-Friendly Classroom” https://www.insidehighered.com/blogs/gradhacker/teaching-tips-udl-friendly-classroom</p> <p>Assignment - Incorporate session discussion into syllabus redesign.</p> |
| <p>Wednesday February 1</p> | <p>Module 4 - Learning Management Systems</p> <p>Goals - Participants will gain hands on experience with Canvas. We will discuss the hows and whys of learning management systems. Participants will begin to think through strategic use of such a system. We will spend the last hour discussing online/hybrid teaching techniques using learning management systems.</p> <p>Exercise - We will have sandbox access to Canvas systems.</p> <p>Resources - “Insidious Pedagogy: How Course Management Systems Impact Teaching.” http://firstmonday.org/ojs/index.php/fm/article/view/2530/2303</p> <p>“Digital Learning Environments” https://books.google.com/books?hl=en&lr=&id=9o6gCwAAQBAJ&oi=fnd&pg=PA242&ots=YoGSNVRVrZ&sig=0Br4VdloAhjzl_b58y_NxJXsMvA</p> |

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| | <p>Assignment - Bring a sample assignment to the next class session (preferably a digital assignment or one you hope to turn into a digital assignment). This assignment must map onto one of your learning goals.</p> |
| <p><u>Monday February 6</u></p> | <p>Module 5 - Digital Assignments and Activities in the Classroom</p> <p>Goals - Participants will discuss various types of digital assignments and how to successfully integrate them into your course design. We will also discuss the merits and drawback to using established social media platforms as a learning tool.</p> <p>Exercise - Design or improve a digital assignment or activity using any of the tools we've discussed or any social media (twitter, blogs, etc) platforms.</p> <p>Resources:</p> <p>Halic, Olivia et al. "To Blog or Not to Blog: Student Perceptions of Blog Effectiveness for Learning in a College-Level Course." <i>The Internet and Higher Education</i> 13.4 (2010): 206–213. <i>ScienceDirect</i>. http://www.sciencedirect.com/science/article/pii/S1096751610000321</p> <p>Tess, Paul A. "The Role of Social Media in Higher Education Classes (real and Virtual) – A Literature Review." <i>Computers in Human Behavior</i> 29.5 (2013): A60–A68. <i>ScienceDirect</i>. http://www.sciencedirect.com/science/article/pii/S0747563212003743</p> <p>Stommel, Jesse. "Digital Pedagogy Lab Courses: Teaching with Twitter" <i>Digital Pedagogy Lab</i> September 14. 2015. http://www.digitalpedagogylab.com/hybridped/digital-pedagogy-lab-courses-teaching-with-twitter/</p> <p>Assignment - 1) Finish digital assignment design. 2) Bring your new and improved digital assignment to the next class session, along with the beginnings of some form of assessment for the assignment.</p> |
| <p><u>Wednesday, February 8</u></p> | <p>Module 6 - Assessment</p> <p>Goals - 1) Participants will discuss assessment strategies for digital assignments. We will think through the how, what, when, where, and (most importantly) WHY, of digital assignments.</p> |

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| | <p>Participants will rewrite assignments goals and assessment rubric to center digital pedagogy. 2) Participants will discuss how to incorporate digital pedagogy into teaching statements.</p> <p>Exercise - Design an assessment rubric for your digital assignment or activity in the LMS (blackboard or canvas) of your choice.</p> <p>Resources - “Grading Criteria & Rubrics.” https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/grading-criteria-rubrics Weimer, Maryellen. “Should You Be Using Rubrics?” http://www.facultyfocus.com/articles/teaching-and-learning/should-you-be-using-rubrics/</p> <p>Assignment - 1) Incorporate digital assignment into your sample syllabus. 2) Finish your digital assignment assessment. 3) Complete mid-point check-in survey.</p> |
| <p><u>Monday February 13</u></p> | <p>Module 7 - Data Visualization (Featuring Sara Palmer/Megan Slemons)</p> <p>Goals - Participants will gain hands on experience with tools for data visualization. The focus will be on creating maps, infographic, charts, and graphs for use in the classroom or individual research.</p> <p>Exercise - TBD</p> <p>Resources - For network analysis: http://www.scottbot.net/HIAL/index.html?p=6279.html For basic text mining: http://www.themacroscope.org/?page_id=633</p> <p>Assignment - Begin crafting or editing teaching statement to incorporate digital pedagogy.</p> <p>Teaching Statement Resources - Lang, James M. “4 Steps to a Memorable Teaching Philosophy.” <i>The Chronicle of Higher Education</i> August 29. 2010. http://www.chronicle.com/article/4-steps-to-a-memorable/124199/</p> |

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| | <p>Chris O’Neal, Deborah Meizlish, and Matthew Kaplan. “Writing a Statement of Teaching Philosophy for the Academic Job Search.” http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf [Lengthy, but it includes a rubric!]</p> <p>“Teaching Statements.” Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/ [Lots of additional resources here.]</p> |
| <p><u>Wednesday February 15</u></p> | <p>Module 8 - Working with Data (TBD, Josh Jayasundara, and Sara Muwahidah)</p> <p>Goals - Participants will learn the basics of working with data at the intersection of quantitative and qualitative research. Guest speakers will present tools for working with data programmatically, working with data and mapping, and using the ELMO platform to analyze data from fieldwork.</p> <p>Exercise - TBD</p> <p>Resources - TBD.</p> <p>Assignment - Continue working on your teaching statement which you will bring to next Wednesday’s session.</p> |
| <p><u>Monday February 20</u></p> | <p>Module 9 - Mapping Tools (Featuring Megan Slemons)</p> <p>Goals - Participants will gain hands on experience with a variety of geospatial technologies. We will focus on geospatial tools, finding and using data, and designing projects with spatial components.</p> <p>Exercise - TBD</p> <p>Resources - “Community Mapping as a Research Tool with Youth.” http://arj.sagepub.com/content/3/4/357.abstract</p> <p>Assignment - (1) Google yourself. Be prepared to discuss what you find. (2) If you don’t already have one, create a wordpress.com account. (3) Bring your Teaching Statement to the next class session. (4) Bring your CV to the next session.</p> |
| <p><u>Wednesday February 22</u></p> | <p>Module 10 - Managing your Online Identity</p> |

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| | <p>Goals - Participants will gain an understanding of the importance of managing online identity, and will discuss integration of digital pedagogy in teaching statements and CVs. Participants will begin development of a personal website.</p> <p>Exercise - Build out shell for personal website.</p> <p>Resources - Grad Hacker: Manage Your Digital Identity (https://www.insidehighered.com/blogs/gradhacker/manage-your-digital-identity)</p> <p>“Blogging to Establish your Digital Identity” https://www.insidehighered.com/blogs/gradhacker/blogging-establish-your-digital-identity</p> <p>Assignment - (1) Finishing building out personal website. (2) Make sure CV, Teaching Statement, sample syllabus, assignment, and assessment are on website. Websites will be presented at our final meeting.</p> |
| <p><u>Monday February 27</u></p> | <p>Module 11 - Being a 21st Century Scholar: Grad and Life Hacks</p> <p>Goals - Participants will be introduced to a number of streamlining tools and “hacks” to help organize, synthesize, and manage their research data, writing goals, and overall research process.</p> <p>Exercise - We will complete a number of exercises together to test out the various technologies.</p> <p>Resources - https://www.insidehighered.com/blogs/gradhacker https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation https://www.insidehighered.com/blogs/gradhacker/support-your-writing-productivity-and-leave-binge-writing-behind http://connectedresearchers.com/online-tools-for-researchers/</p> <p>Assignment - None.</p> |

Wednesday March 1

Module 12 - Wrap up/Catch up and Website presentations

We have reserved the final day for make-up time in the event of a campus closure during our 6 weeks. We will use this time to catch up on any missed modules, fill in any course gaps, or showcase the development of our syllabi, course goals, assignments, assessments, and teaching philosophies.