

**Which Panel Two, Session One:  
Teaching and Learning with and about Digital Media**

**Reflections at the end of our session:**

**MOTIVATION**

- What motivates faculty to use digital and social media for teaching and learning? What excuses or justifications are used by faculty who use outmoded digital pedagogies?
  - Must find ways to convince faculty that teaching digital literacy make my life better/easier?
  - Need to find the triggers that will generate change in faculty.
  - For students, motivations can be as varied as developing the soft skills they need for the world of employment (e.g., problem solving, ability to work in teams) or simply to better understand a discipline or a problem within a discipline.
  - Informal instruction at the point of need from a “near peer” can be powerful

**INSTRUCTIONAL PRACTICES**

- What kind of pedagogies do digital media encourage? How do faculty learn to use these approaches? What are some instructional strategies that can be exemplars for colleagues in your discipline?
  - Assignments that are cross-disciplinary have the opportunity to make digital literacy more relevant and lasting for students, but also to help faculty find ways to talk across disciplinary boundaries.
  - Pedagogies involving digital media/about digital media that emphasize openness -- writing in public, storytelling, service learning, community partnerships, etc.
  - Outcomes orientation -- leading to an internship, a job, a new way of thinking about the world, insights about knowledge -- why does developing digital literacy/literacies help students achieve their personal goals?
  - Digital pedagogies have the opportunity to empower students through flipped classrooms, hybrid learning, de-centered instruction, etc.

**FACULTY DEVELOPMENT IN INSTITUTIONAL CONTEXT**

- How do faculty learn to use these approaches? What opportunities are currently available for faculty to share their experiences in using digital texts, tools and technologies for teaching and learning? How do institutional norms, policies and structures challenge or shape faculty innovation? What do faculty need in order to

continue to advance their knowledge and skills in using digital media and technologies to support student learning?

- What problem are we trying to solve?
- Time must be made for professional development (time to work within and across disciplines). Interdisciplinary can spark conversation.
- Provide models of digital literacy practices integrated with good pedagogy.
- Help faculty recognize there is a problem and why digital literacy is needed.
  - How is this communicated?
    - Define the problem- information overload, fake news, communication challenges
    - Be cognizant of the word your students are entering.
    - Work against reproducing the status quo by adopting technology for things you are already doing.
- Reframe digital literacy as a way to make faculty more efficient. How can teaching digital literacy help you with grading, etc.?
- Faculty resistance can stem from fear (I don't want to be perceived as inexperienced), or from a simple lack of time (I'm already working to the limit of my calendar and so what will I *stop* doing to learn this new technology?).
- Need develop for faculty across career stages (an issue of adoption among both younger and older faculty)

Frame in terms of student success. Consider what can be done to empower learners to promote self regulation in students and ability to manage their own learning processes.  
Consistently across the program - reinforce across classes

Digitally-inflected courses - 2 to 4 weeks within a semester.

### **Roles of administrators**

- Dean's role - create lines that require these competencies, otherwise faculty will default to what they've always had/done.
- Department Chair's have a role to play as leaders of their colleagues -- herding the cats down the trail.

Have students teach a part of the class  
FAC - learners.

Digital literacy as a solution to student-enrollment crisis.  
Supported by near-peers, make a commitment to one small change

Leadership roles important

- Encourage faculty to look at new ways of searching. Consider digital literacies in the context of digital scholarship.
- Scholarship of teaching and learning needs to be emphasized and part of tenure and promotion
- What faculty are doing should be housed in a shared repository
- Communication - What are other departments doing?
- Encourage critical need for user support and academic technologies
- Create a time/space for collaborative work that has admin support/meals

Notetakers offer bulleted ideas to answer these questions and other team members share in a reflective Free Write: <https://titanpad.com/Lpg2f2XLga>

Notetaker Names:

Wendy Drexler

Spencer Brayton

Mills Kelly

Most important question on the page? Others?:

A question we all revolved around/touched on in different ways was the issues around campus-wide adoption of a particular Learning Management System (LMS). What are the virtues of mandatory use/voluntary use? What kinds of pedagogies are imposed by the designers of the LMS, etc.?

**Motivation-** Gets to the root of digital literacy application process. Incentives for increased digital literacy/teaching of digital literacy vs. voluntary or required adoption/teaching.

Motivation depends on how useful technology is to their subject and their approach to teaching and learning. When there isn't high motivation, they are still resistant. Deep dive requires motivation, but it won't come if they don't understand.

Renee restating: I think I heard you say that your institution required everyone to use Blackboard. People have issues with tech skills. But, there is a gap of resistance. Focusing up with anger at administrators and our own anxieties.

Most important question is issue of what instructional strategies can be exemplars? "That will never work in my discipline." Exemplars that are discipline specific are easy on ramps.

Different departments have different levels of digital ability/commitment to digital literacy. Large issue for faculty is that the more concerned people are about their own skills level is if we can see how they can use it in their own discipline.

What is encouraged by administration? What is required by administration?

Choice of tools can also create tensions. Ex. Microsoft versus Google for Ed.

Interested in what motivates faculty and that's what helps me do my job. Need to get to the trigger for individual faculty members.

Having showcases helps faculty see what other faculty are doing Makes the application real.

The key is finding "what is the trigger for you?"

Spend too much time on problem of why won't faculty/K-12 teachers conform and adopt new technology? Rather we need to identify issues that apply to all and have conversations on the implications for society and learning to help motivate faculty to explore on their own. Strategies for content specific is important, but concepts like "fake news" apply to all fields. Need more of this, maybe more motivation.

How to motivate faculty across the curriculum and why do we think something should be taught across the curriculum?

Important to show students relevance. **What is the problem you are trying to solve as an educator? Critical Question.**

What is the problem you are trying to solve as an educator. Example of professor who wrote two separate textbooks on the Gilded Age, one sways to the left, one to the right. No use of technology.

How can technology help this or not?

Motivation could be about solving problems- help people think outside the box, not being directive. Empower others to take charge.

LMS is a digital literacy tool. (Can be a digital literacy tool depending on how it is used. It's an empty shell unless something is poured into it)

Interest in pedagogies. What are the pedagogies that digital media encourage?

Jumping on motivation. Faculty don't attend PD activities because they are so busy. Went to a conference that talked about the intersection between pedagogy and technology.

Motivation leads into pedagogy. How do we bring everyone together at our own institutions. Was program coordinator of multimedia literacy program in student multimedia design center. Students can check things out to create things. Faculty needed tools and skills. Students would come and learn about digital storytelling and other things. Teaching/library science/etc - see so many parallels with rhetoric and composition. Many are grappling with the same questions.

How do we marry theory and practice?

We need to bring different disciplines together. [Association of College and Research libraries framework](#) for literacy in education. Design to encourage information across disciplines and use as a tool trying to encourage broader conversations  
Showcase what others are doing and share more of our resources and through open access, but other models as well.

Not having a textbook and exploring open educational resources can be motivation for pedagogical change. Ex: Take a short story and use digital technology to bring out components of the story. Students like the creativity of some of the digital tools. When students love what they are doing, the energy is palpable.

We can learn as much from our students as they learn from us.

## **Stage 2 -- digging deeper into each of the three themes.**

Using the Three Corners Game.

- 3 teams Using paper

### **Team 1- Broad general practices that work for all**

All 1s. Be specific and detailed about motivation

Things that motivate faculty positively--

Seeking a better way through a new approach. Old way is failing

Student demands more tech i.e. Use of smart phone

Finding more effective ways (not workshops) such as one on one and near peer just-in time learning sessions

Faculty must be incentivized with time, support, release, and know that good pedagogy is of utmost importance to all

Collaboration with faculty and support services in classroom and in scholarship

Classroom management -- how to do it differently

Use students as motivation

See Simon Sinek millennial are not equipped for the classroom

Students are a reflection of faculty

Need to prepare them for what employers want

See 13 essential characteristics of educated persons by AAC&U (a 3000 person or employer survey)

- Must find ways to convince faculty that teaching digital literacy make my life better/easier?
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Downplay excuses i.e.

No time

Not knowing where to go or how to start

Too much info

Fear of failure

### **Team 2 Exemplars -- specific examples in disciplinary context**

Around instructional practices

### **Team 3- Specific advice to higher ed leaders on faculty needs. How do we get risk taking?**

Good listeners as administrators -- specific advice to admin for what faculty needs are

After a point in time teams rotate to next area.

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