Digital Pedagogy FLC: Teaching & Learning (mostly) Online

"Far too much work in educational technology starts with tools, when what we need to start with is humans." --Jesse Stommel
https://hybridpedagogy.org/critical-digital-pedagogy-definition

Quick welcome video here from Kim Jaxon

In this FLC, participants are invited to think about teaching and learning with a focus on digital pedagogy. Our goal: to support teaching across the disciplines and consider how our students, nascent learners in our fields, become full participants in our courses, in our disciplines, and importantly, in pursuit of their learning goals. Given the current moment, we'll focus on the affordances and constraints of teaching online with our goals in mind. Discussions about particular digital tool use will no doubt emerge from our conversations, but will not be the driving focus of this FLC. Our conversations will be driven by the questions that emerge from participants' classes: what are the current problems of practice we can solve together? Our sessions and discussions will be grounded in access and equity for learners.

FLC Requirements

This FLC requires a commitment to be prepared for and actively participate in approximately seven 90-minute sessions with some reading and projects expected between sessions. Participants will also participate in consultation sessions in smaller teams where faculty can present ideas, and receive feedback, on course design related to their specific context. We will plan for two, one-hour collaborations based on the available times of participants. These small groups will support each other in course design and revision.

Dates

All times 10:00-11:30 a.m. via Zoom

Wednesday, Feb 10
Wednesday, Feb 24
Wednesday, March 10
Wednesday, March 24
Wednesday, April 7
Wednesday, April 21
Wednesday, May 5

Additional meetings

Participants will meet an additional 2 times for 1-hour consultation meetings (coaching sessions) with small groups of participants. Small group meetings TBA based on participant availability.

Session focus

- Wednesday, Feb 10: Not what we teach, but why we teach. What is to be taught/learned? How should it be learned? Why should it be learned? What does learning look like in our disciplines: what counts as data? What counts as knowledge? What do we have in common and what differences do we see in our fields? What are the challenges for newcomers to our disciplines?
- Wednesday, Feb 24: How do we build community and trust in our classrooms? How is trust and community built online?
- Wednesday, March 10: How do students demonstrate what they know: beyond the discussion post and the quiz?
- Wednesday, March 24: How do we support the reading and writing practices in our disciplines? What do our students make in our disciplines?
- Wednesday, April 7: TBA: issues that emerge in our conversations
- Wednesday, April 21: redesign for fall 2021
- Wednesday, May 5: redesign for fall 2021

Expected Deliverables

Redesign significant portions of a course (assignment sequence, assessment, syllabus, course activity, etc.) to improve student learning. Complete a post-FLC survey and a 1-year post-FLC follow-up survey.

Payment

Faculty (T/TT and lecturers) who complete the FLC will receive $500 in taxable income.

How to apply

Applications closed on Monday, December 7th at 5:00 p.m.

Applications will be reviewed by a subcommittee of the Faculty Development advisory board. Preference will be given to new faculty (faculty in their first 5 years of teaching). Selection decisions will also be mindful of the need for a cross disciplinary cohort and the need to address courses with high DFW rates or challenging structures (large courses, for example). Notification of acceptance will be sent by Dec 11. Please hold session dates on your calendar. First session: Wednesday, Feb 10, 10:00-11:30 a.m. Thank you for your interest.

FLC Facilitator

Kim Jaxon is a professor of English (Composition & Literacy) and the most recent recipient of the Outstanding Teacher award at Chico State. She earned her PhD at UC, Berkeley in the Graduate School of Education. Her research interests focus on theories of literacy, particularly digital literacies, the teaching of writing, course design, and teacher education. She recently co-authored *Composing Science: A Facilitator's Guide to Writing in the Science Classroom* (TCPress) and she is a featured contributor for the Connected Learning Alliance where she writes about digital pedagogies.
https://clalliance.org/person/kim-jaxon/
Twitter: @drjaxon

Questions

Contact Kim Jaxon (kjaxon@csuchico.edu) for questions related to this FLC or Chiara Ferrari, Director of Faculty Development, for questions related to FDEV: cfferrari@csuchico.edu

Quick welcome video here