

The Analysis Canvas: Digital Professorship

Component	Description
The prompt	Describe the problem or insight that inspires a need for instruction and the consequences if the needs are not addressed. Post-Covid teaching is unsure of itself. Our university, each College, even individual departments have not taken definitive or agreed-upon approaches to what hybridized learning can look like after several years of online teaching. Faculty seem to be unsure of what multimedia can look like in the face-to-face classroom, and administration isn't sure how to direct faculty to make meaningful choices that make sense to classrooms in a post-online reality. Further, the government (and this is the singular national university in the country, funded and directed by the government) has directed all citizen and employer stakeholders to encourage digital competency and create increased job readiness for the young population of this country. Online expertise is certainly seen as being part of this training. The University would like to offer a course designed for teaching faculty and for (teaching) administration to build multimedia/digital learning and research opportunities into their courses. Consequences if need not addressed: A University with disparate notions of methods and needed skills, a lack of readiness on the part of graduating students, faculty who haven't been able to evolve as instructors post-covid.
The need for the course	Complete the following needs statement: An asynchronous course that is <u>self-paced (with a completion deadline), self-access online</u> course about <u>incorporating digital learning into course design</u> should exist because instructors and teaching administration are unclear about how to do so in face-to-face, post-covid teaching.
Learner personas	Create a few fictional personas that summarize the key features of your target audience. Persona 1: Sandhya Sandhya is a mid- to late- career faculty member who remains deeply committed to upskilling and to connecting with students. While she was educated in a very traditional manner, mainly by lectures and final exams written on paper and worth a majority of the course grade, Sandhya is aware of the differences in accessibility and interest for today's students. She devotes time at the beginning, middle and in between semesters to thinking about ways to improve her course.

Because of the nature of her contract, and due to the leadership in the College and Sandhya's perceived job insecurity, she is hesitant to implement any new assessments or practices that would be considered too out-of-the-box. In addition, she holds on to the idea that a final exam is a necessary way to measure student achievement. Currently, she dabbles in alternative methods of teaching and assessments, offering students the opportunity to create podcasts, websites, and videos. However, she is most comfortable when lecturing. Her major concern is upholding what the department wants her to, and not ruffling any administrative feathers.

Persona 2: Khadija

Khadija is a junior scholar who is deeply invested in creativity in the classroom. She has an MA in Education and is also a creative person. Before covid-19, she was trying out new ways of being in the classroom, including flipped classrooms, project-based and experiential learning. She is active in SOTL activities on campus and has redesigned her courses to eliminate final exams in favor of alternative assessments. She is an engaged professor who is eager to reach students where they are. She regularly receives high evaluations from students and they form wait lists to take her courses.

Khadija is frustrated by the administrative response to her teaching and experiences frustration too at the reactions of her teaching by other faculty. She believes that faculty and admin do not understand why new methods are important and she feels constantly restricted by the regulations imposed by administration, especially forced synchronous learning. She feels misunderstood and disrespected as a teacher looking for shortcuts (ie asynchronous learning) and she wants faculty to get on the same page as her and more up to date. She is thinking about leaving.

Person 3: Hafsa

Hafsa is a mid-career scholar and current admin of the department. She believes that changes or deviations from how she learned are short cuts and must be avoided at all costs. She wants students and faculty to work hard, and this only happens when they stick to traditional methods.

Hafsa is disappointed when she sees faculty taking short cuts and she believes this is due to their own laziness and wanting popularity. She lectures in her classes and provides paper tests and exams largely based on memorization. There's nothing wrong with conventional ways of learning, and these new fads will be proven wrong eventually. She feels it's important to maintain value and uphold traditions, and she would like to return as much as possible to the educational values and methods of her own university days.

What the course is about	My course will address these major themes: proven effectiveness of digital learning, types of programs and assessment/activity ideas, benefits to students, faculty and administration, link to community and national documents. The course will also address making specific and meaningful/enduring changes to course content and delivery. After returning to face-to-face teaching, there has been no mention of support for continuing any online learning and in some cases, administration forbids any use of digital tools in the classroom. Faculty are not sure how to proceed and some are not aware of the benefits of digital tools as learning tools, nor are they aware of the many possibilities nor how to implement them. This course introduces them to the benefits and possibilities of implementing multimedia and digital technologies and offers design support at the end of the course.
The learning environment	Explore opportunities and limitations based on the perspective of: 1. Learners: Located in the country and at the university. This course would be initially offered just before the beginning of the semester so it's possible that learners could be out of town, but much more likely that they will be at their homes in the city or on campus in their offices. They teach at a research institution where teaching is less valued than research, and they are also from global backgrounds (on average, 15 countries represented by faculty per department). They have differing training, backgrounds, and knowledge about course design and about the usefulness of digital tools in the classroom. In addition, learners will teach many different subjects and are the SMEs for those subjects, and may feel worried about the applicability of digital tools to their subject. All are familiar with Bloom's, all have used LMS, at least the ones offered by the university, and all are well-versed on the National document to make improvements in the country. Learners are primarily native English or Arabic speakers (and courses they teach are either in English or Arabic). We will design the course for English native speakers and for Arabic speakers, offering the course in both languages. At the end of the course, there will be an opportunity for learners to work with a facilitator to enhance their course design with digital tools. 2. Facilitators: The facilitators will be skilled at using the LMS and very familiar with the course content and the instructional methods that will be used. There will be one-two facilitators per department; these facilitators should not be in positions of authority above the learners. 3. The domain and discipline: The main domain is cognitive. The discipline is course and assessment design. 4. Technologies: All participants have access to high speed internet on campus and access to support through the university's IT service; learners will have varying skill with any LMS or with the

	concepts being discussed in the course. Facilitators will be available to answer questions and to provide assistance; optional meeting days could be planned (Thursdays during meeting time?) for learners in need of greater assistance.
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