Local & Global Decisions: Digital Competency Initiatives’ Development & Assessment

ELI 2019

Liz Evans, Liberal Arts Collaborative for Digital Innovation, Haverford College
Edward Finn, Associated Colleges of the Midwest
Morris Pelzel, Grinnell College
Donnie Sendelbach, Denison University
Jennifer Spohrer, Bryn Mawr College
Ted Wilder, Macalester College

This presentation leaves copyright of the content to the presenter. Unless otherwise noted in the materials, uploaded content carries the Creative Commons Attribution 4.0 International (CC BY 4.0), which grants usage to the general public, with appropriate credit to the author.
Quick Intros

▷ Name
▷ Institution
▷ Title
▷ Where are you in the process?
  ○ Discussing (getting buy-in)
  ○ Planning (strategizing)
  ○ Implementing
  ○ Reassessing
Goals and Roadmap

▷ Elucidate the complexities of interinstitutional goals vs. unique campus factors
▷ Plan toward an initiative for your campus building on existing efforts and resources
▷ Articulate impact to stakeholders using best practices regarding assessment and collaboration
ACM Workshop
Workshop Goals

Each participant will leave with:
▷ A rationale to share with colleagues to gather support
▷ A vision and an initial plan
▷ An ACM collaboration plan for a digital competency initiative on their campus
ACM Digital Competency Workshop
GLOBAL VS. LOCAL

Bryn Mawr’s Digital Competencies Program
Common Idea and Framework

The **Digital Competencies** themselves are probably what you would expect ...
But Local Implementation ...

- A “liberal-artsy” approach
- Student is at the center
- Already providing opportunities
- Curricular and co-curricular partnership
- Many paths to success
- 3 stages: first year, time at college, senior year
- Emphasis on women’s empowerment
- **LILAC is key partner and model**
Mission Statement

The Digital Competencies Framework is intended to help individual Bryn Mawr students:

▷ Identify the digital skills and critical perspectives they will need to be 21st century leaders
▷ Seek curricular and co-curricular opportunities to hone those skills and perspectives while at Bryn Mawr College
▷ Develop ways of articulating and demonstrating their competencies to various audiences
Example timeline
CUSTOMIZING A MODEL

Denison University’s Digital Fluency Initiative
History of Denison’s Initiative

▷ LACOL Think Tank
▷ Faculty Informational Technology Committee (ITC)
▷ 2014 report on digital literacy
▷ Already doing it→ Making it intentional
▷ Validation & support from Provost
▷ Faculty governance
▷ Drafted guidelines Spring 2018
# The Denison Chart

## PROPOSED DIGITAL FLUENCY:
BY THE END OF FOUR YEARS AT DENISON

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>YOU SHOULD BE ABLE TO (Practical Skills)</th>
<th>YOU SHOULD KNOW (Information Literacy)</th>
<th>YOU SHOULD UNDERSTAND (Critical Analysis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Privacy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Continued) History of Denison’s Initiative

- 2018-19 committee “changing-of-the-guard”
- Not curricular (yet)
- Digital Fluency
- Discussion sessions with key campus stakeholders Feb. 1
- Currently reassessing messaging of initiative
- Suggest putting skills under learning goals in syllabus?
Planned Launch
Spring 2019

Stay tuned . . .
LACOL’S ROLE
Ear to the ground / grassroots
Convening / sharing opportunities
Foster ongoing relationships
Holding each other accountable
Data gathering / sharing
Collaborating - for example shared assessment
SHARED OBJECTIVES

Global
Shared objectives


▷ Are objectives in fact “global, shared,” among all schools?
▷ What would a successful dig comp/lit initiative look like at your campus?
▷ How do objectives address both academic and vocational/career directed outcomes?
▷ How do objectives for dig comp/lit connect to the mission and/or strategic plans of your school, and to the goals of other curricular/co-curricular initiatives (e.g., global learning, writing across the curriculum, etc.)
INSTITUTIONAL FACTORS

Local
Language: What do we call it?

digital, technical, information, future, 21st-Century...

+ literacy, competency, fluency, scholarship, ...
Existing Efforts & Local Factors


▷ What is already happening on your campus?
▷ What opportunities and challenges exist on your camps?
▷ Who are the stakeholders on your campus?
▷ How might language impact campus constituencies’ reactions?
▷ Could some local challenges be addressed or improved through broader collaboration?
Report out Global vs. Local

A few questions to consider during this discussion:

▷ What would you consider the top two takeaways from these sessions?
▷ Do you see an intersection between the local and global issues?
▷ Did some of the issues raised surprise you, either local or global?
Which competency will your table focus on? First come, first served!

- Troubleshooting
- Cybersecurity and privacy
- Digital writing and publishing
- Preservation of data
- Coding and programming
- Data visualization
- Project management
- Other?
CHALLENGES OF ASSESSMENT

Global vs. Local
Implications for Assessment

What are the potential benefits of shared assessment?

What are the tensions with local variations in implementation?

Can we develop shared assessment?
Bryn Mawr’s Assessment Goals

1. How aware are students of competencies
2. Do they have opportunities to build
3. How well do students articulate competencies

Board/senior staff also interested in impact on reputation
Current Assessment Tools

▷ Surveys of seniors/recent alumnae
▷ Surveys of prospective/admitted students
▷ Counting opportunities we know about
▷ Questions on biannual MISO survey
▷ Collecting examples of student articulation
Example: Awareness

Students and faculty were far more aware than we hoped after 1 year ...

From MISO 2018, “How aware are you of ... the Digital Competencies Program?”
Example: Opportunities

- 493 students counted in FY18 in LITS-facilitated opportunities alone
- Of seniors participating in exit survey:
  - 66% reported developing digital skills
  - 57% reported developing critical perspectives
Example: Articulation

▷ Counting *opportunities to practice articulation*
  ○ Target for FY18 was 50, counted 46
  ○ Not counting Career Peer outreach

▷ Collecting *and sharing* student articulations and demonstrations, but not (yet) evaluating
Stakeholders & Assessment of Impact
Assessment of Impact

- BMC’s path through assessment decisions
- What should be considered when developing the assessment of impact?
- How do global goals & local flavor influence the what and the how of assessment?
Brainstorm Stakeholders & Assessment of Impact by Competency

1. Think again about your key audiences/stakeholders.
2. What assessments would you need for measuring the impact of your digital competency initiative for different audiences/stakeholders? How do you communicate with different types of stakeholders?
3. How do we balance the global and the local for feasibility and for sets of stakeholders, respectively? What are the tensions between adapting global frameworks and local implementation for your competency?

Group 1: bit.ly/eli-lac-group-one
Group 2: bit.ly/eli-lac-group-two
Group 3: bit.ly/eli-lac-group-three
Group 4: bit.ly/eli-lac-group-four
Report out by competency

By table/competency group, select one key insight you discussed and share it with everyone.

Shared Docs

Group 1: bit.ly/eli-lac-group-one
Group 2: bit.ly/eli-lac-group-two
Group 3: bit.ly/eli-lac-group-three
Group 4: bit.ly/eli-lac-group-four
Wrap Up & Next Steps

▷ Resources
▷ Taking back to campus
▷ How do we continued to collaborate and learn from each others’ successes and failures?
  ○ Through consortia?
  ○ Mailing list or Google Group?
  ○ Follow-up webinar?
  ○ Help from ECAR?
  ○ Other suggestions?
2 Action Items

1. Email 2-3 action items that you can do this semester to sendelbachd@denison.edu

2. ELI Session Survey
   a. Online agenda > “Evaluate Session” link
   b. Mobile app > session you want from the schedule > Associated Resources and the evaluation will pop up in the list
Thank you!

Liz Evans - eevans@haverford.edu
Edward Finn - efinn@acm.edu
Morris Pelzel - pelzelmo@grinnell.edu
Donnie Sendelbach - sendelbachd@denison.edu
Jennifer Spohrer - jspohrer@brynmawr.edu
Ted Wilder - twilder@macalester.edu
Credits

Special thanks to all the people who made and released these awesome resources for free:

▷ Presentation template by SlidesCarnival
▷ Photographs by Unsplash
  ○ Photo by rawpixel on Unsplash
  ○ Photo by Tara Evans on Unsplash
  ○ Photo by Kutan Ural on Unsplash
  ○ Photo by Nathan Dumlao on Unsplash
  ○ Photo by Jenn Evelyn-Ann on Unsplash
  ○ Photo by Miguel Bruna on Unsplash