



<http://www.flickr.com/photos/buckaroobay/4310052257/>

# Defining Digital Pedagogy

Lisa Spiro

March 2, 2013

**WHAT ARE THE THREE THINGS THAT  
EVERY STUDENT SHOULD KNOW TO  
THRIVE IN THE DIGITAL AGE?**

Inspired by [Cathy Davidson](#)

# Today's Agenda: Exploring Why and How to Integrate Digital Approaches into Learning

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[Session 1] Why digital learning?

[1] What do students need to learn?

**How?**

- [1] Frameworks
- [2] Case studies
- [3] Tool playtime

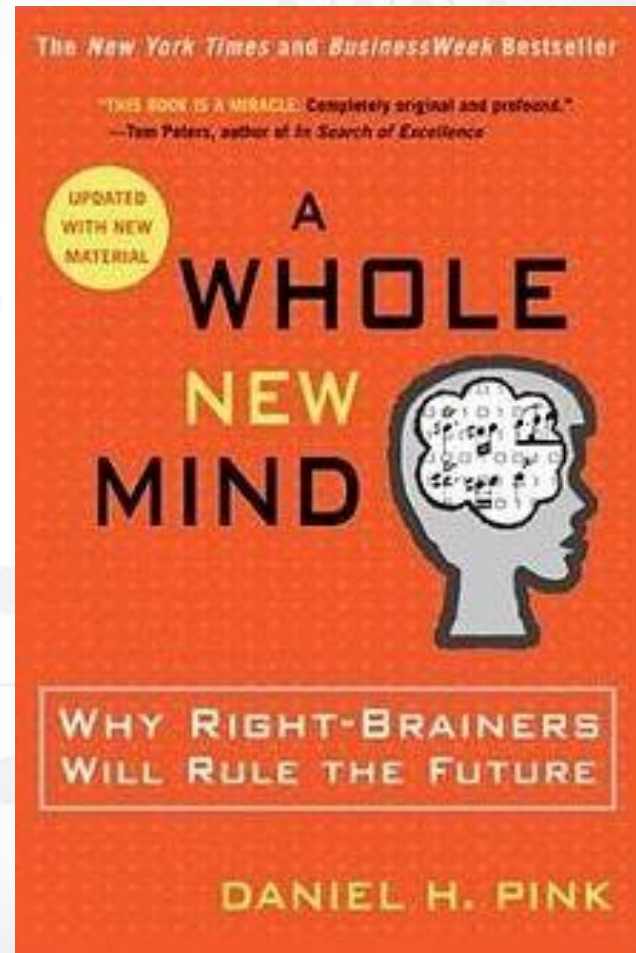
[4] **Synthesis:**  
create a digital  
assignment

# What are key 21<sup>st</sup> century challenges facing students?

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## Daniel Pink on Challenges for 21<sup>st</sup> Century:

- **Abundance**
- **Asia: Global competition**
- **Automation of work**



# How do we prepare students? Pink's Six Senses



<http://divergentmba.wordpress.com/2009/12/07/%E2%80%9Ca-whole-new-mind%E2%80%9D-%E2%80%9Cyour-plan-for-developing-the-right-brain-critical-to-your-future-successes%E2%80%9D/>

# Transforming Students through Liberal Education

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“Liberal Education is an approach to learning that **empowers individuals** and **prepares** them to deal with **complexity, diversity, and change**.... A liberal education helps students develop a sense of **social responsibility**, as well as strong and transferable intellectual and practical skills such as **communication, analytical and problem-solving skills**, and a demonstrated ability to **apply knowledge and skills in real-world settings**.”

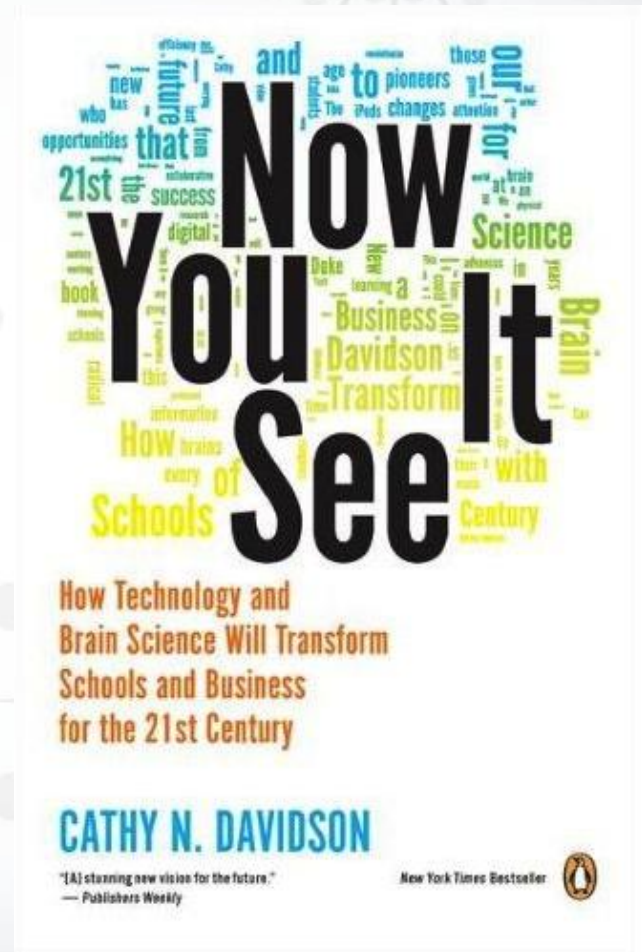
--LEAP, “[What Is a 21<sup>st</sup> Century Liberal Education?](#)”

(emphasis added)

# A Selected List of 21<sup>st</sup> Century Literacies ([Davidson](#))

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- Attention
- Collaboration
- Narrative, Storytelling
- Critical consumption of information
- Learning, Unlearning, and Relearning
- [and more]



# IMLS on 21<sup>st</sup> Century Skills

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- Critical thinking & problem solving
- Creativity & innovation
- Communication & collaboration
- Visual, scientific, numerical cross-disciplinary & basic literacy
- Information, media & technology skills
- Financial, global, environmental, civic & health literacy
- Life & career skills, e.g. flexibility, initiative



# Media Education for the 21<sup>st</sup> Century

## (Selected from [Jenkins](#))

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- **Play:** the capacity to experiment with one's surroundings as a form of problem-solving
- **Collective Intelligence:** the ability to pool knowledge and compare notes with others towards a common goal
- **Judgment:** the ability to evaluate the reliability and credibility of different information sources
- **Distributed Cognition:** the ability to interact meaningfully w/ tools that expand our mental capacities

# 21<sup>st</sup> Century Skills/ Literacies (Compressed)

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<u>IMLS</u>	<u>Davidson</u>	<u>Jenkins</u>
Critical thinking & problem solving	Attention; Critical consumption of information; Learning, Unlearning & Relearning; Assessment	Judgment; Multi-tasking; Distributed cognition
Creativity & Innovation	Design; Procedural literacy; Storytelling	Performance; Play; Simulation; Appropriation
Communication & collaboration	Collaboration; Participation; Network awareness; Global consciousness; Digital divides; Ethics	Collective Intelligence; Transmedia Navigation; Networking; Negotiation

Employers rate the importance of candidate skills/qualities

Skill/Quality	Weighted average rating*
Ability to work in a team structure	4.60
Ability to verbally communicate with persons inside and outside the organization	4.59
Ability to make decisions and solve problems	4.49
Ability to obtain and process information	4.46
Ability to plan, organize, and prioritize work	4.45
Ability to analyze quantitative data	4.23
Technical knowledge related to the job	4.23
Proficiency with computer software programs	4.04
Ability to create and/or edit written reports	3.65
Ability to sell or influence others	3.51

\*5-point scale, where 1=Not important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Source: *Job Outlook 2012*, National Association of Colleges and Employers

# Key Skills Employers Are Looking For

- Collaboration
- Communication
- Problem-solving
- Information fluency
- Project mgt.

NACE's *Job Outlook 2012* survey,

[http://www.naceweb.org/s10262011/candidate\\_skills\\_employer\\_qualities/](http://www.naceweb.org/s10262011/candidate_skills_employer_qualities/)



# How does the [Gettysburg Curriculum](#) support 21<sup>st</sup> century learning?

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- Multiple Inquiries
- Integrative Thinking
- Effective Communication
- Informed Citizenship

A glowing blue plasma ball or Tesla coil discharge against a dark background. The plasma is concentrated in a central point, with many thin, curved lines radiating outwards, creating a fan-like shape. The background is dark, making the bright blue plasma stand out.

# HOW MIGHT WE FOSTER 21<sup>ST</sup> CENTURY SKILLS AND LITERACIES?

# Learning Science: Establishing Effective Learning Environments

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## *How People Learn* (Bransford, et al.)

- **Learner-centered:** consider learner's motivation, experience, misconceptions
- **Knowledge-centered:** focus on key concepts & mastery
- **Community-centered:** establish community, connect learning to real world
- **Assessment-centered:** both students & teachers monitor progress & adjust learning strategies



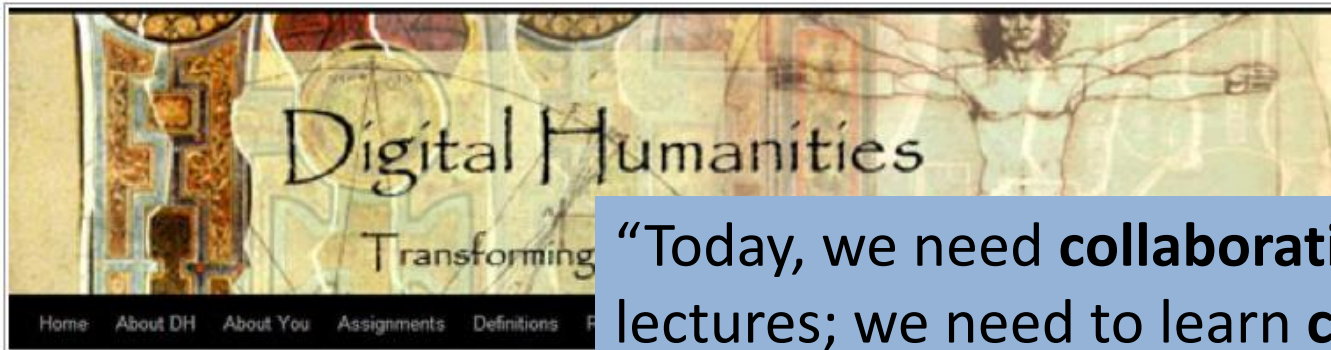
# High Impact Educational Practices (Kuh)

- First-Year Seminars and Experiences
- Common Intellectual Experience
- Learning Communities
- Writing-Intensive Courses
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- Diversity/Global Learning
- **Service Learning, Community-Based Learning**
- Internships
- Capstone Courses and Projects

Slide courtesy Rebecca Frost Davis

# Students on How They Want to Learn: Bloomsburg Undergraduate DH Manifesto

## Bloomsburg U. Undergraduate “Manifesto” on Digital Humanities



### The Manifesto

We are a group of fourteen undergraduate students at Bloomsburg University who are taking a course – *Introduction to Digital Humanities*. As our first assignment, we have been inspired (and, thankfully, allowed and encouraged) to write an [explanation](#) of context for this manifesto on 4Humanities.

“Today, we need **collaboration**, not lectures; we need to learn **concepts**, not singular facts; we need **networking** and socialization, not isolation; we need **interactive learning**, not to sit back and listen.”

DH Has Changed Us

<http://humanistica.ualberta.ca/who-we-are/bloomsburg-u-undergraduate-manifesto-on-digital-humanities/>

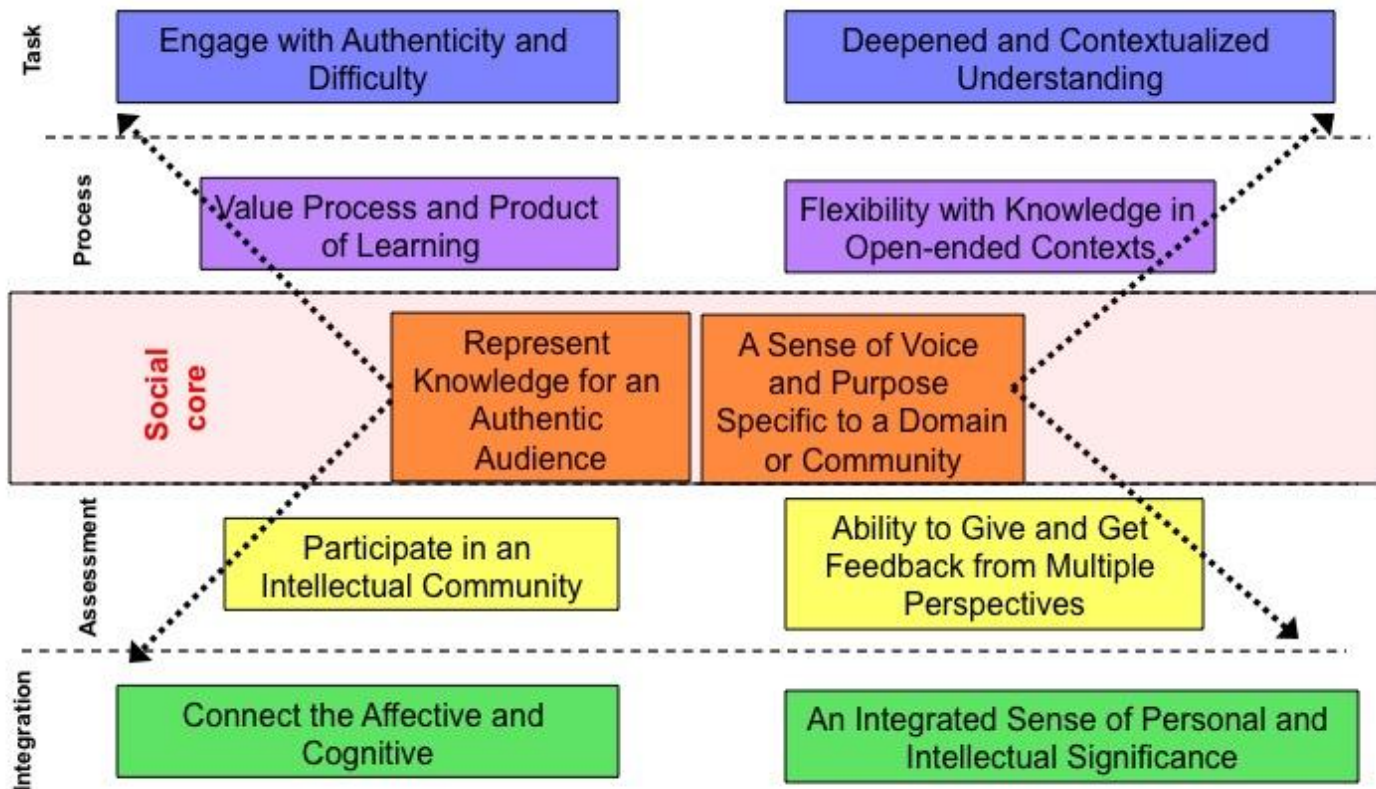


# Making Learning Authentic: Social Pedagogies (Randy Bass)

## Social Pedagogies: Design Elements & Goals

Create opportunities for students to:

Such that they develop:



# Hands-on, Problem-Based Learning: Studio Learning

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- Students tackle design problems, often in groups
- There is no one solution
- Peers and instructors provide feedback
- Students can revise projects
- Promotes active, collaborative learning



<http://www.flickr.com/photos/jonnygoldstein/6848800955/in/photostream/>

# Let's talk...

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- What approaches make sense?
- What other approaches would you recommend?

The background features a dark blue field with numerous golden-yellow light trails. These trails are curved and overlapping, creating a sense of motion and depth. The trails are most concentrated in the upper half of the image, where they form a large, abstract shape that resembles a stylized letter 'A' or a similar character. The overall effect is dynamic and futuristic.

**WHAT IS DIGITAL PEDAGOGY?**

# Defining Digital (Humanities) Pedagogy

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- “engaged and reflexive practice and scholarship of teaching and learning through digital technologies.” ([THATCamp Liberal Arts 2012](#))
- Typical features:
  - Brings together theory and practice, making and thinking
  - Fosters creativity, play and problem solving
  - Encourages participation, collaboration and public engagement
  - Aims to increase critical understanding of digital environment



# Stop Calling It “Digital Humanities,” Start Calling it “Digital Liberal Arts”?

February 18, 2013

## Stop Calling It 'Digital Humanities' And 9 other strategies to help liberal-arts colleges join the movement



Brian Taylor for The Chronicle

By William Pannapacker

A persistent criticism of the digital-humanities movement is that it is elitist and exclusive because it requires the resources of a major university (faculty, infrastructure, money), and is thus more suited to campuses with a research focus. Academics and administrators at small liberal-arts colleges may read about DH and, however exciting it sounds, decide that it ill suits their teaching mission.

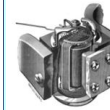
Bill Pannapacker on why DH works for liberal arts colleges:

- more nimble & collegial
- more focused on teaching
- greater community engagement
- emphasis on student/ faculty research collaborations

## THE TRANSDUCER

"One is always located at a post through which various kinds of messages pass"

HOME ABOUT COURSES PRESENTATIONS PROJECTS PUBLICATIONS SOFTWARE



Me, Elsewhere

Twitter

### Start Calling it Digital Liberal Arts

William Pannapacker's recent post in the Chronicle, "Stop Calling it 'Digital Humanities,'" makes a point that I tend to agree with. The social category "digital humanities" does not meaningfully connect with many of those it would presumably include. In particular, it turns out that the reception of the digital humanities at liberal arts colleges has been inflected by a set of concerns not unlike those expressed at the recent MLA conference, such as that DH — even the acronym! — is perceived to be elitist, research oriented, and infrastructure intensive. This is a profile out of line with the culture of smaller colleges and out of sync with the field's generous self perception as a big tent. I think it is an unfair characterization, but it contains a hard kernel of truth.

Rafael Alvarado on why he prefers “digital liberal arts”

- focuses on “playful encounter of humanists w/ technology”
- includes arts & sciences
- “explicitly residential and dialogical”
- emphasizes pedagogy as well as research

# Mills Kelly, “The History Curriculum in 2023”:

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- Making: make learning active & creative
  - Makerspace with 3D printing
  - Digital storytelling
- Mining: teach students how to deal with abundance
  - Experiment with n-grams
- Marking: ensure that students know basic coding
  - Organize, analyze, present data
- Mashing: enable students to combine sources in creative presentation
  - Digital maps



# Cathy Davidson's Proposal for Reshaping Liberal Education for the 21<sup>st</sup> C

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## **A Core Curriculum To Create Engaged Entrepreneurs**

WRITTEN BY: Cathy Davidson

It's time to transform the focus, mission, and rhetoric of liberal arts and combine its focus on cross-disciplinary critical thinking with real world experience. Here's one proposal.

### “Foundational First Year”:

- cluster of interdisciplinary, problem-based courses
- mix of online courses, tutorials & seminars

### “Experiential Second Year”:

- solve real-world problems: entrepreneurial service learning
- students share ideas & questions in online community

# What do digital humanities have to do with 21<sup>st</sup> Century Liberal Education?

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Core Skill	Digital Approaches
Critical thinking	<ul style="list-style-type: none"><li>• Evaluating information</li><li>• Using digital tools to discern patterns in cultural information</li><li>• Developing informed understanding of digital tools &amp; media</li></ul>
Creativity	<ul style="list-style-type: none"><li>• Creating collections, media, methods</li><li>• Solving problems as part of that work</li></ul>
Communication & collaboration	<ul style="list-style-type: none"><li>• Exploring multimodal communication</li><li>• Engaging in collaborative work</li><li>• Participating in service learning</li></ul>

# Let's talk...

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- What concerns do you have about digital learning?
- What advantages do you see?
- What are some strategies for promoting digital learning at Gettysburg?