Consortial Collaboration to Spark Faculty Interest in Digital Pedagogy

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Five Colleges of Ohio
The Five Colleges of Ohio

- Denison University, Kenyon College, Oberlin College, Ohio Wesleyan University, College of Wooster
- Consortium incorporated in 1995
- History of Collaboration in Information Literacy, Language Teaching, Digital Initiatives
Planning

- Organic evolution
- Nuts and bolts
- Iterating
Organic Evolution

- Physical proximity and established collaborations encouraged conversation
- Shared opportunity: growing interest in Omeka, shared grant funding
- Shared problems: varying levels of expertise, too little time
Nuts and Bolts

- Decided on a “Roadshow” model
- Set the date (aimed for breaks)
- Registration form, capped 20-50
  - Ask them why they’re coming!
- Recruited lunch speaker
- Room reservations
- Catering
- Email announcement
- Parking
- Directions to room
Iterating

- 2 big planning meetings, then debrief after each workshop. In person → Hangouts.
- Considered feedback
- Considered changing needs - looked for overlap
- Discussed future shape of the workshops
  - Students, Visiting Faculty?
  - Collab with people outside of the libraries?
  - Longer format?
- Freedom to experiment essential
Implementation
Instructional Practice

- Balancing emphasis on familiarization, exploring features with evaluation of strengths and drawbacks
- Providing information for faculty to make informed decisions about how to engage with tools
  - Framing instruction within the boundaries of available institutional resources
  - Identifying viable project outputs and the challenges to their realization
- Focus on lab work
- Allow questions and feedback to guide broader discussions
Hands-on Sessions

- Divided into blocks that include skill demonstrations and hands-on time with defined goals
  - Full agenda provided to attendees
  - “Beginner” level work and pacing of blocks
- Blocks build successive or complementary skills towards specific milestones
  - Progression of blocks as a diagram of the platform
  - Foreshadowing future work and reiterating past instruction
Hands-on Sessions

- Co-taught and group led
  - Roving help within lab
  - Answering questions locally
  - Pooling knowledge and experience
- Consultations with attendees
- Handouts
Structured Lunch

- Local faculty discussing integration of platform or tool in pedagogy
- Largely Q&A, focused on three topics:
  - Prioritization of teaching and playing with tech
  - Range and types of student-led projects
  - Outcomes and evaluations
- Wider lens on managing DH projects
Assessment

- Feedback Summary
- Specific highlight
Feedback Summary

Length of Workshops

Percent of Respondents

- Right Length: 80.00%
- Too Short: 10.00%
- Too Long: 0.00%
Feedback Summary

Most Useful Portions of the Sessions

- Overview: 75%
- Hands On: 90%
- Presentation/Discussion: 50%
- Q&A: 10%
Specific Highlights

Each evaluation included space for comments. Here are a few representative ones.

- “I loved the workshop! Thank you so much. I actually ended up continuing to work on my exhibit and learning about Omeka after I got back home”
- “This was exactly the right amount of help -- enough to orient me to the product, help me get started, and provide me with resources ... to facilitate my work with Omeka.”
Specific Highlights

Here are some we were able to use for future changes.

- “Coming back to the hands-on part after the lunch break would have been useful.”
- “I wouldn't mind a longer workshop with more hands-on sessions of a couple hours each.”
- “Many of us needed a classroom that had outlets.”
- “Warm coffee after lunch...”
Outcomes

- For Librarians
- For Faculty
- For Our Institutions
For Librarians

- Leveraging each others’ expertise
- Learning from each other at every workshop
For Faculty

- Convenient low stakes professional development
- Opportunities for advanced exploration
  - e.g. DHSI, HASTAC, etc.
- Ideas for courses and assignments
- On-campus & cross-campus connections
For Our Institutions

- Sustaining conversations about DS/DH
- At Denison: new DH major in development!
Future Directions

- The end is the beginning
CODEX is an Ohio Five digital scholarship initiative. The CODEX project embraces a holistic approach to cultivating critical engagement with digital technologies as both a mode of knowledge production and the subject of inquiry itself.

**Student Opportunities**
Engage liberal arts undergraduate students across disciplines in experiential learning that foregrounds digital technologies as both the mode of knowledge production as well as the subject of analytical and interpretive inquiry.

**Curriculum Development**
Establish structural programs, such as pedagogy institutes, digital humanities labs, and faculty fellowships that address the need among faculty for time and space to develop, test, and implement new digital pedagogies with colleagues in a consortial environment.

**Information Hub**
Create a repository of information, toolkits, and models that serves as both a reference to practitioners and a guide to faculty or staff responsible for assessing digital research or digital pedagogies, a crucial gap on several of our campuses.

https://codex.ohio5.org
Thank you

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https://ohio5.org/page/omeka-faculty-workshops