

A laptop is shown from a low angle, its screen displaying a vibrant, multi-colored digital wave graphic that transitions from blue on the left to red on the right. The background is dark, filled with faint, glowing binary code (0s and 1s) and a subtle grid pattern, creating a high-tech, digital atmosphere.

Is a Digital Project Right for Me?

Instructional Core
Strategic Digital Learning Initiatives
Faculty Development

Spring 2024

Agenda

- What have we faced and what are we facing?
- What is a digital project?
- What is digital fluency?
- Pathways and Project Types
- Gallery Walk
- Advantages and Challenges
- “Is this right for me?”
Worksheet

How You Can Participate

How You Can Participate

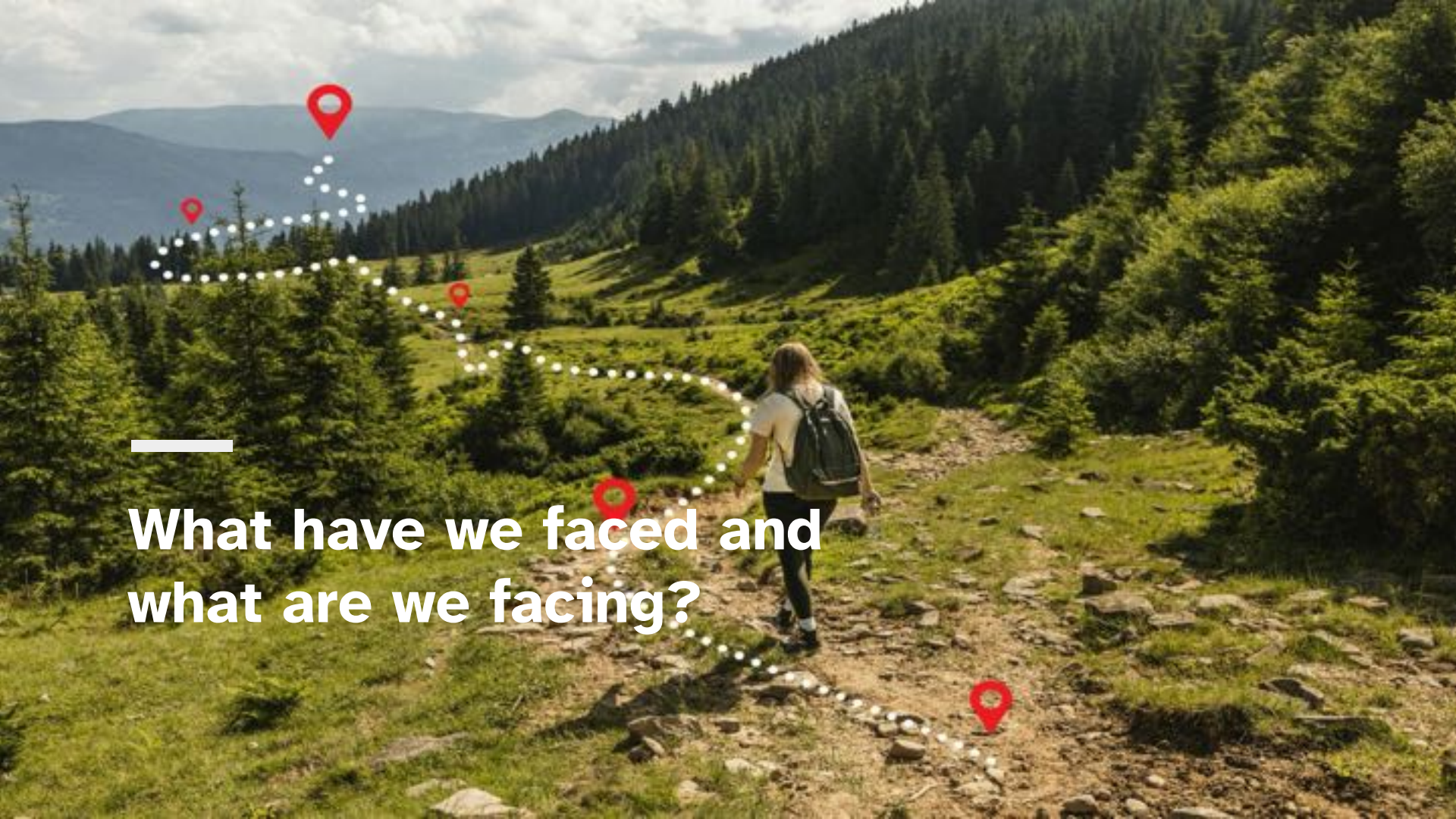
- Feel free to just listen or to speak
- Take breaks as needed
- Let me know if you need something repeated

What You Can Do in Zoom

- Raise your hand and unmute to speak
- Write in the chat

What You Will Get At The End

- A copy of these slides
- Information about how to get more help



**What have we faced and
what are we facing?**

Disruption

COVID-19 + Student disengagement

“defeated,” “exhausted,”
and “overwhelmed” ...
Do students actually
want to be in college?

Popularization of artificial intelligence (AI)

What happens when
[traditional writing
assignments] can be
significantly automated?

Future of hybrid and digital work

Seven in 10 jobs in the
U.S. require medium to
high levels of digital
skills... companies
foresee a skills gap

**Defining what we
mean by a *digital
learning project*.**

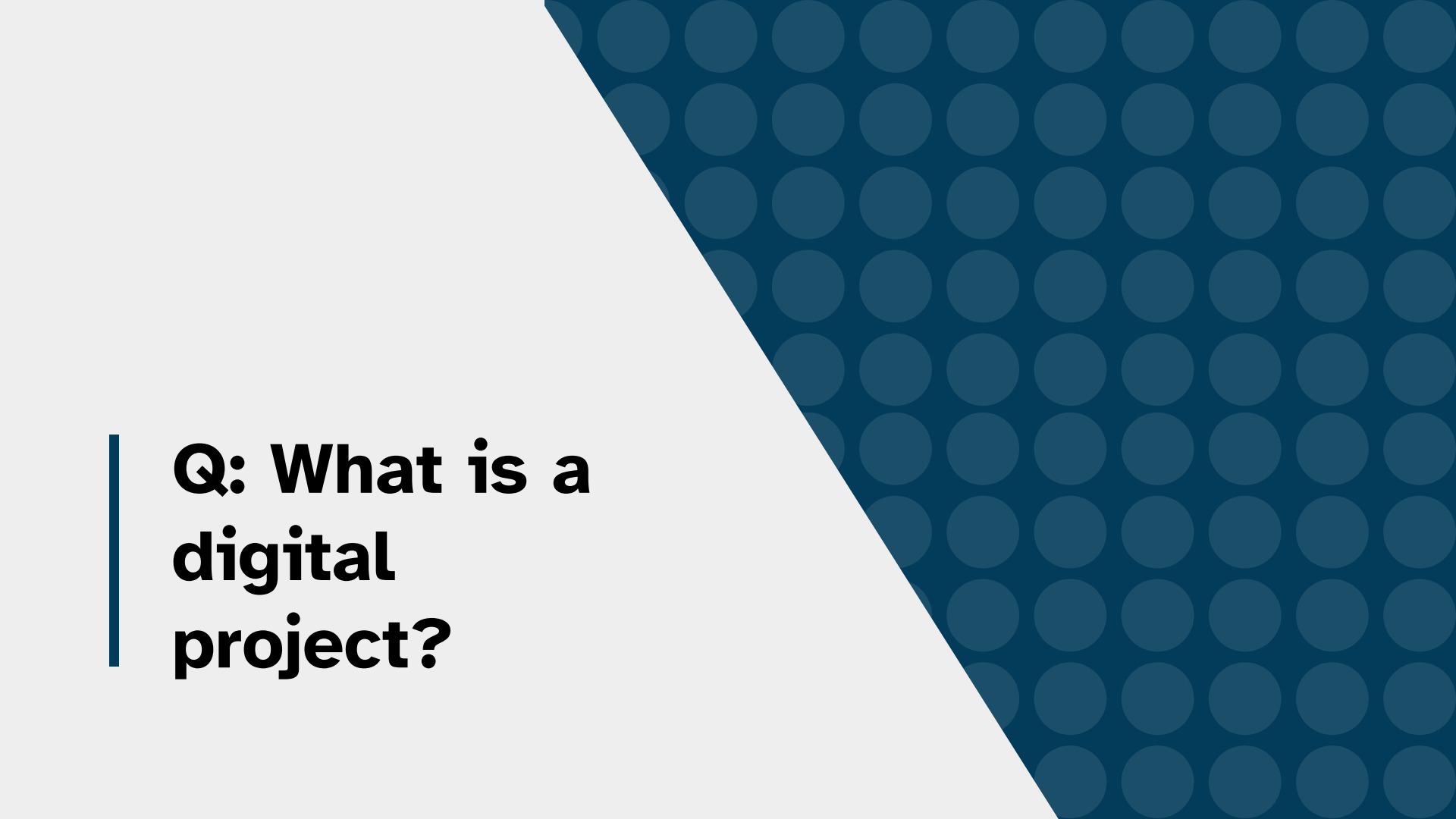
A digital learning project

- Conducted in a **learning management system** (e.g. Blackboard) or **in-person**
- Is the **application of tool combinations** that creates a unique learning experience
- Involves learners **engaging with content** to shape and create new perspectives
- Encourages **applied higher-order thinking** – application, synthesis, creation
- Guide **digital skill and communications** development for future careers.



The top half of the image features a repeating pattern of blue hexagons, each with a 3D effect of being slightly raised or recessed, creating a textured, geometric background.

**What do digital skills for a university
faculty member look like in the years to
come? (3, 5, or 10 years)**



**Q: What is a
digital
project?**

A digital project

A project that involves teaching and learning activities leveraging a combination of digital environments and tools with content.

What do you need for starting a digital project?

Curiosity in possibilities

A little technical
know-how

Communication and
organization skills

Scale in digital competence and practice

1. Digital proficiency

Technical know-how

I can open up **PowerPoint**, navigate the tool and type in some content using the built-in templates and shapes.

2. Digital literacy

Technical + domain

I am proficient. Plus, I can bring in external domain specific content/media and organize a clear visual presentation.

3. Digital fluency

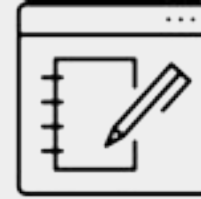
Technical + domain + comms + combo

I am literate. Plus I can shape a visual story with custom content using along with other apps. I can pair it with other materials and activities to **enhance perspective**.



Pathways and project types

Project pathway | Analog to digital



#1 – Digital whiteboard

Classroom whiteboard to Google Jamboard and/or Miro.

- Collaboration anywhere and anytime
- Object use beyond drawing tools
- Ease of including online and digital sources
- Easily archived

#2 – Digital notetaking

Paper to GoodNotes, Google Doc, Notion or Evernote.

- Accessible and shareable across space and devices
- Ability to use color and tagging for search and reference
- Ease of including online and digital sources
- Easily archived

Project pathway | Born digital



#1 – Presentation

PowerPoint or Google Slides to Adobe Creative Cloud Express

- Web availability
- Ease of version updating and distribution
- Ease for multimodal communications and cross-linking



#2 – Social Media or Infographic

Adobe Express Premium

- Accessible and shareable across space and devices
- Thousands of available templates as a low barrier to entry to design graphic elements
- Modern storytelling

Project pathway | Born digital



#3 – Video

Mobile device camera with **Adobe Rush** (Screen captures with Camtasia)

- Leverage ubiquitous devices to create a story
- Allows you to introduce emotion and style
- Allows individualized communications
- Easily shared and archived



#4 – Podcast

Mobile device microphone with **Adobe Podcast** (Also see Audacity)

- Leverage ubiquitous devices to capture a story
- Allow storytelling in combination with other materials
- Easily shared and archived



Gallery walk



Featured projects

Digital whiteboard

Digital notetaking

Presentation

Infographic/social media

Video

Podcast

Visit the gallery

Go to

[https://adobe.ly/46n46](https://adobe.ly/46n46bc)

[bc](#) (link available in
chat)

Review what projects
seem most interesting
to you and think on how
they might work for your
course.

We'll regroup in 15
minutes to discuss what
you found.

Reflect on the gallery walk

What projects did you like?

What projects didn't you like?

What looks easy to implement?

What looks harder to envision for your course?



Why might you consider?

Advantages

Advantage 1

Foster creativity and student skills

You empower student development of 21st century skills for their careers.

Critical thinking	Creativity
Collective intelligence	Transmedia navigation
Media literacy	Technology literacy
Networking	Distributed cognition
Flexibility	Socio-emotional

Advantage 2

**Make creative
assignments**

You are enabling creation
of an *interactive* learning
environment.

Advantage 3

Boost your own digital fluency

You can elevate your own skills and application.

- Showcase your research
- Reinvent methods for delivering your teaching
- Model communications skills used in industry

Digital fluency

A combination of **technical skills, domain expertise** and **communications skills**.

Creates effective communication guided by the ability to select and use appropriate tools in **combination**.

Universal digital competencies

For today and tomorrow...

Digital communications and
storytelling

Data visualization

Internet of Things (IoT)

Tools and coding (e.g.
Python, R)

Augmented Reality and
Virtual Reality

Language models and
chatbots

Design thinking and
human-centered AI

Predictive analytics

Accessibility



Why might you wait?

Challenges



**Short term challenges, with
long term gains**

Challenge 1

Make time to design and develop

It will take time to decide the modality and scope of a digital project.

You will need to pilot it, then iterate the design based on the learner experience.

Challenge 2

Set requirements and assess projects

- How will you measure student progress?
- What level of technical skill should students attain?
- What course-specific knowledge do you want students to include?

Sample digital project rubric

20%

Evidence of Background Research

- Synthesizes in-depth information from relevant sources
- Cite at least 5 sources using APA style

30%

Creativity and Coherence

- Video includes creative elements and visual style
- Tells a cohesive, manageable story within time limit

30%

Persuasiveness of Interpretation

- Provides accurate evidence engaging with multiple views and puts forward your point of view
- Central message is compelling and strongly supported

20%

Technical Requirements and Quality

- At least 4 video clips and 5 images included
- Video is between 5-10 min, has smooth transitions
- Audio is clear and easy to understand
- Captions and/or transcript is provided

Challenge 3

Gather the digital fluency to make it successful

As you bolster the skills of your students, you also will need to build your own competencies.

Recall... Digital skills of the faculty role 3, 5 and 10 years from now.



**Is a digital
project right
for me?**

A decorative vertical bar on the left side of the slide, featuring a repeating pattern of dark blue hexagons with a 3D effect.

Framework and worksheet

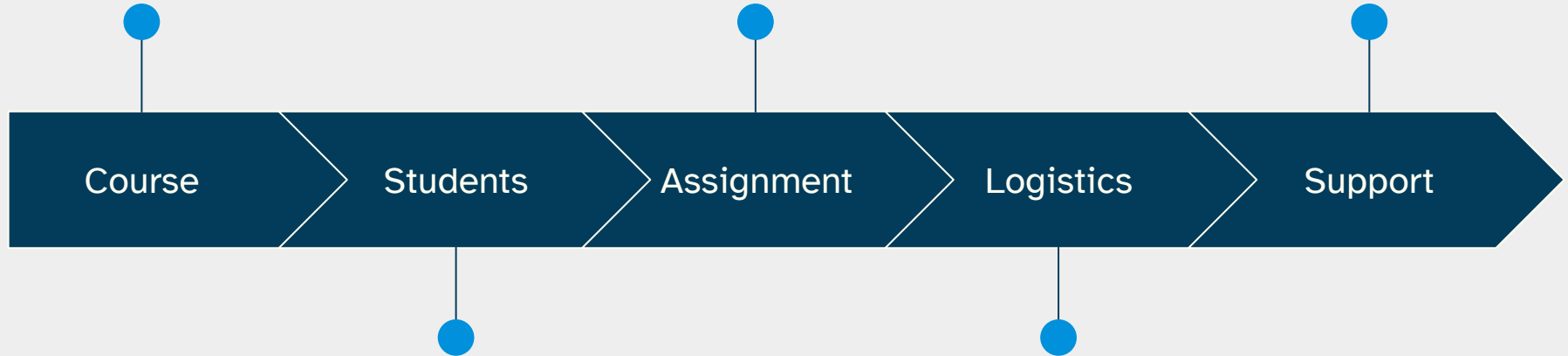
Shortly we're going to share a document that you can complete some of in this session, or take it to go with you.

These are questions and considerations to help you decide if a digital project would be right for your course, and if so, what kind of project and what skills you and your students need.

What are my course objectives?

What assignment am I interested in? What kind of digital project?

What help do I need?
Where can I get it?



What are digital skills I want to foster in my students?

How will the project be done in the course?
What time do I have to work on it?

Create and fill out the worksheet

You can download a Word document copy from the Zoom chat.

The first half of the document has questions for you to fill out. The second half is resources to help you along the way - a list of digital skills and resources.

If you prefer, I can send a Google Doc copy, just ask!

Takeaway

Today's session is about self-evaluating.

There may or may not be a digital project that works for you at this time – and that's OK!

Learning about the options, your own interests and limitations will help you ultimately choose what works best.



Next steps

Workshop, Part 2: *Plan your digital project*

We will guide you through the process of actually planning the project!

- Friday, March 22 at 11:00 a.m.