Digital Learning & Pathways Pre-Institute Workshop – Tempe, AZ

Summary of Workshop Concepts

Team Name/Key Problem	Proposed solution to this problem?
Collaboration Station: Students get bored in online courses. How to increase student collaboration and engagement in an online course?	Creating a way for faculty to share strategies around online collaboration creates visibility around good practices. This can also be used in training of faculty and the sharing of such tools. Collection of these proven strategies will also provide data that can be used to make informed decisions about where to invest to make additional improvements in the learning experience.
Fab 5: Faculty resistance surrounding the pathways process results in push back. We want to bring faculty along in a positive and productive way.	What if we use online learning as a medium to help educate faculty about the power and benefits of the pathways approach? So let's leverage digital learning to create a field based repository of materials to help faculty feel that they are included in the decision making process and that they are key to the success of this effort.
Digital Developers: Faculty lack sufficient professional development and training in the effective delivery of hybrid and online instruction.	Building a network of faculty to faculty mentoring and coaching (a professional community of sorts) around optimal strategies to teach effectively with technology and courseware. This will lead to campus wide engagement, reduced fear, and generate improvements in the quality of online courses and instruction.
Dev Eds: How to create a supportive environment for professional development of faculty and facilitate inclusion of digital environments though professional development.	By focusing explicitly on shifting and changing the institution's culture to designate appropriate resources and leaders to focus on this. This requires an explicit challenge to the existing culture and signaling that the status quo is not sufficient or optimal.
Buy in Billie's: Faculty lack buy in for new pedagogies in teaching and instruction – particularly those that may lead to greater active learning and engagement	Having some "ready to teach" digital components for classes that are already ready for faculty to use (perhaps OER based and with consistent learning outcomes) could be a catalyst for such faculty. This might also include teaching notes or other prompts and tools to help faculty and to alleviate some of the work related to using these innovative practices.
Digital Warriors: Although many of our college going students are increasingly" digital natives", this alone does not mean that they are ready to learn online. Many digital tools (e.g. xbox gaming or social media) do not build the core skills that students need to succeed online.	What if we embedded useful digital literacy prompts within a course so that students could better understand what it will take for them to succeed in this medium? This would also benefit faculty because faculty would also have a better way of knowing if students are going to struggle and whether they are ready to succeed online.
Pathway Princesses: Given the growing use of adjunct faculty on our campuses, how might we better support adjunct faculty so that they are more effective at teaching in blended/online environments?	What if we created a specific course for adjuncts, taught by senior faculty very adept at digital instruction so that these adjunct instructors can deepen their skills and literally use the tools/courseware that they will later be using to teach students with on that campus?