

# #DigPINS: A Participatory Faculty Development Experience

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## Defining Concepts

### Pedagogy

After thinking about one's own identity and networked interactions, participants are encouraged to think about possibilities in the context of their teaching. If we think of learning extending outside classrooms, what is already happening or what can happen in digital spaces?

All activities during the four weeks are models of what instructors may want to do with students.

Some of the guiding questions include:

- How can you use digital spaces in your courses?
- What have others done?
- What do online spaces afford students?

### Identity

DigPINS starts with an exploration / reflection on one's own digital identity. Everyone thinks about this and is in a different place, which is meant to add to the group's conversation. There is no "right way" that is encouraged. Rather, people share what spaces they occupy online. They discuss what has worked for them, what hasn't, what fears they may have, and their possible ideal identity; i.e. how they see others and how they think others see them.

Some of the guiding questions include:

- Who are you online?
- What social traces do you leave?
- How would you like to start / continue curating or shaping your digital presence and identity?

### Networks

DigPINS explores digital networks from the perspective that who you interact with and how you interact informs and shapes your digital identity. Together, a cohort taking DigPINS creates their own in-group network but participants branch out to larger public networks through work in the open in a variety of mediums. Synchronous and asynchronous activities are used to explore conversation in a variety of formats.

Some of the guiding questions include:

- Who do you interact with online?
- How do you find and join networks?
- What are your current networks?
- What are the affordances and limitations of particular networks

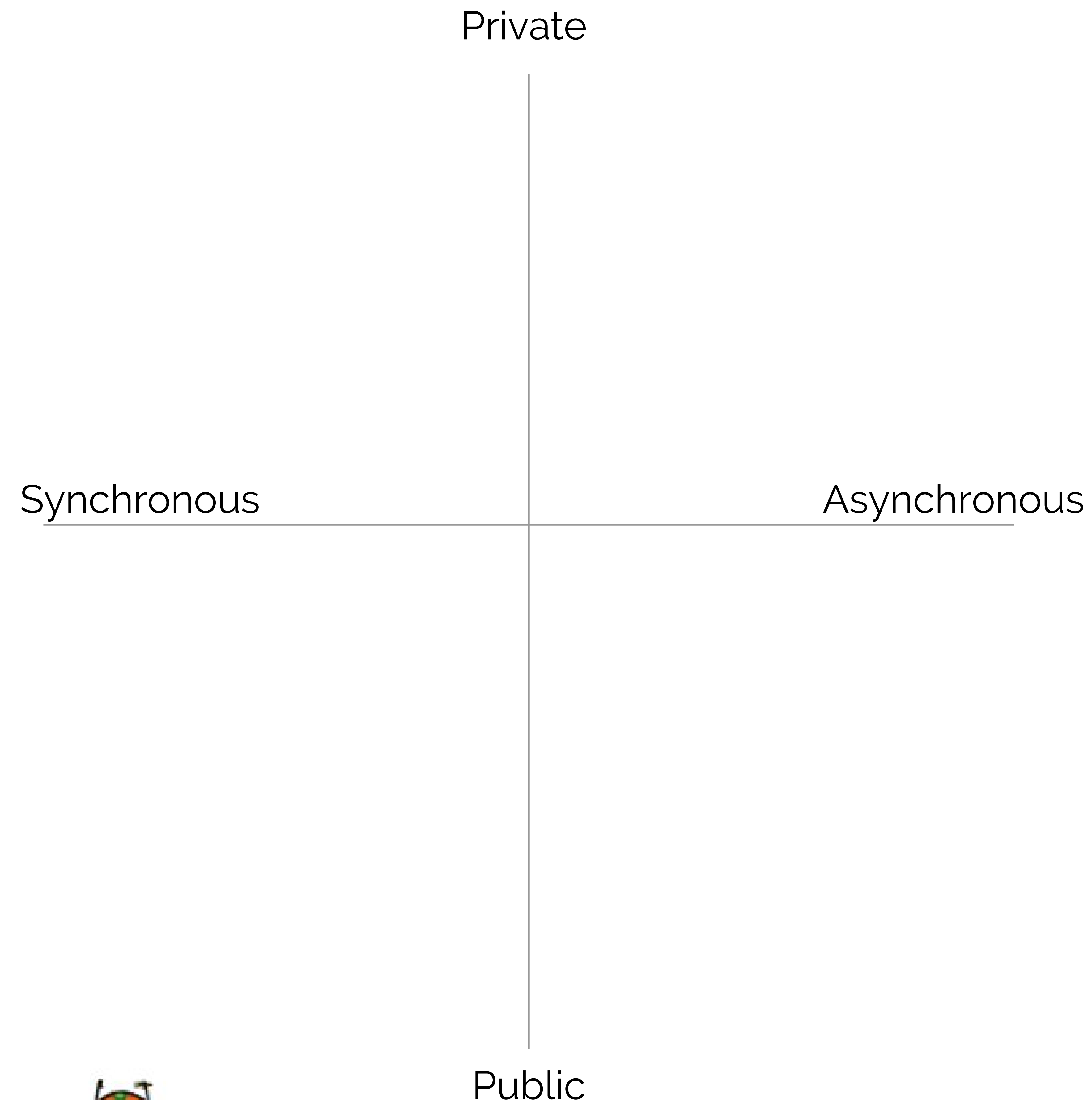
### Scholarship

Digital scholarship will vary from discipline to discipline. DigPINS asks members of a cohort to contemplate digital scholarship in their field and discuss the affordances and limitations of the digital on their own learning. Open journals and public scholarship are discussed along with what it means for scholarship to be accessible.

Some of the guiding questions include:

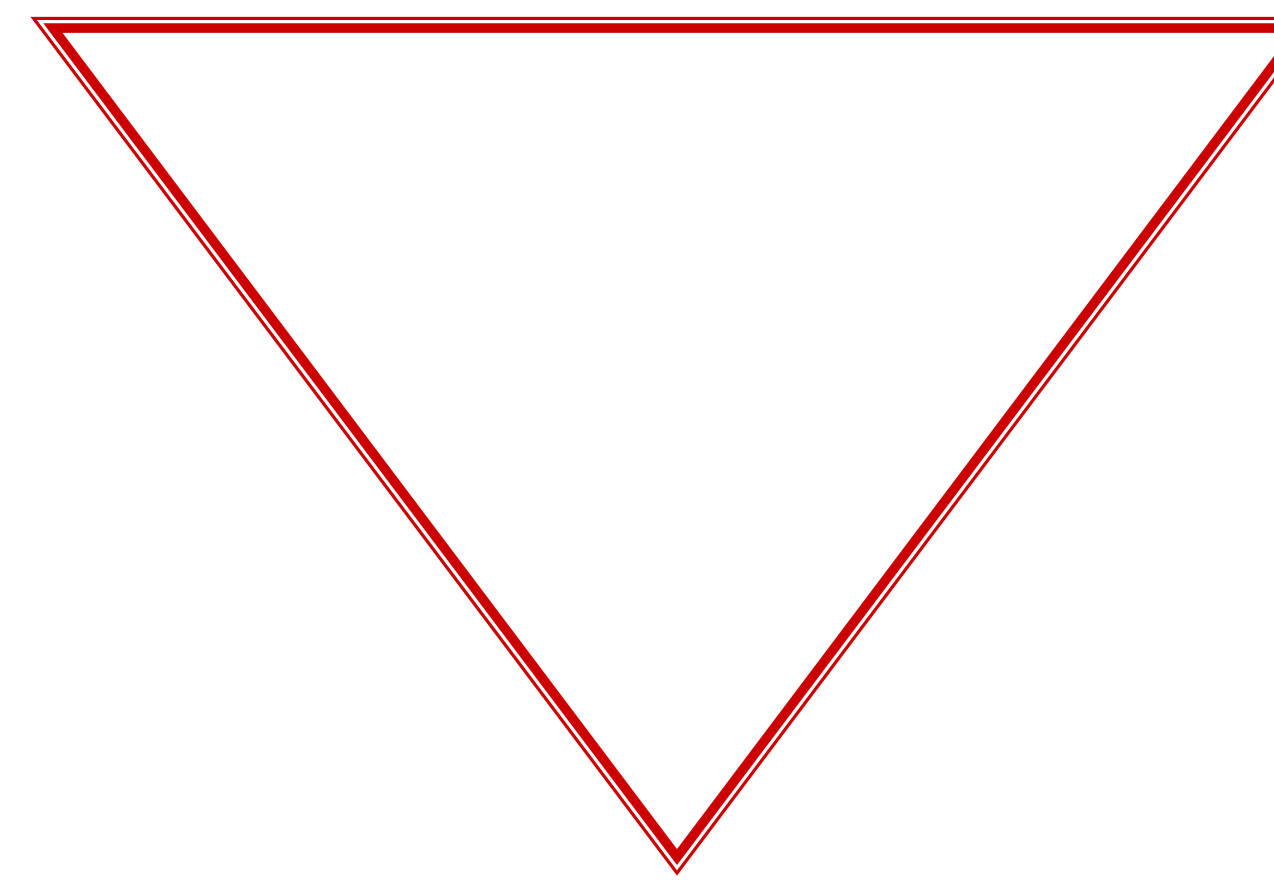
- Who is reading and citing your scholarship?
- How does the idea of *impact factor* change with digital citation tracking?
- What are the effects on social capital around digital and open scholarship?
- What are our responsibilities as academics to members of society outside of our disciplines?

## Activities



**Coming soon!**  
**Open source template to run the course at your campus**  
<http://digpins.org/>





#### **Video Chat**

Video chats serve as an important way to check in and build a sense of community within the group. They are also great for conversations with guests. The chats between participants are usually private. The chats with guests vary depending on the decision of the group.

Google Hangouts, Zoom, or any other video conferencing you have available can be used.

#### **Web Annotation**

Annotating an article using Hypothes.is. This is usually one of the weekly readings or can be a related article. This activity is usually open, where others outside of the course are invited to join. If another group is doing a live annotation, we have joined their efforts as well. This usually happens as a second reading. Conversation happens in the margins.

This involves getting a Hypothes.is account.

#### **Blog Posts**

Longer form reflection is important for thinking through complexities that arise from asking questions around open and digital pedagogy. Blogs allow people this longer format with possibilities for conversation in comments sections or between blogs.

#### **Backchannel**

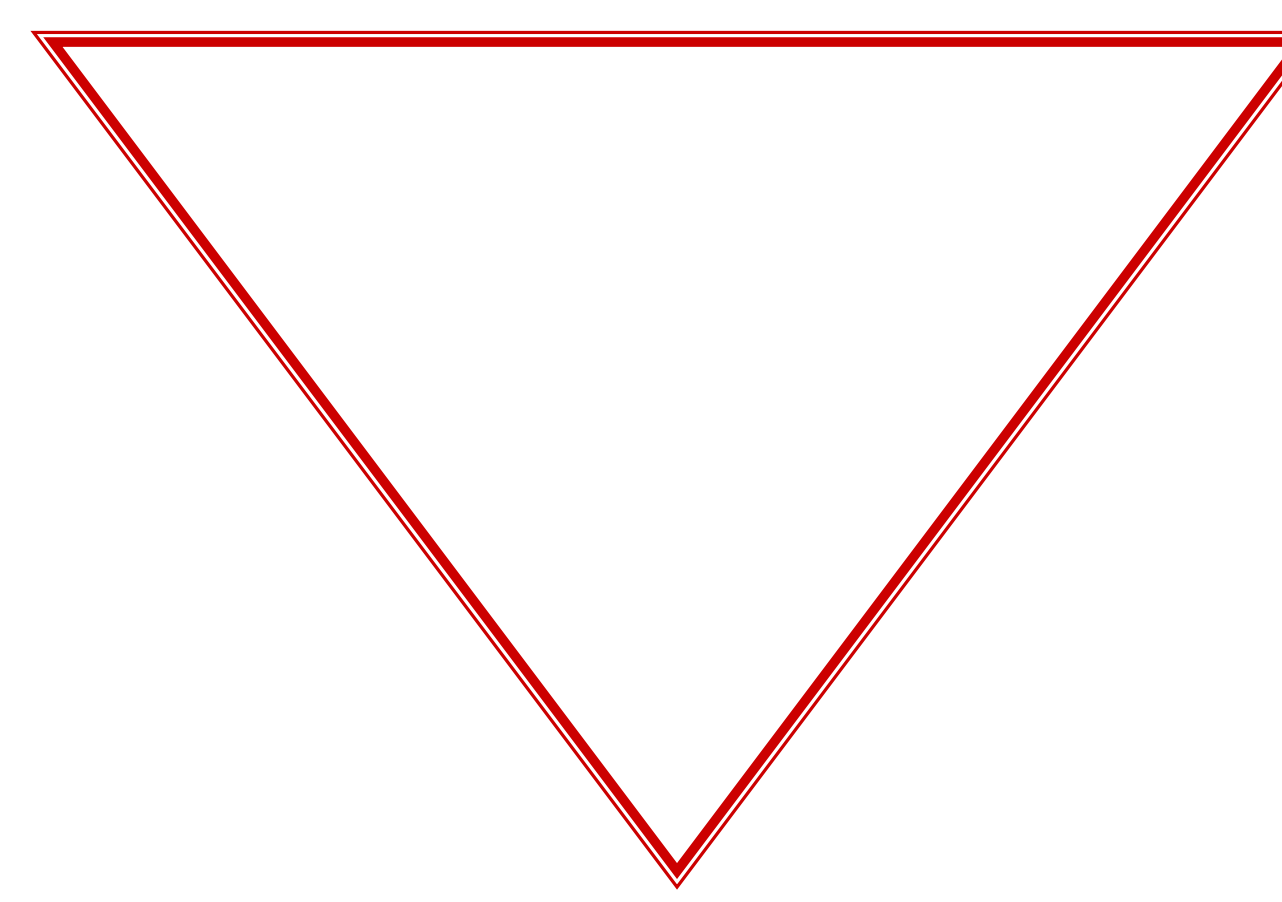
Since much of the course is pushing participants to work in the open, this is an important safer space for communication throughout. This is more for daily / informal communication. It can also serve as practice to posting to places like Twitter.

This could be in a variety of places. We have used Slack. But this could be another IRC program or your LMS, anything that has authentication for just the participants to join.

#### **Twitter Chat**

A live Twitter chat can be a meaningful way to onboard someone to Twitter. There is an opportunity to connect with a network(s), and have interactions instead of broadcasts.

All participants are encouraged to create a Twitter account, if they do not have one. They can do this with an anonymous identity or they can start connecting it into their digital identity. Some participants who already have an account will choose to create a separate account for professional purposes. There is no one way, nor is this required.



## *Poster Description*

#DigPINS is an approach to **faculty development** that offers the opportunity to explore and develop an identity and presence online by participating in various individual and networking activities. This four-week online course provides **flexibility** for the **expected time commitment** and **models ways to engage and learn in online spaces**. Over the four weeks, the faculty cohort explores the topics of digital pedagogy, identity, networks, and scholarship. They do this through **readings, blogging, speaking with special guests in open video chats, live Twitter chats, and other methods**.

**Outcomes:** Identify various ways to engage faculty in a conversation about digital identity \* Present opportunities to participate in activities that help build a personal learning network \* Implement strategies to connect digital identity to teaching and scholarship