To: General Education Committee
From: DI Working Group (Zach Whalen, Angie Kemp, Janine Davis)
Date: 20 August 2019
Subject: Report

Dear Colleagues,

In this document you'll find the results of our summer work on defining the Digital Intensive requirement. This includes

- student learning outcomes (a short version and a more detailed version of each)
- a matrix of the SLOs keyed to specific types of assignments
- a rubric for assessing these outcomes
- a sample proposal form

Additionally, we have begun creating a website for the Digital Intensive program which will live at http://academics.umw.edu/digital-intensive and we have tentatively planned workshops for September 17th and 30th that will help faculty prepare successful proposals ahead of the October 11 deadline.

If you have any questions about these documents or anything else, please let us know.

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Student Learning Outcomes, Digital Intensive
(As proposed and included in the General Education report)

Students will successfully locate and critically evaluate information using the Internet, library databases, and other digital tools

Students will use digital tools to safely, ethically, and effectively produce and exchange information and ideas

Students will creatively adapts to emerging and evolving technology

Student Learning Outcomes, Digital Intensive

Extended definitions of each outcome with subpoints to clarify intent and areas of emphasis.

Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools

- Uses digital technologies relevant to the discipline
- Uses digital information in an ethical manner
- Demonstrates awareness of legal, social, and/or cultural issues surrounding the use of digital information

Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas

- Creatively uses digital text, media, and/or data
- Works collaboratively to exchange and share information
- Works with digital tools to produce new information resources
- Demonstrates knowledge of legal, social, and/or cultural contexts of digital information production

Creatively adapts to emerging and evolving technology

- Identifies and evaluates digital tools needed for the design and development of projects
- Develops an independent and critical approach to solving technology and information challenges
- Develops digital and/or professional identity in relation to different audiences

Digital Intensive SLO Crosswalk

A matrix of extended definitions and types of assignments that may fit for each.

SLOS	Discussion	Examples
Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools ● Uses digital technologies relevant to the discipline ● Uses digital information in an ethical manner ● Demonstrates awareness of legal, social, and/or cultural issues surrounding the use of digital information	**Digital tools and technology** could include Domain of One's Own, database software, statistical software, media software like Adobe Suite, WordPress, Hypothes.is, VR and AR, social media, analytics, video and image editing, audio DAW, search engines, screen scraping to produce database, html/sql programming, creating APs, data organization/transmission, data visualization Using digital information in an **ethical manner** means, practicing citation and attribution, respecting copyright, respecting terms of service, personal risk The **legal, social, and/or cultural issues** of digital information being mindful of self and others' reputation, respecting intellectual privacy rights, understanding differences in privilege in digital cultures, understanding bias in search algorithms, understanding how data can be used	● Student-developed blog that draws on, evaluates, and cites relevant sources ●
Safely, ethically, and effectively produces and exchanges information and ideas using digital tools.	Issues could include the complex and changing nature of data, privacy, security, and intellectual property	● Student-developed website that extends beyond already-existing content

• Creatively uses digital text, media, and/or data • Works collaboratively to exchange and share information • Works with digital tools to produce new information resources • Demonstrates knowledge of legal, social, and/or cultural contexts of digital information production	**Creative uses** mean avoiding derivative content, producing original text data, media Using digital tools to create novel, original content. **Information resources** could include a domain, website, database, a social media campaign, blog posts, annotated bibliography, maps, infographics, digital collages, videos, data visualization Something designed with an audience in mind	• Student-created, publicly-shared podcast • Collection of artifacts/writing/images in an online portfolio
Creatively adapts to emerging and evolving technology • Identifies and evaluates digital tools needed for the design and development of projects • Develops an independent and critical approach to solving technology and information challenges • Develops digital and/or professional identity in relation to different audiences	Emerging technology implies that the tools students need to be able to use may not exist yet, so students should learn how to learn new software and processes more so than mastering specific tools. being aware of how and why you are using digital tools Metacognitive prepare students for our complex and evolving digital culture digital and/or professional identity could include a domain or other demonstration of ethos in a digital context.	• Student-located tool for constructing spreadsheets • Student-created infographics

Digital Intensive Proposed Rubric

A draft of a proposed rubric for assessing Digital Intensive SLOs.

SLO 1: Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools

Fluent	Proficient	Somewhat proficient	Not proficient
Accurately discovers and assesses sources, including their content, the process by which they were created, and the context in which they exist. Demonstrates a thorough understanding of the rights of other content creators, including privacy, intellectual property, and/or terms of service agreements, as well as the implications of those rights on content usage. Successfully and extensively uses technologies relevant to the discipline under study to discover information.	Trusts only accurate, credible, and reliable sources. Understands sources' content and context. Understands and respects the rights of other content creators, including privacy, reputation, intellectual property, and terms of service agreements. Successfully uses technologies relevant to the discipline under study to discover information.	Tries to select only accurate, credible, and reliable sources, and has partial success. Exhibits some understanding of sources' content and context. Tries to respect others' rights, but may misunderstand what those rights are and how they work. Attempts to use at least one technology relevant to the discipline under study to discover information.	Trusts inaccurate and unreliable sources. Violates intellectual property rights, privacy rights, and/or terms of service agreements. Cites sources, but gives little indication of having read them, or fails to use sources at all. Does not use any technologies relevant to the discipline under study to discover information.

SLO 2: Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas

Fluent	Proficient	Somewhat proficient	Not proficient
Uses digital tools to produce works that are new, innovative and/or impactful in the discipline. Works collaboratively and exchanges information with other students or readers using digital technologies in a responsible manner. Demonstrates a thorough understanding of personal risks and rights associated with digital artifact creation. Provides credit and extensive information about digital content created by others.	Uses digital tools to produce required projects. Works collaboratively and exchanges information with other students or readers using digital technologies in a responsible manner. Demonstrates an understanding of personal risks and rights associated with digital artifact creation. Gives credit to digital content creators.	Attempts to use digital tools for content creation or collaboration but uses them incorrectly or unsuccessfully. Begins to understand personal risks and rights associated with digital artifact creation. Credits digital content creators, but in a way that makes it difficult to find the original source.	Does not attempt to use digital tools for content creation or collaboration. Fails to understand personal risks and rights associated with digital artifact creation. Fails to give credit to digital content creators. Spreads false or misleading information.

SLO 3: Creatively adapts to emerging and evolving technology

Fluent	Proficient	Somewhat proficient	Not proficient
Selects and evaluates multiple digital tools for project purposes. Chooses the tool(s) most relevant to the project goals. Independently discovers resources for tool functionality. Actively searches out and implements solutions for technology challenges. Trouble-shoots technology problems until they are resolved or a different avenue is found. Creatively and purposefully makes choices regarding digital project work to build the desired digital and/or professional identity.	Selects and evaluates multiple digital tools for project purposes. Understands where and how to search for solution information, but may require assistance for implementation. Attempts trouble-shooting until problem is resolved or all potential solutions are exhausted. Considers digital and/or professional identity in project work and actively chooses how to incorporate that work.	Selects one or two standard tools for projects. Uses some of the relevant features of these tools. Limited independent discovery of tool functionality. Attempts trouble-shooting one or two times but may leave the problem unresolved without exhausting options. Considers digital and/or professional identity in project work, but may not actively work to build upon that identity.	Does not attempt to discover new or useful tools and/or tool features for projects. Misunderstands or overlooks important features of these tools, or avoids new technology altogether. Fails to consider digital and/or professional identity during project creation.

Digital Intensive Proposal Form

(Draft, 8/20/19)

The Digital Intensive Committee recognizes that one of the strengths of the DI Program is that the requirement can be satisfied with courses in various disciplines, offering students a variety of digitally-intensive opportunities and challenges. DI-related assignments include blogs, videos, databases, reports, podcasts, and any other assignments that support the nature of the course material in emerging and discipline-specific contexts.

A course designated as Digitally Intensive should include assignments or other structured activities that address all three of the learning goals of the Digital Intensive program whereby the successful student is one who:

1. Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools
2. Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas
3. Creatively adapts to emerging and evolving technology

Typically, these goals will be the focus of three different assignments, but in some cases a single assignment or activity could address multiple areas. Whatever the arrangement cases, please complete each section with the assignment or activity that best demonstrates the course's attention to each goal, respectively.

In addition to the basic assignment description and type, for each goal, please also provide some account of the type of instruction or support students will receive as they complete this work and a method for assessing or providing feedback on this work.

Besides assignments or activities that meet the required learning goals for DI, a DI course may also include informal, optional, or environmental features of digital pedagogy. For example, an instructor may encourage students to use digital platforms as an option for supplementing class discussion. Please list any of these features of this class that are shaped by a digital resource, tool or platform, as well as the kind of guidance students will receive in utilizing these tools.

Attach a syllabus and any other supplementary materials that illustrate the ways your course meets DI Program expectations (instructional handouts, links to tutorials, grading rubrics, assignments, etc.).

If your course will be DI regardless of the instructor, please also complete the "DI All Instructors" section of this form and provide a signature from the Department Chair. While additional instructors may make changes to the structure of the course, and use different assignments, it is the department's responsibility in preparing future instructors to teach the course as Digitally Intensive.

This form, along with a sample syllabus and any related materials you would like to include, should be sent via e-mail to the chair of the Digital Intensive Committee.

Proposer's Name:

Course Number and Title:

Department:

Semester the DI designation should take effect:

Frequency: ☐ Fall ☐ Spring | ☐ Yearly ☐ Alternating Years

DI Designation requested for:

☐ the course and the faculty member teaching this course (other faculty who teach the course will not have their courses designated DI automatically; other faculty will need to apply for DI designation independently.)

☐ the course regardless of instructor; the department chair accepts responsibility for ensuring that multiple sections maintain the core DI elements described in this proposal and approved.

Please complete each of the following pages to identify how each SLO will be addressed in this proposed Digital Intensive class. If there are aspects to this course that are not neatly captured by the following pages, then please provide any additional justifications or considerations here.

SLO 1:
Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools.

- Uses digital technologies relevant to the discipline
- Uses digital information in an ethical manner
- Demonstrates awareness of legal, social, and/or cultural issues surrounding the use of digital information

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Assignment Name:

Assignment Description:

Type of Assignment (check all that apply):
- ❏ Annotated bibliography
- ❏ Public-facing website
- ❏ Social media campaign
- ❏ Zotero library
- ❏ Fact-checking
- ❏ Database
- ❏ Research project
- ❏ Visualization
- ❏ Something else: _____

Assessment (check all that apply):
- ❏ Letter grade
- ❏ One-on-one consultation
- ❏ peer evaluation
- ❏ minimalist grading
- ❏ rubric
- ❏ Something else: _____

Support (check all that apply):
- ❏ In-class instruction or demonstration
- ❏ Library support
- ❏ Digital Knowledge Center tutoring
- ❏ Individual or small-group consultations
- ❏ Textbook
- ❏ Peer support
- ❏ Online training material
- ❏ Guest speaker or workshop
- ❏ Something else: _____

Availability of Student Work:
- ❏ Public
  - ❏ students' domains
  - ❏ UMWblogs
  - ❏ Class website
  - ❏ Social media (platforms _____)
  - ❏ Something else: _____
- ❏ Private
  - ❏ Canvas
  - ❏ class website
  - ❏ collaboration platforms
  - ❏ Something else: _____
- ❏ N/A

Sustainability Plan for Public Projects:
- ❏ Determined by individual students
- ❏ Maintained on faculty domain
- ❏ Recommendation to UMW Digital Archives
- ❏ End of project sunset
- ❏ None or N/A
- ❏ Something else: _____

SLO 2:
Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas

- Creatively uses digital text, media, and/or data
- Works collaboratively to exchange and share information
- Works with digital tools to produce new information resources
- Demonstrates knowledge of legal, social, and/or cultural contexts of digital information production

Assignment Name:
Assignment Description:

Type of Assignment (check all that apply):
- ❏ Public-facing website
- ❏ Social media campaign
- ❏ Fact-checking resource
- ❏ Database
- ❏ Visualization
- ❏ Digital exhibit
- ❏ Blog
- ❏ Video
- ❏ Podcast
- ❏ Software or programming
- ❏ Digital art
- ❏ Games
- ❏ Creative Coding
- ❏ Something else: _____

Assessment (check all that apply):
- ❏ Letter grade
- ❏ One-on-one consultation
- ❏ peer evaluation
- ❏ minimalist grading
- ❏ rubric
- ❏ Something else: _____

Support (check all that apply):
- ❏ In-class instruction or demonstration
- ❏ Library support
- ❏ Digital Knowledge Center tutoring
- ❏ Individual or small-group consultations
- ❏ Textbook
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- ❏ End of project sunset
- ❏ None or N/A
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SLO 3:
Creatively adapts to emerging and evolving technology

- Identifies and evaluates digital tools needed for the design and development of projects
- Develops an independent and critical approach to solving technology and information challenges
- Develops digital and/or professional identity in relation to different audiences

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Assignment Name:

Assignment Description:

Type of Assignment (check all that apply):
- ❏ Tutorial or workshop led by students
- ❏ Digital archive
- ❏ Digital exhibit
- ❏ Annotated bibliography
- ❏ Public-facing website
- ❏ Social media campaign
- ❏ Zotero library
- ❏ Fact-checking
- ❏ Database
- ❏ Research project
- ❏ Visualization
- ❏ Digital portfolio
- ❏ Domain
- ❏ Something else: _____

Assessment (check all that apply):
- ❏ Letter grade
- ❏ One-on-one consultation
- ❏ peer evaluation
- ❏ minimalist grading
- ❏ rubric
- ❏ Something else: _____

Support (check all that apply):
- ❏ In-class instruction or demonstration
- ❏ Library support
- ❏ Digital Knowledge Center tutoring
- ❏ Individual or small-group consultations
- ❏ Textbook
- ❏ Peer support
- ❏ Online training material
- ❏ Guest speaker or workshop
- ❏ Something else: _____

Availability of Student Work:
- ❏ Public
  - ❏ students' domains
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  - ❏ Canvas
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  - ❏ collaboration platforms
  - ❏ Something else: _____
- ❏ N/A

Sustainability Plan for Public Projects:
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