A Visual Odyssey to Improve Teaching Practice:
Self-Study Scholars’ Collaborative (S³C) on the Visually Rich Digital Learning Environment

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Self-Study Scholars’ Collaborative (S$^3$C) on the Visually Rich Digital Learning Environment

A one-year, transdisciplinary and collaborative self-study learning community devoted to the self-study of teaching and learning in and with visually rich digital learning environments.
An image-based world, where digital devices and media bring to the fingertips of every connected learner not only the ability to consume visual images but also the power to create complex visual narratives.

Print-based faculty: most university faculty ground their instructional styles, their scholarly pursuits, and their curriculum development in the print-based model in which they were formed and trained.
Dispositions of a Beginner’s Mind ~ S$^3$C

A willingness to:

0 Explore pedagogy and curriculum in “studios” of collaborative inquiry and exchange
0 Embrace mistakes as part of the process of growth
0 Cultivate openness to continuous learning and divergent thinking
0 Experiment courageously
0 Learn from others outside their discipline and instructional units
0 Be vulnerable within the learning community
0 Share knowledge generated by the study through presentation and publication, both individual and collaborative

*Constantine, Samaras, & Smith, 2014*
What is Self-Study?

Faculty systematically examine their role:

0 In a professional-based inquiry
0 With ongoing and regular peer review from critical friends
0 To improve practice and learning for themselves and others
How do I improve my teaching practice as a teacher using the self-study research methodology?
Self-study is beyond the self.

How Self-Study has Changed the Way I Teach Science
Kirk D. Borne (2011)

How can I integrate a scientific research experience for the students in my science classes, and thus reduce my dependency on a lecture style of teaching?
Who benefits from exploring this inquiry besides you?

So what & for whom?
Professional Benefits of Self-Study

• Acknowledges the complexities of teaching and learning

• Promotes integration and wholeness through collaboration

Lesley Smith, Digital Literacy Professor, GMU
We have the capacity:

• to learn by self-assessing our teaching practice
• to develop each others’ capacities as learners and teachers
Self-study is trans-disciplinary.
Self-study can be topic based and university sponsored!

Scholars of Studying Teaching Collaborative on e-Learning (SoSTCe-L)
Self-Study Scholars’ Collaborative ($S^3C$) on the Visually Rich Digital Learning Environment
Can one provoke & measure student intention reliably? (Transfer)

What effects do peer review experiences have on writers? (Decision-making)

What pedagogy succeeds in teaching peer review? (Faculty)

Who asks?

PRAISERS ASKERS NEUTRAL

p = .023

Big Data

Online Classes
My Development Plan  (Confidential with Instructor)  Name:
Step 1 self-assessment.  Step 2 goals and personal course objectives.  Step 3 course assignment and strategy decisions.
Step 4 agreement and launch...

Step 1: Self-Assessment (go with first impressions, short answers or dashed points)
1. What are your tech skills?
   I feel mostly like a novice      I know a few things pretty well      It clicks. I’m familiar with a wide variety of tools

Check whichever you have some experience with… circle those you have proficiency:
Word processing □  Mobile apps □  Social networks/Facebook □  Social media (Twitter, Blogging, Pinterest….) □
Image work/Photoshop □  Data and Charts/Excel □  Presentations/PowderPoint/Keynote/Prezi □
Desktop Publishing (Flyers, Brochures) □  Audio Production □  Web Development □  Programming □
Vector Graphics/Illustrator □  Video Production □  Digital Animation/3D □  Game Development □
Telemeetings/teleconferencing □  Group production software □  Specific corporate/business work system □
Other(s): ________________________________

2. What are your communication skills (circle)?
   As a friend or partner: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a listener: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a presenter: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a writer: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a designer/artist: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a group member: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
   As a leader: Strong/Confident     Good     Fair     Weak     Varied/Inconsistent
Your strengths as a communicator:

Your growing edges/areas for improvement as a communicator:

3. What are your creative talents and interests?

4. What are your work/life/media experiences?
   I haven’t worked very much     I have worked some in a few places     I’ve had many different jobs
What have you learned so far about yourself as a worker?
Mapping teaching and learning in astronomy

Formative assessment – finding holes in teaching

Student reflection – giving students a tool to evaluate their learning
Walking the Walk: Universal Design for Learning (UDL)

Using UDL principles to teach about UDL
Any Questions?