Pivoting, Designing, and Building on Digital Competency at Bryn Mawr in the Time of the Pandemic

Gina Siesing
Chief Information Officer & Constance A. Jones
Director of Libraries
Alumnae/i Summit
October 3, 2020
Academic Continuity during COVID-19

We are refreshing this page for the fall semester. Visit us starting on Aug 24, 2020 when we will have updates and new materials on this page.

Helpful links:
Co-curricular Continuity Right Away
And then more mindful design

Online Teaching Institute

Designed as a professional development Institute delivered entirely online, the Online Teaching Institute is a mostly asynchronous opportunity in which participants work together with support on the design of an online course. Throughout the Institute, faculty designing an online course for the first time have the opportunity to devise,
And then more mindful design

Welcome and Start Here

Overview of the Institute

Designed as a professional development Institute delivered entirely online, the Online Teaching Institute is a mostly asynchronous opportunity in which participants work together with support on the design of an online course. Throughout the Institute, faculty designing an online course for the first time will have the opportunity to devise, create, and reflect on the different components of an online course. At the same time, faculty with more online teaching experience may work through the modules to further reflect on their existing online courses.

Institute Outcomes

By the end of this Institute, participants will be able to:

• Build and support a community of inquiry in an online course
• Anticipate ways to efficiently manage student and instructor workload
• Articulate learner-centered outcomes and objectives for an online course
• Design effective online assessments aligned with course objectives
• Plan, organize, and create at least one online lesson plan on Moodle
• Identify which learning technology approach best fit course’s learning objectives
And then more mindful design
And then more mindful design

Creating and Rethinking Syllabi to Open Learning

Welcome to the Community Page for Creating and Rethinking Syllabi. We are committed to developing syllabi that honor diversity, promote equity and inclusion, and spur decolonizing practices of thought.

Here you will find associated readings and example syllabi, together with direct student perspectives. These represent a range of perspectives and practical wisdom from current and former students.

We believe there is no one right way to put together a syllabus that aims to honor diversity and support equity and inclusion. All are works in progress, and we encourage exploring various approaches.

Explore Tools & Resources for Syllabus Development

Meet the Facilitators

Join the Workshops Sequence

Alice Lesnick
alesnick@brynmawr.edu
Syllabus Workshop Facilitator

Creating and Rethinking Syllabi
And preparation for fall semester
And preparation for fall semester
And preparation for fall semester
And
preparation
for fall
semester
Why was Bryn Mawr well-poised?

Under President Cassidy's leadership, beginning during her tenure as provost, Bryn Mawr has been a pioneer in **blended learning in the liberal arts**, bringing 40+ partner institutions together through Next...
Why was Bryn Mawr well-poised?
Why was Bryn Mawr well-poised?

Digital Scholarship

About
News
People
Opportunities
Summer Fellows Program
For Graduate Students
Resources
Events
Contact Us
For more information or to be added to our developing mailing list, email
Key Aspects of Digital Bryn Mawr & Digital Competencies Program
Bryn Mawr’s Digital Competencies Framework at a Glance
1. Student is at the Center

Example Timeline
2. Many Pathways to Success
3. Curricular and Co-Curricular Partners Ensure Robustness
Curricular & Research Opportunities for Developing Digital Competencies
4. Liberal Arts Focus/Approach

- Reflect > Build > Articulate > Iterate!

“These are things you do every day, in your rooms, your dorms, your club activities. The only difference is doing it consciously.”
—Leslie Goloh (2019)

- Competencies include metacognition, design thinking, digital scholarship, *critical* audiovisual production
5. Focus on Women’s Empowerment

← Key allies in Career Peers …

… and Engineers and Makers Club →
5. Integration with Innovation Funding

Digital Bryn Mawr Seed Grants

LITS invites Bryn Mawr faculty, staff, and students to apply for seed grants to support digital initiatives and activities—broadly construed.

Digital Bryn Mawr seed grants are awarded to those who have innovative ideas to integrate digital technologies, regardless of one's department, rank, or expertise. We welcome proposals from new ideas, ongoing projects in a range of stages of development, projects that are still in the discovery phase, and ideas that are ready to prototype or pilot for a competitive event or competition.

We may provide full or partial support for your proposal.

7. What is your proposal primarily for?

- [ ] course
- [x] academic research
- [ ] event
- [ ] professional development
- [ ] Other

8. What digital competencies do the activities in this proposal help students gain?

(https://www.brynmawr.edu/digitalcompetencies)
Origin Stories:

• Digital Bryn Mawr Task Force and “the MOOC Moment”
• Blended Learning in the Liberal Arts

Digital Bryn Mawr Task Force Final Report
April Board Meeting 2014

Executive Summary:

The Digital Bryn Mawr Task Force process has served the institution well. The process catalyzed broader understanding of the fast-evolving technology terrain, helped to raise awareness of things that were underway already on campus, and facilitated movement toward more agile practices, where members of the community are continuously learning and experimenting in order to keep pace with the opportunities and challenges represented by technological advances. As we shift to operationalizing the Digital Bryn Mawr priorities, we have achieved strong momentum on campus for pursuing the goals articulated in the Task Force report.

Three high-level goals inform the Digital Bryn Mawr priorities and the metrics we will use to assess progress toward realizing the Digital Bryn Mawr vision:
1. Enable digital fluency for students, faculty and staff
2. Continue to develop appropriate uses of technology for the liberal arts context
3. Experiment, assess, learn, iterate – strive to be agile

The specific Digital Bryn Mawr objectives are focused in these areas of priority:
1. Academics
2. Digital External Relations
   a. Undergraduate Recruitment
   b. Alumnae/i Engagement
   c. Marketing & Communications
3. Foundations for Digital Bryn Mawr

The report includes three tables:
Key Realizations

• Importance of digital competencies (for students, faculty, and staff)
• Activity already underway, but without a shared frame or coordination
• Transformative potential
  – Connection to mission
  – Importance for students, prospective students, and families
  – Blended learning across the curriculum
  – Readiness for studies, life, and work in the digital age
Importance for Mission as a Liberal Arts College

• Kimberly Cassidy and Gina Siesing, “Solving the Work Force’s Skills Gap,” Inside Higher Ed, November 9, 2017


Importance for Mission as a Women’s College
Articulated Links to Mission & Strategy

Represented among the President’s Strategic Initiatives →

Digital Bryn Mawr

Under President Cassidy's leadership, beginning during her tenure as provost, Bryn Mawr has been a pioneer in blended learning in the liberal arts, bringing 40+ partner institutions together through Next
Building on Existing Strengths

Blended Learning in the Liberal Arts

Center for Career & Civic Engagement as Parallel Model and Program Ally
Building on Existing Strengths

• Blended Learning in the Liberal Arts
  – Opportunities across all academic programs
  – National network for shared innovation

• Center for Career & Civic Engagement Programming
  – Intensives
  – Praxis Program
  – Summer Internship Professional Development
  – Leadership Competencies

• Student and faculty interest in Digital Scholarship
It Takes a Village

Faculty
Departmental Outreach
Faculty interviews
Faculty seed grants
CLIC/Curriculum

Dean's Office
First-Year Programming
Study Abroad

The Center
Alumnae Talks
Career Peers
Intensives
Sophomore Plan
Summer Internship Program

President & Senior Staff

Admissions Office
Prospective Students
Admitted Students

LITS
Blended Learning
Digital Scholarship
Information Literacy
Information Security
Tech Talks

Development and Alumnae/i Relations

Communications

Institutional Research
Senior Exit Survey
Alumnae/i Surveys
Outcomes We're Assessing:

1. Bryn Mawr College undergraduates graduate with the digital competencies needed to be effective in their chosen fields of pursuit, an awareness of their competencies, and the ability to articulate their competencies to a range of audiences.

2. Bryn Mawr College graduates gain a reputation for being prepared to succeed in fields involving digital technology, regardless of their major fields of study.

3. Prospective students and their parents consider Bryn Mawr College attractive because of our attention to digital competencies within the context of a traditional, rigorous liberal arts education.
Embedded Assessment

• **Metrics for Success**—Board-level tracking via Strategic Directions and Program-level tracking for continuous improvement

• **Students Articulating Compelling Stories**

• **Two purposes:**
  – Is the program working for students?
  – Are levels of awareness, excitement, and institutional support growing?
What Are Digital Competencies?

The framework (also available in the official PDF version) is a collection of digital skills, categorized into five main areas of focus.
Digital Competencies Site

BRYN MAWR COLLEGE

Digital Competencies

What They Are
Why They Matter
How You Build Them
Stories
About the Program
Get Involved!

Why Do the Digital Competencies Matter?

Across majors and career fields, strong digital skills are in high demand.

The digital skills which students gain at Bryn Mawr offer them

Summer Intro to Data Science Course Open to BMC Students
Posted March 26th, 2020
Application deadline extended to April 8!

Video: Creating Engaging Presentations Online
Posted March 26th, 2020
Educational Technology Specialist, Maria Ocando
How Do I Build My Digital Competencies?

You'll build digital competencies throughout your college experience. Our sample student in the timeline above learns skills in class, but also during her work, hobbies, and extracurriculars.

Here's how you build strong digital competencies:

- Reflect. What are your strengths? Which digital competencies are the most worthwhile for you to develop? Try looking through the competencies, taking the quick digicomp quiz, or downloading a more detailed self-assessment.

- Build. Is there something you want to learn more about? A strength you have that you want to grow? You can build the digital competencies in class, extracurriculars, and hobbies. Like to study on your own? Take a free online course with Bryn Mawr's Lynda.com subscription, or explore the resources in many of the competencies areas, curated by students.

- Articulate. When you need to show all of the skills you've learned, remember the competencies as a frame! The digital competencies are integrated into many of your experiences with the Career and Civic Engagement Center and across your time at Bryn Mawr.

- Iterate! Your digital competencies will continue to grow throughout your experiences, so when you take the time to return to reflect and synthesize your experiences, you'll often find that your interests have shifted and your skills have expanded. From there, you can find new opportunities to further build your skills and new ways to express your talents.
Press and Presentations

- Press and Publications
- Presentations and Workshops

Press and Publications

- Annie Almekinder, Gina Siesing, Jennifer Spohrer et al, "Digital
Providing a Map to Opportunities

Digital Competencies

September Newsletter
Find out upcoming events, the Competency of the Month, and a fun way you can build your skills this month.

Building 21st Century Skills in a Small Liberal Arts College Setting

We know that being able to work digitally and, more importantly, being able to tell a convincing story about their digital competencies helps undergraduates launch their careers. The Digital Competencies initiative helps students forge a meaningful path from their first-year college orientation course through to their senior year career planning. Using a framework of skills ranging from basic computer survival skills all the way to advanced techniques in data, digital communication, and critical making, students surface opportunities to build their digital

Upcoming Events

- **Tech Talk: Reports from Our Digital Summers**
  4:00pm - 5:00pm September 19, 2017
- **Data and You Intensive**
  9:00am - 4:00pm September 23, 2017

BRYN MAWR COLLEGE
Opportunities for Students to Self-Assess

How would you describe yourself?

- Someone who knows how to fix things
- Someone with a story to tell
- Someone who knows how to find the answers
- Someone who likes making things
# Opportunities for Reflection

## Digital Survival Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>How you use it</th>
<th>Interested in Learning More?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks and file management</td>
<td></td>
<td>Notes:</td>
</tr>
<tr>
<td>Metacognition and life-long learning</td>
<td></td>
<td>Not interested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very interested</td>
</tr>
</tbody>
</table>

Notes:

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S.T.A.R.: State the Situation and your Task, describe the Action that you took, and then sum up the Result.

### Digital Communication

1. **Collaborative communication:** • Edit collaboratively • Post on online message boards • Chat and make video calls online
2. **Digital writing and publishing:** • Write and format blogs • Make interactive documents • Maintain a website and/or personal or professional social media accounts
3. **Audiovisual analysis and production:** • Analyze image/film/audio • Tell stories through podcasts or videos

Tell me about a time when you had to build an important relationship.

Tell me about a time when you had to make an important presentation.

Tell me about a time when you were responsible for promoting/marketing an event or product.
Digital Competencies

What They Are
Why They Matter
How You Build Them

Stories

Stories

This section includes interviews with students, course highlights, opportunities for students/staff/faculty, and a monthly newsletter on Bryn Mawr Digital Competencies Program happenings, on campus and beyond.

Summer Intro to Data Science Course Open to BMC Students
Posted March 26th, 2020
Application deadline extended to April 8!

Spotlight on

Digital Bryn Mawr Seed Grants
Funding opportunities for faculty, staff, and graduate students working on digital...
Telling Compelling Stories

Domain of One's Own

Get Started

WEB LITERACY
Master the tools and technology that make up the web to build your own space online.

DIGITAL IDENTITY
Explore the notion of digital identity and how publishing on the web can frame an identity.

RECLAIM
Learn to take ownership and control over the content you put on the web instead of handing it to third-party publishers.
Telling Compelling Stories

Blended Learning Through Blended Reality

By Linda Bush, Ph.D & Palak Bhandari
Smarthinking/Pearson & Bryn Mawr College
Bryn Mawr College Leadership in the Liberal Arts Center (LILAC) STEM & Tech Intensives

Photos courtesy of Bryn Mawr College
Augmented Reality for Women's Empowerment

A Framework for Articulation of Capabilities
Hybrid
Bryn Mawr
Now
Hybrid Bryn Mawr Now

The Girl’s Own Book (3/18)

Primers embodied a variety of ideas about how children learn to read. The most prevalent theories identified letter, sound, syllable, or word as the basic unit of understanding. From these elements, theorists and authors built up pedagogical structures of increasing complexity. The emphasis on introducing the young child to education and society makes primers valuable resources for the study of childhood itself. Although the three- and four-letter words in the earliest readers are familiar to us, the nineteenth-century child’s world is revealed as more difficult and dangerous than our own.

Many primers contained instructions for parents; more advanced books were designed for use in formal instruction. The Child’s Primer begins: “Direct the child’s attention to the cut, and explain its parts and use. Exhibit, in the next place, the word representing the name of the object, and require the child to repeat the letters.”
'24 '31 Students Study Race

Content warning: this site and its primary sources include early 20th-century terminology for race and other material that may be upsetting to some.
Hybrid Bryn Mawr Now

In Her Own Right
Women asserting their civil rights, 1820–1920

Search for: bryn mawr

Limit your search
Creator / Author
Date Range
Subject
Contributing Institution
Type

You searched for: bryn mawr

1. Student File, Correspondence, Helen H. Reid. Class of 1918, Frederick Douglass Memorial Hospital and Training School.
   
   Creator: Barbara Bates Center for the Study of the History of Nursing | University of Pennsylvania School of Nursing
   Date Created: 1916-01-26

2. Student File, Letter of Support, Helen H. Reid. Class of 1918, Frederick Douglass Memorial Hospital and Training School.
   
   Creator: Barbara Bates Center for the Study of the History of Nursing | University of Pennsylvania School of Nursing
   Date Created: 1916-02-03

3. Addison Hutton letter to Martha Schofield
   
   Creator: Hutton, Addison, 1834-1916
   Date Created: 1873-12-14

Download Collections Guide PDF
Hybrid Bryn Mawr Now

Jenny Wang ’21
Working the Help Desk
Hybrid Bryn Mawr Now

Jillian Lanoe ‘22 and Eve Murphy ‘22 Working the Circulation Desk