Digital Pedagogy Lab Awareness:

A Design Thinking Session

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Goals and Desired Outcomes

Question

- How can we raise awareness for Digital Pedagogy Lab at UMW?

Goals

- Members of the UMW Community will engage with, recognize, and attend Digital Pedagogy Lab.

Desired Outcomes

- Increase in the attendance of UMW faculty
- Continue the conversations held at Digital Pedagogy Lab during the academic year
- Obtain recognition from administrators

Assumptions & Dependencies

Assumptions

- Faculty are interested in engaging with critical, digital pedagogy
- Faculty are interested in attending a multi-day institute (conference) to explore, learn about, and practice new and innovative pedagogies
- The administration is looking for something that makes UMW unique outside of student life and traditional academics

Dependencies

- Motivated faculty
- Faculty availability
- Interest of the administration

Invited to Session

Must Attend

- Director of Digital Pedagogy Lab
- Myself (Instructional Technology Specialist)
- Additional member of my team

Nice to Have

- Another member(s) of my team
- A former or current student for their perspective

Schedule & Descriptions of Activities
June 14, 2018, HCC 410 & Zoom

10:00 - 10:45 A.M.

Understand: Define, Empathize

In a collaborative Google Drawing, we will be creating an Empathy Map. Creating an empathy map will help us focus on the most important aspect of DPL and raising awareness for it, which is people (Gray, Brown & Macanufo, 2010, pg. 65). To even begin thinking about how we could raise awareness for DPL across UMW, we have to try to parse out what some faculty may think about DPL and who would benefit from more information and us spreading the ideas and topics of DPL. Essentially, it will help us "illustrate [our participants'] attitudes and behaviors" (Gibbons, 2018). We will use an empathy map diagram that includes the following: Think & Feel, Hear, Say & Do, See, Pain, and Gain.

10:45 - 11:25 AM

Explore: Ideate

In a collaborative Google Doc we will come up with ideas on how to raise awareness of DPL at UMW. These ideas can range from "crazy, creative ideas" (Gibbons, 2016) to more practical ideas. There are no limitations. Even some of the more outlandish ideas could have hidden practical elements. Each member of the session will have a different color so it is easier to keep of track of one's ideas when typing and to share the ideas after the activity is over. Everyone will type in their ideas at the same time in the document to increase efficiency. In the last 5-10 minutes of this activity we will "share [our] ideas with one another, mixing and remixing, building on [each] others' ideas" (Gibbons, 2016).

11:25 - 12:00 PM

Explore & Materialize: Decide, Prototype, Plan Implementation

After we go over our various ideas, we will decide on a couple that directly relate to either our goals and desired outcomes, or points from the empathy map. The goal of our decision

phase is to "identify the best possible solution[s] for [some of] the problems identified" (Dam & Siang, 2018) by examining the "impact vs. feasibility" (Gibbons, 2016) of the ideas.

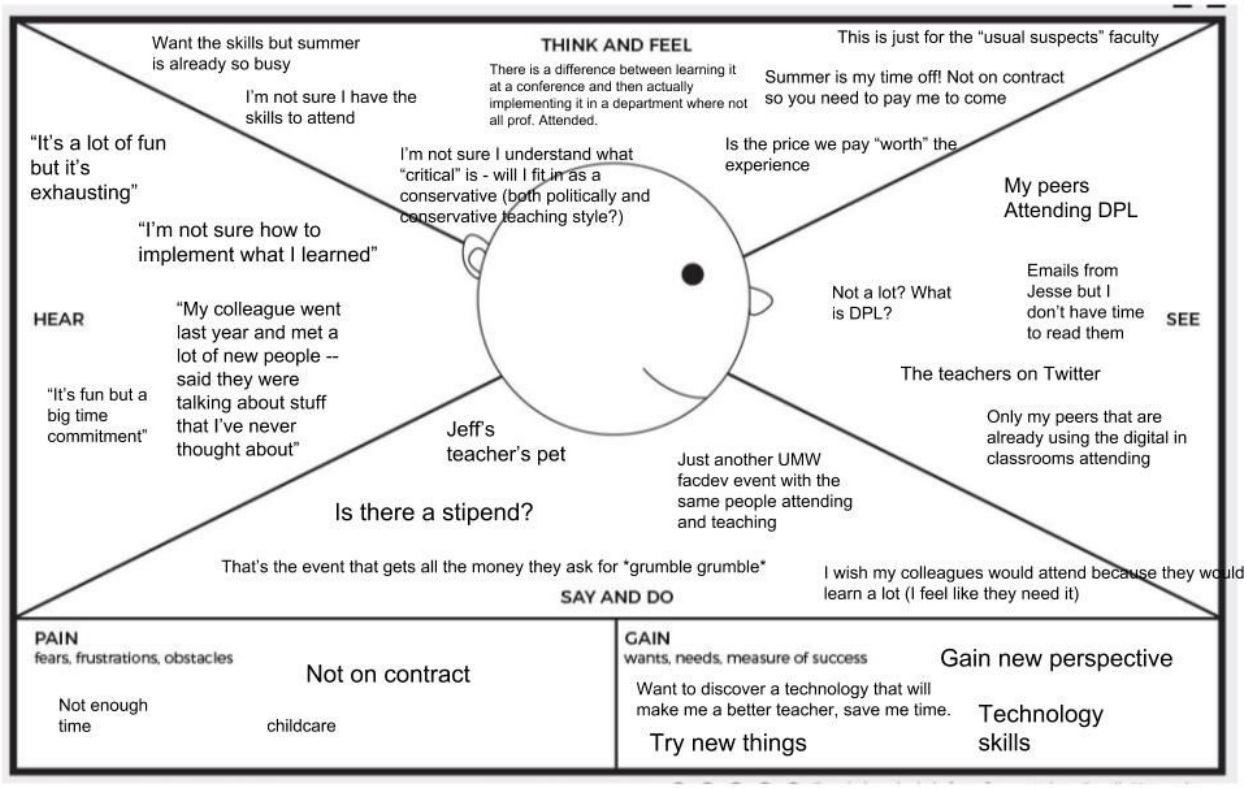
Next, we will create a prototype of a sequence of events or activities to do based on our ideas. Although we aren't making a tangible protype, like a poster, we will be creating a brief storyboard that shows some ways to tackle raising awareness of DPL at UMW. The storyboard will be created collaboratively in a Google Drawing. In creating a small storyboard, we will be able to begin to "imagine and create possibilities" (Gray, Brown & Macanufo, 2010, pg. 71). Building off of the prototype storyboard, we will create a very simple "Graphic Gameplan" (Gray, Brown & Macanufo, 2010, pg. 238) with a collaborative Google Drawing that explains how we plan to implement each of the ideas, and in what order. Although the timeline will not be set in this session, we will still have a sense of what is going to or could happen over this next year.

Next Steps

After the design session, we will stop and observe what happens at this year's DPL since it is in 5 weeks. We will meet again after this year's event and see how our observations align with, support, and/or go against our ideas on how to raise awareness of DPL at UMW. In that meeting we will go through our storyboard and graphic gameplan and potentially remix, rehash, and re-prioritize the ideas and plans we have on them. If our observations from this year's event significantly change our ideas on how to raise awareness about the event, then we will plan a meeting for another design session and start from the beginning of the design process.

Design Thinking Session Artifacts: What We Created

Empathy Map



Map layout from SolutionsIQ

Ideas Google Doc

Ideate - Our Crazy Ideas

Nigel
Jess
Sean
Stefanie
Martha
Amanda

- DPL Bake Sale - Free treats in exchange for info about DPL
- Other DPL facdev events
- Provide opportunities for faculty to attend foreign DPL events
- Create a path for UMW faculty to become teachers at DPL
- Send DPL swag to random faculty every month

- **Match program where we pair up returning DPL faculty with new dpl faculty attendees in a kind of mentorship/liaison way and give the mentors stipend incentives to usher in the new faculty attendees and guide them through the process. Can be a one year cap so that each year, new faculty are encouraged to attend with the extra incentive of making money and having authority the next year.**
- Harry potter like letters in mailboxes that come as fancy invites to attend
- Pyramid scheme--get faculty in your department to attend and win a big prize for department with most attendees

- Can try and get local business sponsors to sponsor prizes for things downtown: ie: SkinTouch Spa and have a raffle!
- Peer pressure
- Figure out a way to offer fun summer camp experience to children of DPL attendees--not just babysitting but knowing the kids are actually also having a good time
- Make a movie
- Remind Troy that this is part of his vision and so he should also be encouraging and endorsing this at big meetings, etc

- Encourage UMW faculty to attend in pairs -- "bring a friend to DPL"
- Once a month have a DPL table in faculty dining for people to come by, eat, and learn more.

- **Create a "DPL Explained" (funny guide to DPL -- explain history, format, kind of topics, what to expect) giveaway distribute to all faculty**
- BACK TO SCHOOL WITH DPL in September -- wine, cheese, music, prizes party or in January when we're encouraging people to sign up —- complete with horrible school pics
- Pay for lodging for faculty attending DPL so they can "get away" from other pressure while attending.
- Have a UMW faculty led track at DPL -- pick someone(s) who will be a good recruitment tool

- Post dpl meetings to keep the "hype" going
- Like a luncheon type deal
- Have a buddy system at DPL and have it continue throughout the year or something to keep them talking and thinking about what they learned. Like a pen pal but not really
- Have the people at UMW who attended be like the rep for their department-- like college campus representatives they have for brands, but with DPL and not coca cola

- Embed a DPL attendee into a UMW course to provide feedback/collaboration, to help tie the ideas into their work at UMW
- Use DPL to form faculty learning communities that cross schools to share resources, review each other's ideas throughout the year

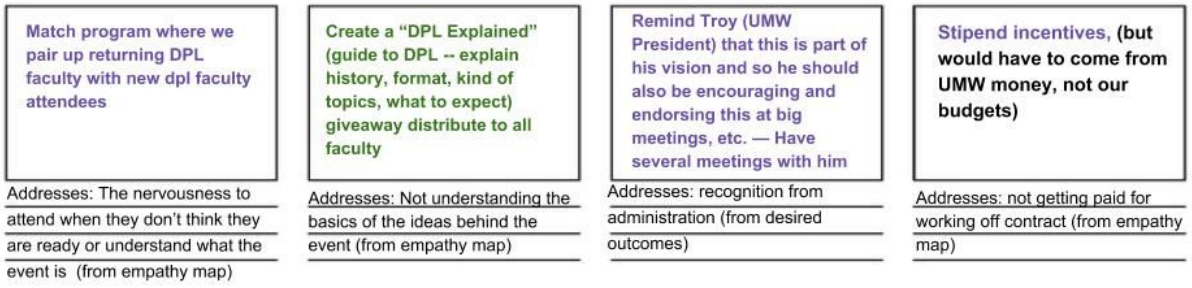
- Show and Tell within tracks (give faculty opportunity to show their expertise, but also forces them to prepare/get into a mindset)
- Partner with UMW attendees to offer a workshop event for their department building off of their experience at DPL

- Get the participants on social media that our less social-media-adept faculty are using (Facebook, womp womp) to increase exposure with a low barrier to entry
- Find a way to help faculty get a conference presentation or other 'thing' that will help them toward tenure out of their experience (can they build something? Prototype something?)
- Host smaller DPL events throughout the academic year (like virtual coffee chats) but in the academic buildings across campus (so faculty just happen across them)
- Give attendees something fun they'll want to share out to their faculty that is just fun and not "work" - like a DPL Collaborative Poem!! (Reingold, 2018) :P
- Provide childcare! (but don't' make me babysit)

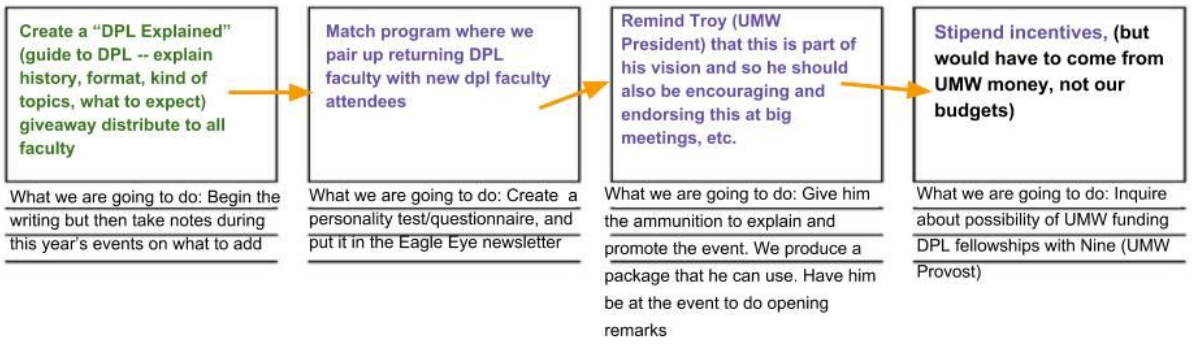
- Create a DPL mascot, like the domainsosaur. Maybe a cousin… DPL Lizard. Both reptiles! And then get a lizard costume to wear to hand out candy and posters across campus.
- Hold a year long raffle for people to get DPL swag

- Collect different tokens that can be used at DPL. Tokens represent things you've discussed or attended throughout the year
- Burst into faculty department meetings and break into improv dance and song about DPL. Like a surprise singing-gram
- DPL murder mystery dinner — everyone loves free top-tier Sodexo food
- Create DPL Q&A beer pong
- Jesse dunk tank

Brief Storyboard



Brief Graphic Gameplan



Retrospective

During this design thinking session, I was expecting to end the meeting with one, maybe two ideas. We ended up four, very practical, very doable ideas to raise awareness of DPL at UMW. I think our success was due to the fact we went through all of the activities and the real-time collaborative nature of the meeting. Instead of taking turns, we contributed to the empathy map and ideas document all at the same time, which allowed us to see each other's thoughts and ideas coming out all at once. I believe this caused sparks of creativity and the addition of other faculty perceptions we may not have thought of before, because they were built from multiple team members' thoughts. I was surprised, however, at how we were all negative on the empathy map. I figured maybe at least one of us would be more optimistic as to why we need to raise awareness about DPL, but ultimately, it makes sense that we all put down negative statements, because those perceptions are based off of what faculty members hear and see. Those perceptions are the reason why we need to raise awareness about the event. I think it also helped verify that these perceptions and rumors that some faculty members have are very real, since each of us had variations on them. The plethora of negative statements on the empathy map also helped us acknowledge that there will always be ambivalent faculty members, and faculty who will never be interested or enjoy or see the benefits of DPL, because of their attitudes and unwavering ideas on what pedagogy is and isn't (it's not anything innovative or digital).

In addition, I think we all learned that remote design sessions actually works! We had four people in the office suite together and two people video-call in remotely over Zoom. Although the connection was spotty for the first minute or so, the rest of the design session went smoothly and we communicated effectively. The people on Zoom contributed to the verbal discussion just as much as the people in the room. I think the success behind having a remote design session was having a clear agenda and selecting simple activities beforehand. More often than not, "complex activities that require a lot of explanation tend to stall momentum" (Upwork, n.d.), which results in awkward silences. If the remote people are confused, it makes participating even more difficult than it is already can be, because even in video-calls, the same amount of body language that can been seen in face-to-face meetings is not there. Furthermore, the remote design session worked, because we used a "strong remote conferencing tool...and a collaborative document creation tool" (Upwork, n.d.), which were Zoom and Google Drive tools

(Drawings and Docs). Lastly, everyone in the session has video-called into a meeting before, so we all know what it is like to be on the other side of the screen at home, in a coffee shop, or anywhere that has a stable internet or data connection.

The only thing I would have done differently is have my team members do a little reading about the design process beforehand. This would cut down on the time I had to explain what each phase is and why we are going through them. Fortunately, many of us already had experience doing activities from the *Gamestorming* book, which is where I pulled my activities. Because of this, they know what the activities can be like and that participation is key. Overall, we found the design session to be very productive and we are going to have a follow-up meeting about what we talked about and created after this year's DPL event.

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