

# Digital Pedagogy Certificate Guidelines

The D-Ped Certificate combines opportunities for innovative, multimodal curriculum development, poster presentations, and a manuscript for publication. Whether you modify an existing D-Ped strategy or create an entirely new approach, you need to situate your D-Ped project in relation to existing scholarship and research and also fulfill objectives and outcomes for the courses you're teaching (1101, 1102, or 3401). Earning a D-Ped Certificate has six steps:

1. **Propose.** Submit a memo (~5 pages) to Communication Program Coordinator, Dr. Andrew Cooper, by October 17, 2008 (week 9), proposing your D-Ped project.
  - a. State a problem or question and explain why it's important. Describe the nature of your classroom D-Ped project—what's interesting for you, what's valuable for students, what's innovative pedagogically, etc.
  - b. Provide an abbreviated lit review that briefly situates your project theoretically and pedagogically (indicating, for example, why it's a variation on a theme or how it strikes into new territory).
  - c. Identify your methodology (approach) and methods (procedures).
    - Explain the ways that your multimodal project integrates modes and makes productive, innovative use of digital media in an assignment or a sequence of assignments.
    - Describe your overall *approach* to the project (e.g., description, narration, ethnography).
    - Address whether a non-digital parallel to your digital assignment(s) exists. If so, in what ways do the alternatives differ?
    - Identify the ways in which you will *collect* information/data to answer your research question or solve the problem you pose (e.g., will you collect student work? Will you interview all or selected students? Will you collect think-aloud protocol data?).
    - Identify the ways in which you will *analyze* information/data to answer your research question or solve the problem you pose (e.g., will you look for describable patterns in students' artifacts? Will you look for relationships between students' artifacts and their comments about those artifacts? Will you look for patterns in protocol data?).
    - Describe the way(s) you plan to *report* (discuss, interpret) your findings (e.g., will you create narrative case studies? Will you present annotated student documents? Will you present descriptive statistics?).
  - d. Provide basic background information.
    - Identify class(es) you expect to use for the project.
    - Explain whether you plan to do the same activity in each section.
    - Identify when you received or will receive your IRB certification  
<<http://www.compliance.gatech.edu/irb-required-training/>>
    - Propose a workable schedule (consider using a Gantt chart to identify key tasks  
Consider help from one of these URLs:  
<<http://office.microsoft.com/en-us/excel/HA010346051033.aspx>> or  
<<http://www.vertex42.com/ExcelTemplates/excel-gantt-chart.html>>).
  - e. List sources cited and a tentative research bibliography.
  - f. Plan to present your D-Ped proposal to the seminar during one of the three final seminar sessions (November 5, 12, or 19). Expect this presentation to be planned, informal, and interactive.
2. **Implement.** Complete the project with your class or classes. You might consider these questions:
  - a. What steps are needed to integrate the D-Ped assignment(s) into your course? What relationship does the digital work have to other activities/assignments?
  - b. How much technical expertise is required of students? Do you need to provide technical instruction or invite the instruction from other campus resources (e.g., colleagues from the library)? Is the required technology easily accessible for students? How do they access it?
  - c. What is your rationale for making the assignment either individual or collaborative?

d. What are your plans for assessment and evaluation?

3. **Assess and Reflect.** Maintain a journal during preparation for the project as well as during the project itself. Your journal serves as one type of research data. You may draw on this journal to create a narrative; your journal may reveal plot, characters, a theme, some conflict and related resolution, and so on. Your narrative should include examples (textual and/or visual) that illustrate and support your points. You might consider some of these questions:

- a. How does the D-Ped assignment(s) contribute to achieving the course's learning objectives and student outcomes?
- b. Did the digital assignment(s) go according to plan? Did you encounter any difficulties? What, if any, adjustments did you make along the way? How did they work?
- c. Were students receptive to the digital assignment(s)? What was the grade distribution? Do you speculate that correlations exist among use of the digital, students' motivation, and performance?
- d. Would you repeat the digital assignment(s)? What, if anything, would you change?
- e. What surprised you during the project?
- f. How might you represent your work to an audience outside the Brittain Fellow program (i.e., How would you modify your narrative for a conference paper at MLA? At CCCC? At CPTSC? At ATTW? How would you represent your work to Georgia Tech colleagues? To the general public? To parents? To the new Georgia Tech President? To state legislators?)?

4. **Present.** Create a poster about your D-Ped project for presentation in these venues (Spring 2009):

- Celebrating Teaching Day (midsemester—work in progress)
- Communication@Tech's Multimodal Symposium (end of semester—work near completion)

Your poster presentations have two goals: (1) to present the work you've done to the Georgia Tech community and (2) to solicit feedback from colleagues about as-yet unanswered questions you're dealing with in an article.

5. **Publish.** Draft an article to submit to a peer-reviewed print or digital/electronic journal. Once your article is drafted, find at least two colleagues to read and respond to your penultimate version.

Because you're doing a classroom project, you might draft an article describing the nature of your project and student outcomes. You could choose to write a theoretical, historical, or research-based article about the same project later, after you have submitted a descriptive article.

The expectation is eventual publication, but that might not happen on the first submission. If you get a "revise and resubmit," you'll of course revise and resubmit. If you get a rejection, you'll revise and submit to another journal. However, the submission itself (not the eventual publication) meets the requirements for the D-Ped Certificate.

6. **Archive.** Upload your project and selected examples of the best student work to an LCC online archive. In addition, your entire class archive should be saved on a DVD.

## Digital Pedagogy Certificate Guidelines for Technical Communication

As a technical communication instructor, you may complete a modified version of the D-Ped certification process, using your LCC 3401 classes in order to qualify for both a D-Ped Certificate and a Tech Comm Certificate.

Basically, you can do the same project for both the D-Ped and Tech Comm Certificates but generate two articles, each with a different focus/purpose/audience.

Here are the differences in the process:

- 1. Propose.** Your proposal should indicate how you expect your project to produce results relevant to audiences for both articles. Items a through f described in the guidelines (problem statement, lit review, methodology and methods, background information, sources cited and bibliography, and proposal presentation) should engage both digital pedagogy and technical communication.
- 5. Publish.** Draft and submit two articles for publication, one for a digital pedagogy audience and a second for a technical communication or business communication audience.