

# INSPIRED 2024

CU Teaching Innovation Symposium

## Partnership in Pedagogy: Digital Pedagogies Pilot at Carleton

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[carleton.ca/digitalpedagogy/](https://carleton.ca/digitalpedagogy/)



# Roadmap

- Teaching with digital technologies
- Digital Pedagogies Project
- **Role of relationships in pedagogy**
- Communities of practice

# Why do we use digital tech in teaching and learning?

- Accessibility
- Retention
- Collaboration opportunities



# What makes it challenging?



costs



digital  
literacy



tech can fail



student  
engagement

# What about labour?

- Most instructors have limited pedagogical training (↑ learning curve)
- Significant time investment to develop and implement

These factors are exacerbated in the current environment of precarious labour.

# What is the Digital Pedagogy Project?

- Focus on “micro-innovations” in the use of open access and multi-media materials
- Incentives for instructors trying something new (RA stipend, peer support)
- Cross-campus engagement



# Why focus OA and why MM?

- Economic accessibility often overlooked in accessibility discussions (OA)
- Wide range of delivery possibilities (MM)

Learning styles or learning preferences?

Does it matter?



# Examples of things our participants are doing

- Redeveloping syllabi to include OA ‘texts’
- Developing new OA materials
- Using citizen science
- Developing a game
- “Translating” content
- Incorporating open-source software

Our data collection is still under way, but some interesting observations are already transpiring.

# Methods

- Research method as goal in itself
- Creates room for variety of tech use
- Process before outcome

# Activities and communication

- Group meetings
- Workshops (accessibility, copyright, transferable skills for RAs)
- Sharing information and making connections across campus



# Connections



Connecting to one another



Facilitating connections to other supports at CU  
(participants advising one another)



Participants asking for and delivering training

# Role of relationships

Coming up in our work repeatedly are relationships, with:

- Students
- Colleagues
- TLS + library staff + other campus services
- Other communities (professional associations etc.)

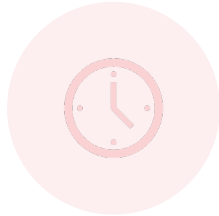
# Communities of practice

- Important places for professional development and peer support.
- Can also be contentious, redundant, and awkward.

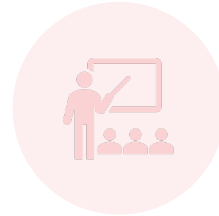
What makes a CoP effective?

Is social capital theory useful here? Importance of “weak ties”?

# Importance of support



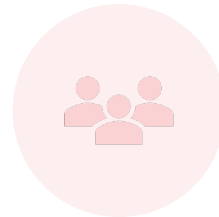
\$ for labour / time



\$ for assistance  
(teaching / research  
assistants)



Technical support



Peer groups



# Access to peer advice

- Teaching expertise
- Teaching experience
- Navigating institutional services

Support services don't seem to be lacking at CU, but navigating them can be difficult.

# Conclusions

Effective pedagogical development  
benefits from:

- Relationships / community
- Flexible, non-prescriptive approaches



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## Thank You

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