KeyBank Foundation Proposal
Executive Summary

Grantee Information:

Ursuline College
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Pepper Pike OH, 44124
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IRS Classification: 501(c)(3)
Tax ID #: 34-0714777

Project Title: Liberal Arts Curriculum & Humanities Majors Redesign

Background:

There is an adage that science majors ask why something works, engineering ask how it works, business majors ask how much it costs, and humanities majors ask, "do you want fries with that?" Humanities course work and the Liberal Arts curriculum have come under scrutiny in recent years due to their focus on a well-rounded education, many feel Liberal Arts degrees lack a clear path to employment upon graduation (Koebler, 2011). However, many of the top traits employers seek, effective communication skills (oral and written), critical thinking and problem-solving aptitude, collaboration, among other skills are fundamental to Liberal Arts/Humanistic education (Sentz, 2016). So why are the humanities getting such a bad rap?

The current educational environment has been focused on STEM (science, technology, engineering, and mathematics) and are dissecting humanistic studies (commonly comprised of disciplines such as history, literature, philosophy, theology, and art) because of their lack of 21st century skill sets (i.e. the use of technology) (Penn State, 2017). However, Humanities coursework and the Liberal Arts curriculum is no longer limited to the technological shortcomings being spouted by the media and the integration of technology into these traditionally soft-skilled fields is now possible. Digital Humanities which integrates technology into research and scholarship, provides a foundation for students and faculty to collaborate and create together across academic subject domains, using a variety of technologies that facilitate 21st century skills.

Limitations:

As stated above, the educational landscape places higher value on STEM related fields. The focus on STEM fields facilitates large public discussions on student return on investment, which could ultimately limit the successful implementation of the Digital Humanities redesign. Poor public understanding of what Digital Humanities is and what skills it promotes could potentially be overshadowed by the continued elevation of STEM majors over humanistic studies. This piggy-backs on what will be the biggest limitation that Digital Humanities redesign, that there is a general misunderstanding of what Digital Humanities entails. The public needs to be educated on the application of computer technologies that are being used to enhance liberal art fields, and the job opportunities that are available to students who pursue these majors. Another limitation is that anecdotally, students who traditionally enter humanistic fields of study do not possess the interest and/or scholastic aptitude needed to excel in computer technologies.

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Statement of Need:

Ursuline College has a total enrollment of 621 undergraduate students. The undergraduate curriculum comprises of 40 credit hours in Liberal Arts/Humanistic general education. Remaining credit hours are completed in the students declared academic discipline and general electives. Students given the opportunity to develop technology-based skills through their general education courses will improve their marketability in the labor force. Furthermore, approximately 20% of 2017 graduating class earned degrees in non-STEM or Pre-Professional/Professional Studies. These students would seemingly be at a disadvantage post-graduation and studies have shown that Arts/Humanities majors are more likely to default on loans, presumably because of the challenge of competing with STEM major graduates (Chakrabarti, Gorton, Jiang, and Van der Klaauw, 2017).

Program Description/Purpose of Grant:

Ursuline College seeks to redesign their current Humanities/Liberal Arts curriculum into a Digital Humanities curriculum. The redesign of the Liberal Arts curriculum will promote the development of 21st century skills. Digital Humanities coursework relies on research and scholarship that overlays technology skills, leaving students in traditionally liberal arts majors well poised to enter the workforce with technology skills that employers want. Because of the scope of the revision, new technologies will be needed to develop new research methods through computational sciences and provide technology trainings and workshops for faculty and staff of the college.

Students taking Digital Humanities coursework will be creating large and complex cultural datasets for analysis and will be fostering humanistic approaches to research and scholarship. Emphasizing design, multimodality, and experiential learning, students will use media-rich technologies to support their undergraduate research. To ensure our students thrive in this curriculum redesign, Ursuline faculty and staff must not only be familiar with technologies that best enhance their research areas and student learning but must also learn emerging and available technologies and strategies that promote the best in educational technology. Widespread training and faculty development in areas of technology integration will also be critical to the sustainability of the program. Faculty will need taught the application of technological, pedagogical, and content knowledge (TPCK) (Herring, Koehler, Mishra, 2016) and effective teaching standards following International Society for Technology in Education (Williamson & Redish, 2009).

Program Objectives/Goals:

This redesign seeks to acquire the necessary hardware and software that is needed to support 21st century skill development in students (i.e. computer skills, communicate, write, and think critically). Additionally, the resign will assist in faculty knowledge of international educational technology standards and the application of technological, pedagogical, and content knowledge (TPCK). The redesign will focus on:

For students:

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- The ability to access, analyze, critically evaluate, and create different aspects of media and media content, and to communicate in a variety of contexts (examples of media include television, film, radio, print, digital)
- The ability to understand, produce, analyze, and use culturally significant images, objects, and visible actions.
- The ability to critique and work with existing and emerging digital technologies, from PCs, mobile devices to networks that connect them
- Know the elements of and principles of design as they relate to the expressive and communicative digital record both art and narrative
- The ability to focus on communities, practices, and emerging technologies
- The ability to use digital tools used to quantitatively or qualitatively analyze, map and share text and data
- Develop a familiarity with other cultural perspectives, which is essential to the digital global world
- Develop and enhance ethical awareness through understanding of theory and being able to apply theory to specific digital situations
- Critical Thinking: Foster intellectual curiosity and critical thinking
- Communication: Develop the ability to communicate in different media

Examples of digital projects: Mapping projects, Creating galleries for primary sources, a network of visualization, historical 3D model, Longform media-rich narrative, computer-aided text analysis, online exhibits.

For Faculty:

Faculty and supporting staff will be educated on the ISTE's Technology Facilitation and Leadership Standards. These standards guide K-12 technology leaders and teacher and will be adaptable to serve the needs of Ursuline College. In addition, the concepts TPCK (technological, pedagogical and content knowledge) will be implemented. Faculty and supporting staff will gain the knowledge and skills regarding the application of TPCK so they can seamlessly integrate technology into their disciplines. At the end of the first year, faculty will be fully trained to:

- Become more engaged with the campus Learning Management System and utilize online learning tools for more robust online learning experiences (WebEx, Panopto, voicethread)
- Integrate and model the use of digital tools and resources in the courses, both in the classroom and virtually (e.g. Survey Monkey, Microsoft Forms, Nearpod, Insertlearning).
- Develop fluency in technology systems (e.g. City Engine, Omeka, ArcGIS Pro)
- Design learning experiences and develop technology-rich assignments that facilitates 21st century skill development in students.
- Participate and represent Ursuline College at state and national technology conferences.

Hardware & Software Proposed:
Proposed computer purchased for on-campus labs are:

  Dell Inspiron and Infinity Edge Monitors.
Proposed software purchased are:
  City Engine, ARCgis

Personal Qualifications:

Currently I am pursuing my master's degree in Instructional Technology at the University of Akron. I have worked in higher education for two years and I am a graduate from a small liberal arts college. I currently work closely with the Computer Services department at Ursuline College and campus faculty, serving on the Ursuline College Online Learning Committee as well as several other committees that are geared at helping the college improve their program offerings so that our graduates are prepared with 21st century skills when they enter the workforce.

Plan of Action:

August 2018-May 2020

• Identify and recruit Digital Humanities faculty • Design & develop new coursework with DH (Digital Humanities) designation • Identify current course offerings in the liberal arts curriculum that will allow for incorporation of digital assignments	August-December 2018
• Purchase and install hardware and software into existing technology lab.	January-March 2019
• Provide professional development and training opportunities for core DH instructors to engage with hardware/software • Recruit students to pilot Digital Humanities courses for fall semester	March-August 2019
• Assess DH pilot course. Review student pre-course learning and skill benchmarks and compare post-course learning and skill outcomes	January-February 2020
• Open professional development and training opportunities to all faculty • Work with faculty to integrate technology into identified liberal arts	February 2020-August 2020

courses for 2020-2021 academic school year.	
• Implement Digital Humanities into the undergraduate curriculum	August 2020

Dollar Amount Requested: $21,500.00

Budget:

- Lab Upgrades:
  - Dell Inspiron Desktop - $349.99 x 20 = $6,999.80
  - Infinity Edge Monitor - $149.99 x 20 = $2,999.80

    Total: $9,999.60

- Software Purchases:
  - City Engine - $149.99 x 20 = 2,999.80
  - ARCgis - $199.99 x 20 = 3,999.80

    Total: 6,999.60

- Certified Technology Coach/Trainer (for faculty & staff training):
  - $24.00 per hour @ 4 hours per week x 42 weeks (contracted employee)

    Total: $4,032.00

	Total: $21,031.20

Assessment of Outcomes:

Specific goals and outcomes are listed for both students and faculty. Benchmarks will be gathered in the piloted Digital Humanities course for all students. Formative and summative assessments will be used to evaluate student learning outcomes and skills throughout and at the end of the piloted course. Core faculty will use data collected via assessments to determine how effectively DH courses align with the institutions overall learning outcomes and literacies which outlined below:

- Information Literacy
- Qualitative Literacy
- Quantitative Literacy
- Scientific Literacy
- Aesthetic/Artistic/Creative Literacy

- Analyze and Synthesize
- Communicate Effectively
- Solve Problems
- Cultivate Understanding of Human Expression
- Demonstrate Intercultural Knowledge and Competence
- Make Decisions Based on Values
- Take Responsibility for Society

Student survey's will be collected at the end of the piloted Digital Humanities courses to evaluate student perception of technology integration in their courses. In addition, faculty survey's will be conducted to determine the effectiveness of training and professional development during the implementation of the redesign.

Sample of student survey questions include:

- Of the learning outcomes and literacies required of Ursuline College graduates, what category do you feel best represents the learning outcomes and literacies learned in the digital humanities course? Why? You may select more than one.
- Do you feel that the institution should develop a separate literacy (i.e. technology literacy) to be adopted into the institutions overall learning outcomes and literacies for Ursuline College graduates? Why or why not?
- Do you feel the technology skills that you learned in this course will benefit you in future professional roles? Why or why not?
- Do you feel that technology skills should be integrated throughout the entire undergraduate curriculum? Why or why not?

Sample of faculty survey questions include:

- Did you feel you received enough training and support from the certified technology trainer throughout the development and implementation of the Digital Humanities redesign? Do you feel Ursuline IT staff can sustain the DH program and the needs of the faculty in the long term?
- Do you feel the integration of technology into your course has enhanced the student learning experience?
- What were some difficulties you experienced when piloting the DH course?
- What areas of opportunity did you identify? How can training be improved?

Continuation and Extension:

To keep the program sustainable, the hiring of a full-time technology specialist will be considered. This position will be responsible for continuous training for faculty and assisting with the smooth integration of technologies into curriculum. Additionally, a review of equipment and software licensing will be conducted on an annual basis to determine if any hardware or software upgrades are needed as well as determining what technology tools have become outdated and no longer used.

References

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