

1. Title of the proposed project, workshop, course, program or event

Technology Dreams: Building Information Fluency at Centre College

2. Names of leaders and contact information

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3. Brief abstract of the project

This project request funds for a symposium promoting the information fluency of the faculty and, ultimately, the students of Centre College. This working symposium will first showcase various applications of technology to instruction that have been developed by Centre College faculty and professional staff. Building upon this collection of inspirational ideas, the symposium participants will then engage in hands-on training sessions to develop the skills and understanding required to implement their own ideas.

4. Rationale (why should ACS fund this project and how will it benefit the consortium?)

One significant challenge to integrating technology into the Centre College curriculum is the need to build faculty competence with both the tools and the imperative of technology in the classroom. While a majority of the faculty have the technical ability to utilize the most common applications, many lack the fluency required for a more sophisticated incorporation of these tools into the instructional setting. Furthermore, our faculty cannot foster information fluency in students until they have made a commitment to becoming fluent themselves and to using new technologies effectively and openly as a model for their students.

The goal of this project is inspiring our faculty to consider the productive ways in which they can incorporate technology into their courses, to educate them about both the capacities and limitations of information technology solutions, and to provide training in the tools needed to create an enhanced instructional environment. Inspiration will come in the form of Centre colleagues sharing their exciting technology success stories. In

addition, our library staff will share the opportunities available with on-line text and database resources and for bibliographic searches (at the present time, these resources are underutilized in upper-level courses). Through these presentations, faculty will be exposed to what these technologies can and cannot accomplish in the instructional setting.

The subsequent workshops will be project-based; the participants bringing their own materials for incorporation into the content of their training sessions. Thus, each participant will leave this symposium with a product ready for immediate implementation.

The reasons stated above make the benefit to Centre College explicit; furthermore, this project also benefits our entire ACS consortium. Both the presented and the new projects will be featured on a web site that can be linked to the ACS technology homepage. Just as nothing is more compelling to students questioning their need for fluency than fluent faculty, nothing would be more compelling to faculty questioning their need for fluency than the exciting (and imminently adaptable) innovations of their ACS colleagues.

In addition, there will be a thorough evaluation of outcomes from this workshop (see section 6 below). If our assessment indicates that this type of symposium substantially increases the incorporation of technology resources into the classroom, then it could serve as a model for other ACS professionals seeking to promote information fluency on their own campuses.

5. Preliminary description, including:

a. number of days an event or the project will last

The introductory session and subsequent workshops will take place from May 28 – 30, 2002. Centre College's commencement is on May 26 and Memorial Day is May 27. We are hoping that with sufficient advance notice, many of our faculty will still be in the Danville area and will be interested in participating in this symposium. In addition, during the 2001 faculty fall retreat (Centre's faculty hold a fall retreat at the beginning of each academic year), a number of our colleagues expressed an interest in a technology workshop in May-June, so that they would have time to work with the ideas and the technology during the summer break.

The evaluation and assessment of the project and the generation of the appropriate webpages and final reports take place in the fall of 2002.

b. agenda

May 28:

9 - 12:30: Introductory session featuring approximately ten presentations lasting 15-20 minutes. Potential presenters include: David Andersen (economics), Candace Bonnett (computer services), Stan Campbell (library), Stephanie Dew (biology), Mary Beth Gariott (library), Tony Haigh (theatre), Matthew Hallock (theatre), Connie Klimpke (library), Jennifer Marshall (German), Alex McAllister (mathematics), Peggy Richey (biology).

At the conclusion of these presentations, participating faculty will sign up for workshops on the following two days of the symposium. During the remainder of the afternoon, the faculty will gather their own materials for use in the workshops.

May 29-30:

Workshops: We have enough space to run 2-3 workshops concurrently, covering topics including, but not limited to: Dreamweaver, Flash, PowerPoint, WebQuests, the use of technology classrooms, and the use of on-line library resources.

c. strategies for recruiting participants

The overwhelming response to recent technology workshops indicates a strong potential interest on Centre's campus in such a symposium. In addition, if this project is funded, a \$100 stipend will be offered to participants. The amount of this stipend is consistent with the Centre College summer stipends for curriculum development projects. Finally, the symposium is scheduled to occur immediately after Centre College's commencement. Many faculty and staff members will be available to participate in the symposium.

d. target audience

The target audience for this project includes faculty members, library staff, and information technology professionals at Centre College.

6. Plans for follow-up and evaluation

Assessment will take place on a number of levels, addressing the two questions of the effectiveness of the workshop as a training opportunity, and of the overall impact of the workshop on information fluency campus-wide. The first phase of this evaluation will involve a multi-faceted approach including surveys for each workshop, focus group meetings of select participants, and follow-up interviews with a self-selected group of participants concerning the implementation phase of their projects. The results of these survey tools (including both quantitative and qualitative data) will be compiled into a preliminary report on the outcomes of the workshop.

Long term follow-up efforts will address how this workshop has impacted the level of information fluency in the Centre community as a whole. Questions posed will include whether or not information fluency among the faculty on our campus has improved as a result of this symposium and what impact faculty changes have had on the level of information fluency among the students. In order to gain these insights, the facilitators will collect empirical data on the number of courses on our campus with a substantial technological component before and after the symposium. The facilitators will also evaluate student input regarding these retooled courses, and the students perceived growth in their competence in using technology to find and filter information relevant to the course.

7. Plans for dissemination of results to the rest of ACS and beyond

Narratives describing the presented projects and any related URLs will be featured on a website linked to the ACS technology homepage. This resource will be similar, albeit on a more limited scale, to the ACS technology grant webpage. Assessment data will also be available through this website. In addition, the project description and the assessment results will be submitted for publication in the journal of an organization such as Educause.

8. Preferred time of year for event: weekend during the academic year? summer?

Late Spring – specifically May 28-30, 2002. The assessment portion of this project will continue into the fall of 2002.