

Digital Intensive Proposal Form

The Digital Intensive Committee recognizes that one of the strengths of the DI Program is that the requirement can be satisfied with courses in various disciplines, offering students a variety of digitally-intensive opportunities and challenges. DI-related assignments include blogs, videos, databases, reports, podcasts, and any other assignments that support the nature of the course material in emerging and discipline-specific contexts.

A course designated as Digitally Intensive should include assignments or other structured activities that address all three of the learning goals of the Digital Intensive program whereby the successful student is one who:

1. Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools
2. Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas
3. Creatively adapts to emerging and evolving technology

Typically, these goals will be the focus of three different assignments, but in some cases a single assignment or activity could address multiple areas. Whatever the arrangement cases, please complete each section with the assignment or activity that best demonstrates the course's attention to each goal, respectively.

In addition to the basic assignment description and type, for each goal, please also provide some account of the type of instruction or support students will receive as they complete this work and a method for assessing or providing feedback on this work.

Besides assignments or activities that meet the required learning goals for DI, a DI course may also include informal, optional, or environmental features of digital pedagogy. For example, an instructor may encourage students to use digital platforms as an option for supplementing class discussion. Please list any of these features of this class that are shaped by a digital resource, tool or platform, as well as the kind of guidance students will receive in utilizing these tools.

Attach a syllabus and any other supplementary materials that illustrate the ways your course meets DI Program expectations (instructional handouts, links to tutorials, grading rubrics, assignments, etc.).

If your course will be DI regardless of the instructor, please also complete the "DI All Instructors" section of this form and provide a signature from the Department Chair. While additional instructors may make changes to the structure of the course, and use different assignments, it is the department's responsibility in preparing future instructors to teach the course as Digitally Intensive.

This form, along with a sample syllabus and any related materials you would like to include, should be sent via e-mail to the chair of the Digital Intensive Committee.

Proposer's Name:

Course Number and Title:

Department:

Semester the DI designation should take effect:

Frequency: Fall Spring | Yearly Alternating Years

DI Designation requested for:

the course and the faculty member teaching this course (other faculty who teach the course will not have their courses designated DI automatically; other faculty will need to apply for DI designation independently.)

the course regardless of instructor; the department chair accepts responsibility for ensuring that multiple sections maintain the core DI elements described in this proposal and approved.

Please complete each of the following pages to identify how each SLO will be addressed in this proposed Digital Intensive class. If there are aspects to this course that are not neatly captured by the following pages, then please provide any additional justifications or considerations here.

SLO 1:

Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools.

- Uses digital technologies relevant to the discipline
- Uses digital information in an ethical manner
- Demonstrates awareness of legal, social, and/or cultural issues surrounding the use of digital information

Assignment Name:	
Assignment Description:	
Type of Assignment (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Annotated bibliography<input type="checkbox"/> Public-facing website<input type="checkbox"/> Social media campaign<input type="checkbox"/> Zotero library<input type="checkbox"/> Fact-checking<input type="checkbox"/> Database<input type="checkbox"/> Research project<input type="checkbox"/> Visualization<input type="checkbox"/> Something else: _____	Availability of Student Work: <ul style="list-style-type: none"><input type="checkbox"/> Public<ul style="list-style-type: none"><input type="checkbox"/> students' domains<input type="checkbox"/> UMWblogs<input type="checkbox"/> Class website<input type="checkbox"/> Social media (platforms _____)<input type="checkbox"/> Something else: _____<input type="checkbox"/> Private<ul style="list-style-type: none"><input type="checkbox"/> Canvas<input type="checkbox"/> class website<input type="checkbox"/> collaboration platforms<input type="checkbox"/> Something else: _____<input type="checkbox"/> N/A
Assessment (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Letter grade<input type="checkbox"/> One-on-one consultation<input type="checkbox"/> peer evaluation<input type="checkbox"/> minimalist grading<input type="checkbox"/> rubric<input type="checkbox"/> Something else: _____	Sustainability Plan for Public Projects: <ul style="list-style-type: none"><input type="checkbox"/> Determined by individual students<input type="checkbox"/> Maintained on faculty domain<input type="checkbox"/> Recommendation to UMW Digital Archives<input type="checkbox"/> End of project sunset<input type="checkbox"/> None or N/A<input type="checkbox"/> Something else: _____
Support (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> In-class instruction or demonstration<input type="checkbox"/> Library support<input type="checkbox"/> Digital Knowledge Center tutoring<input type="checkbox"/> Individual or small-group consultations<input type="checkbox"/> Textbook<input type="checkbox"/> Peer support<input type="checkbox"/> Online training material<input type="checkbox"/> Guest speaker or workshop<input type="checkbox"/> Something else: _____	

SLO 2:

Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas

- Creatively uses digital text, media, and/or data
- Works collaboratively to exchange and share information
- Works with digital tools to produce new information resources
- Demonstrates knowledge of legal, social, and/or cultural contexts of digital information production

Assignment Name:	
Assignment Description:	
Type of Assignment (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Public-facing website<input type="checkbox"/> Social media campaign<input type="checkbox"/> Fact-checking resource<input type="checkbox"/> Database<input type="checkbox"/> Visualization<input type="checkbox"/> Digital exhibit<input type="checkbox"/> Blog<input type="checkbox"/> Video<input type="checkbox"/> Podcast<input type="checkbox"/> Software or programming<input type="checkbox"/> Digital art<input type="checkbox"/> Games<input type="checkbox"/> Creative Coding<input type="checkbox"/> Something else: _____	Availability of Student Work: <ul style="list-style-type: none"><input type="checkbox"/> Public<ul style="list-style-type: none"><input type="checkbox"/> students' domains<input type="checkbox"/> UMWblogs<input type="checkbox"/> Class website<input type="checkbox"/> Social media (platforms _____)<input type="checkbox"/> Something else: _____<input type="checkbox"/> Private<ul style="list-style-type: none"><input type="checkbox"/> Canvas<input type="checkbox"/> class website<input type="checkbox"/> collaboration platforms<input type="checkbox"/> Something else: _____<input type="checkbox"/> N/A
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SLO 3:

Creatively adapts to emerging and evolving technology

- Identifies and evaluates digital tools needed for the design and development of projects
- Develops an independent and critical approach to solving technology and information challenges
- Develops digital and/or professional identity in relation to different audiences

Assignment Name:	
Assignment Description:	
Type of Assignment (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Tutorial or workshop led by students<input type="checkbox"/> Digital archive<input type="checkbox"/> Digital exhibit<input type="checkbox"/> Annotated bibliography<input type="checkbox"/> Public-facing website<input type="checkbox"/> Social media campaign<input type="checkbox"/> Zotero library<input type="checkbox"/> Fact-checking<input type="checkbox"/> Database<input type="checkbox"/> Research project<input type="checkbox"/> Visualization<input type="checkbox"/> Digital portfolio<input type="checkbox"/> Domain<input type="checkbox"/> Something else: _____	Availability of Student Work: <ul style="list-style-type: none"><input type="checkbox"/> Public<ul style="list-style-type: none"><input type="checkbox"/> students' domains<input type="checkbox"/> UMWblogs<input type="checkbox"/> Class website<input type="checkbox"/> Social media (platforms _____)<input type="checkbox"/> Something else: _____<input type="checkbox"/> Private<ul style="list-style-type: none"><input type="checkbox"/> Canvas<input type="checkbox"/> class website<input type="checkbox"/> collaboration platforms<input type="checkbox"/> Something else: _____<input type="checkbox"/> N/A
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