

QEP #8 Notes

Digital Citizenship-A guide for Students in a Digital Society

- Fits the University's Goals (Institutional Plan) - #'s 1, 2, 5, 6, and 7
- There are resources already in place to support – (Library could support with skills and work in partnership with creating modules)
- Could borrow across multiple QEPs – for example – Preparing Globally Competent..., Creating Learning Environments..., Equipping Students to Facilitate Public Discourse were identified
- There is a great, pervasive need for this guidance for students –
 - The need to prioritize/filter information
 - More depth of how/when to use and less breadth (which they get in their everyday exchanges)
- Three major components/possibilities
 - Skill Assessment – assess where students are when they come into the university (native and transfer) – a test is already available
 - Academic Content – make it relevant to disciplines – should be integrated/not isolated. This could be in the form of 1-credit hour courses or modules that could be placed in existing classes. Online development/face-to-face possibilities. Suggestions included, taking a big topic and drilling down into the discipline (what are the implications for a Biologist; what are the implications for a Counselor, etc.) Make it “life relevant.”
 - Engagement – service learning possibilities – for example, provide opportunities for our students to go into the middle/secondary schools to connect with children in those settings related to the social/ ethical implications.
- There will also be the possibility of training students who will assist faculty (technical skills) in this work (currently a pilot program for media developers). There is also the potential of developing a certificate program for interested students who are skilled in this area of expertise.
- \$\$ will be critical for sustainability/implementation
- Cautions included the need and responsibility of keeping the content “fresh” and up to date – what is the mechanism?
 - Someone will have to have “digital media,” etc. as their focus in order to sustain.
 - We are now discussing things (e.g., wikis, tweeting) that were not discussed (or thought about on a routing basis) just a couple of years ago.
- Information technology skills of our students were discussed –
 - On the positive side, students know how to use FaceBook (and other social networking sites); blogs, texting, web surfing, etc.) They live in a very “immersive environment”

- On the challenging side, students don't understand how to think critically and understand the quality of all that comes at them so fast – going back to the depth vs. breadth issue. They don't necessarily understand how best to apply the technology.
- Faculty, students, curriculum are at the core of this –
 - Need to support faculty with the growing interactive environment for relevance
 - Need to examine processes for curriculum delivery to enhance instruction/learning for relevance and efficiency
 - Need to continue to build a culture of collaboration/interaction in a potentially different manner – students don't do as much face-to-face, so how do we accommodate that and continue to build “community” and dispositions toward good/appropriate citizenship as our students progress through academic programs and into future business/professional careers?

Overall this topic was deemed very important to UNC Charlotte and is focused on student learning in a pervasive manner – both through content delivery and life/social skills implications. Implementation will require that faculty are also engaged in the “training” and development of courses that are technologically “fresh” and engaging to improve/enhance student learning outcomes. The topic is focused, but will have to be carefully mapped out in terms of development, implementation, assessment, and review to be continuously relevant. Multiple partnerships across the campus community will have to be forged in order to accomplish and maintain this enhancement effort. We will need to build a change model as well as a content model.