DIGITAL ACADEMIC REVOLUTION
MENTORSHIP COMPETENCY

#3 THE PROCESS:
Mentorship – Recruitment, Refinement, Transference

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KEYWORDS

5 Pillars Mentorship Training | Digital-Savvy| Digital Commentary Grading Project | Digital Workflow Optimization| Instructional Design | Learning Infrastructure | Luanne Fose | Martin Mehl | Mentor-Change-Agent| Mentorship Training | R.E.A.D. |

PREAMBLE

The in-depth segments of the Mehl/Fose research from motivation to conceptualization to adaptation through adoption and diffusion are featured in a multi-part series by the Online Learning Consortium Center for Research in Digital Learning and Leadership. The Digital Academic Revolution: Mentorship Competency Series shares with OLC members the "inside scoop" and transparency of digital mentorship competency in teaching and learning. The following is the third article in the DAR series.

HOW TO ID, RECRUIT, & TRAIN MENTOR-CHANGE-AGENTS & PAIR THEM WITH THE RIGHT TOOL:

There are communication theories, statistical methods and different formal ways to go about identifying **change agents.** To us, a change agent isn't the same as a leader, or an authority figure, nor is it exclusively based on competence. There is a difference between having formal influence and making an impact. The key component is the individual that emerges when asking the questions: "Who do you turn to for advice, guidance and why? Who do you trust?" This is where we see the role of the digital mentorship mindset as a value added aspect to the change agent role and responsibility in an organization. You are essentially looking for the pairing of the four A's: *accessibility, approachability, aptitude, availability* plus the four C's: *caring, clarity, competence, communication* to foster the leadership qualities of a mentor-change-agent.

> *"Learners & mentors in training need to be open-minded, driven, motivated and have a penchant for failure to truly succeed."*

In the academic realm, Dr. Evert Roger's 1960's *Diffusion of Innovation Theory* identified different adoption stages and corresponding comfort levels with innovation and empowered various fields of study to apply this concept as a predicting tool. Over the course of more than half a century this research became transferrable to the political process of voter behavior projections (we'll see in 2016,) consumer perceptions/attitudes and technology adaptation. Drawing in part from the Iowa State alumnus' research, we further identify that change agents need to be capable of relaying the vision of the researchers and serve as both champions of the implementation and evangelists for its success. They need to also be critical, skeptical and occasionally out of their comfort zone to optimize the validity and perseverance of a

(revolutionary) change from the normal procedural research study. In other words, learners and mentors in training need to be open-minded, driven, motivated and have a penchant for failure to truly succeed.

The selection process spans from the consideration of potential participant's circumstances of convenience, motivation and incentive. Additionally, the selection process can range from voluntary or mandatory to competitive and prestigious. Ultimately though, the key goal is to have selected the participant's breadth and depth capacity well enough to adapt, adopt, and diffuse the results on a universal scale.

"Enduring challenging, unprecedented and (potentially) frustrating and awkward teaching moments mandates an organized, balanced and observant individual."

We identified mentor-change-agents through a combination of anecdotal experience, connections, perceptions and solicitations for the **Digital Commentary Grading Project** at Cal Poly, San Luis Obispo. We were committed to having representatives from each of the six colleges on our campus as well as diverse experience levels (i.e., Lecturers, Assistant Professors, Associate Professors, and full Professors). The initial crop was a hand-selected pool of scholars that reflected the following R.E.A.D. approach based on credentials, precedence & reputation:

RELIABILITY = Accessibility + Caring

| #joytobearound | #oldfaithful | #countonme |

Principle investigators planning to replicate our approach may draw from a pool of previously substantiated reliable participants, and identify positive characteristics of those members as benchmarks.

This ranges from reputation, via first impression, to work ethic. Generating consistent and useful quantitative and qualitative data is crucial for success. Assessing, reviewing and reinforcing the ethical standards of good pedagogy requires a balance of perspective and know-how. Having a proven track record of success is as valuable as being eager to make an impact. The most significant criterion is the motivation to be the best faculty one can be.

EXPERIENCE = Aptitude + Competence

| #beentheredonethat | #whatsthis | #icancount |

Principle investigators planning to replicate our approach may draw from a pool of relationships and exposure to qualified participants, and identify positive characteristics and leadership skills.

This ranges from instructors freshly hatched from grad school to veteran pedagogues. Enduring challenging, unprecedented and (potentially) frustrating and awkward teaching moments mandates an organized, balanced and observant individual. Teaching an "old dog new tricks" is an excellent challenge for the significance and sustainability of a new pedagogical approach. Proactively inviting veteran feedback allows for "been there, done that" scrutiny and constructive criticism. On the flip side, young, energetic and raw mindsets allow for fresh ideas, recent trends and "up-to-date" perspectives. Allowing for the spectrum of knowledge to be represented is crucial for success.

AUTHORITY = Availability + Communication

| #whotheboss | #iwanttobetheboss | #cando |

Principle investigators planning to replicate our approach need to be aware of their own reputation and status. Establishing competence through substance and a support network of supplemental knowledge and mutual respect is key – independent of academic status and rank.

This ranges from respect, via status, to peer impact. Having a diverse pool of fields of expertise and covering as much of the representative spectrum as possible is key. Note: This is not to imply that junior faculty who may not possess as much authority as their senior mentors, cannot be instrumental in influencing their younger peers. Junior faculty can contribute a great deal to convincing other faculty to be involved as digital mentors in the future if they possess enthusiasm and strong leadership qualities.

Instructional designers at your university are key players to assist you in selecting participants for the initial run of beginning a digital mentorship program at your own campus. Instructional designers work closely with many instructors from a variety of disciplines and they are well aware of the instructors' personalities, teaching abilities, technological savvy, and their capabilities to work independently on a new project as well as their aptitude for taking on new challenges. It may also be prudent to contact

other faculty development staff on your campus (e.g., staff at your Center for Teaching and Learning or other such entity) for possible candidate suggestions. In our first trial, we selected a total of *forty* faculty to invite to participate, realizing that without monetary incentive we would not have 100% participation. Instructional designers serve as the project managers to review, formulate and implement the policy guidelines and assemble the ideal team, ideally in tandem with instructional task and social leadership.

DIGITAL-SAVVY = Approachability + Clarity

| #easybutton | #haveyoutriedturningitonandoff | #thegamechanger|

Principle investigators replicating our approach need to be aware that those that volunteer first might have reasons that are not necessarily supportive of the mission statement. Recruiting an initial pool of mentors to create a domino effect of leadership distribution is crucial for longevity and broad impact.

This ranges from technology-phobic/challenged to tech-centric**.** As mentorship trainers we firmly believe in the "practice what we preach" approach. Humor is also not a bad channel to get the message across **| #yougotthat | #areyouwithus | #teammehlfose |**. We rely on our own reputation, standards and drive and in turn use this as a modeling scheme for our recruitment and training approach. Both of us are aware that we compliment one another's skill set in the same A+C pairing approach, fusing learner's awareness/learner's assessment, as Martin is the communication scholar and Luanne the design expert, establishing a unit of pedagogical and technological expertise.

For your trial to be effective and enticing to a variety of faculty types, it is essential that you choose your participants from the complete spectrum, that is, from tech-phobic to tech-centric. We know from past experience that early-adopters will be interested in trying something new with technology that is fresh to them and will naturally share their success with others. Surprisingly though, the more hesitant, tech-phobic instructors may become some of your greatest champions once they have overcome their fear of new challenges by learning how to use the necessary technology and pedagogy of video assessment.

A crucial aspect of helping instructors be successful in video assessment is creating video tutorials demonstrating the pre-determined technologies, which affords them the chance to watch the videos as many times as necessary in order to learn the new skills. Many tech-phobic faculty are embarrassed to ask for help because they fear being looked upon as ignorant. Being able to repetitively watch demonstrations of the process (both technological and pedagogical) can bolster confidence and encourage them to participate. In some cases, you may need to meet with the more hesitant instructors in individual consultations in order to answer questions and alleviate fear. Do not

disregard them in your recruitment process just because they may take more time to train. Handholding the tech-phobic faculty will be worth the time invested because in the long run they will become one of your finest proponents. When other faculty notice that these once-hesitant instructors are engaged in video assessment, their response to taking on the new challenge will be "Well, if so-and-so can do it, then so can I!"

RECRUITMENT STRATEGIES & INSTRUCTIONAL DESIGN

During the invitation and recruitment stage of the DCGP, we created a web page to refer potential candidates to as a means of framing the project, providing incentives, challenges, requirements, deliverables, and returns should they choose to be involved.

FRAMEWORK

From the beginning, we made it clear to faculty exactly what new technological tools they would be implementing (i.e., Screencast-O-Matic$^{©}$ and our LMS) and the fact that they would not be required to purchase any additional equipment since the software, Screencast-O-Matic$^{©}$, is free and the process of video assessment does not require any additional equipment beyond a web cam and a computer browser.

INCENTIVES

We enticed them to join the project by elucidating the advantages of our approach:

- **Grading:** less time allocated to creating rubrics, grading papers, projects, and presentations;

- **Office Hours:** less time on expectation clarification or reiterating what was stated in the assignment feedback and more time devoted to addressing student professional development;

- **Professional Development:** establishing, enhancing and refining their pedagogical/ technological skills;

- **Student Relationships:** increasing competence perception, approachability, and clarity for better learning outcomes. Converting instructional standards to mentorship coaching.

CHALLENGES

We were forthcoming about the potential challenges as well. Challenges for this project included the necessity to:

- Learn how to establish a comprehensive digital workflow;

- Become familiar with best pedagogical practices for video assessment and the selected screencasting tool – Screencast-O-Matic[©];

- Become competent in using the LMS integration, specifically the Assignment Tool in PolyLearn;

- Refine oral communication skills reflecting eloquent and succinct feedback with the goal of providing tangible learning outcomes for students.

REQUIREMENTS & DELIVERABLES

- All DCGP participants were required to independently review online training materials (instructional videos and readings) in PolyLearn and then attend a 2-hour face-to-face training session.

- Participating instructors were required to place links to pre- and post- online Survey Gizmo surveys for their students in their PolyLearn courses. It was also requested, but not mandatory, that instructors offer some kind of grade incentive to motivate student completion of the surveys and actively solicit student feedback.

- DCGP participants were required to conduct video assessments on at least two class assignments uploaded to PolyLearn via the Assignment Tool within the 10-week quarter.

- DCGP faculty were required to participate in pre- and post- online surveys to provide faculty feedback regarding the project & its associated pedagogy.
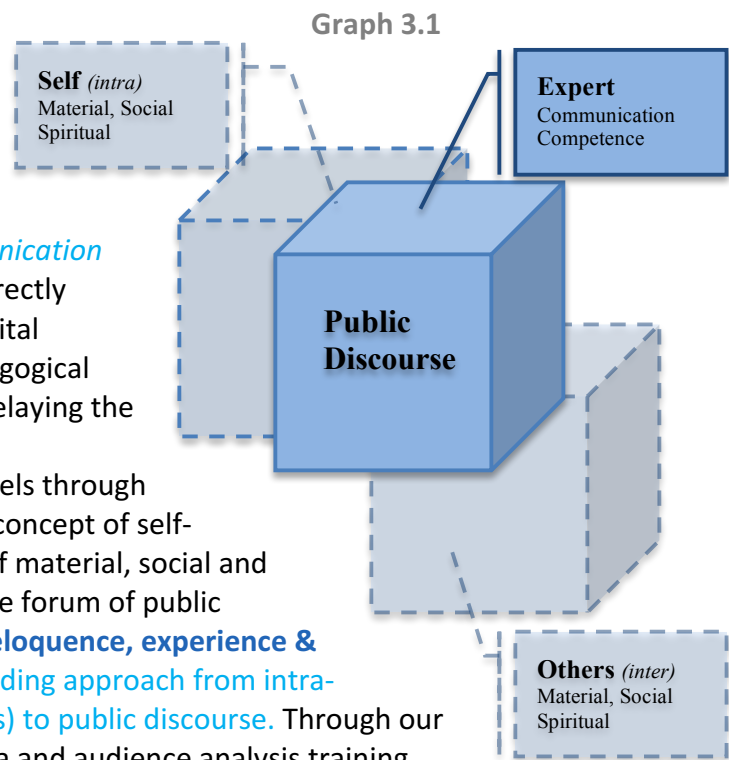
RESOURCES

- Mentorship instructors served as a support team to answer any questions faculty participants had while participating in the DCGP.

- As a courtesy and appreciation for the time and effort participating faculty invested in this project, an e-certification was sent to the department chair informing them of the faculty member's participation in the pilot. A copy of the letter was also sent to participating faculty for retention in their own personal records.

- Upon confirmation of completing the DCGP (carried out by review of individual faculty participation in the face-to-face training, examination of LMS materials, and verification of MP4 feedback assessments for two class assignments), faculty received formal recognition letters of completion.

Let us walk you through the **5 PILLARS OF MENTORSHIP TRAINING COMPETENCY**

1. PHILOSOPHY
2. TRANSPARENCY
3. METHODOLOGY
4. DEVELOPMENT
5. INFRASTRUCTURE

1. MENTORSHIP TRAINING **PHILOSOPHY**

In developing our mentorship teaching philosophy and creating a balanced, challenging and comprehensive learning community, we have focused our approach on the definition and distinction of the three pillars of *communication competence.* This theoretical concept directly parallels the tech-centric progress of digital convergence. Comprehending that pedagogical concepts do not function in a vacuum, relaying the transparency of this theory requires the maximization of multiple learning channels through technology. Expanding from Maslow's "concept of self-awareness," we extract the three tiers of material, social and spiritual influences and apply them in the forum of public discourse. As the experts, we are using **eloquence, experience & examples** to create a mentorship scaffolding approach from intra-personal (self), via inter-personal (others) to public discourse. Through our combined technological expertise, media and audience analysis training and research experience, we have generated a core-curriculum-learning scenario with tangible short-term and long-term results, developing and guiding well-balanced and competent professionals *(Graph 3.1).*

Graph 3.1

Self *(intra)*
Material, Social
Spiritual

Expert
Communication
Competence

Public Discourse

Others *(inter)*
Material, Social
Spiritual

2. TRAINING **TRANSPARENCY**

Mentorship - leading by example and modeling the symbiotic relationship of content and delivery, positions the learners to experience a first-hand approach of ethos and pathos reflecting the curriculum logos. Applying the engineering principles of "form following function," as well as simplicity, we are constructing and fostering, a healthy competitive, non-hostile learning atmosphere, while emphasizing proactive, open-

minded and independent scholars, which is essential to the success of building an ambitious learning community.

19th century German sociologist and philosopher Jürgen Habermas once defined that there are three spheres: the public, the private and the expert's dimension. In this day and age, we need to remember that our privileged position of being in front of the classroom is preserved and justifiable only as long as we truly stay ahead of the class. We must represent the experts sphere to avoid the possibility that these lines may become blurred in academia. Educators can't simply be replaced through easily accessible online encyclopedias, social networking sites, or online blogs; however, we need to acknowledge that our audience of modern critical thinkers is both technologically savvy and saturated in this contest for valuable information distribution. It is essentially a competition between *convenience* vs. *competence*. As we identified in Article #1, we are at an unprecedented time where the two have finally merged, even in the realm that Dr. Roger's refers to as the final 16% "laggards."

3. TRAINING **METHODOLOGY**

The three pillars of **communication competence** include course composition, conviction and educated independence. Clear academic guidelines, including course policies, support materials, grading rubrics, progress checking and classroom structure, combined with professionalism and clarity on instructions and approachability need to generate the mechanisms for academic autonomy of the learners. Learners have to trust that *confidential* information remains as such, and that challenges are aimed at long-term success, even if short-term failure may be part of the process.

> *"The course and the instructor must be perceived as* ***'tough, but fair,'*** *with high standards, benchmarks and a sense of belonging to a community."*

For instance, being able to digest, provide and apply constructive criticism is a key pillar in long-term educational and professional success. The course and the instructor must be perceived as "tough, but fair," with high standards, benchmarks and a sense of belonging to a community. As the trainers, we must maintain the authoritative status of facilitator expert and instructor through both competencies in skill and aptitude. Positivity and approachability through physical and virtual open-door policies reflect another anchor of this approach. Learners must receive guidance through the resources available without it transitioning to handholding. There must be a clear outcome and goal for learners, permitting them to have feedback along the way.

In historical perspective, human beings had to overcome space & time challenges when adapting, adopting and diffusing information. This communication methodology fosters

the balance of the progression of communication quantity and quality, especially through contemporary and future technological tools. Learners come prepared to class with a foundation and we have the opportunity to expand upon this base by interactively triggering various abstract concepts with concrete applications, translated at Cal Poly as "Learn by Doing." Our ultimate goal at Cal Poly is to provide our learners with a complete, engaging learning experience through the fusion of student preparation with faculty subject matter expertise, experience in the field and enthusiasm. Thus, as faculty, we attempt to serve students not as some kind of supplemental training entity, but as well-rounded, balanced and complementary educators who help students explore their key interests and achieve their professional goals.

4. TRAINING DEVELOPMENT

Our teaching development has focused on three areas: individual learning (self-awareness), organizational learning (co-operative), and community building (systematic and organic).

We propose a redline pathway for learners to follow throughout the course. This infrastructure and its crucial *transparency* empower the learners to "follow" the leader initially and spread their wings during the application process. As this discipline teaches communication skills it is absolutely essential to overlap subject and approach.

The way we lay out the curriculum is by dealing with the public perception that the communication discipline is simply "common sense." One can only succeed when there is a comprehensive understanding that the subject matter relies upon expertise even though the vernacular is presumably everyday terminology. It is crucial for learners to be able to discern between scholarly, credible information providers and proper research inquiry including the media roles of gatekeeping, censorship and general advocacy.

Once an understanding and appreciation develops of differentiating between the entities of information (being provided), knowledge (being critically analyzed) and common sense (being added to their higher education goals), we can proceed to investigate the subject matter in depth. This investigation includes a social (normative) environment of trust and harmony. The level of stress already triggered within the academic environment does not aid in the process of excelling in performance and oratory-based coursework. The course must generate an atmosphere of trial and failure to succeed.

Aside from needing to accomplish an interest of the presumed "*unteachable,*" we must provide a clear roadmap of building blocks to accomplish the scaffolding, including reading comprehension. A key concept we share with our learners is compartmental-

izing and segmenting (i.e., reading being partitioned into digestible chunks to supplement lecture). It is imperative that we pass on a clear understanding of the concept that "less is more." **Not** less effort, **not** less research, **not** less energy, **no**r less motivation; rather, being <u>succinct</u> is key to clarity and credibility.

5. LEARNING INFRASTRUCTURE

Transitioning from identifying the most powerful human capital (change agents), we also needed to establish the proper technology and pedagogical infrastructure. In selecting the **Less is More** concept, we proceeded with establishing an instructional design strategy that was minimalistic and succinct in its design and based upon standard "flipped learning" techniques. We designed a course shell within the campus's learning management system to allow for communication legacy, clarity and communication optimization. Cal Poly faculty recruited for the *Digital Commentary Grading Project* were required to watch pre-workshop content online with bite-sized training videos on topics that included logistics of using the screencasting software, short demonstrations of various pedagogical approaches for screencast assessment, and technical instruction on uploading the individual video assessments by means of the campus' learning management system's grade book.

INSTRUCTIONAL DESIGN & KNOWLEDGE TRANSFER

After we securely established the mentorship pool, we implemented the university's LMS (Moodle© branded as *PolyLearn©* at Cal Poly), to develop and share course materials. The illustrations below show the layout of the online course divided into definitive course modules:

Introduction: *Overview & Legacy*, which contained:

1) The DCGP Q & A discussion forum for participants to receive immediate help for any questions that they might have from the Co-PI's, mentors, or other faculty participants; **2)** The DCGP faculty pre-survey link designed in Survey Gizmo to collect data before the initiation of the video assessment process; **3)** Profiles of the instructors & faculty mentors who would be assisting the participants; **4)** Faculty mentors reflections on their experiences during the pilot project (including lessons learned, what they wish they had known beforehand, tips & tricks, framing the experience for students and student reaction); and **5)** A link to the CTLT web page on the *Digital Commentary Grading Project* as a reference in case participants wished to review the method, incentives, challenges, requirements, deliverables, and returns *(Image 3.1.1)*.

Image 3.1.1

Section I: The *Informed Consent Form*, which faculty participants were to download, print, and pass out to students during the first day of class in order to acquire signatures of consent *(Image 3.1.2)*.

Image 3.1.2

Section II: The *Survey Links* for students & faculty to facilitate the acquiring of the pre- and post-project data for the study *(Image 3.1.3)*.

Image 3.1.3

Section III: *The Course Curriculum & Pedagogy*, which contained:

1) Instruction for *Best Practices for Video Assessments*; **2)** *Optional Additions to Your Syllabus* for the DCGP faculty to insert into their own syllabus if they wished; and **3)** A sample video feedback file from Martin's class, which demonstrated the actual video assessment process for an individual student assessment. *Note: The student's permission was acquired for dissemination to faculty (Image 3.1.4)*.
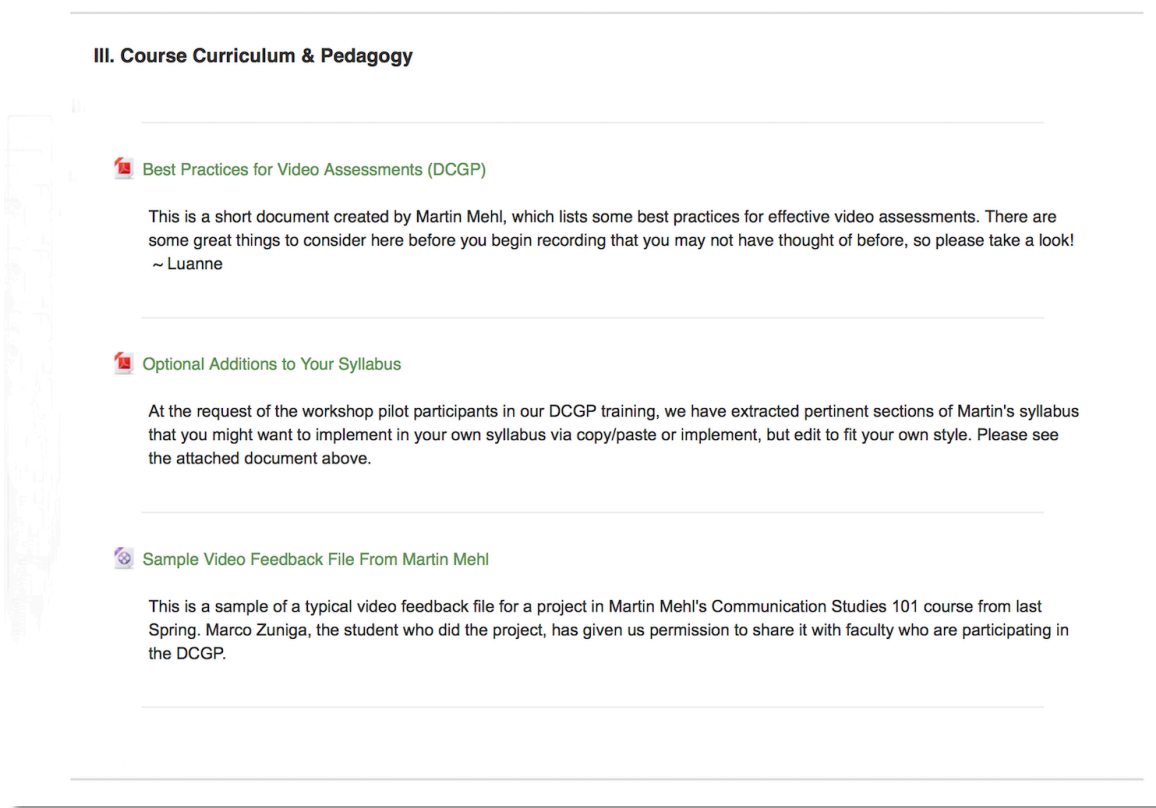
III. Course Curriculum & Pedagogy

Best Practices for Video Assessments (DCGP)

This is a short document created by Martin Mehl, which lists some best practices for effective video assessments. There are some great things to consider here before you begin recording that you may not have thought of before, so please take a look! ~ Luanne

Optional Additions to Your Syllabus

At the request of the workshop pilot participants in our DCGP training, we have extracted pertinent sections of Martin's syllabus that you might want to implement in your own syllabus via copy/paste or implement, but edit to fit your own style. Please see the attached document above.

Sample Video Feedback File From Martin Mehl

This is a sample of a typical video feedback file for a project in Martin Mehl's Communication Studies 101 course from last Spring. Marco Zuniga, the student who did the project, has given us permission to share it with faculty who are participating in the DCGP.

Image 3.1.4

Section IV: *Tech Tutorials*, which contained:

1) A captioned video tutorial and transcript about Screencast-O-Matic$^©$, which covered installation of the tool for Mac users (at that time Screencast-O-Matic$^©$ only had such instruction for Windows users on their web site), and demonstrates some of the best pedagogical practices for conducting video assessments; **2)** A link to the Screencast-O-Matic$^©$ tutorial for Windows users to install the tool; **3)** A captioned video tutorial and transcript instructing faculty how to set up the learning management system's Assignment Tool to allow students to submit their assignment electronically; **4)** A captioned video tutorial and transcript explaining the process of returning video assessment feedback to students individually via the learning management system; and **5)** An addendum to the previous instructions after it was found that some faculty had problems with the naming conventions required to return student assessments in a batch upload *(Image 3.1.5)*.

IV. Tech Tutorials

📄 Video 1: Screencast-O-Matic Video Tutorial for DCGP Participants (23:22) - Captioned

This is a captioned video tutorial about Screencast-O-Matic for our DCGP participants. (Best viewed full screen.) It covers installing (for Mac users), using the tool, and demonstrates some of the best pedagogical practices for video assessments. If you are a Windows user, please view the Windows tutorial for Screencast-O-Matic (link provided below). Windows users will still benefit from watching this video for pedagogical and workflow tips.

A transcript PDF file has been provided below. You may prefer reviewing it while you are attempting to use Screencast-O-Matic the first time or to remind yourself of how to use it between video grading assignments.

Note: If you wish to view the transcript in YouTube to skip to specific locations in the video, click on "More..." (below the video) and then select "Transcript." Click on any line in the transcript where you wish to skip to and the playhead will reposition to that point on the video.

📄 Transcript for Screencast-O-Matic Tutorial

Here is a PDF transcript of the video.

🌐 Windows Screencast-O-Matic Video Tutorial

Here is a Screencast-O-Matic video tutorial that was created by the creators of Screencast-O-Matic for Windows users.

📄 Video 2: Setting Up the Assignment Tool in PolyLearn - DCGP (7:43) - Captioned

This screencast will explain how to set up the Assignment Tool in PolyLearn (Moodle) so that your students can submit their assignments electronically. As a participant in the DCG Project, we ask that you require at least two assignments to be submitted by your students in this manner so that you can return the video assessment feedback digitally to the students through PolyLearn.

📄 Transcript - Setting Up the Assignment Tool in PolyLearn (DCGP)

This is a PDF transcript of the video above.

📄 Video 3: Submitting Feedback Files to Your Students in PolyLearn - DCGP (9:10) - Captioned

This video explains the process of submitting your video assessment feedback files back to your students in PolyLearn.

📄 Transcript: Submitting Feedback Files to Your Students in PolyLearn (DCGP

This is a PDF transcript of the video above.

📄 Addendum to Video: Submitting Your Feedback Files to Your Students in PolyLearn

VERY IMPORTANT: Our pilot participants found some issues with the naming conventions for mass upload of the MP4 video assessments back into the PolyLearn Gradebook. This document explains in detail the best file naming convention to achieve a smooth upload process when uploading the files in mass as a zipped folder. To assure success, please take a moment to read this important document.

Image 3.1.5

The online course modules were well worth the time to develop since they were quite successful in achieving our training goals. By the time the participating DCGP faculty attended the mandatory two-hour face-to-face workshop, they were fairly acquainted with the video assessment process and we were ready to anticipate and field any remaining questions to transition from traditional grading feedback to video assessment *(see Graph 3.2)*.

MEHL | FOSE **TRADITIONAL FEEDBACK WORKFLOW**

Graph 3.2
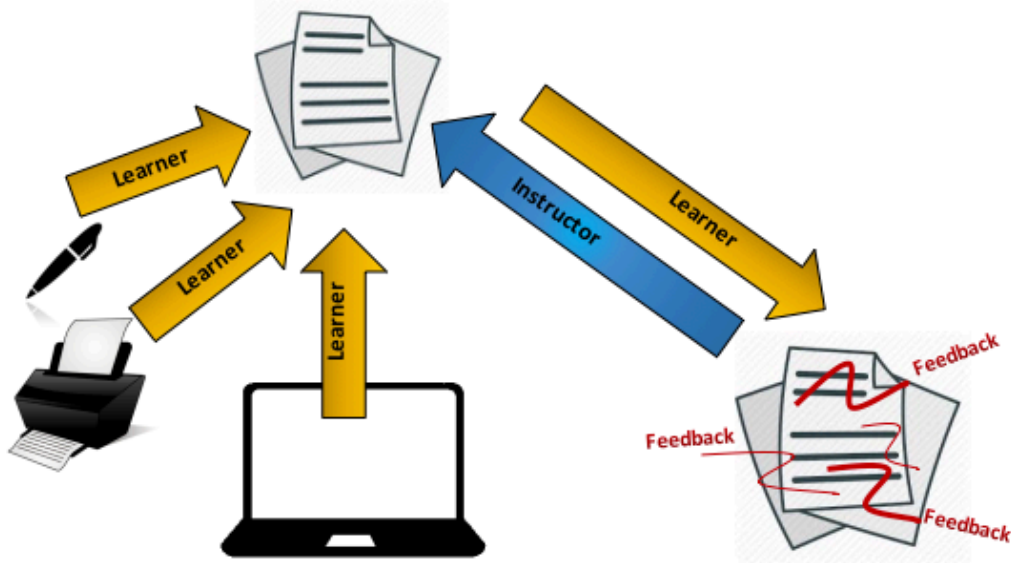
The face-to-face workshop concentrated primarily upon discussing and demonstrating a variety of pedagogical approaches to video assessment. Instructors have spent so many years correcting student grammar, spelling, and punctuation, that many of them have forgotten how to assess writing on a deeper level. In the workshop we encourage faculty to concentrate upon raising the level of assessment to promote more critical thinking and support the achievement of higher-order learning objectives inherent in Bloom's Taxonomy. It is also important not to neglect certain logistics that faculty will not immediately be aware of such as preparing your video assessment space (e.g., finding a quiet environment to record; turning off notifications on your computer, cell

phone, tablet, etc.) and important syllabus additions to make the process run more smoothly.

Optimizing the digital workflow is of primary importance in order to ease the workload for faculty attempting video assessment for the first time. Many faculty are not familiar with conducting a comprehensive digital workflow that is not reliant upon paper and pen, so as rudimentary as it may sound, it is important to guide them through the entire workflow process. The workflow process requires that faculty utilize a learning management system with an assignment tool for private transfer of the student-submitted assignment as well as the instructor's video assessment feedback response. The following illustration *(Graph 3.3)* demonstrates how best to optimize digital workflow for video assessment.

MEHL | FOSE **DIGITAL GRADING WORKFLOW OPTIMIZATION**

Graph 3.3
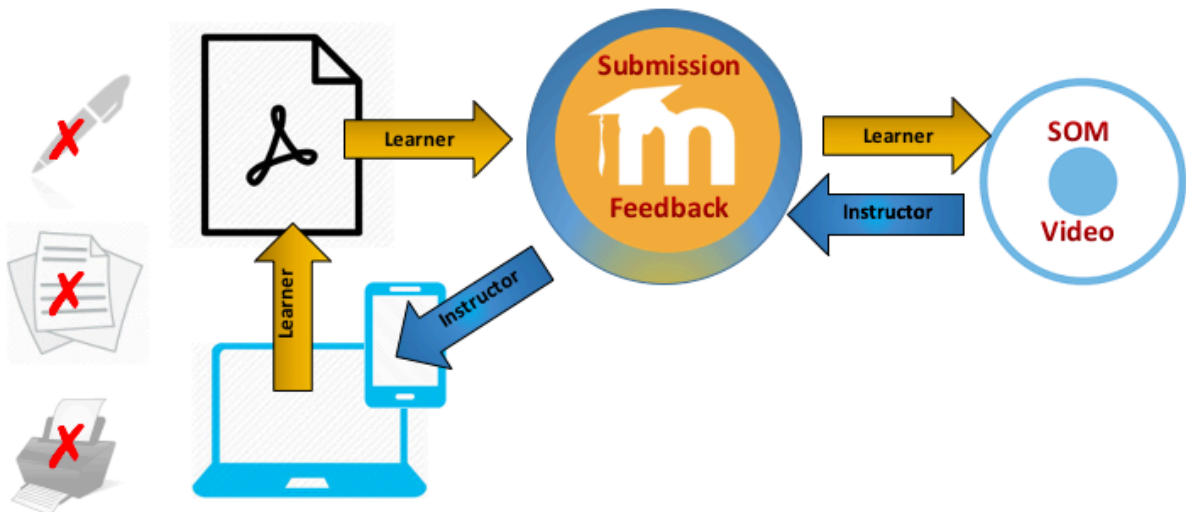
Since the DCGP participants were actively enrolled in an online course for the project, they could continue to ask questions in the course's discussion forum and receive valuable feedback from us, or other participating DCGP faculty in their field of expertise. This was especially useful for equipping the DCGP participants with confidence since in general, faculty hold to the misconception that problems they encounter are distinctive and discipline-specific (although they seldom are). After the first quarter, the pilot faculty agreed to serve as mentors to those that followed, sharing their successes and woes in an online course blog and answering questions through a designated mentor's discussion forum or responding to personal emails. In total the project affected ~2500 students directly with 100% faculty retention.

ACKNOWLEDGEMENT

We have been blessed with our fair share of inspirational mentors, their guidance, advice and leadership to emulate, replicate and integrate. This ranges from our first mentors -- our parents, to the teachers that used their generous hearts, kindness, knowledge, vision and determination to ignite our passion for learning and to never stop inquiring. We want to extend our gratitude to the scholars that refined us and the mentors that shaped us, on the field, on the stage, competing and practicing, inside and outside the classroom. There are too many to list, but you will always be in our hearts, our brains and the way we conduct ourselves. We also want to sincerely extend our appreciation for our colleagues at Cal Poly that joined us in the DCGP project without reservation, the CTLT team, and the OLC organization that share the vision and integrity of academic mentorship. Finally, we want to thank our students turned mentors and our own families for support in times of struggle and success during this project and all of our life lessons. *We are who we are, because of you.*

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Preview to Article #4:
DIGITAL ACADEMIC REVOLUTION MENTORSHIP COMPETENCY SERIES
THE TECHNOLOGY: Vision-Driven Instead of Vendor-Pushed Solutions

In Article #3 we have established the "How-To" protocol for the research structure, ranging from recruitment with the R.E.A.D. method of mentor-change-agent selection, refinement via the *5 Pillars of Mentorship Training Competency* and transference through the *Learning Infrastructure* process and training design and execution.

In the tandem Article #4 we will discuss the screencasting tool we selected for the DCGP (Screencast-O-Matic©) utilizing our *7 imperative criteria* as well as the leadership and educational mission statement of the company itself. In Articles #5 we will share the **findings** (metadata) & in Article #6, the **impact** (future) of our research -- transitioning from base research (proof of concept) to applied research (real world application).

RESEARCH TEAM

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Prof. Martin Mehl, a native German, is a Sr. Lecturer in the Communication Studies Department at California Polytechnic State University, San Luis Obispo and an Iowa State University and Emerson College alumnus. He draws from 20 years of broadcasting, consulting, management, pedagogy & research experience for academic, business and non-profit environments. Clients have included: *Adobe, Apple, Audi, Bose, Center for Ethics in Political & Health Communication, Eli Lily, Emerson College, Harvard Medical School, Iowa State University, Lionbridge, MIT, MGH, the University of Sydney and the Whitehead Institute for Biomedical Research.*

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Dr. Luanne Fose is the Lead Instructional Designer for the Center for Teaching, Learning & Technology at California Polytechnic State University in San Luis Obispo. She holds a Doctor of Philosophy in music theory, musicology, and music technology from the University of North Texas. In her current position at Cal Poly, she conducts faculty workshops and consultations for the development of flipped, hybrid, and online courses. As a former music professor, she has an innate passion and artistry for audio and video production as a means of integrating Universal Design for Learning with the craft of teaching.