OAKS ACADEMIC TECHNOLOGY AWARD

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2019 award recipient
The Oaks award, named in honor of visionary innovator Dr. Muriel Oaks, WSU Dean Emeritus, recognizes a faculty member’s innovative application of an existing technology to transform teaching and learning in their classroom.

The annual award is sponsored by Academic Outreach & Innovation (AOI).

WSU faculty members can nominate themselves or their colleagues for the Oaks award. The winner of the award is selected by a committee of members from each WSU campus, the provost’s office, the faculty senate and AOI.

Recipients receive $3000 in faculty development funds and trophy.

Oaks served as a pioneer and visionary for WSU from 1979 to 2010. Best known for her work in distance education, she saw the growing variety of learning technologies as an opportunity to support the land grant mission, increase access to WSU programs, and improve the quality of the student experience.

Under her leadership, WSU was one of the first universities in the country to deliver video-based distance education courses. Committed to making quality education available globally, she also oversaw the transition to fully online program offerings, many of which are still delivered today.”

In fall of 2018, I integrated the use of Google Drive in the curriculum for Media Strategies and Techniques for Public Relations (COMSTRAT 383).

As part of the course, students took part in a Center for Civic Engagement (CCE) project in partnership with Whitman County Public Health (WCPH).

Using Google Drive as a real-time collaboration and content production tool, students created promotional campaigns and developed branding, messaging, and social media outreach strategy for WCPH.

WCPH used the COMSTRAT 383 students’ work for their real-world health and wellbeing promotional efforts.

Google Drive was selected as the students’ primary working platform using several criteria, including cost, flexibility, universal access and application’s utility as both a collaborative tool and for content production.
ACTIONS/STRATEGY

- Narrow focus for entry that aligns specifically with the goals of the award (application of technology in the classroom that “transforms” teaching and learning)
- Selection of a technology focus that has broad application, is accessible at little to no cost, and is transferrable to other disciplines
- Drafted entry in Word first before copy/paste into application form
  - Long-form first, then edit to meet minimum word count limits
  - Checked work through spellcheck and Grammarly
  - Included in-text citations with comprehensive references section included in the attachment
- Mapped key points to rubric
I believe in lifelong learning and that students are most excited and motivated when they are engaged, creative, and inspired. In my classes students are constantly creating, challenging themselves to learn a new tool, or collaborating with peers. Innovation in the classroom is my passion and I jumped at the chance to submit an application for an award that celebrates transformative teaching and learning.
Identify the Academic Technology

- Can be but is not limited to a WSU licensed platform such as Polycom Video Conference or Blackboard (Learning Management System).
- Which class(es) used this technology? List the course(s) (prefix & number), with enrollment size.

Statement of Goals

- What was the purpose of the technology? What were you hoping to accomplish?
- Why this specific tool? Address pedagogical or theoretical rational supporting use of the tool.
- How did this tool change the way you teach or students learn?

Use & Support

- How did you implement this academic technology?
- Address any challenges to the implementation.
- Provide details regarding the “cost” of implementation: financial and resource needs, user friendliness for both instructors and students, accessibility, sustainability and scalability.

Reflections & Outcomes

- Did you accomplish your goals? How do you know?
- Articulate any plans to adjust/adapt technology use based on evaluation of implementation.
### Statement of Goals
Use of technology has a purpose and a sound pedagogical foundation informing implementation and application of the tool.

- Statement of goals are clear and directly aligns with proposal guidelines.
- Pedagogical intent clearly aligns with implementation.
- Technology allows for creation of new tasks, previously inconceivable.

### Use & Support
Provides details regarding the “cost” of implementation: financial and resource needs, user friendliness for both instructors and students, accessibility, sustainability and scalability.

- Technology is licensed and supported by WSU.
- This technology is accessible to all students and accommodates those with disabilities.
- The innovation is transferable/scalable (appropriate in different size courses and independent of discipline). Little to no effort required for implementation and ongoing support.

### Reflections & Outcomes
To what extent, and based on what evidence, has implementation met the stated goal(s)? Discuss any plans to adjust/adapt use based on evaluation of implementation.

- Assessment plan will collect data from multiple and diverse sources to illustrate, support and extend students’ learning outcomes.
- Findings inform and reshape teaching and learning practice to improve effectiveness, efficiency, and/or value.
- Fosters new understanding of educational approach or establishes a new context for learning.
PHILOSOPHY/METHODOLOGY

Identify the Academic Technology
I selected a single tool set that all students had access to inside and outside the classroom (Google Drive). This tool also has multiple applications, is accessible on Mac and PC, and has free mobile apps.

Statement of Goals
I identified four specific goals around immediate application, connectivity and collaboration, transformative experience, and long-term benefit.

Use & Support
I provided information about cost to myself as instructor vs. students, accessibility with emphasis on operating systems, browser compatibility, and ADA compliance, sustainability with a focus on longevity and evolution of the tool and training requirements, and scalability with details on storage and hosting, training, and availability of tutorials.

Reflections & Outcomes
I mapped my reflections and outcomes back to the four goals.
• When I see opportunities for awards within and outside WSU, I create an email folder with the name and due date of the award entry. This helps me prioritize and schedule time for the application process.

• I skim award entries before filing them so I am clear on requirements – am I eligible? can I self-nominate? are letters of recommendation required? what are the required elements of the application? This helps me manage expectations, make decisions, and plan for the amount of time I need to devote.

• I work on the award entry at least one week prior to the deadline so I can pause as needed and have ample time to review the entry prior to submission.
THANKS & GOOD LUCK!