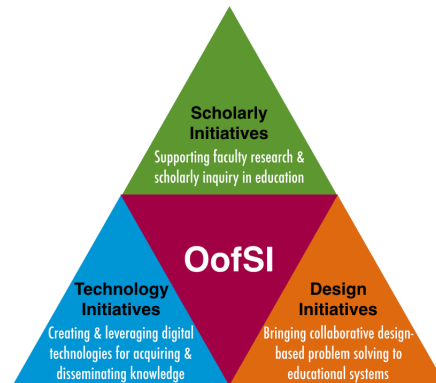


December 2018 report



The Office of Scholarship & Innovation (OofSI) brings collaborative design-based problem-solving to educational systems; supports faculty research & scholarly inquiry in education; creates and leverages digital technologies for acquiring & disseminating knowledge.

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Introduction

As *Associate Dean of Scholarship and Innovation*, I can map the past 2.5 years I have been at ASU as falling in three distinct phases.

August – December 2016: As I started as *Associate Dean of Scholarship* these months were exploratory and understandably somewhat chaotic as I got to know the organization and the people. A new dean arrived at this same time with lots of ideas about changing the direction of the college and its role both within and outside the university, which added to the excitement. There were new directions to explore and navigate, as I began the work of supporting MLFTC faculty scholarship and assumed leadership for the data team.

January – December 2017: 2017 was a year of transition focused on identifying and expanding portfolio of work of the renamed *Office of Scholarship and Innovation (OofSI)*. While continuing the work of supporting MLFTC faculty research and scholarship, OofSI would lead the college's community design initiatives (leading to the hiring of Ben Scragg as lead design strategist). Another addition was the technology initiatives team (with the hiring of Sean Leahy) and the integration of the web team into the office. The data team moved on to report to Edith Gummer.

January – December 2018: This past year has been one of consolidation and growth, with key new hires, rethinking existing positions, and developing projects, with the OofSI team providing leadership at multiple levels, within and outside of the college. We end 2018 poised to take on new initiatives, even as we support and continue the ongoing work. *The Futures of Learning Initiatives*, *The Studios for Learning Futures*, the *IgnitED Labs*, *Scholarship of Teaching and Learning*, connecting to the workforce and teacher education redesign initiatives are all aspects of work that we see ourselves both developing and supporting significantly in the upcoming year.

Collective Successes & Goals



The OofSI team!

In this document we would like to briefly address our *collective* successes and goals as well as those for *each* of the teams. for 2019. Specifically, in this section we will address how OofSI:

- a) *Instantiates a culture of principled innovation.* This has allowed us to be...
- b) *Nimble and proactive in providing service and leadership* to a range of projects and in turn serves as a foundation for...
- c) *Seeking new opportunities and setting new goals* for the future.

(A) Instantiating a culture of principled innovation

#OofSI Principles/Norms

Internalize a Service Mindset
Consider the broader vision, but remember...
... the devil IS in the details

Maintain Integrity
Without integrity we are nothing
Hold yourself and the team accountable

Act ↔ Reflect
Iterate
Embrace ~~Failure~~ Learning

Collaborate
Remove ego & status from ideas
Question EVERYTHING, respectfully
Always give credit where due

Practice Empathy/Mindfulness
Listen (with curiosity)
Be present | Be available

Consider Quality
The whole | The aesthetic
The art & craft of all we do

Beware of Shortcuts
... & processes that undermine core goals/vision

The OofSI team has changed quite a bit since last year, both with new hires, people moving on, rethinking existing positions, as well as through organizational changes (such as the data team moving to Edith and the web team moving to marketing and Jodie Donner joining the tech initiatives team).

I believe that we have developed within OofSI a strong proactive service orientation to everything that we do. The team has come together, with trust and camaraderie, willing to work collaboratively, flexibly and in an open manner, across silos. As the team has grown we have developed some processes (our system for hiring, for instance) that have supported the development of a work culture grounded within a context of principled innovation.

I believe we are action oriented, persistent in the face of ambiguity and challenges, reflective and thoughtful, and approach our work with good humor. We see the culture within OofSI as being a work in progress as exemplified by the ongoing discussion on the *OofSI Principles/Norms* that guide our actions and work. We see this as a living document that we revisit and revise as our team grows and changes. The latest version (3.0, as of June 2018) is given on the left.

(B) Being nimble and proactive in providing service and leadership

A key contrast to the past year has been the manner which OofSI has provided leadership and support to initiatives across the college, within the university and outside of it. This has required both taking on tasks pro-actively or being available to step in when we get a request. There are too many to list here (and can be read in the individual team highlights below). But I would like to point to a few that stand out. These include my being part of *TeamLA* and conversations around the future of ISTL; the work the design team put into the charrette for the *Studios for Learning Futures* (and the design of the concept book) and the work with the *Center for the Future of Arizona*, and with Kyrene, Washington and Coronado; the Scholarly initiatives team bringing in SOTL into discussions with faculty and taking the lead on redefining faculty support in the college broadly; the tech initiatives team stepping up to redesign EDT 180/321, and turning around a proposal for Bermuda and UAE on short notice and setting up the IgnitED Labs. A college level initiative led by OofSI with Office of Digital Learning is the *What's Brewing in MLFTC* series that will start in January. Apart from these practical examples, the OofSI team has taken on intellectual leadership as well, as can be seen in the conceptualization of the *Futures of Learning* idea, as well as the *5 discourses of design in education*. We are also a model for the college in terms of maintaining a rich website that documents our ongoing work and serves as a repository for easy to access, updated resources for the many groups we serve (community partners, faculty, staff and students).

These are just a few examples of pro-active, service orientation OofSI takes towards the work we do. What this has done, I believe, is develop a positive identity for OofSI which is recognized by various stakeholders and units within MLFTC, ASU and the broader community. Our team members are continually invited to be part of broader conversations, whether it be a national workshop on the future of interactive learning, the design of new collaborative technology rich-spaces across the university, or members of advisory boards or committees.

(C) Seeking new opportunities and setting new goals

Though the various projects we have engaged in (especially within the design initiatives team), it has become clear that sustaining this line of work will be difficult to do. For this reason, we have been deeply engaged in brainstorming and ideating around what a sustainable model would look like. The design and technology teams have been working together to develop what we are tentatively identifying as a suite of products that support educators who are engaged in *principled innovation for the futures of learning*. This ties in with the *Studios for Learning Futures* project, and in fact is seen as being a first pass for developing programming that would move under the Studios project when it goes live. The technology team has been exploring partnerships with technology companies (in ways large and small) and the team overall has been working closely with Development to identify opportunities for supporting this line of work.

Moving forward we see the work the OofSI does as falling under two broad categories. The first is *inward facing*: the work we do within MLFTC and ASU. These would include continuing working with teacher prep, workforce and character initiatives around design as pedagogy technology integration, and supporting faculty scholarship. The second strand would be *outward facing*: focusing on developing partnerships and programs that allow us to generate revenue to continue the work we do. This is a challenge, but one that I believe we are uniquely positioned to take on.

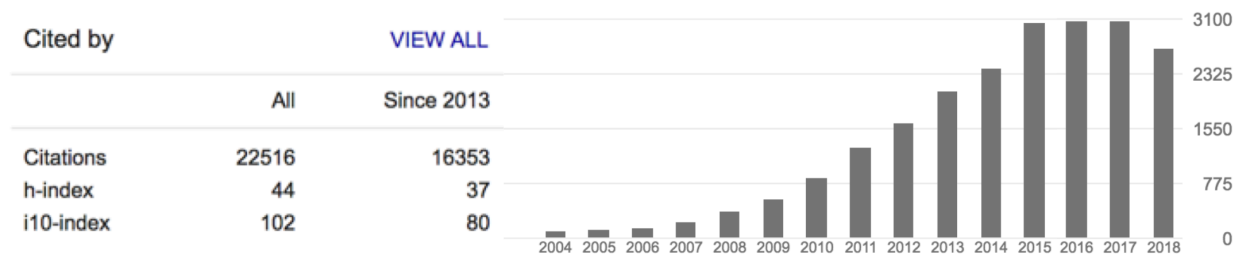
A brief sidebar on *my* scholarly activities. Over the past year, I have published 1 book, 3 articles in peer reviewed journals (with 1 more in press), 2 book chapters (with 2 more in press), 2 articles in a practitioner journal on science education (for which I also create the illustrations), 5 articles for an ongoing series in *Tech Trends*, and 5 conference presentations.

I have one doctoral advisee (Melissa Warr) who is making good progress in her program. We published on article in 2018, 2 conference presentations, with a couple of publications in the works as well as a paper accepted to present at AERA.

I taught a master/doctoral seminar in the fall of 2018 – where we collectively worked on a book about the *5 discourses of design in education*. I received a 3.9 course evaluation (out of a maximum of 4). Student comments are included below:

- *Stunningly good course. Really well-designed final project. Fostered collaboration well.*
- *It was an amazing learning experience for me.*
- *I greatly enjoyed this class. The topic and readings were fascinating, as was Punya's decision to infuse design into the course structure, largely the creation of an artifact as a final project. Working with Punya was a privilege; it is clear that he has a passion for, not only the topics we discussed, but in their practical importance in educational contexts. More generally, Punya embodies a joyful philosophy in his work and life that, for me, is aspirational.*

Below is my Google Scholar profile and citation profile.



Team Successes & Goals

In the sections below, each of the team leaders lays out the achievements within their initiatives as well as their goals for the future.

I would be remiss if I didn't mention the excellent work by Elizabeth Mirabal as administrative assistant to OofSI to keeping everything ticking, as well as people who were part of OofSI over the past year. These include individuals who moved onto other positions within MLFTC, or left for greener pastures, as well as faculty and design fellows. A running list can be found on the Office of Scholarship and Innovation website.

Design Initiatives

Jennifer Stein (director), Ben Scragg (lead design strategist),
Lisa Wyatt & Christina Ngo (design strategists), Claire Gilbert (multimedia specialist)



Image 1. Infographic capturing accomplishments of the Design Initiatives Team

Image 2. Screenshot showing blog posts from the Design Initiatives Team from the OofSI website

In 2018, the Design Initiatives team went through significant growth, with the addition of three full-time staff and several Design Fellows (MLFTC graduate students working part-time). These positions allowed us to boost our capacity and to take on a variety of new projects, detailed below. To highlight a few particular successes, this fall we worked on projects involving MLFTC students for the first time and deepened our connections to the teacher prep redesign; we partnered with and supported the character initiatives work; we developed a strong relationship with the Kyrene district team through our school design project, which is moving into a pilot program planning stage this spring; and we worked on developing the Futures of Learning concepts and programming.

School Partnerships

- Kyrene: took design team through process to design a new school model. District is planning to launch a pilot version of the school at a school site in Fall 2019.
- Coronado High School: Spring 2017 - two Saturday workshops with full teaching staff. Fall 2018 - monthly meetings with team of 7 teacher instructional leaders, making progress of small-scale projects to increase student engagement and connections.
- Miami Junior Senior High School - working with junior high teachers to support their interdisciplinary curriculum redesign. Launched new model in Fall 2018. Also Faculty Fellow Melanie Bertrand conducted research on teacher/student perspectives.
- Avondale: Spring 2018, finished up workshop series with 11 school-based teams from Avondale. Fall 2018: Partnered with Avondale for Carnegie's iLEAD program.
- Madison: Spring 2018, finished up workshop series with ALT team.

MLFTC-based work

- Cross-staff work: Cohort 1 in Spring 2018 with 10 cross-staff design teams; Cohort 2 in Fall 2018 with smaller group of department-embedded projects
- Washington Teacher Candidate cohort pilot: design project embedded into student teaching course, which served as a prototype for integrating design into the teacher prep curriculum
- TEL 101: trained peer leaders who taught the course using "Designing Your Life," building understanding of a design approach to problem-solving in student's own lives
- Teacher prep redesign contribution
- Character initiatives: Participating in Steering Committee; led sessions at October conference; planned and facilitated educational leadership event at Taliesin West on 12/4; worked on aligning design process with character framework
- Learning Futures Studios: planned and facilitated design charrette, created concept book, currently in the planning process for learning futures programming

Other accomplishments

- Significant growth in team
 - 4 new FT hires (1 has departed)
 - 6 Design Fellows (4 in first group starting in spring 2018; 2 hired recently through spring 2019)
- Paid consulting
 - UCSD Student Success Office leadership retreat
 - Center for the Future of Arizona leadership/planning retreats
 - Boys and Girls Clubs of Greater Scottsdale board retreat
- Conference presentations
 - Arizona Educational Research Organization (AERO) annual conference
 - ASU Commission on the Status of Women PD conference
 - Learning Environments (ILETC)
 - 2019 Carnegie Foundation Summit (Accepted)
 - Educate AZ
- Inclusion of faculty members: created Faculty Fellow position starting with Mel Bertrand and will continue in the spring with Jeanne Powers.
- Grants applied for: Gates grant (together with ASU Prep), Burton Family Foundation proposal, supported Kyrene in NewSchools Venture Fund Innovative Schools grant

Design Initiatives 2019 Goals

The team is currently working on identifying our goals for 2019, but here are some areas that we plan to focus on.

- Develop a clearly articulated mission for the team's work
 - Business model for making projects and partnerships sustainable
 - Articulate services we offer and types of work we do
 - Refine our model of the design process, including improvement science approaches and principled innovation
- Advance visibility through communications, documentation and storytelling
 - Update and build out website presence to showcase our work
 - Increase social media presence and engagement
 - Create videos and other multimedia approaches to communicate work
 - Continue to attend conferences, networking to establish relationships, etc.
- Futures of Learning
 - Develop summer and fall 2019 programming
 - Contribute to development of Learning Futures Studios concept
- Continue existing school and community partnerships and launch new ones
 - Kyrene, Miami, Coronado, Avondale
 - Explore new partnership models that will amplify and expand reach
- Continue to expand collaborations within MLFTC
 - Character Initiatives
 - Teacher Prep redesign efforts
 - Educator Workforce initiatives
 - Engagement with faculty

Scholarly Initiatives

Clarín Collins (director), Medha Dalal (10 hour Research Assistant),
Amy Markos (assisted with SoTL workshops)
Stephanie McBride-Shreiner (Scholarly Communications Publications Manager)

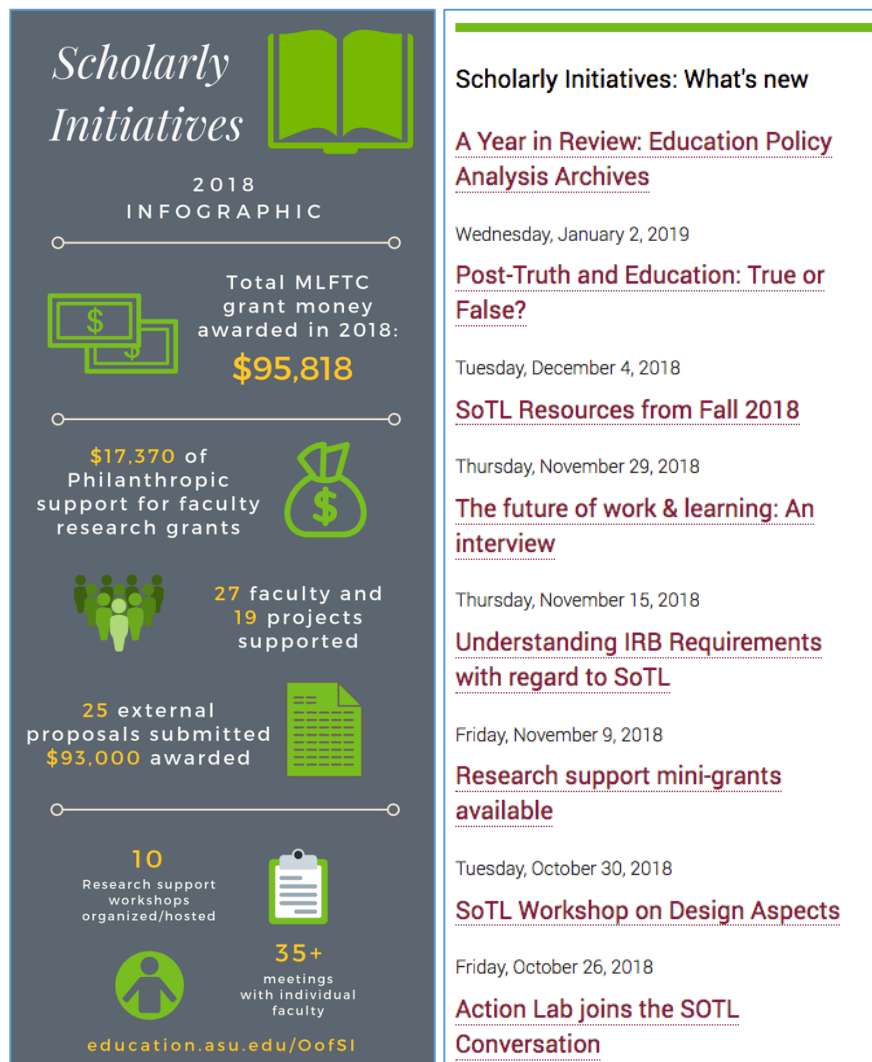


Image 1. Infographic capturing accomplishments of the Scholarly Initiatives Team

Image 2. Screenshot showing blog posts from the Scholarly Initiatives Team from the OofSI website

In 2018, Scholarly Initiatives organized and hosted 10 various meetings for faculty (including two visiting scholars, a foundation visit), with a series of four workshops dedicated towards supporting faculty interested in scholarship of teaching and learning (SoTL). The Internal Grants Program continued to support faculty through research and learning community grants, but also expanded this year based on faculty recommendation, to provide monthly mini-grant funding for smaller research needs (e.g., transcription costs, recording equipment). *In 2018 faculty submitted 25 proposals to external funding agencies for work directly related to their internal grant submissions, leading to \$93,000 in awards.*

Clarín regularly reached out to faculty, checking in and making numerous referrals and recommendations to connect faculty with grant opportunities, collaborations, and doctoral committees. In the fall 2018 semester alone, Clarín met with more than 30 individual faculty, participating in associate faculty meetings with Punya, Division 2 early career faculty meetings with Sherman Dorn and Sarah Polasky, and two focus groups with assistant and associate faculty to assess scholarship needs in the college.

Scholarly Publications

Stephanie McBride-Shreiner (Scholarly Communications Publications Manager)

MLFTC's scholarly communications sponsors three open-access education journals to foster accessibility to scholarly publications and promote dialogue about educational policy research among diverse audiences. These include: *Educational Policy Analysis Archives*; *Current Issues in Education*; and *Education Review/Reseñas Educativas*. Additionally, we host *Inside the Academy of Education*, (created and hosted by Professor Audrey Amrein-Beardsley). This site went through a significant redesign over the past year.



Image 1. Infographic capturing the key accomplishments of the Scholarly Publications

Image 2. Infographic capturing key accomplishments of EPAA

2018 Scholarship Events:

12/18: Individual meetings with clinical faculty to develop IRB proposals for Scholarship of Teaching & Learning (SOTL) research
11/9/18: IRB for education researchers/SOTL meeting 4
10/26/18: SoTL meeting 3
10/6/18: SoTL meeting 2 with Action Lab
9/21/18: SoTL meeting 1
8/20/18: Ron Beghetto visit
6/21/18: SoTL introductory meeting via Zoom
4/6/18: Education Research Mixer with emeritus faculty at Old Main
3/18/18: Spencer Foundation visit
2/26/18: Tom Reeves visit
2/18: new Research Mini-Support Grants announced
1/19/18: Hackathon – Grant Lifecycle and Post-Award Financial Support (JulieAnna Carsten, Fiscal & Business Operations Team)

Internal Grants Awarded:

2018-19: 7 applied/7 awarded for \$76K, average grant \$10,858 (range \$4,505 - \$14,987)

- 2 Learning Community grants awarded (\$1,000 each)
- +\$9,800 philanthropic support added to budget
- 15 faculty awarded with monthly research mini-grants (\$5232 total spent); small dollar amount with large impact/significance for faculty (e.g., faculty are very responsive and we're also hearing from some faculty who have not typically been grant-seekers).

2017-18: 11 applied/8 awarded for \$77K, average grant \$9,670 (range \$1,650 - \$13,237)

- 5 Learning Community grants awarded (\$1,000 each)
- 7 mini-grants awarded (\$3,500)
- +\$7,500 philanthropic support added to budget

2016-17: 11 applied/7 awarded for \$95K, average grant \$13,571 (range \$10,600 - \$17,100)

- Budgets were reduced by a universal percentage to fit within the \$95,000 budget limit

Matrix Leadership Team focused on Faculty Support:

Based on feedback from faculty, we proposed that the matrix leadership team focused on faculty scholarship and research expand to more broadly support faculty, and also include faculty members. Clarin and Sarah Polasky co-lead this team, which met four times in the Fall 2018 semester, concluding with a meeting to identify what we mean by “faculty support,” as well as introducing the goals to include more opportunities for intellectual discourse within the existing college meeting structures, while also being intentional about collaborating and reducing the meeting fatigue felt by faculty.

Scholarly Initiatives 2019 Goals:

- Build on SoTL work
 - Develop a SoTL learning community to support clinical faculty in their SoTL work (e.g., analysis and writing with potential funding opportunities for faculty over the summer)
 - Explore possibilities for sharing a teaching support expert with other colleges
- Expand Internal Grants Program
 - Incentivize faculty to collaborate with Herberger school (education & arts funding stream)
 - Increase philanthropic support for faculty research (working with Development Team)
 - Increase pool of monthly research mini-grant applicants

- Provide research mini-grant support to doctoral students (recipients announced at Teachers College Doctoral Council Research Conference 2/1/19)
- Continue leading the Faculty Support team
 - Promote the MLFTC calendar with events relevant for faculty support
 - Identify gaps between current programming and efforts to support faculty and identified areas of need
 - Rethink faculty meetings for the 2019-2020 academic year
 - Develop ways to promote “systems-level impact” discussion and thought among faculty with regard to their research

Technology Initiatives

Team: Dr. Sean Leahy (director), Jodie Donner (Technology Infusion Specialist), Daniel Brasic (Website Technician)

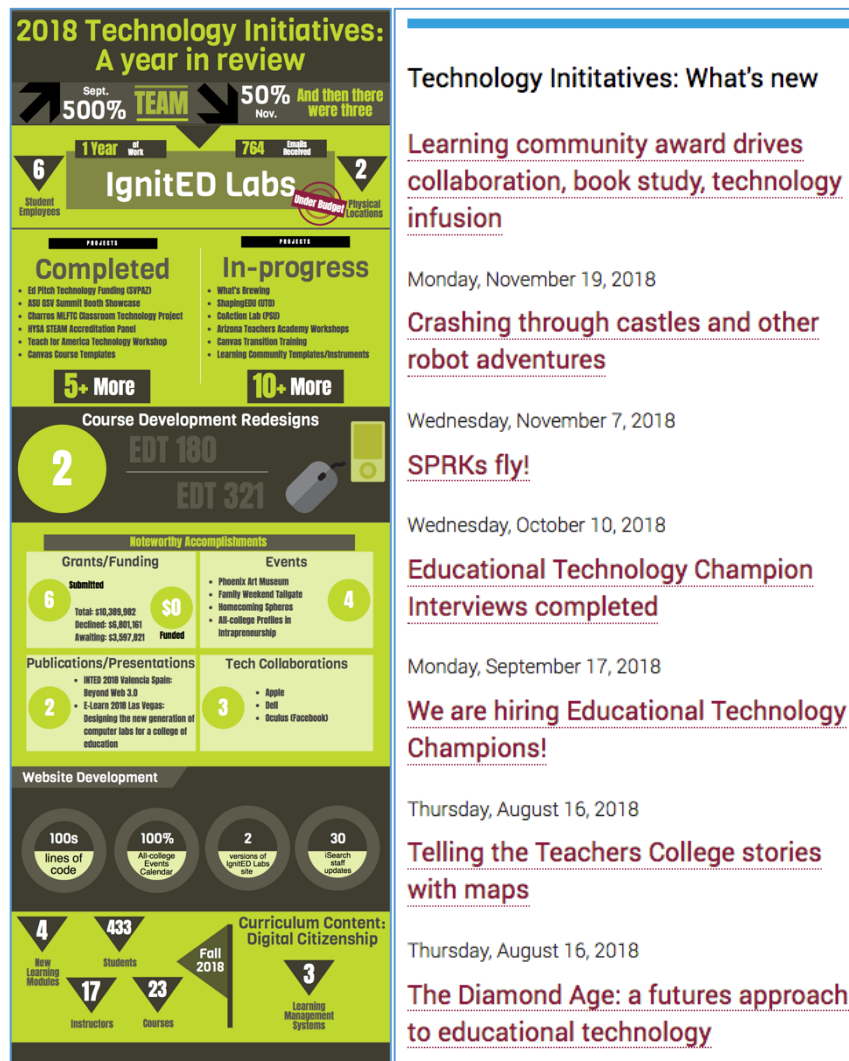


Image 1. Infographic capturing accomplishments of the Technology Initiatives Team

Image 2. Screenshot showing blog posts from the Technology Initiatives Team from the OofSI website

2018 was a year of growth and development for the Technology Initiatives Team. The team grew with the addition of the Web Initiatives Team, as well as the addition of a Technology Infusion Specialist. The growth of the team allowed us to expand capacity to take on a variety of technology related projects and support. The additional staff allowed the team to expand our direct support to faculty through consulting, training, course development, and online web presence. Listed below are the projects and accomplishments from the Technology Initiatives Team. Additionally, a few projects stand out as highlights. The IgnitED Labs have come a long way from concept to completion, with a student staff of six Educational Technology Champions the Tempe lab and Poly lab are ready to open to students, faculty, and staff in the start of 2019. Faculty support in Canvas training and advancements in web development are also worth noting as key accomplishments in 2018.

Staff - Technology Initiatives:

- Started in January as a team of one (1)
- Grew to six (6) September
- Reduced to three (3) in November

IgnitED Lab:

- 1 Year of work: developed name last retreat
- 2 Physical Locations up and running (Tempe: Poly) West coming in Jan.
- 6 ETC Student Employees
- Furniture budget: completed both setups under budget
- Emails: 764 (received)

Course Development:

- EDT 180: completed redesign of course for Fall 2019 launch
- EDT 321: completed redesign of course for Fall 2019 launch

Projects Completed:

- Ed Pitch Technology Funding (SVPAZ)
- Madison Meadows Middle School Professional Development
- ASU GSV Summit Booth Showcase
- #Educate_AZ conference project
- Future Technology Unconference (UTO)
- Verizon Foundation Project Consultation
- MLFTC February 6th Event
- Charros MLFTC Classroom Technology Project
- HYSA STEAM Accreditation Panel
- Teach for America Workshops - 80 TCs
- Canvas Course Templates

Projects in Progress:

- Herberger Design Institute - Guidebook Designing the Future
- What's Brewing - Informal conversation series
- Cross University Mesa Downtown ASU Project
- Division 1 redesign: Tech fellowship / awards
- ShapingEDU (UTO)
- CoAction Lab (PSU)

- Studio for Learning Futures Project
- Futures of Learning Project
- SIT Conference (Consultation only)
- Learning Community - lesson plan template, evaluative instruments
- Arizona Teachers Academy - technology workshops
- Technology infusion research - measuring teacher candidates' technology integration
- Faculty Associate Orientation/Mentor
- Transfer of iTeach content from PLL
- ISTE AI Course
- Canvas Transition Support

Grants / Funding Opportunities:

- Six (6) funding opportunities submitted
- 2 NSF, 1 US DOEd, 2 Gov't, 1 US Company
- Total \$ Applied for: \$10,398,982
- Amount declined: \$6,801,161
- Still in process: \$3,597,821
- Current awards: \$0

Website Development:

- Daniel started in September 2018
- Committed 100's of lines of code
- Completed the All-College Events Calendar
- Updates and maintenance on education.asu.edu
- Developed two versions of IgnitED Labs dev sites
- OofSI site dev

Events:

- Homecoming Sphero Obstacle Challenge
- All College Meeting Oct 19 - Education & Technology Table (Book study)
- Family Weekend Tailgate - Painting with robots
- Feb 6th Event Phoenix Art Museum

Publications / Conference Presentations

- INTED 2018 Valencia Spain: Beyond Web 3.0: International collaboration exploring learning ecologies and teacher professional development for the Diamond Age.
- E-Learn 2018 Las Vegas: Designing the new generation of computer labs for a college of education

Technology Organization Collaboration:

- Apple - looking to partner around "Everyone can code" curriculum for open workshop events in MLFTC
- Dell - interested to collaborate on VR/AR technologies and platforms through the IgnitED Labs
- Oculus (Facebook) - open to supporting research through gifts of equipment, no funding

Course Content Creation

- Digital Citizenship Modules Fall only
 - 4 modules
 - 17 instructors
 - 23 courses
 - 433 students
- Information Literacy Module for two courses

Faculty Support

- One-on-one consultations regarding course content, technology training, Canvas support (24 faculty members - multiple meetings with some)
- SoTL workshops

Teacher Prep Programs Support

- ABOR Report technology-related contributions
- ADE Report technology-related contributions
- Title II Report technology-related contributions
- EED program assessment reporting
- Voicethread management
- Teacher Prep Resource site updates

Technology Initiatives 2019 Goals

- IgnitED Labs
 - Launching the first two lab location (Tempe and Poly) in early spring to be fully open to faculty, students, and staff. Transitioning from a year of building to a year of action.
 - Coordinate with the new hire at HYSA to integrate the IgnitED Lab at West through collaboration with HYSA Design Studio.
 - Provide all-college programming around emerging technologies.
 - Continued MLFTC event support.
 - Provide internal programming / support / development for MLFTC media production.
 - Collaborate with external technology companies such as Apple, Dell, and Oculus to provide MLFTC hands on experiences with emerging technologies.
 - Hosting new informal conversation series around technology, scholarship, and wellness called *What's Brewing in MLFTC*, starting in January.
 - Redesign and development of EDT 180 and EDT 320 to create a transformational learning experience that explores technology and learning.
- Grant / Funding Opportunities
 - Continued collaboration with RODA on identifying and applying for grant funding that is strategically aligned with current and future technology initiatives.
 - Continue working with Development on potential funding opportunities and supporting other MLFTC funding opportunities through collaboration around technology related aspects.
- Faculty Support
 - Support technology infusion through support of Division 1 redesign.
 - Continued faculty consultations, trainings, workshops, on technology.
 - Technology support through course design.
 - Continued web-design / support / development for faculty.

- Exploring the development of a faculty technology fellowship program (along with an award of innovative use of technology in teaching and learning) in coordination with the Scholarly Initiatives team.
- Web Development
 - Major redesign for the OofSI Website.
 - Leadership and support for social media strategy and online metrics to track user engagement.
 - Internal support for MLFTC website and backend development on new features and functionality in coordination with Marketing and the web team.
- Learning Futures Initiative
 - Continued support of the new initiative and providing future technology scenario planning and additional support as needed.
- Publications / Scholarly Activity
 - Continue efforts to publish and present our work at national and international conferences and journals.
 - Continued collaboration with Dublin City University on research and future studies of emerging technology and education.

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A mosaic created at the retreat on December 14, 2018. Each square was colored in by a different member of the OofSI team.