



EDUCATIONAL TECHNOLOGY SERVICES
**NEW COLLABORATIVE
SERVICE SPACE**
SPACE & SERVICE STRATEGY

APRIL 2015 **brightspot**

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00 EXECUTIVE SUMMARY

The following pages summarize the current state and changing contexts relative to instructional support at UC Berkeley, the opportunities and vision for the new collaborative support space (temporarily being called the “Digital Studio”), and the space and preliminary service strategies to help accomplish that vision.

EXECUTIVE SUMMARY

PROJECT BACKGROUND

UC Berkeley will be opening a new collaborative service space, temporarily called the “Digital Studio,” in the fall of 2015 which will address the critical need to support instructors with tools, spaces and services related to changes in teaching with technology.

In the spring of 2015, Educational Technology Services (ETS) engaged brightspot to facilitate an integrated, collaborative planning process that considered the experiences the “Digital Studio” should support, the services it should offer, and the spaces required. Through the process, ETS engaged partners who could collaborate in the delivery of instructional support services, including the Center for Teaching and Learning, the Library, Research Information Technologies, the Digital Humanities Project and others.

Working with the University, ETS, and partners, brightspot has created this report to guide the design process which communicates the vision, space and service strategies for the “Digital Studio”.

CHANGING CONTEXT:

Economic, cultural, and technological shifts are changing the ways that teaching, learning, and research occur. Classes are increasingly incorporating active or hybrid components, and are encouraging more collaboration as well as interdisciplinary and production-oriented work with data and media.

At UC Berkeley, instructors are also responding to an increasingly diverse student body and University-wide curricular changes, like the integration of Data Sciences into the general curriculum, which could require pedagogical shifts and additional support.

Many groups across campus are responding to these changes with new services or strategies. For example, BRCOE was created to support instructors developing online courses. The Library is creating a digital literacy curriculum and offering support with next generation research and learning tools, and Berkeley 4.0 identified the opportunity to offer workshops on pedagogy and technology, and offering state-of-the-art facilities.

INSTRUCTOR NEEDS:

Given changes in teaching and technology, and various approaches to teaching and levels of familiarity with technology, instructors need a wide range of support. As we look across the community of instructors, we’ve identified the following cross-cutting, emerging needs:

- Help adapting to changes in technology, teaching and student expectations and knowledge
- Simple, convenient, clear and coordinated services available where and when they need them, including ongoing transactional support
- Resources that save them time, and help them accomplish what they couldn’t do themselves
- Connections to learn and get recognition from peers and to develop personal relationships with staff
- Safe places to explore and experiment, with support

OPPORTUNITIES:

As we approach planning a new, central space that offers instructional support, there are a number of opportunities to address the changing context at UC Berkeley and emerging instructor needs:

- Clarify and better integrate instructional support service offerings
- Increase awareness of and engagement with services
- Empathize with instructors and offer services that address their greatest needs
- Provide point-of-need as well as proactive support, that uncovers needs before they arise
- Encourage collaboration, knowledge and referrals between support groups
- Foster communities of practice and showcase and celebrate work
- Capture metrics to understand impacts and advocate for unmet needs



Students working in groups in Barrows 118 (ets.berkeley.edu)

FUTURE VISION:

To address changes at UC Berkeley and beyond, and address opportunities and identified instructor needs, the “Digital Studio” will be a place that:

1. **Meets instructors where they are** by supporting a range of instructor needs from basic to cutting-edge, offering choice and flexibility in services (e.g. digital options), and accommodating a range of activities across the spectrum of teaching and research
2. **Connects instructors to each other** by facilitating peer-to-peer learning, making activities visible in the space, and showcasing instructor work to spark serendipitous connections
3. **Creates a safe space for exploration and risk-taking** that helps instructors feel at ease, and extends beyond the “Digital Studio” to offer support in the classroom when and where faculty need it
4. **Offers proactive, integrated guidance** by clarifying paths and options, connecting across partners, and seamlessly elevating transactional interactions to opportunities for building trust and developing relationships
5. **Advocates for and empathizes with instructors** by capturing and directly addressing instructors’ biggest needs, and creating incentives for instructors to utilize support
6. **Positively impacts the student learning experience** by incorporating students into the process and helping instructors to better engage them

EXECUTIVE SUMMARY

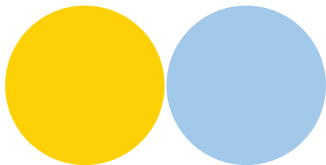
"DIGITAL STUDIO" SERVICE STRATEGY:

In order to accomplish the vision of providing integrated, proactive, and need-based support that helps instructors connect, explore, and take risks to positively impact the student experience the service space will need to:

- Gather metrics and take a lean, evolving approach to services based on further partner engagement, instructor feedback and changing needs
- Offer level 1, transactional support from day one to address instructor's basic needs and create opportunities to transition to more in-depth help
- Bring together partners to establish the space as a central connecting point for instructional support, and to collaboratively explore offerings
- Prioritize services that build communities of practice to draw instructors in
- Encourage personal relationships by blending staff and instructor workspaces and making support staff visible and accessible
- Create physical and digital showcases, to celebrate successes and impacts and to illustrate opportunities available to instructors
- Help instructors connect to grants and incentives to enable them to fully utilize the services and support offered

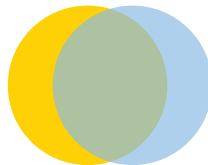
TRADITIONAL APPROACH:

Staff spaces and instructor spaces are distinct.



NEW APPROACH:

Staff workspaces blend and overlap with instructor spaces.

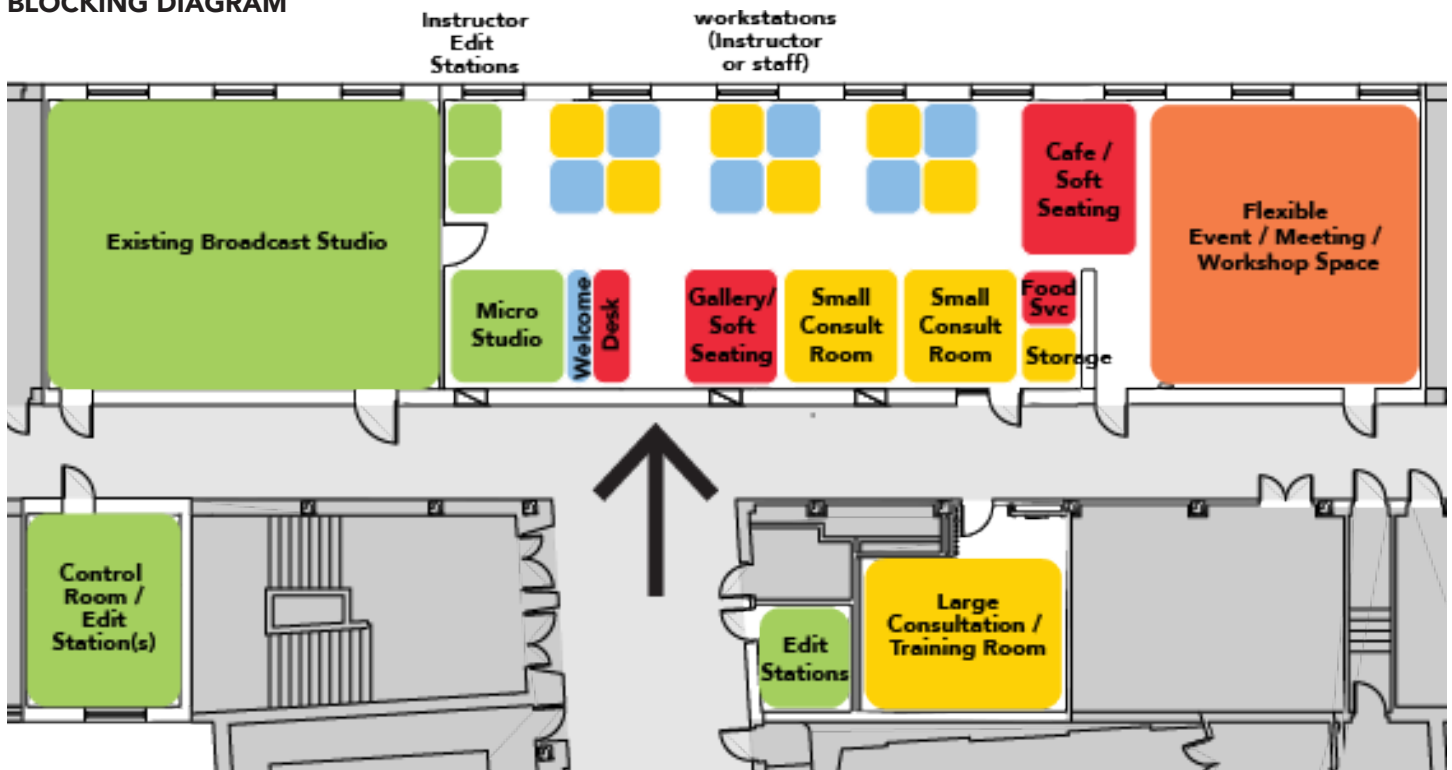


"DIGITAL STUDIO" SPACE STRATEGY:

The "Digital Studio" should include a range of spaces - including informal gathering and display spaces, individual work and production spaces for staff and instructors, and flexible workshop and event spaces. The configuration and design of those spaces should be informed by the following principles:

- Blend staff and instructor workspaces
- Design for both short- and long-term flexibility
- Create a visible "buzz" of activity, connecting event space to other spaces
- Offer some private and "safe" spaces for learning and experimentation
- Distribute displays and showcases throughout the space

BLOCKING DIAGRAM



PROGRAM SUMMARY	Net SqFt
Public / Gathering space	420
Event / Workshop space	650
Instructor Workspaces	650
Staff work spaces	230
Special Use (video) space	1,450
TOTAL	3,400

NEXT STEPS:

The space and service strategies point the way forward for the design and opening of the "Digital Studio" in the fall of 2015. However, there are a number of next steps required to ensure the service space can achieve its vision:

- Further articulate ETS service and referral model
- Create "Digital Studio" Governance
- Further engage partners to refine "Digital Studio" offerings
- Develop instructor engagement plan
- Create digital strategy
- Define staff competencies and develop training
- Determine brand and name (temporarily called the "Digital Studio")
- Create communications plan
- Develop short- and long-term assessment plan

PROJECT BACKGROUND

BACKGROUND

UC Berkeley has embarked upon the process of planning a new physical space to open in the fall of 2015, temporarily called the “Digital Studio”. It will address a critical faculty need for guidance in teaching with technology: a complex and rapidly changing ecosystem of technologies and strategies. The “Digital Studio” will take a holistic approach, with tools, spaces, and instructional support services available to instructors.

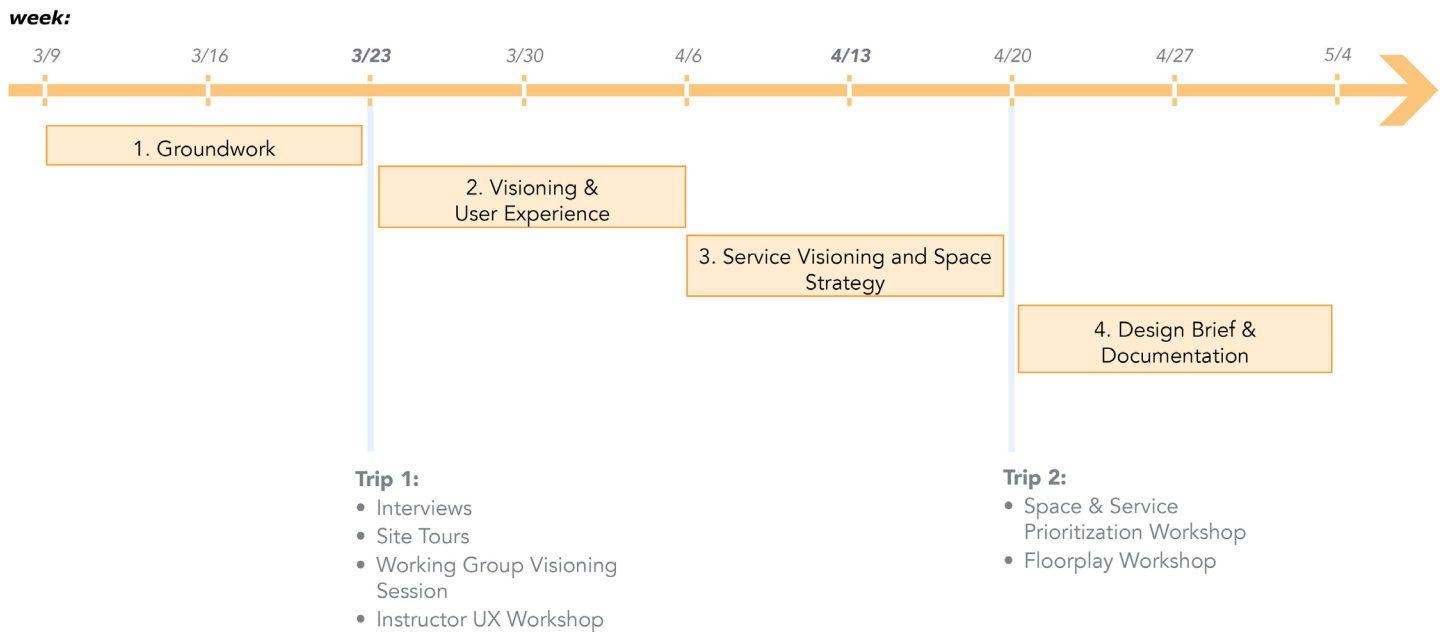
In early 2015, Educational Technology Services (ETS) engaged brightspot to help them approach planning in an integrated, collaborative fashion - considering the experiences that the “Digital Studio” should support, the services and resources it should offer, and the spaces it should contain. Through the process, ETS identified and engaged a number of groups at the University who they could collaborate with to enhance or better coordinate the delivery of instructional technology support services, including the Center for Teaching and Learning, the Library, Research Information Technologies, the Digital Humanities Project and others.

In collaboration with the University, ETS, and partners, brightspot has created this report to guide the design and planning process by qualitatively and quantitatively communicating the vision and potential space strategies for the “Digital Studio,” as well as describing the activities, uses and services that the space will support. The brief will be translated into a design by the architect, working closely with ETS and the University.



User Experience Workshop with instructors, Visioning Activity

PLANNING PROCESS



Over the course of two months, UC Berkeley leadership, ETS staff, potential partners, and instructors were engaged through a four phase project to collaboratively create the future vision and strategy for the collaborative service space.

In the first phase of the project, brightspot worked with Construction & Design, ETS, and staff who were part of the Discovery Project group to understand the current context, the potential opportunities, and the research and work that had been done to date. Next, a series of leadership interviews and visioning workshops with ETS staff, instructors and potential partners helped frame the positioning of and future vision for the “Digital Studio” space. In the third phase, brightspot facilitated two workshops with ETS leadership and potential partners to prioritize the activities, services and spaces that would be offered in the “Digital Studio” and to determine how spaces and service points would be arranged in the physical space. In the final phase, brightspot, with inputs from Construction & Design and key ETS staff, documented the decisions made and strategies developed throughout the project process. The results of those efforts are captured in the following pages of this “Digital Studio” Space and Service Strategy report.

01 FINDINGS & OPPORTUNITIES

By looking at the changing context both at UC Berkeley and in teaching, learning, and service delivery more broadly, we identified the following opportunities for the collaborative service space (temporarily called the “Digital Studio”) to best serve instructors.

INSTRUCTIONAL SUPPORT LANDSCAPE

INSTRUCTIONAL SUPPORT OVERVIEW

Currently at UC Berkeley, a number of groups and departments support faculty who are using technology in their teaching and research. However, given the number of groups and wide variety of services offered, it can be confusing for instructors to understand where to go for what type of support. In addition, support groups are distributed throughout campus, creating silos of activity and a lack of shared, instructor-focused support spaces on campus. As pressure for spaces on campus increases and as space needs change, a number of support staff groups and spaces are committed to or are considering being relocated, some of which will move further away from central campus.

INSTRUCTIONAL SUPPORT GROUPS

ETS is the primary group who will offer support in the “Digital Studio”:

Educational Technology Services (ETS): ETS enhances and supports the academic experience by providing essential, responsive and innovative technology services. ETS's services include support with bCourses, classroom technology and facilities, computing facilities, AV & Video, event support, and instructional design workshops and consultations.

The following groups also offer spaces, services, and / or tools for instructional support, and could potentially partner to deliver services in the space:

Berkeley Resource Center for Online Education (BRCOE): BRCOE partners with schools and departments throughout the university to build online education courses and programs of exceptional quality

Center for Teaching and Learning (CTL): CTL works to enrich, promote, and support teaching and learning effectiveness in the areas of pedagogy, curriculum, and assessment. CTL offers resources, consultations, and workshops, in addition to supporting communities like Quality Circles for Teaching, Teach-Net, and the Mash-up of Academic Partners.

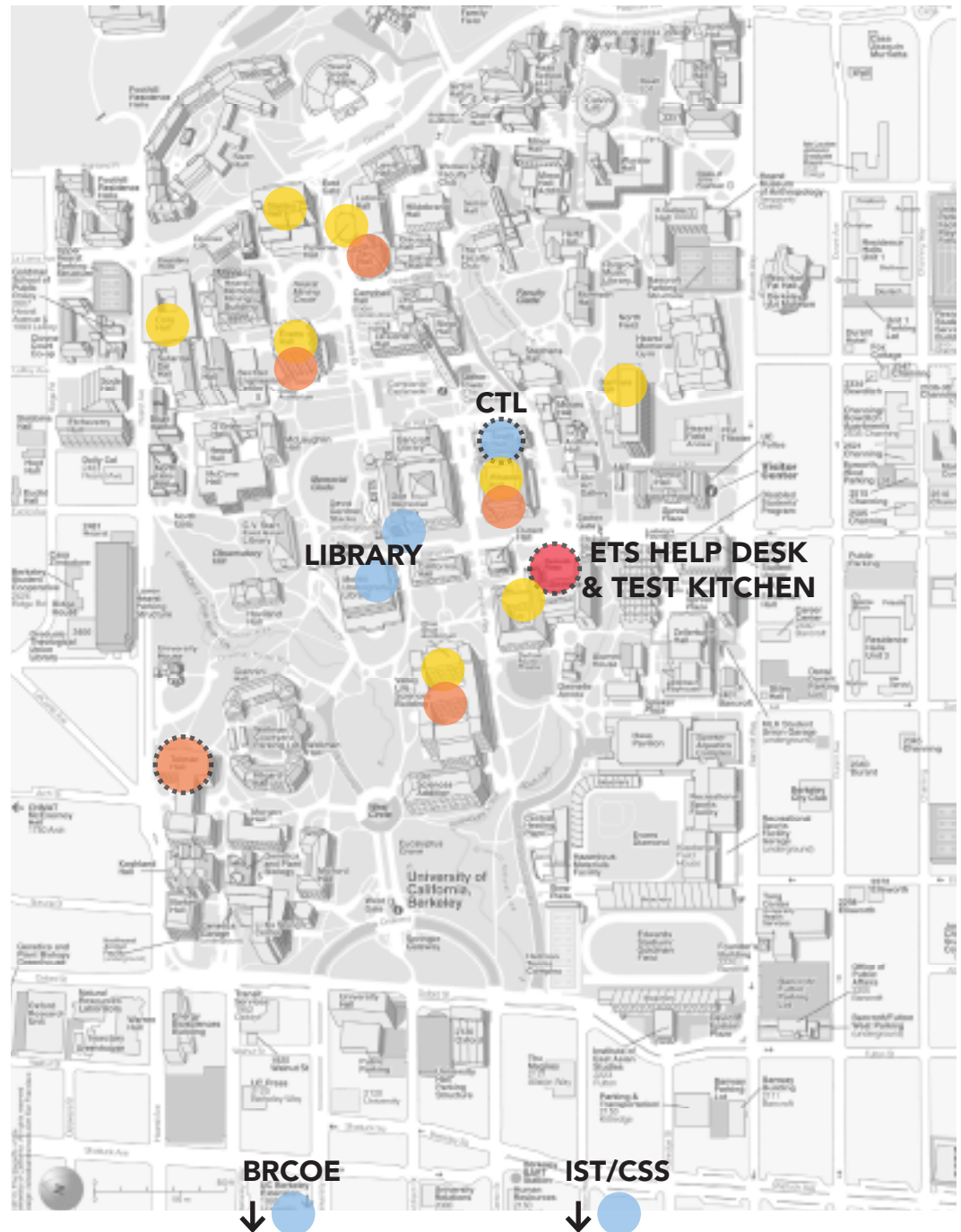
Digital Humanities Project: The Digital Humanities project is a Mellon-funded initiative offering stipends in support of teaching innovation over the next few years. A number of Digital Humanities scholars reside in Dwinelle.

Library: The library has many services that support teaching and learning. In the future, the library is considering creating a digital studio-type space in Moffitt to provide access to and support with new tools and technology.

Research Information Technologies (RIT): RIT provides research computing technologies, consultations and community building for UC Berkeley, advancing research through IT innovation. Services include consultations, cloud and high performance computing support, and CollectionSpace.

LEGEND

- ETS Support / Staff Space
- ETS Computing Facility
- ETS Classroom Space
- Partner Space
- Potentially being relocated



THE CHANGING CONTEXT



Krause Innovation Studio, Penn State University

ACADEMIC & PEDAGOGICAL SHIFTS

Globally, shifts in culture, technology and economics are driving changes in teaching and learning. As students become more mobile, learning can occur anywhere - not just in the classroom. As a result, activities in the classroom have shifted to become more engaging and participatory, including a range of active and hybrid learning approaches. Faculty are also exploring how to make coursework and activities increasingly interdisciplinary, collaborative and production-oriented, depending on the course content, to better engage students. The types of content and work produced by students is also expanding, including digital media production, physical making, and data analysis as part of coursework in and outside of the classroom.

CHANGES AT BERKELEY

UC Berkeley is helping instructors respond to the shifts mentioned above, as well as changes unique to Berkeley (like changes in student demographics and the integration of Data Sciences into the core curriculum) through a number of initiatives and strategies at various levels of development, which include:

- the creation of BRCOE to support instructors developing online courses
- the Berkeley 4.0 planning document, which identified the opportunity to offer programs and spaces to help faculty harness technology for teaching
- the Library, which is creating a digital literacy curriculum and considering collaboration with ETS to offer support with next generation learning tools

SERVICE DELIVERY SHIFTS

In addition to changes in teaching and learning, there are broader trends affecting how people want to receive services and support, including:

Increasing awareness: Academic institutions are taking numerous approaches to help faculty become more aware of the services they offer. Clear, easy to navigate websites can act as “one-stop shops” for faculty seeking support for some, while other universities draw faculty in by showcasing new technologies and highlighting individual staff expertise through events and programs.

Offering mobile and self-service: Changes in technology have resulted in expectations for support where and when users need it. Mobile platforms and self-serve kiosks allow users to help themselves to the services they want.

Supporting side-by-side interactions: As users, or in this case faculty, can access some support and resources online or via self-service, it frees up time for staff to address increasingly complex and longer duration questions. Working side-by-side presents opportunities for collaboration and real-time learning.

Blending work and help: In order to increase awareness and availability, and decrease the stigma around seeking help, many universities are creating spaces where staff and users can work in the same space - creating a more fluid continuum between where you do your work and where you go to get help.

Scaling up support: To address resource challenges or growing demand, some organizations are exploring new ways to reach more users. This can include offering services which are traditionally delivered one-on-one in new group formats, and can also involve packaging frequently used services into convenient, clear “bundles” of services.

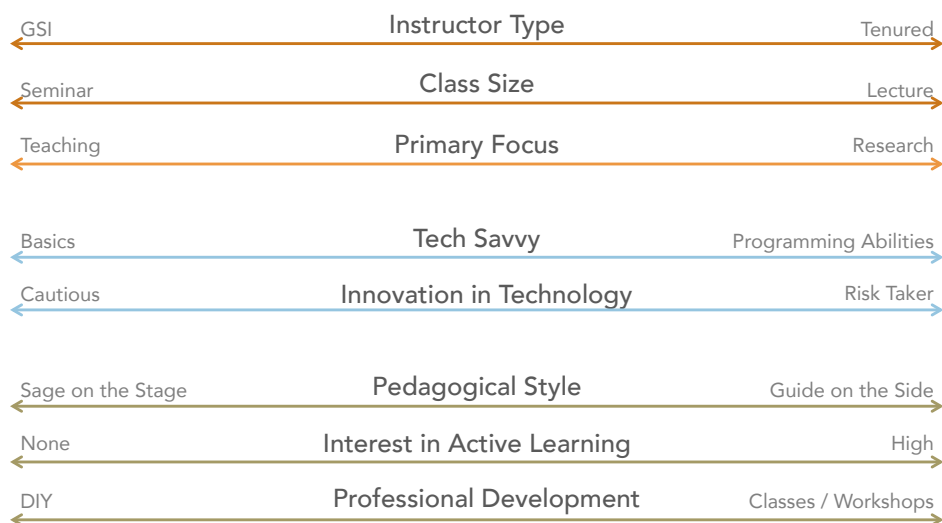


Emory Center for Digital Scholarship, Robert W. Woodruff Library, Emory University

INSTRUCTOR NEEDS & OPPORTUNITIES

INSTRUCTOR TEACHING DIMENSIONS

Based on research conducted by the Discovery Project Group, including campus partner engagement, ETS service lead interviews and instructor interviews, a number of aspects of instructor's teaching needs and approaches were documented that illustrate the wide mix of instructor types and needs that the service space could address. Below are some of the key aspects:



INSTRUCTOR NEEDS

As we look across the teaching dimensions and the diverse community of instructors at Berkeley, we've identified the following cross-cutting needs:

- Help adapting to changes in technology and student expectations
- Simple, convenient, clear and coordinated services available where and when they need them
- Resources that save them time, and help them accomplish what they couldn't do themselves
- Connections to learn and get recognition from peers and to develop personal relationships with staff
- Safe places to explore and experiment, with support and reduced risks



Emory Center for Digital Scholarship, Robert W. Woodruff Library, Emory University

OVERALL OPPORTUNITIES

As we approach planning a new, central space that offers a range of instructional support, there are a number of opportunities to address the changing context at UC Berkeley and emerging instructor needs:

- Clarify and better integrate instructional support service offerings, within ETS and across partner groups
- Increase instructors' awareness of and engagement with services
- Offer empathy for instructors, and services that address their greatest needs (e.g. "tools to save you time", and "making my big class small")
- Provide help at the point-of-need as well as proactive support that uncovers and addresses instructors' needs before they arise
- Encourage collaboration, knowledge, and referrals between support groups to create a seamless experience for instructors
- Foster communities of practice to facilitate peer-to-peer learning and collaboration, and showcase and celebrate instructor work
- Capture metrics to understand impacts and advocate for unmet needs

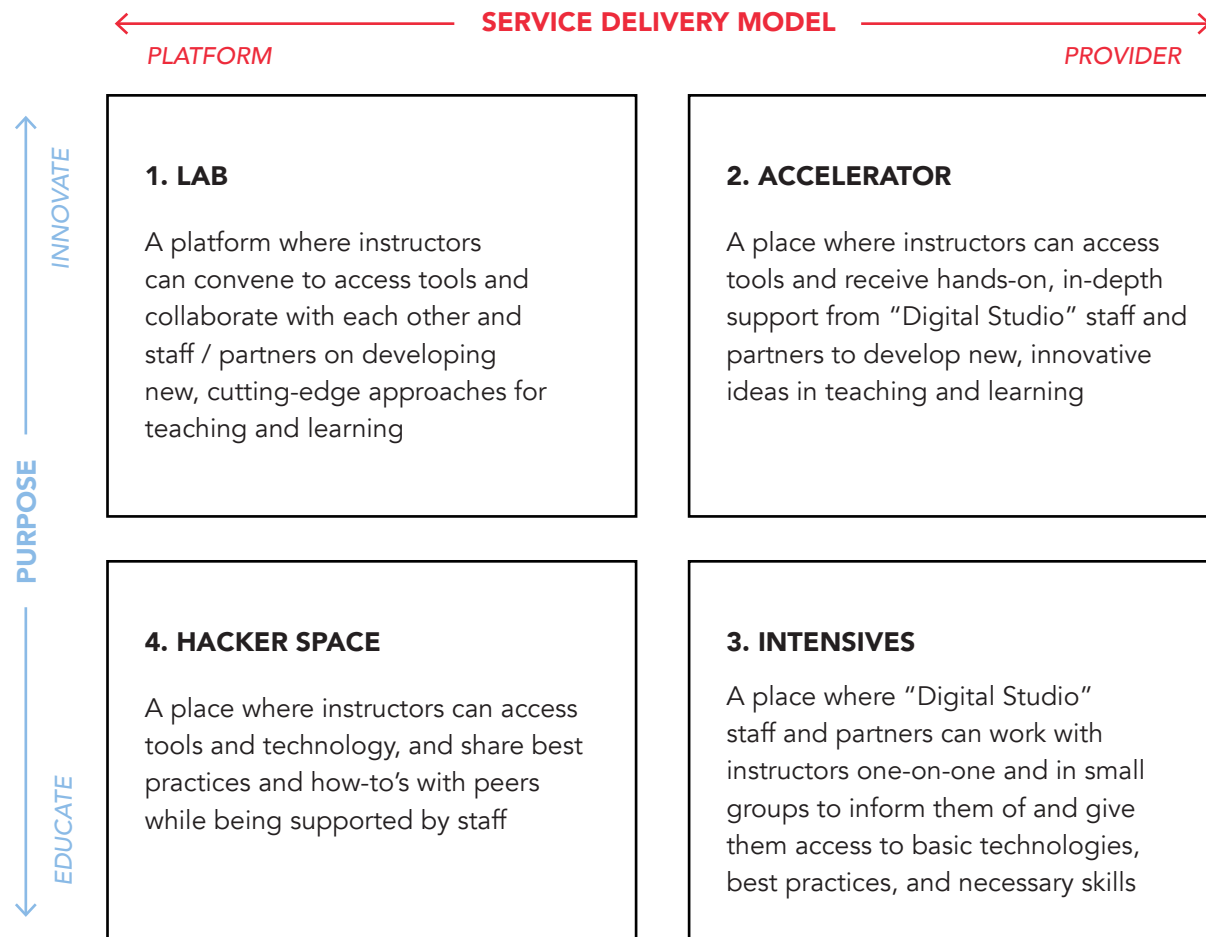
02 VISION

Based on the opportunities to clarify and connect service offerings, build communities of practice, and scaffold support from transactional to in-depth, provide ongoing help and advocacy, the following strategic direction and vision principles define what the collaborative service space (temporarily called the “Digital Studio”) will be and how it will address instructor needs.

STRATEGIC DIRECTION

"DIGITAL STUDIO" SCENARIOS

Four potential scenarios, or distinct futures, were explored with ETS staff and partners to inform the direction for the "Digital Studio". The scenarios were created by overlaying two axes of greatest uncertainty: 1) The service delivery model (how much of the Studio will act as a platform to connect instructors to each other versus a place to interact with providers), and 2) The purpose (how much of the collaborative service space would be about educating instructors on best practices and existing tools versus helping them innovate). The four scenarios are described in detail below.



SCENARIO PLANNING INSIGHTS

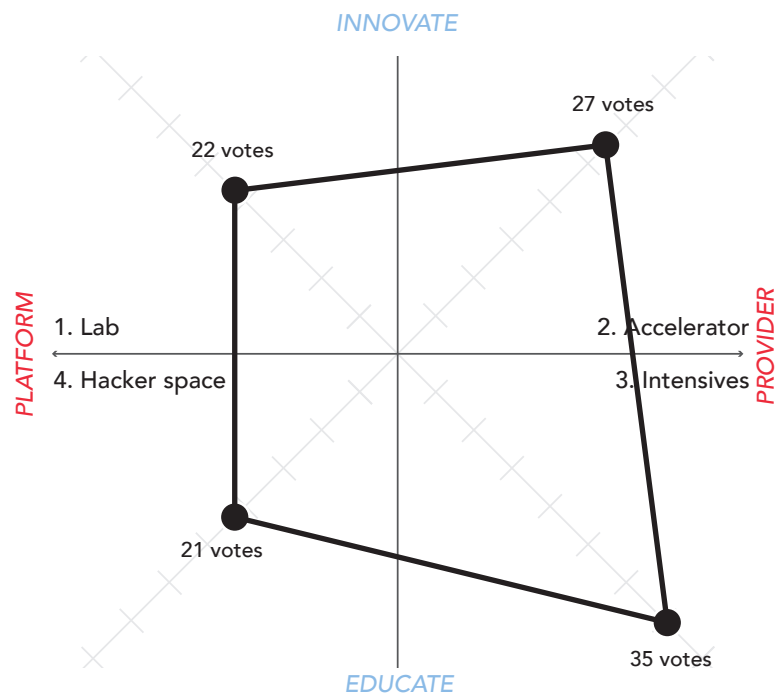
After describing what the “Digital Studio” would be like in each scenario, these overall directions emerged based on pulse-taking of workshop participants:

Providing expert support: There is a need to balance acting as a platform to foster connections and being a place where staff support instructors. The unique offering of the “Digital Studio” is in providing expert support from staff to help instructors realize and execute their ideas.

Platform for instructor and partner collaborations: The “Digital Studio” can become a space not only for instructors to connect with each other, and also for partners to come together to collaborate and offer services.

Offer self-sufficiency: Intensives were seen as valuable to offer instructors self-sufficiency through structured programs which introduce them to the services in the “Digital Studio” and give them a foundation for innovating their pedagogy.

Address a wide range of instructor needs: There is a desire to balance between education and innovation because the “Digital Studio” is about democratizing support and meeting instructors where they are – whether they need to learn the basics, or they’re trying something entirely new.



VISION:

6 PRINCIPLES

Below are six principles that make up the overall vision for the spaces and services of the collaborative service space (temporarily called the "Digital Studio"). The objectives were created from previous research and external benchmarks with inputs from ETS staff, Leadership, Partners, and Instructors.

1. MEET INSTRUCTORS WHERE THEY ARE

- Ensure the space is welcoming and accessible for all instructors at Berkeley - at any point in their career (from GSI's to tenured faculty), at any level of comfort with technology, and with any teaching style
- Support a range of instructor needs and desires - from "I want what's easy and what I know will work" to "I want to innovate, explore, take risks, and be creative"
- Offer choice, flexibility and digital options so instructors can access whatever, whenever
- Accommodate many activities, acknowledging that instructors often move fluidly between teaching and learning activities

2. CONNECT INSTRUCTORS TO EACH OTHER

- Facilitate peer to peer learning (informal and formal opportunities), sharing, and mentoring around common interests that will address instructors' desires to work more with each other
- Showcase instructor work through programs and resources (e.g. videos / soundbites that show results and how they were accomplished) to inspire other instructors
- Make instructor activities visible to encourage interaction and conversation
- Spark serendipitous connections by drawing instructors to the space for many reasons



Top: Stanford d.school; Lower left: Univ. of Pennsylvania Vitale Digital Media Lab; Lower Right: UVA McIntire Commerce School Faculty Event

VISION:

6 PRINCIPLES (CONT.)

3. CREATE A SAFE SPACE FOR EXPLORATION AND RISK-TAKING

- Help instructors feel at ease in an environment where they can gather information (and don't need to know the answer in advance) and try new things, with support from staff
- Offer support beyond the collaborative service space (e.g. in the classroom) to mitigate risks when instructors are trying and implementing new tools or techniques



Grand Valley State University, Knowledge Market

4. OFFER PROACTIVE, INTEGRATED GUIDANCE

- Show and clarify paths and options for instructors, especially those who are just beginning
- Transition to in-depth support and additional offerings by building on transactional interactions
- Support the “why” and “how” once instructors have ideas for “what” to do, including what tools to use / develop, and ways to assess the impacts of what they implement
- Act as long-term coaches, guiding instructors through their projects and processes and developing personal relationships over time
- Create connections between partners so groups can collaborate to offer seamless support

5. ADVOCATE FOR AND EMPATHIZE WITH INSTRUCTORS

- Directly address instructor’s biggest needs from their perspective through services and programs (e.g. “Making my big class small”, “Tools to save you time”, etc.)
- Create incentives for instructors to use services by linking support to grant opportunities
- Capture unmet needs and resources desired by instructors (e.g. new types of technology or spaces) and advocate for changes and resources university-wide

6. POSITIVELY IMPACT THE STUDENT LEARNING EXPERIENCE

- Incorporate students into the process, gathering their feedback and co-creating with them
- Keep the end users in mind, providing support to help instructors better engage with students

03 SERVICE STRATEGY

Building on the vision for the collaborative service space (temporarily called the “Digital Studio”) of providing integrated, proactive, and need-based support that helps instructors connect, explore, and take risks to positively impact the student experience, the following pages describe the potential users and use cases for the service space, the service delivery principles that will create great experiences, and the service strategy for what services should be delivered and how.

INSTRUCTOR USAGE SCENARIOS

As we consider what services should be offered in the “Digital Studio”, we asked instructors to map out a few ideal experiences, or usage scenarios, related to the future “Digital Studio”. The following stories illustrate how various instructors, with different needs, motivations, and expectations, could use the “Digital Studio” - including the services key to their experience. It is not comprehensive of all activities that will take place in the service space, but illustrative of how instructors may use the space for certain activities.



Seattle Univ. Library, Digital Media Studio

A FACULTY MEMBER INTEGRATES VIDEO TO ENGAGE STUDENTS

Over the summer a faculty member is inspired by a grant proposal and student feedback to explore integrating video into his class. He decides to visit the “Digital Studio”, where he is welcomed by staff and after a short conversation maps out his next steps. First, he has an orientation meeting with ETS and CTL to discuss why he’s making the change and to plan how to do it.

Then, over the course of many weeks he returns to the “Digital Studio” for group workshops, one-on-one support, and space to do individual work. Once he’s created the content he brings it to the classroom to try it - with the support of staff - and gathers feedback to inform how he’ll refine the content for next time. By the end of the year he leaves having mastered the tool and technique, and records a testimonial to let other instructors know about his successes. He continues to use the “Digital Studio” and other satellite spaces around campus.



NYU Bobst Library, Research Commons

A GSI CONSULTS WITH AN EXPERT TO HELP STUDENTS MAKE VIDEOS

A GSI is reviewing the GSI online teaching guide and discovers that the “Digital Studio” has resources to help them. They follow the link to the “Digital Studio” website and review the video demonstrating student work and find that ETS offers consultations in this area. They schedule a consult online. When they walk in for their consult they are greeted by the person they are meeting (a video expert). They are intrigued by vibrant activity in the open area as their consultant guides them to a private, small meeting space. The consultation space is quiet without distractions, where a back and forth conversation helps generate the plan for the student’s assignment.

They move back out to the larger main space and are given a “how-to” guide which they use to create a sample video using their phone (experiencing what students experience). As they learn more about the logistics by doing it, they refine the students’ assignment. They walk away with the students’ assignment which has embedded within it a contextualized “how-to” guide. They get the consultant’s contact info. Later, when the GSI has a question, he emails with the consultant to get it resolved.

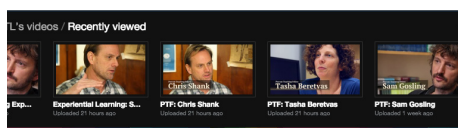


Univ. of Minnesota, active learning classroom

A LECTURER EXPLORES ACTIVE LEARNING CLASSROOMS

A GSI and faculty member are reviewing their shared syllabus and thinking about ways to include more active learning. One of them remembers that a colleague had mentioned that ETS is organizing a tour of new active learning spaces on campus along with a follow-up workshop. They meet the tour in the new ALC general classroom, where a space expert explains the components and uses of the room, embedded in stories of successful uses of the room. From there they go to the “Digital Studio” for a short workshop, which includes viewing a video of an active learning classroom in action, and a discussion of active learning. It’s an interdisciplinary group, which they really appreciate for the diversity of ideas that surface.

During the workshop they break into smaller groups and this one focuses on integrating what they’ve just learned into their syllabus (which they’ve been instructed to bring with them). As they work, ETS staff are nearby to coach or answer any follow up questions. They leave the studio with a refined syllabus and some suggested next steps (“you might be interested in...” for their development, and a contact to reach out to for help. Later in the semester they get invited to a workshop on how to evaluate the success of their new pedagogy.



UT Austin Center for Teaching & Learning site

AN INSTRUCTOR TAKES ADVANTAGE OF “TIME BUY OUT” GRANTS:

An instructor reads about the new “time buy out” grants in the CTL bulletin. She’s intrigued and since she’s been considering incorporating more active learning in her course, she does a google search on “active learning classrooms.” She finds the “Digital Studio’s” website where she sees videos about teaching in active learning classrooms. She views these, and sees a list of courses being taught in an active learning fashion for which the instructor has indicated a willingness to be observed. She decides to attend one.

Afterwards, she has some questions so heads to nearby Dwinelle where she knows the “Digital Studio” is. Signage at the front door leads her to the space, where she drops in for a quick consult. At this point she feels confident and ready to incorporate some active learning techniques into her course, which she does. At the end of the semester, she feels like her endeavors were quite successful and that others could learn from her so she signs up to be on the list of those willing to be observed. She also adds a short reflection about her experience on the Active Learning discussion forum. When she is formally evaluated, her evaluation includes recognition of her innovative use of active learning as well as her willingness to share with her colleagues.

EXPERIENCE PRINCIPLES

The following experience principles describe key moments or aspects of the experiences that faculty want to have while receiving support at the "Digital Studio".



Feeling safe, comfortable and welcome

- Instructors have something to do while waiting or before striking up a conversation
- Food and drinks available, and instructors are welcome to bring their own
- First time visitors have structure, and get help identifying where to go
- Instructors are met where they are in terms of skill sets and needs
- Faculty have help researching and preparing before they come in



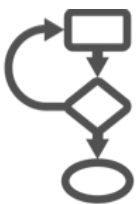
Viewing recent and ongoing work

- Instructors can view a showcase of what faculty have done (physical and/or digital)
- Instructors can see visible activity in the space
- Successes and hard work by instructors are celebrated



Having or establishing a long-term relationship / point of contact

- Instructors know someone there who can help, or can be directed to that person
- Instructors have staff present who they have worked with repeatedly
- Staff offer proactive help
- Staff suggest next steps and resources to instructors based on their path



Having the ability to test and iterate (within studio and beyond)

- Instructors can bring in students or GSI group members to work as a team
- Instructors can experience what students will experience
- Faculty have access to individual and group workspaces supported by staff
- Instructors can test or discuss with peers
- Staff can go with instructors to try things out in classroom
- Faculty walk away with something immediately usable (e.g. lesson plan, assignment)



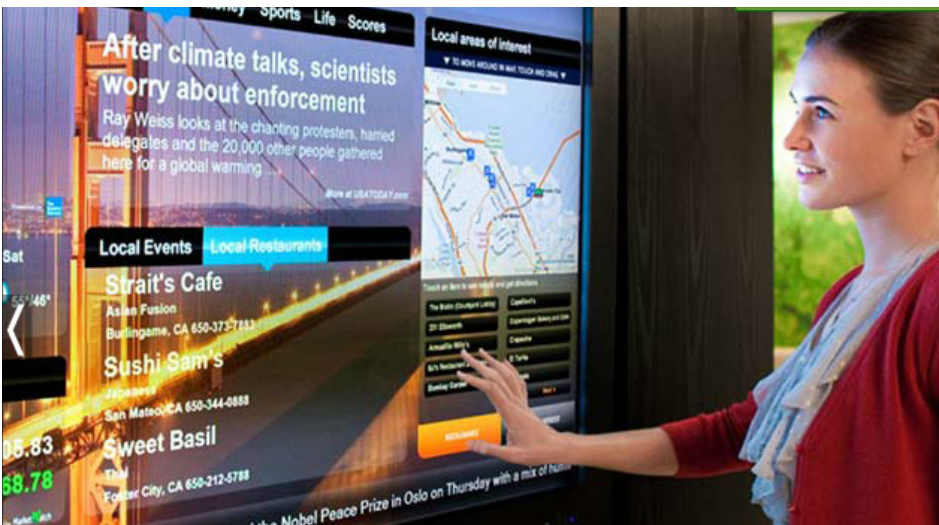
Receiving a seamless support experience

- Resources / partners come to instructors as needed
- Self service and digital resources presence extend instructor's experiences in the physical space and serve as stand alone support



Learn with and from other faculty

- Group workshops help instructors troubleshoot common problems (e.g. Making a big class small)
- Instructors are engaged with events, e.g. "Bring your own technology happy hour"
- Faculty-run discussions (e.g. changing pedagogy in light of technological change, overcoming challenges in varying technology access and adoption by students)
- Instructors act as "connectors"



Above, work and activity is visible at Stanford's d.school (image credit: NYTimes, Peter DaSilva)

Left, visitors to Marriott's lobby can browse the "go board," a digital display which showcases events and programs that are occurring, and services available to guests

SERVICE STRATEGY

In order to accomplish the vision of providing integrated, proactive, and need-based support that helps instructors connect, explore, and take risks to positively impact the student experience the “Digital Studio” will need to approach its service delivery and offerings in the following way:

Gather metrics and take a lean, evolving approach to the services offered in the “Digital Studio” to be realistic with the short time frame until opening and to give the service model, including collaborations with partners, time to evolve based on instructor feedback and changing needs.

Offer level 1, transactional support, from day one, to address instructor’s basic needs and to create a bridge for instructors to become introduced to the “Digital Studio’s” greater offerings.

Prioritize services that build communities of practice, becoming an active and open gathering, work, and event space that draws instructors in, connects them to each other, and understands and addresses their emerging and ongoing needs.

Bring together partners (like CTL and RIT) in the “Digital Studio” to establish the space as a central connecting point for accessing instructional support services and programs, and to encourage experimentation and collaboration around service offerings from the outset.

Encourage personal relationships by blending staff and instructor workspaces - making partners, ETS staff and instructional technologists visible and available to instructors, and by referring to individuals within groups rather than to groups themselves.

Create physical and digital showcases over time, that celebrate successes, illustrate the opportunities available to instructors, and demonstrate the impact of the work being done in the “Digital Studio”.

Help instructors connect to grants and incentives to encourage them to find the time and resources to fully utilize the services and staff of the “Digital Studio” in their teaching and research.

PRELIMINARY SERVICE PORTFOLIO:

Based on inputs from instructors, ETS and partners, a list of services to be offered in the collaborative service space was generated and prioritized, to determine what was most important to accommodate on opening day. As mentioned in the service strategies, the "Digital Studio" will take a "lean" approach, refining and further developing future offerings as it evolves, including further exploring potential service relationships and offerings with other partners.

Services to be offered opening day		Future services	
Transactional / Self-serve	Consultative / In-depth	Transactional / Self-serve	Consultative / in-depth
General Digital Studio Services			
Reception / welcoming / triage	Capture feedback, on-going	Displays of faculty work and	
Information, Directions & Orientation	evaluation	ETS / partner services	
Appointment / space booking		Online Resource Center /	
Tour / demo of general classrooms		Portfolio	
Referrals to other instructional support		Sophisticated referrals / digital	
services		links to partners	
Online resource center / portfolio		Referrals to Library	
Marketing and communications, including		Full marketing and	
offer to showcase work		communications launch	
ETS Teaching and Learning Technology Services			
Self-serve micro studio video production	Video production consultations		
Drop-in help from ETS staff	ETS consultations by appointment		
	bCourses workshops		
ETS Classroom technology services			
Equipment check-out & walk-through	AV Black Box training		
Referrals for classroom support			
Berkeley AV & Video (Instructional support services)			
	AV & Video consultation (recharge)		Editing support
			Video production support
ETS Instructional Facilities			
Information about facilities			
Instructional facility reservations			
Integrated instructional technology support services - provided collaboratively by ETS and partners			
Match-making for peer groups	Peer group meetings or events		Mentorship and support
	1:1 consultations		Research support services
	Group consultations		Collaborative "coaching" sessions
	Events (brown bags, colloquia)		Additional partner consultations
	Small group intensives		Testing pedagogy with students
	In-class evaluation / support		In-class evaluation / support
	RIT "office hours"		Courses (2+ sessions on a topic)
	RIT brown bags / reading group		Curriculum reform-related services
	CTL drop-in support		(e.g. Data Sciences training)
	CTL teaching excellence colloquium		CTL Dialogues
			CTL Quality Circles for Teaching and
			MUAP
			Funding and grant support (e.g.
			knowledge base, new services)
			Library services TBD

04 SPACE STRATEGY

Given that the activities supported and the services offered in the new collaborative service space (temporarily called the “Digital Studio”) will flexibly adapt based on a “lean approach” to gather feedback and respond to changing instructor needs throughout the academic year and over time, it is important to design the space to accommodate the wide variety of potential activities that could occur in the space, and create the active, lively, welcoming, and safe space that is envisioned.

SPACE PROGRAM

AMOUNTS AND TYPES OF SPACES IN THE “DIGITAL STUDIO”:

At a high level, the service space is composed of five types of spaces - including spaces for instructors to work and meet, spaces for ETS and partners to deliver programming and services, and video production and editing spaces.

The chart at the right summarizes the detailed Space Program (included in the Report Appendix), illustrating the amount of various types of spaces to be included in the “Digital Studio”.

PROGRAM OBJECTIVES:

Each of the following objectives informed the amount and types of spaces included in the program.

Provide a variety of formal and informal spaces for instructors:

Approximately half of the collaborative service space is dedicated to a variety of spaces for instructors to use and receive support in. These spaces should accommodate everything from individual, focused work to informal gathering and waiting to large group workshops or events. Multiple scales of event and consultation spaces allow two or more group activities to occur simultaneously, ensuring the space can be “buzzing” with activity.

Maintain existing video production and test kitchen spaces: In order to get the most out of the limited renovation budget and to preserve spaces and services that are already working well, ETS will maintain the large video production studio and the existing “test kitchen” space.

Incorporate staff and partner workstations: In order to encourage instructors to build relationships with and seek support from staff, provide adequate dedicated and touchdown staff workstations that can be shared by ETS staff, including instructional technologists, as well as partners.

Showcase work and services: Give instructors something to browse while they wait - for appointments or to strike up a conversation - by incorporating two-dimensional and three-dimensional displays throughout the space.

Provide adequate storage: With each type of space, ensure there is adequate storage to create flexibility in furniture configurations and activities and to address staff and instructor needs.



SPACE CONFIGURATION

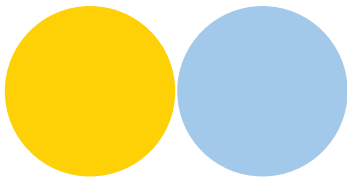
"DIGITAL STUDIO" ORGANIZING PRINCIPLES:

A number of principles should be considered to inform how the "Digital Studio" spaces are configured on Level D of Dwinelle Hall.

Blend staff and instructor workspaces: Given instructors' desires to connect with specific individuals for ongoing support, it is important to make instructional technologists, ETS staff, and partners visible when they're in the space - even if they're not actively collaborating with instructors. Having staff distributed throughout the space will make support activities apparent, and will help establish the "Digital Studio" as the place to go for help.

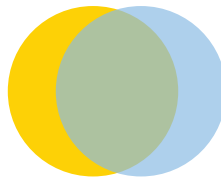
TRADITIONAL APPROACH:

Staff office spaces and instructor spaces are distinct.



NEW APPROACH:

Staff workspaces blend and overlap with instructor spaces.



Design for long-term and short-term flexibility: As activities and instructor needs change throughout the semester, spaces should accommodate a variety of individual and group activities, and transactional and consultative support. For example, at the beginning of the semester the gallery area can be converted into transactional support stations to address quick questions, event spaces can support "pop-up" events related to emerging faculty needs, and the cafe and event area can be reconfigured to support very large events. In addition, given rapid shifts in technology and pedagogy, spaces should adapt to changing needs (e.g. consult rooms could become project rooms).

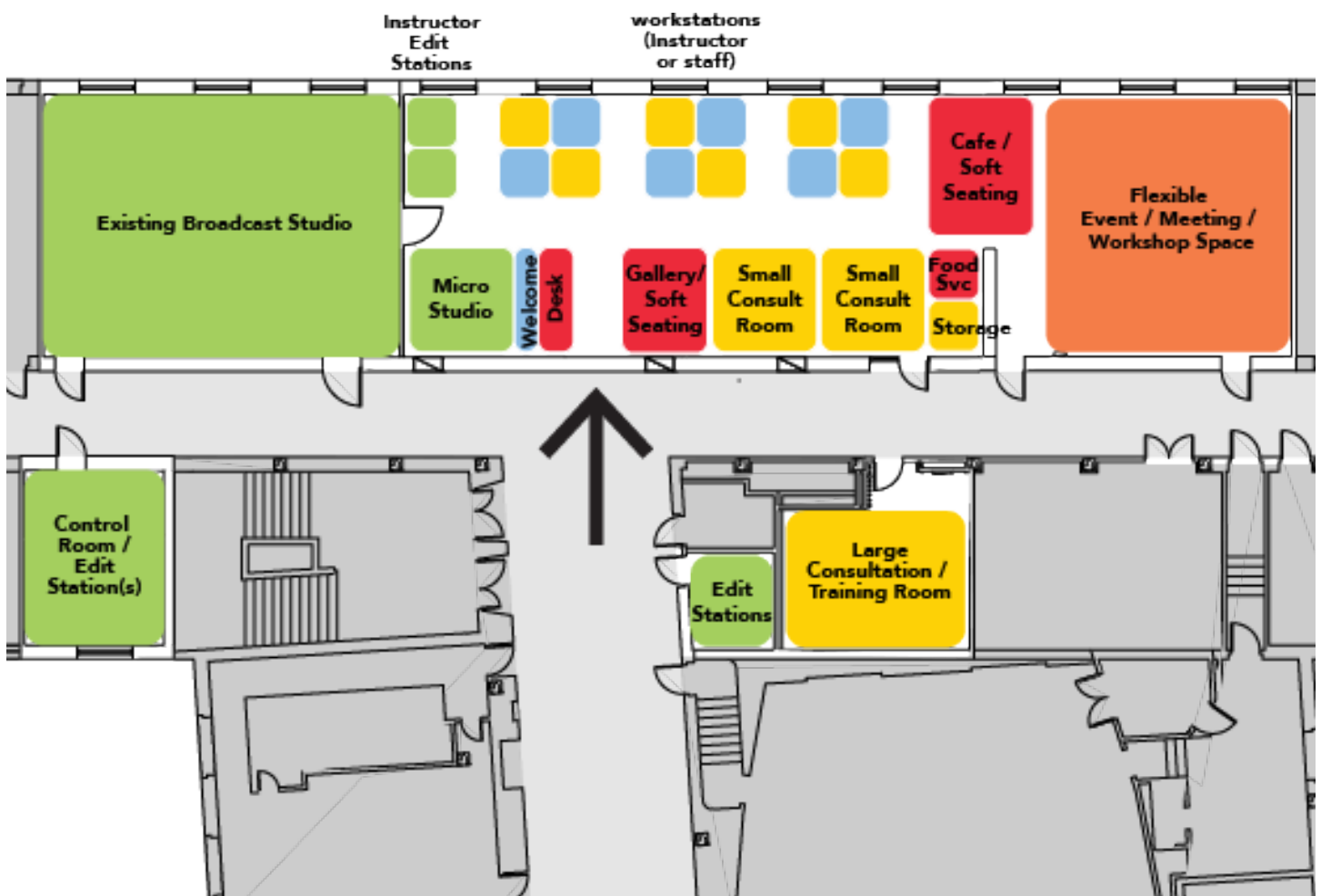
Create a visible, lively "buzz" of activity: Make activities visible and audible, including connecting the event space to work spaces, so that instructors who enter can see and be inspired by the wide range work that is taking place.

Provide privacy and "safe" spaces: Balance lively, visible spaces with more visually and acoustically private ones that address instructors' needs to feel safe learning and experimenting with new tools, technologies or approaches.

Distribute displays and exhibits: Locate physical and digital displays throughout the space to increase awareness of available resources and to showcase instructors' work and accomplishments.



Quiet ————— Activity / noise gradient —————> Lively



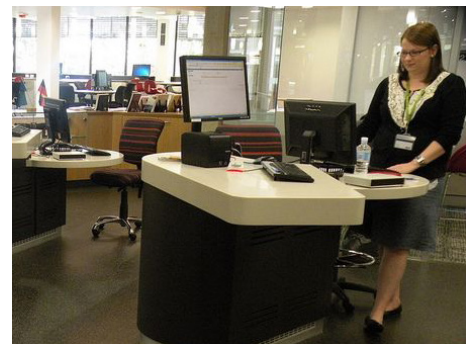
SERVICE POINTS

SERVICE DELIVERY POINTS IN THE "DIGITAL STUDIO":

The following space types are key to supporting student study and the delivery of academic and student support at varying scales in the service space:

TRANSACTIONAL SUPPORT: WELCOME DESK

One movable desk or several smaller, modular desks support 1-2 staff members delivering transactional services while remaining flexible to accommodate potential changes in service offerings throughout the academic year, or in the long term. Desk(s) should support both face-to-face and short duration side-by-side interactions and have integrated power, data and displays. Storage space underneath or behind the desk(s) accommodate equipment for check-out.



SIDE-BY-SIDE SUPPORT: INSTRUCTOR WORKSTATIONS

Long, bench workstations with or without fixed hardware and software can be used by instructors for individual work and are wide enough to support side-by-side working sessions or quick troubleshooting by staff. Some workstations could be bookable (would require establishing protocols and booking software).



ONE-ON-ONE CONSULTATIONS: SMALL CONSULT ROOM

A small table and 2-4 chairs inside an enclosed room support private, 1:1 conversations and can be used as group meeting spaces when consultations are not taking place. Graphics and decals can provide additional visual privacy while still making activities inside visible. Requires a display screen and power and data.



Images top to bottom: Kelvin Grove Public Library, NYU Digital Studio, Lego PMD Meeting Room

GROUP SERVICES & PROGRAMS: WORKSHOP / EVENT SPACE

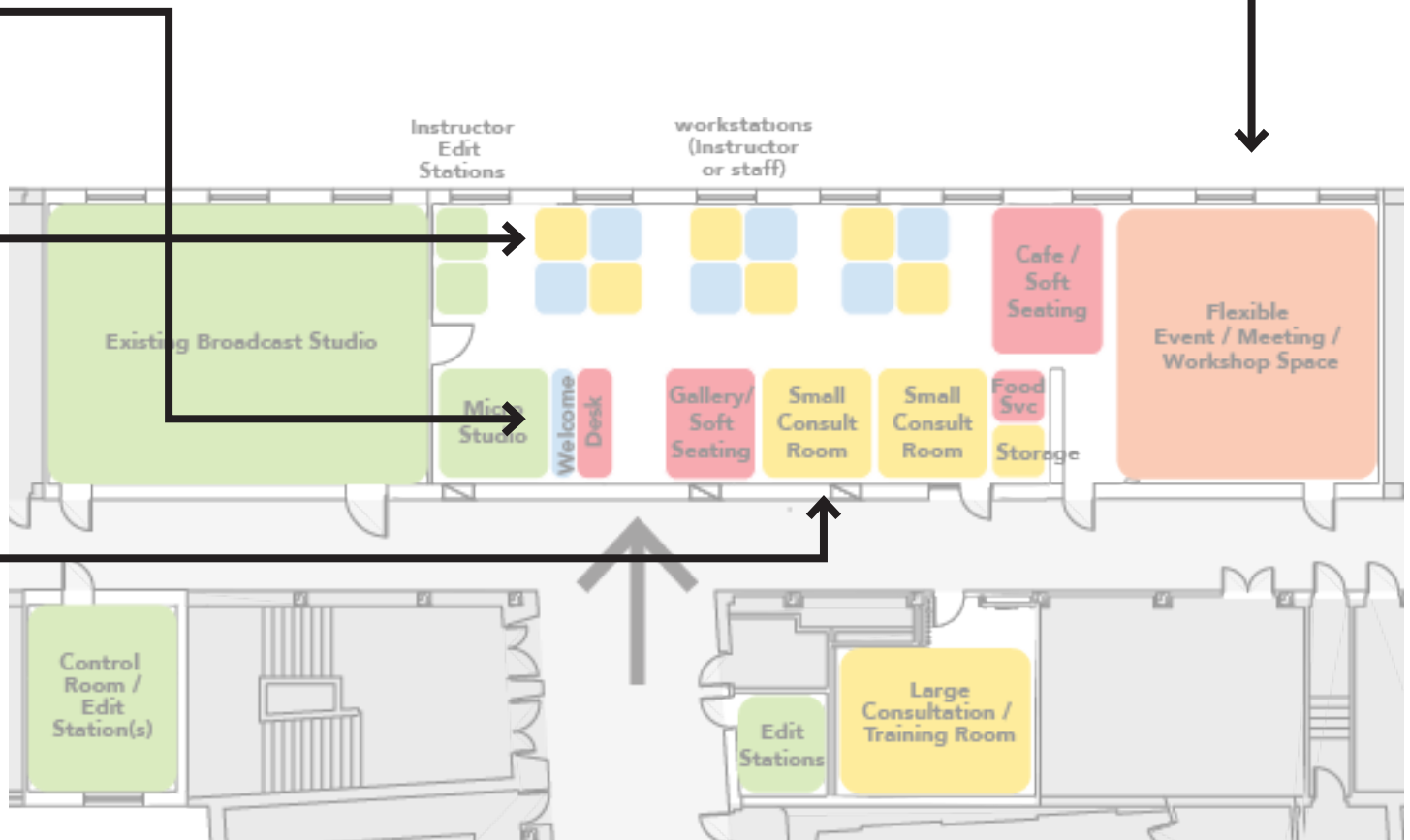
Flat floor, flexible spaces accommodate a range of group workshops, events, brown bags, etc. An opening between the flexible event space and the cafe seating allows for spillover during large, lecture-style events.



Johns Hopkins Learning Studio



Duke University JHF Humanities Institute



ADDITIONAL SPACE TYPES

KEY SPACES IN THE "DIGITAL STUDIO":

The following space types, in addition to the service points on the previous page, are key to supporting the delivery of instructional support in the collaborative service space

GALLERY / SOFT SEATING:

Soft seating that is still movable, with minimal work or writing surfaces. Power located nearby. Digital or physical displays nearby give instructors something to look at - or entice instructors from the exterior of the space.



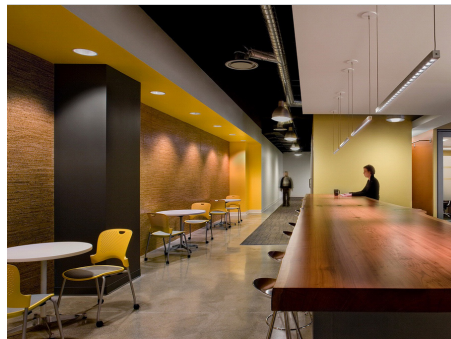
CAFE-STYLE SEATING:

Cafe seating offers small tables for individual or group work, and for informal conversations between instructors and staff. High top tables and stools could offer greater variety of seating and be used in networking events. Power and data connections are optional.



FOOD SERVICE / PREP AREA:

A long, narrow table or counter top provides surface area for preparing or serving food. Prep area could double as storage, or seating space depending on furnishings. Could include small coffee machine or fridge, depending on budget.

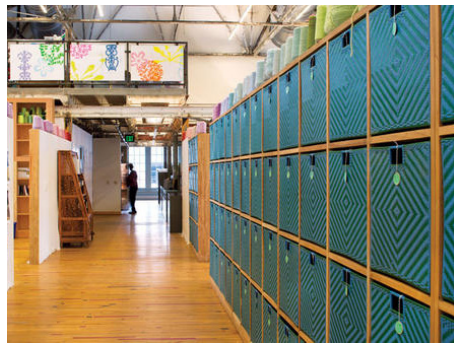


Clockwise from upper left: Haas Business School Faculty Wing, Warner Music Tokyo office, Google London coffee bar, IP kitchen area, Autodesk Waltham cafe hallway, New York Times cafeteria



MICRO STUDIO:

The micro studio is a small room (like others at UC Berkeley) which is designed for an instructor to use, with minimal support from staff, to record video content for their course. Includes recording equipment, lighting, movable seating and work surfaces.



STORAGE / LOCKERS:

Small, secure storage spaces offer staff, partners or instructors who are visiting or touching down in the space an opportunity to store materials or belonging.



FOCUSED STAFF WORKSTATIONS:

Semi-private workstations for staff that allow focused work without making them unapproachable or invisible to instructors. Ensure flexibility of furniture and privacy screens for varied use and arrangement based on needs and activities. Include power nearby.

Clockwise from upper left: Penn State One Button Studio (x2), Urban Outfitters Storage, Stanford University School of Medicine, Steelcase work pod (Brody), Carnegie Mellon University Design School Lounge

05 NEXT STEPS

The vision and space and service strategies on the previous pages point the way forward for the design and opening of the “Digital Studio” in the fall of 2015. However, there are a number of additional work flows and next steps that ETS and partners have identified are needed to ensure the “Digital Studio” is positioned to achieve its vision:

BRANDING AND NAMING: Create a name and brand for the service space (temporarily called the “Digital Studio” that communicates its vision, offerings, and audience, and resonates with instructors

ETS SERVICE MODEL: ETS will need to further articulate their service and referral model, based on changing locations of staff and service delivery spaces

GOVERNANCE: Develop the governance structure for the “Digital Studio”, including representation and inputs from partners and leadership beyond ETS

“DIGITAL STUDIO” SERVICES & PARTNER ENGAGEMENT: Further refine and develop the “Digital Studio” service portfolio, including clarifying service categories and offerings and further engaging partners to model involvement - including what services they could offer, how often, and at what scale

FACULTY ENGAGEMENT: Create a plan for how to formally and informally engage instructors in the further development and launch of the “Digital Studio”, including establishing “ambassadors” to help form communities of practice and encourage activities in the space

DIGITAL STRATEGY: Develop and define strategies for digital offerings to enhance experiences in the space and extend the services and offerings to reach instructors whenever they need support and wherever they are

“DIGITAL STUDIO” STAFFING AND TRAINING: Identify and clarify staff competencies and roles at various levels, and prepare staff to work and deliver services in the space in new ways

COMMUNICATIONS PLAN: Establish a plan identifying key stakeholders to communicate to, the story and messages to be communicated to each group, and the methods or modes for communication (e.g. printed collateral, social media and websites, events and outreach, etc.)

DESIGN AN ASSESSMENT PLAN: Develop a short-term and long-term measurement and evaluation plan that defines key metrics to track, goals, and methods for assessment.

06 APPENDIX

DETAILED SPACE PROGRAM

LEADERSHIP INTERVIEWS

DETAILED VISIONING DOCUMENTATION

Space	# of users	NSF / person	NSF / space	# of spaces	Total NSF	Total Seats	Notes
200 Laboratory Facilities							
Public / Gathering Spaces					420	18	12%
250 Welcome desk / orientation space	2	25	50	1	50	2	Includes movable furniture for main service point, could have soft seating nearby to act as waiting space
250 Gallery / showcase / conversation space	2	25	50	1	50	2	well as inside the space, combined with cozy / small gathering space for informal conversations
250 Cozy small gathering space(s) in open area	2	25	50	3	150	6	Includes soft seating, tables, not necessarily quiet but able to focus
250 Kitchen / café-style seating	4	15	60	2	120	8	Open with casual seating; should be accessed by all users of the space (staff and faculty)
250 Food serving and prep area			50	1	50	0	Open counter / buffet area for food and drinks; Should be accessed by all users of the space (staff and faculty); ETS will have access to "TDPS Kitchen" in Dwinelle 41
Event Spaces					660	20	19%
250 Small event / meeting space	10	35	350	0	0	0	Take place in part of large event space (with divider) or in Large Consultation room
250 Large event / workshop space	20	30	600	1	600	20	could double as a test active learning classroom for up to 20 or ~50 in auditorium-style configuration; locate in existing Test Kitchen, with additional space for soft seating - connecting to kitchen area
255 Furniture Storage			60	1	60	0	Stores tables and chairs to accommodate reconfiguration of event spaces; ~10% of largest event space
Workspaces					650	24	19%
250 Small Consultation rooms / Project rooms	4	25	100	2	200	8	Small table, display screen, acoustic privacy required to support consults and small meetings
250 Large Consultation rooms / Project rooms	12	25	300	1	300	12	individuals, includes AV Black Box for training
250 Individual instructor workstations	1	25	25	4	100	4	Supports individual work and side-by-side consults. Same size as staff workstations to be flexibly re-assigned, if needed. NOT FIXED. Could include hardware / software at each workstation / fixed monitors.
250 Large tables in open areas for project work	6	25	150	0	0	0	Can be supported in large event space, if semi-enclosed
255 Instructor / Project Group / Partner Storage	20	2.5	50	1	50	0	Could function like lockers; secure storage spaces for instructors, groups, or staff / partners
300 Office Facilities					230	8	7%
310 Staff touchdown workstations	1	25	25	3	75	3	For ETS staff and partners; same size as instructor workstations and dedicated staff workstations so can be re-purposed as needed
310 Staff dedicated workstations	1	25	25	5	125	5	Workstations for five Instructional Technologists- will likely be hotelling, so may be able to re-assign some to be instructor workspaces
315 Support space			30	1	30	0	Includes copier, printer, small fridge, staff storage, etc. Could be shared / open access to instructors in the space as well
500 Special Use Facilities					1,450	10	43%
530 Large video production studio			1000	1	1,000	0	Existing, to be maintained, but will lose some footprint to accomodate build-out of control room and/or edit stations; Dwinelle 111
530 Control Room	1	50	50	2	100	2	Located in room across the hall from studio space (or possibly located within existing studio); includes 2 workstations for John and AP
530 Staff video editing stations	1	25	25	2	50	2	Single desk, monitor, speakers and/or headphones; can be located in room adjacent to Large Consult room
530 Staff and Client video editing station	2	75	150	1	150	2	Ideally acoustically isolated, speakers, large critical viewing monitor
530 Staff workstation	1	25	25	1	25	1	Airdri's workstation
530 Micro Studio	1	75	75	1	75	1	Needs to be built; Dwinelle 141 or other, based on negotiation with studio and control room placement
530 Instructor video editing stations	1	25	25	2	50	2	Single desk, monitor, headphones, supports instructors working independently or getting side-by-side support from staff
700 Support Facilities					0	0	
Server Room			0	1	0	0	Dwinelle 24 ('C' level); contains XSAN Video editing system
Total					3,410	80	

Interview Notes – Undergraduate Education

Cathy Koshland, Vice Chancellor for Undergraduate Education

The following documents synthesizes the key points from the interview brightspot conducted on April 1, 2015. The purpose of the interview was to gather input from key leadership on the vision, culture, drivers of change, and opportunities and challenges for the future Digital Studio.

Executive Summary

As instructors continue to experiment with new technologies and pedagogies a number of different resources are available to them, but clarifying how they are related, and which will be provided in the Digital Studio will be important to the success of the space. The Digital Studio, like technology in the classroom, should exist for the ultimate goal of delivering more content in greater depth to create more meaningful interactions with and outcomes for students. Ultimately the Digital Studio should be a space where instructors of all levels can explore and develop new tools and approaches to teaching.

Interview Summary

<p>The Current Situation</p> <ul style="list-style-type: none"> • The Office of the Vice Chancellor for Undergraduate Education supports faculty in creating the best possible pedagogical experience for students • Faculty are not mandated to try new things, but supported in their efforts • BRCOE supports teams working on a specific online project together while ETS and CTL support individual growth • Faculty members are not necessarily aware of what services are available • Technology is not viewed as a way to reduce costs, but as a way to enhance student learning experiences • There is a good spirit of collaboration amongst partners, but it is unclear how that could play out in the Digital Studio space 	<p>The Changing Context</p> <ul style="list-style-type: none"> • Many types and levels of instructors are interested in trying new methods of teaching • The way students learn and access information is changing, and while this space may not address that directly, it will be important to help faculty understand how to respond to those changes • Integration of data sciences into the basic curriculum for all students is going could be an opportunity to change the way technology is used in classes
<p>The Vision for the Future</p> <ul style="list-style-type: none"> • The Digital Studio's spaces and services should be highly utilized by instructors to "play" and develop new ideas and content • The space can support instructors experimenting with different modes of delivery (videos, gamification, etc.) • Faculty can gain inspiration and information from sharing their experiences and collaborating with each other • Assessment and feedback should be built into all development processes, and collective knowledge of what has been tried, what has worked, and what has not in pedagogical approaches is an important value that the Digital Studio could offer 	<p>How to Get There</p> <ul style="list-style-type: none"> • Instructors will need clarity on where to go for what kind of support, and what the value of receiving support at the Digital Studio is (e.g. saves them time, achieves better educational outcomes, etc.) • While the first call might be for faculty and those responsible for courses rather than GSIs, the Digital Studio should be a cross-cutting resource for all instructors on campus • Expertise should be pulled in from various sources as necessary (CTL, Library, etc.) • The Digital Studio services, staff, and space should be nimble and able to respond to changing technologies and constantly evolving pedagogies

UC Berkeley Digital Studio Planning Interview Notes – Center for Teaching and Learning

Cynthia Schrager, Assistant Vice Provost, Undergraduate Education

Richard Freishtat, Senior Consultant at the Center for Teaching and Learning

The following document synthesizes the key points from the interview brightspot conducted on March 24, 2015. The purpose of the interview was to gather input from leadership and CTL on the vision, culture, drivers of change, and opportunities and challenges for the future Digital Studio.

Executive Summary

Currently, there is a lack of space dedicated to the support of faculty and instructors seeking to experiment with their pedagogies (e.g. flipping the classroom). However, as digital and physical boundaries in education continue to blur, a safe space that provides resources to faculty, encourages innovation, and exposes instructors to new ideas is needed. The Digital Studio should support faculty with a wide range of technology experience, and connect faculty to each other to create the most successful learning opportunities.

Interview Summary

<p>The Current Situation</p> <ul style="list-style-type: none"> • ETS and CTL serve the same population and faculty don't make meaningful distinctions between where they receive services • Many instructors are already experimenting with active learning, despite impediments (e.g. fixed seat rooms) • There are very few common spaces for faculty to gather and meet • Many faculty like to learn from each other, but are hesitant to take too many risks in a public or permanent environment 	<p>The Changing Context</p> <ul style="list-style-type: none"> • The distinction between face-to-face and online instruction is becoming increasingly blurred • Active learning is being talked about, but there is no University-wide strategy, nor the resources to broadly support these efforts • Quality Circles for Teaching (QCT) has been a successful initiative to get faculty investigating new ideas sharing and collaborating in a safe and comfortable environment • Faculty are looking to gamify classes and effectively teach to many levels at once
<p>The Vision for the Future</p> <ul style="list-style-type: none"> • The Digital Studio needs to meet faculty anywhere on the spectrum of technology use, comfort and capability • Service across departments or groups (e.g. from CTL to ETS) should be seamless • "A place to play" – the Digital Studio should be a safe and supported environment that encourages risk taking and the sharing of ideas and resources • Serendipitous discovery of partners, best practices, and new ideas should happen here • Transactional support doesn't get faculty excited, but is still an important service for the Digital Studio to offer 	<p>How to Get There</p> <ul style="list-style-type: none"> • Introduce faculty to topics and then support them if they're interested in pursuing something • Create a virtual hub where instructors can document what has worked well for them and tag it by topic or concept for future exploration / inspiration • Encourage instructors to share their successes with each other • Adjust service offerings throughout the year (e.g. development during the summer, transactional at the beginning of the semester, mid-semester course corrections, etc.) • CTL could serve as ambassadors for driving faculty to the Digital Studio through direct and personal referrals

UC Berkeley Digital Studio Planning Leadership Interview Notes – Library

Beth Dupuis, Associate University Librarian
Erik Mitchell, Associate University Librarian

The following document synthesizes the key points from the interview brightspot conducted on March 24, 2015. The purpose of the interview was to gather the Library's perspective on the vision, culture, drivers of change, and opportunities and challenges for the future Digital Studio.

Executive Summary

Various spaces around campus are being considered to provide a mix of technology-rich production, work, and support spaces for various audiences – including students and instructors. The unique positioning of the Digital Studio as an on-campus and instructor-oriented space, will help drive demand, however it will be important to consider in the planning process what will encourage instructors to visit and take advantage of services and programs in the space.

Interview Summary

<p>The Current Situation</p> <ul style="list-style-type: none"> • CTL, ETS, and the Library have worked together over the last decade on a number of initiatives • Reserve-able space on campus (working, meeting, etc.) is limited and sharing more of it generates good will and collaboration • Demand may not currently exist among many instructors for micro studios (the Library has seen more demand from students for these types of spaces) 	<p>The Changing Context</p> <ul style="list-style-type: none"> • The spread of MOOCs is changing expectations for the quality of digital products • Digital Humanities is funding new types of courses and pedagogy, and these grant recipients could become key users of the Digital Studio • Moffit is building a Digital Studio with a different vision and purpose <ul style="list-style-type: none"> ◦ The renovated space in Moffit will include the first 24-hour library space, a computer lab, multimedia authoring, and a potential makerspace
<p>The Vision for the Future</p> <ul style="list-style-type: none"> • The Digital Studio could be used for supporting instructors who are “further behind” in their technology use, while not being exclusively about remedial training • It is important to support all instructors (lecturers, GSI, professors, etc.) • This space must be well staffed by ETS to offer on-grounds support, which BRCOE can't do from their off-campus location • The Digital Studio could support the publishing of successful pedagogical experiments both locally among faculty and more broadly 	<p>How to Get There</p> <ul style="list-style-type: none"> • Being well-located on campus and a space exclusively for instructors is a unique proposition for a workspace on campus • Deans, department chairs, and other leaders have to be committed to encouraging faculty to use these spaces • A demonstrated value add of improving efficiency or saving time will encourage adoption of the Digital Studio

UC Berkeley Digital Studio Planning Interview Notes – Arts and Humanities

Anthony Cascardi, *Dean of Arts and Humanities*

The following document synthesizes the key points from the interview brightspot conducted on April 2, 2015. The purpose of the interview was to gather input from leadership in the College of Letters and Science on the vision, drivers of change, and opportunities and challenges for the future Digital Studio.

Executive Summary

Currently, there is a need to better support instructors who need helping catching their pedagogy up to their material. Information and subjects are increasingly interconnected, but teaching at Berkeley can still be relatively traditional. Additionally, technology is changing faster than most instructors can keep up with. The Digital Studio should be a place that helps instructors understand which tools will help them, and should support their exploration of these new tools from an early point in the development process.

Interview Summary

<p>The Current Situation</p> <ul style="list-style-type: none"> Arts and Humanities faculty are conducting very contemporary research and using very contemporary syllabi, but many still use very traditional pedagogical methods There are very few conversations around using new pedagogies to meet students in the formats where they are most comfortable and most easily engaged Arts and Humanities research tends to be more detail oriented around a single work and less about large scale data usage 	<p>The Changing Context</p> <ul style="list-style-type: none"> Multimedia materials are being used more by instructors and students There is an interest and desire for more sophisticated but user-friendly communication tools As fields of study merge and become more porous and interdisciplinary, they require us to be more multi-modal in addressing those ideas The technology landscape is becoming more complex and the rate of change makes it difficult to keep up
<p>The Vision for the Future</p> <ul style="list-style-type: none"> The key to the success of the Digital Studio will be finding the right level at which to provide support to create easy entry for instructors The Digital Studio will help faculty understand what they need to know and what they might not need to know about emerging technologies and changing pedagogy Helping faculty understand, frame, and execute projects should be the core purpose of the space Potential partners could include the Arts Research Center and the Center for New Music and Audio Technologies 	<p>How to Get There</p> <ul style="list-style-type: none"> Get instructors involved very early in their pedagogical processes; begin with helping them scope a project Having a strong outreach plan will be key to getting initial users to try out the Digital Studio Working through networks to bring people in will be more helpful than broadcasting an open invitation; focus on personal ambassadors, advocates, and early successes Identify key individuals whose use of the space will draw attention, including recent recipients of teaching awards and accolades

UC Berkeley Digital Studio Planning Interview Notes – Research Information Technologies

David Greenbaum, *Director of Research Information Technologies*

The following document synthesizes the key points from the interview brightspot conducted on April 6, 2015. The purpose of the interview was to gather input from leadership of RIT on the vision, culture, drivers of change, and opportunities and challenges for the future Digital Studio.

Executive Summary

Many instructional and research support services are currently distributed and overlapped such that instructors are often unsure of where to go for support. Additionally, there is an increasing need for technology support as it relates to research as well as pedagogical innovation. There is some work happening to better leverage connections across various support groups, but the Digital Studio could serve as a directory and focal point to make those connections clear and seamless.

Interview Summary

<p>The Current Situation</p> <ul style="list-style-type: none"> • Instructors often don't know where to go for what kind of support because there are similar services offered in many different places • Instructors have a very wide range of technology related skills • Humanities faculty are experimenting with technology as it relates to pedagogy and research / data support, while in the Sciences the material requires that they understand the research technologies, but they need pedagogical support • GSIs don't often have a strong enough orientation to basic tools and techniques • There isn't a common language for how we talk about tools and techniques 	<p>The Changing Context</p> <ul style="list-style-type: none"> • RIT and CTL have both recently hosted people from different groups to discuss how they could better leverage each other's work • Instructors and staff are looking to better capitalize on disparate services by making more connections between them • There is an increasing need for a Research Data Management Consultant on campus to help secure and share research artifacts • The Data Science Initiative for all students may create new demands for instructor support
<p>The Vision for the Future</p> <ul style="list-style-type: none"> • The Digital Studio should be an integrated environment for instructors to meet with each other and partners to discuss teaching and research • The space should be designed to accommodate representatives from partners and should act as a directory for connecting users to a wide range of resources (e.g.: RIT could hold office hours in the space) • It could potentially be a space to support staff from different groups to work together to better support faculty (e.g.: better handoffs, collaborative consults, etc.) • Potential Partners could include BIDS, DLab, CTL, Geospatial Innovation Facility 	<p>How to Get There</p> <ul style="list-style-type: none"> • GSIs will more likely travel to this space initially and should be supported in group trainings on different content management systems • Collaboration between instructors is as important as collaboration between partners • Seamless referrals between partners is very important to the success of the Digital Studio • Partners should feel like the time they spend in the Digital Studio helped them make better connections across staff and services

UC Berkeley Digital Studio Planning Instructor Vision Cards Synthesis

Below is a summary of instructor responses to the questions of what the current state of receiving support for teaching and researching with technology is today, and what the future vision for the Digital Studio could be.

Current state for receiving support teaching and researching with technology:

- **Working independently:** Today instructors often work independently, undertaking their own search or experimentation efforts to use technology in their teaching. They look for help only when they are stuck.
- **Confusion, too many choices and unclear paths:** It is not always clear where instructors should go for what type of support, or what options are best for them out of a myriad of possibilities. Many tools to choose from; are they the right tools?
- **Expectations for instructor knowledge and great results:** There are high expectations for the teaching activities and outcomes by instructors at Berkeley. Instructors can be hesitant to take risks or ask for help in their teaching methods because they feel like they should have the answers, and are concerned about any dip in student satisfaction and success as part of *their* learning process.
- **Untapped potential:** There are a number of opportunities, talents and resources that can be better utilized or realized to help instructors do great things with their teaching and research. Instructors don't tap into the potential but rather come to us for a particular problem when stuck.

Future vision for the Digital Studio:

- **Create connections and guide along pathways:** The Digital studio should help instructors connect to integrated and easy to use resources, opportunities and individuals who can help them uncover and achieve the results they'd like to see in their teaching and learning. It can make things easier for instructors by showing engineered options and approaches, and guiding them along / through planned processes, projects and transitions. Proactive help and suggestions from staff can help instructors identify opportunities and resources that are particularly useful for them, supported by long-term relationships with ETS staff and other instructors working in similar ways.
- **Encourage collaboration:** Instructors like to learn from and be inspired by each other, so the Digital Studio should strive to connect instructors to each other to encourage peer-to-peer learning and collaboration on teaching and research activities. Mobile tools and platforms can help support asynchronous and remote collaboration between instructors and each other, or staff and students.
- **Support creativity, experimentation and discovery:** The Digital Studio can be a safe space for instructors to explore and try new things without worrying about assessment. By drawing in instructors and making their activities and experiments visible, it will encourage discovery and exploration of new directions and ideas, as well as personal growth.
- **Help instructors balance:** The Digital Studio can play a role in understanding that instructors need to balance their limited time between teaching and research. The services and spaces in the Studio should also help instructors address the need to balance between creativity / open exploration with technology and getting basic support and ideas that instructors know work.
- **Engage students, address their preferences:** The Digital Studio should help instructors identify and become well versed with tools that students prefer and use, as well as those that resonate well with the type of learning occurring. The Digital Studio can also be a place where instructors can engage their students in designing or providing input on the instructor's pedagogical shifts.

- **Approaches to take with them, re-use:** The Digital Studio should help instructors not only learn to use specific tools, but also encourage them to adopt new tools as context and content changes.
- **Generate results:** Instructors ultimately want to see great impacts and results out of their efforts, understanding the benefits that new teaching tools or approaches have - creating “magical” student engagement and knowledge acquisition and production.
- **Success is celebrated and acknowledged:** Changing pedagogy is hard work; successes need to be celebrated in public way. Success becomes an incentive to engage. And helps gain respect in places that may be mostly invisible.

UC Berkeley Digital Studio Planning Keep, Toss, Create Documentation & Synthesis

Below is a summary of responses from ETS staff and potential Digital Studio partners (e.g. Library, CTL, Digital Humanities grant, etc.) when they were asked: What would you want to keep (what's working well), toss (what's not working), or create (what's missing) for the Digital Studio in relation to how teaching with technology is supported today?

Synthesis:

What's working well: As the Digital Studio offers more in-depth and complex services to instructors it will be important to continue to offer what ETS already does well - including flexibility, basic / transactional support, and their reputation and positive service delivery behaviors. It will also be important to continue to build connections with partners, and keep students at the Center.

What's not working: In moving forward, there is a desire to remove silos between ETS service and partners, and other barriers that affect instructor's perception of or ability to receive services.

What's missing: The Digital Studio is seen as an opportunity to enhance the way staff work with faculty - welcoming them into the space and creating more ways to interact face to face, build longer relationships, create communities of practice, integrate partners and offer capacity for instructors with limited time. There is also a desire to have a larger strategy driving the direction and priority of support activities in the Studio.

Keep	Toss	Create
Transactional support	Boundaries / siloes	Capacity to interact face to face with faculty
"The basics"	Service silo mentality / structure	Capacity for faculty who don't have time
Reputation as a great service provider	Fee for service model	Long-lasting relationships with faculty
Positive service delivery attitude		Opportunities to be seen as a partner by faculty
Build off existing work		Instructional Grant program
Flexibility		Welcoming space
Supporting ETS staff growth		Comprehensive program of support and strategy for where the university is going
Student connections to ETS		Sense of priorities
Student outcomes at the center		Model that engages partners and faculty in governing space
Strong partner relationships		Centralized / blended funding for support
		New communities of practice
		New partnerships