There's a powerful thread that binds the educators from all three campuses across the University of Washington featured in this year’s edition of Innovators Among Us. They care deeply about bringing out the very best from their students — and they're willing to tread unfamiliar territory to make this happen.

In this issue, you'll find stories of instructors at the University of Washington who “think outside the building,” connecting with peers and across disciplines, collaborating with community members and creating nontraditional learning opportunities for students. They use technology to engage, motivate and celebrate student work, and to help students become better learners — in ways that extend well beyond the classroom.

The five features in this report showcase just some of the great innovators among us. This issue is part of a series produced in partnership with UW Information Technology and supported by the Center for Teaching and Learning and UW Libraries. Over the past five years, the series has featured more than 120 instructors using new tools and methods to engage students and improve learning outcomes at the UW. Together, these features contain a wealth of exciting ideas as well as practical tips that can be applied and adapted across classrooms, disciplines and teaching contexts.

This issue highlights a deep commitment across the UW to put learning first and encourage innovation in teaching. Efforts such as the Technology Teaching Fellows and the Evidence-Based Teaching program support and connect instructors who share this commitment. We hope this report and the individuals featured inspire educators across our three campuses to share new ideas, experiment with new tools, build new partnerships and pursue measurable outcomes around teaching and learning at the UW.
BUILDING LIFELONG LEARNING WITH THE HELP OF TECHNOLOGY

UW Bothell lecturer uses interactive whiteboard app to help students learn how to learn

How can technology in the classroom help students learn how to learn? For Erin Hill, Science Technology Engineering Mathematics (STEM) lecturer and director of the Quantitative Skills Center at UW Bothell, it is important that students get more out of her courses than just subject-specific skills.

Hill also wants to develop students’ ability to learn better — in any field. And to do so, she says, “students need to understand when learning happens. You need to make the learning process visible.”

In 2014, Hill began to look for a technology to incorporate into her classroom that could show and record learning as it happens — and help her students become more aware of, and adept at, the learning process. Her search led her to compare available tools with her needs.

Hill’s courses in physics involve frequent collaborative group work, so she wanted an option that would allow her to move among her students while they tackled problems together. She also wanted a way to seamlessly record, share and interact with her students, showing their reasoning as they worked in real time — while prompting them to communicate their thinking to themselves and the rest of the class.

Using technology to make learning visible

After consulting with fellow faculty and experimenting with a few apps, a colleague recommended Doceri, an interactive whiteboard app for instructors. Doceri turned out to be well-suited to Hill’s course topics and teaching goals.

Operable from a tablet, the Doceri app displays instructors’ writing in real time from anywhere in the room. By connecting the tablet to a laptop or desktop computer and the projector, it allows instructors to advance slides, open polling software or write notes while moving around the classroom. Hill can draw and display examples of the concepts she’s teaching; she can also project snapshots of student work and write on those — making student thinking, as well as her own, visible to the class.

Hill can project two groups’ work side by side, then have each explain how and why they arrived at the solution they did. When a group gets a question right, Hill prompts those students to explain not just what they did, but how they knew they could approach the problem the way they did. Doceri records all questions, notes and explanations in both audio and video so that they are available for students to review.

Students appreciate that Doceri allows their instructor to be so mobile. That mobility is key to student learning and improves the classroom experience, says Adham Baioumy, a former student in Hill’s mechanics course who now works as her peer facilitator. She helps students feel more connected to the class, and to the concepts at hand, he said, because Hill can move throughout the classroom as she projects and explains concepts and shares students’ work.

The efficiency of this method is also important because it “allows more time for students to be immersed in a concept,” says Holly Gummelt, Hill’s former
For Hill, the tool is doing exactly what she hoped. Hill finds that when she can easily interact with students in this way, she is effectively using their learning processes to teach the course material. “It shifts the dynamic,” she says, “to put the emphasis more on the learner than on the teacher — and learning begins and ends with the learner.”

**Developing flexible learning strategies — for all fields**

Hill lists teamwork, communication and problem-solving among her priorities for student learning goals. But she also emphasizes the importance of learning how to learn from challenges and mistakes. “Part of learning is play — the ability to revise,” Hill says.

In Doceri’s whiteboard mode, the app allows students to rethink problems in real time based on discussion and feedback. In Hill’s class, student groups work on small, physical whiteboards; Hill can then display and annotate their work via Doceri as they talk through their own processes and rework the problem themselves. As research has shown, helping students understand why they made errors and how they corrected them fosters better understanding of course content and builds problem-solving skills.

Hill says that her use of Doceri has allowed her to fully implement teaching practices that best help students learn how to learn. This approach could apply to countless other fields with subject-specific variations.

**WHAT STUDENTS SAY**

“With Doceri, students were able to see Dr. Hill work through a problem just like they would. And she could do this from anywhere in the classroom. She often sat amongst students while working through the problem, intermittently asking them questions, and being more interactive with the class this way.”

**Holly Gummelt**
UW Bothell student

“Dr. Hill’s ability to record her notes as they’re being drawn on the page, and record the lecture as it’s being given, was such a wonderful tool for me as a student and a great way to keep up with the course.”

**Adham Baioumy**
UW Bothell student

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While her students work through problems on their whiteboards, Erin Hill uses Doceri to display and annotate their learning as it happens. Photo: Marc Studer.
CAN VIDEO GAMES SOLVE WORLD PROBLEMS?

Two researchers seeking to solve a real-world problem create a class through interdisciplinary collaboration

It began, as so many things do, with the realization that a gap exists. Josh Lawler, professor in the School of Environmental and Forest Sciences, saw there were very few games about climate change that are scientifically accurate — and actually fun to play.

Knowing that research shows that games are an effective tool for learning, in 2015 Lawler connected with Dargan Frierson, associate professor in the School of Atmospheric Sciences, and they started asking colleagues if they were interested in tackling this problem together.

The result of their networking includes EarthGamesUW, a group that designs games to increase awareness about climate change. The group would also quickly develop into an interdisciplinary independent study course.

Within a year of its inception, EarthGamesUW was nationally recognized for producing prize-winning games. But the impact of EarthGamesUW extends further. The group allows students from diverse disciplines to produce real products and practice professional skills — all while having an impact on climate change.

Networking for interdisciplinary collaboration

Lawler and Frierson recognized early on that their success would depend upon the expertise of others outside their own disciplines. They turned to a variety of people for advice, including game designers, high school teachers, and professors and graduate students in multiple schools and colleges.

Frierson says that one of the most rewarding parts of the process was the interdisciplinary collaboration. “It’s gotten me out of my building to see all the really cool work that’s happening around UW.” He adds, “It occurred to me that probably the UW is the best place in the world to do something like this.”

From idea to reality: Developing a meaningful independent study course

Through independent study, students created various types of short games, from board games to video games. They lent their own areas of expertise to their team projects — expertise in engineering, education, climate science or narrative-building.

Recognition and awards followed. Two of these student teams won top prizes in the 2015 Climate Game Jam in Washington, D.C. Both were subsequently featured in an event at the Smithsonian National Museum of Natural History in January 2016.

- Climate Quest, a video game, was designed by Zuoming Shi, computer science and engineering doctoral student, and Ben Peterson, iSchool undergraduate, in collaboration with Frierson.
- AdaptNation, a table-top game, was designed by Will Chen,
graduate student in aquatic and fishery sciences; Rob Thompson, graduate student in computer science and engineering; and Seattle artist Rachel Lee.

For raising greater public awareness about climate change, the combination of fun and factual content is essential. Parents and teachers can trust that the games are scientifically accurate because they are designed by UW students and faculty.

Expanding the independent study into an interdisciplinary course

Launched in Winter 2017, the EarthGamesUW course allows for a common student experience inside the classroom, while individual groups design their own projects outside the classroom, if desired. To maintain the flexibility of the independent study, the course is offered between two and six credits, depending on the needs of individual projects. The new model also allows for more departmental funding opportunities to support resources and student research. This investment could help EarthGamesUW reach its goals of K-12 curricula development and possibly even expand to Spanish-language video games.

Cultivating opportunities to learn transferable skills

Academically, a learning experience like EarthGamesUW can fulfill a capstone requirement for some departments. Students can describe their game designs in resumes and portfolios, showcasing their abilities to work collaboratively and problem-solve creatively.

Frierson notes that resilience and persistence — the ability to recalibrate and try again when something is not working — are highly transferable real-world skills. In creating useful products, students take ownership over their own learning. And, students are drawn by the higher purpose of promoting education about climate change.

To other instructors developing interdisciplinary courses, Frierson underscores the importance of flexibility. “You have to not want a certain product at the end of it,” he says, but rather allow yourself to be led by “the talent that's in front of you.”

It was the sharing of knowledge and ideas among students and professors that shaped EarthGamesUW into an endeavor with ever-growing impact. “In a way, EarthGames represents a microcosm of the interdisciplinary expertise that is required to productively address big systems like climate change,” says Theresa Horstman, research assistant professor for Education Program Games. “We will need experts who understand what it really takes to work together to solve problems.”

WHAT STUDENTS SAY

“I wanted to get involved with EarthGamesUW because I’ve always been interested in making games that will help pass an important message to their users. I write novels in my free time, and EarthGamesUW helps me gain experience in storyboard writing as well as programming.”

Sally Wei
UW Seattle Student

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THE POWER OF PERSONAL NARRATIVES IN THE CLASSROOM

A UW Bothell professor uses digital storytelling as a powerful tool for learning — for students and instructors

During a recent Sociology of Education class at UW Bothell, a reticent student pointedly told Jane Van Galen she never talked about her family or her childhood — and she certainly didn't want to share her story in a video.

But Van Galen gently persuaded her and her fellow students that their personal experiences provided rich and relevant connections to course material — experiences that could be shared much more powerfully through digital storytelling than in a more formal academic paper.

Van Galen, a professor in the School of Educational Studies at UW Bothell, is working to show faculty that the medium is an effective pedagogical tool that can help enhance student learning in multiple subjects across the curricula.

Research has shown that multimedia can help the “digital generation” better understand complex issues. When students are asked to share their own stories within the context of what they’re learning in class, the lessons become more deep-rooted.

The process of creating a digital story or documentary pushes students’ learning in multiple ways. Students tap into their creative talents, do careful research, think deeply about the question being asked and pay close attention to their script-writing.

The core of storytelling

Digital storytelling is the art of well-told stories. They’re often personal in nature but not always produced in video form. Students use a large array of multimedia tools such as video, audio, graphics and web.

“Students get to create something truly wonderful in a short amount of time. Sometimes, it takes more time to convince faculty that it is an appropriate tool to help students learn,” Van Galen says. “Digital storytelling is not a traditional classroom learning experience. It is very fluid, non-linear, and sometimes faculty and students are challenged by the ambiguity of the process.”

And because digital storytelling is a flexible form, it can be used in a variety of classes, says Van Galen.

Van Galen asks her students, who plan to be teachers, to share personal stories through digital storytelling because she hopes that experience will help them better understand how they can teach their future students to be more inclusive and more understanding of the diversity of experiences everyone brings into the classroom.

“The work of composing a multi-layered digital story is a deeply reflective process, as students make connections between their own biographies and course content, and then anticipate how audiences will see those connections.”

— Jane Van Galen

Click to see tips from the related Innovators Guide
**WHAT STUDENTS SAY**

**One student's experience with digital storytelling**

In one of her classes, Van Galen asked her students to explore through their own experience the cost of social mobility and the intersection of social class and education.

“Many of my students have never told their stories as part of their academic work,” Van Galen said. When they realize that their stories are relevant to what they’re learning, and that other people have an interest in their personal stories — or that they relate to or are inspired by them, “it is very affirming,” she says.

Norma Perez, a former student, at first found digital storytelling challenging.

“The story I chose to tell reflects the first time I realized my own family, my friends, my neighborhood — we were poor. Growing up in my neighborhood, everyone’s family looked like mine. My mom worked in the candy factory, while my dad worked on the construction site. We spoke Spanish at home and we lived in an apartment. This was normal to me,” she recounts.

“It was a difficult story to tell, as it was for many of our classmates, but Jane made our classroom a very safe, non-judgmental and open environment,” Perez says. “We cried together, laughed together and supported one another through the entire process.”

“My story centers on a school field trip, and how it was difficult for my family to pay for it,” Perez said. “I watched one of my classmates reluctantly pay for the trip with coins, and as I sat there watching him, I realized we were poor. I was nervous sharing my story, as I am sure many of my classmates were too.”

When she finally finished her video, and saw her classmates’ work, Perez clearly understood how their individual stories revealed what inspired them to become educators.
LEADING CHANGE IN PUBLIC HIGHER EDUCATION / A PROVOST SERIES ON TRENDS AND ISSUES

SHARPENING SKILLS IN REAL-TIME WITH INSTANT FEEDBACK VIA EARBUDDS

Bug in the Ear project allows distant learners to connect with their School of Education faculty coaches during critical teaching and learning moments

Kathleen Artman Meeker’s six-year-old student had three words in his vocabulary: “No,” “eat” and an expletive that he used to maximum effect in the classroom. The outbursts disrupted the class and puzzled Meeker, who was desperately trying to help him.

And she finally did, thanks to valuable feedback from a behavior consultant who observed Meeker’s interactions with the student. That experience led to Bug in the Ear, a 2015 pilot project that tested in-the-moment feedback using earbuds and video camera phones to link coaches to educators.

Meeker, now an assistant professor in the UW College of Education, partnered with colleague Nancy Rosenberg, Applied Behavior Analysis Program director and special education lecturer, to launch a pilot with educators in an intensive practicum in the Applied Behavior Analysis Distance Education Program.

The educators work with children with autism and other developmental disabilities on their own, without an advisor present in the classroom. Even when educators videotape their interactions, it takes at least a week before an advisor can see the tape and provide feedback. This time lag makes it more difficult for educators to put their advisors’ input into action. The Bug in the Ear approach helps them overcome this challenge.

“We do a lot of coaching at our school, but a lot of it is after the fact. A prime teaching moment is often lost because we can’t give immediate feedback,” Rosenberg says. “And many of our students are long-distance learners, so we can’t be in their classrooms.”

Using earbuds to maximum effect

As part of the pilot, educators were asked to wear Bluetooth-enabled earbuds and connect to their coaches via the FaceTime app. With cell phone cameras on, coaches could see and hear the educators interact with students, making it possible to provide instant feedback that only the educators could hear.

With FaceTime and earbuds, “we were virtual guests in our students’ classrooms. We saw what they saw,” Meeker says. “An educator facing a challenging moment with an uncooperative student said, ‘What do I do next?’ And someone was there with an answer! Try this, we told them. And if that didn’t work, we suggested something else. And we could do that in real time, right there in the moment. It was very exciting.”

Bug in the Ear provides valuable lessons

The pilot has been reaffirming for Meeker, who remembers well-meaning advice from others who had not witnessed the six-year-old’s behavior when she was trying to figure it out on her own. “Be more firm; don’t take that from him; put your foot down,” she heard many times.
The consultant “saw a pattern that none of us had been able to see. And she seemed to solve this mystery for us about [the student's] behavior,” Meeker narrates in an educational video made for the School of Education to discuss the potential of Bug in the Ear.

The subtle change in approaching the student, “made a difference for me, it made a difference for [the student], it made a difference for his family,” she narrates. And it underscored the importance of having someone else listening in, paying attention to those small details that mean a lot but can be easily lost by an educator working hard to reach a student, Meeker says.

Their preliminary data has shown a lot of potential for in-the-moment feedback. For example, because teachers were coaxed by their coaches to keep trying new approaches, they more than doubled the number of chances they created for children with autism to communicate.

“The children talked more and they talked in new ways,” Rosenberg says. “With one student, we saw her confidence grow in every class, and we saw that using technology this way could be very powerful.”

While the pilot only tested earbuds with educators in a very specialized field, Rosenberg and Meeker say their experiences and results showed that earbuds and virtual coaches could be used in a wide range of other situations and classes.

Click to see tips from the related Innovators Guide
**KEEPING HISTORY ALIVE WITH A DIGITAL LIBRARY COLLECTION**

Vivid oral histories from the South Sound get a second life at UW Tacoma

More than two decades of research by students in UW Tacoma Professor Michael K. Honey’s oral history courses was kept in a library storage room — a rich collection of untold stories of working-class Tacoma sadly out of sight and out of mind.

Honey knew the materials gathered by students included first-person stories of community leaders and ordinary citizens that deserved to be shared widely. So the humanities and history professor in the School of Interdisciplinary Arts and Sciences found a way.

He collaborated with the UW Tacoma Library and funding partners to digitize dozens of bulky three-ring notebooks of student oral histories including research essays, interview recordings, and some other materials that make up the Tacoma Community History Project.

The online collection has preserved his students’ best work, but more importantly, it has kept alive the underrepresented voices of blue-collar workers, minorities and Native Americans of the region.

For Honey, the experience has underscored a valuable lesson: in many classes across the curricula, students are doing amazing work that deserves to be shared with a larger audience. Faculty, he believes, should remain open to finding ways to share and disseminate that knowledge more widely, as they did in Tacoma.

What Honey is doing is part of a national trend that seeks to integrate technology with research throughout the humanities. At the UW, the Walter Chapin Simpson Center for the Humanities offers a number of programs for faculty who wish to bring technology and research together to advance teaching and learning.

“Before we digitized their work, these oral histories were not readily accessible,” Honey says, pointing to some boxes containing the work of recent students. “Getting them digitized was an important accomplishment.”

Now, someone anywhere in the world, with access to the UW digitized library materials, can read these oral histories and hear the recordings of real people from the South Puget Sound area.

“There are few histories of the South Puget Sound, and our collection provides an important primary source for anyone who would study this region in the modern era,” says Honey, who started the oral history class in 1991, one year after the start of the Tacoma campus. The content of his classes were digitized and made available online in 2011.

The community history project now has 70 oral histories, and Honey and his UW Tacoma Library partners continue to add to the rich digital tapestry, as students finish the latest interviews. This quarter, some of Honey’s students are expected to interview a number of grass-roots community leaders involved in the desegregation of public schools, as
well as add to the interviews of Puyallup tribal members.

And Honey says he is looking forward to having his students work on oral histories that will focus on the creation of the UW Tacoma campus in future classes. Honey is one of the 13 founding faculty of the Tacoma campus.

The power of oral histories

Everyone has a story, Honey tells his students. And students have the power to bring them alive.

Honey, a gifted interviewer and award-winning author, teaches students skills he learned from a career of tapping into the oral history of under-represented classes. This includes interviewing black workers in the Deep South during the 1930s for a book titled Black Workers Remember, to his recent book, Sharecropper’s Troubadour, about John Handcox, a beloved African-American folk singer and labor organizer who helped shape the labor music tradition.

“My class focuses on teaching students how to do oral histories. The students do a research project, find someone to interview and off they go to get their stories. But there’s a lot of work they need to do before that conversation starts,” Honey says.

He teaches them about the methodology of conducting oral history: how to compile documents to back up the stories, where to look for information and how to approach the oral interview.

“As an interviewer, you have to come from a place of respect. You’re usually learning from an older person,” Honey said. “Oral history is important and demands immediate action because you don’t want these important stories to be lost.”

Honey wants others, including faculty, to know that it is not just oral histories that lend themselves to projects that fall under the digital humanities. There’s so much more that deserves to be digitized and shared with the world.

Click to see tips from the related Innovators Guide

“Oral history is important and demands immediate action because you don’t want these important stories to be lost.”

- Michael K. Honey
USING TECHNOLOGY TO HELP MAKE LEARNING VISIBLE

Top tips from Erin Hill, STEM lecturer, director of the Quantitative Skills Center and interim director of the Teaching and Learning Center at UW Bothell

1 Mobility

When instructors can move around and interact with students as they work, students develop a sense of connection to instructors and material. It also allows for efficient sharing of student learning as it happens.

2 Community

When students are prompted to talk and write about their own learning processes — how they arrived at a conclusion, step by step — it helps them understand what strategies work, and how they can improve the ones that don't.

3 Flexibility

Learning from errors and challenges can be extremely productive; students have opportunities to understand what went wrong, articulate the challenge and revise their work in real time.

4 Visibility

Instructors can incorporate ways for students to see the learning process at work by displaying student approaches to prompts or problems. And, making the instructor's knowledge visible — through projects, taking notes, examples, and interactions with student work — provides them with a window into how experts approach similar problems.

“The primary goal of my class is making lifelong learners. Using an app like Doceri supports that goal. It’s hard to imagine teaching without it now. I could do it, but it wouldn’t be as much fun.”

— Erin Hill

Learn more about how Hill makes learning visible in her classroom
Creating Interdisciplinary Courses with Real-World Application

Top tips from Josh Lawler, professor of Environmental and Forest Sciences and Dargan Frierson, associate professor of Atmospheric Sciences

1. Expand and use your network

Lawler and Frierson pooled their connections — including external partners such as non-profits and local high schools — to “shop around” their idea. Then they drew on those connections to set up a formal working group.

2. Create opportunities for learning transferable skills

While some students need to fulfill a requirement or to add to their portfolio, all students want to work on something meaningful. The work can also help them strengthen applications for scholarships, graduate school or jobs.

3. Don’t be afraid to offer enrollment to all majors

Open enrollment can result in a productive mix of disciplinary backgrounds, such as the different types of games created by EarthGamesUW teams.

4. Make use of the resources available at a major research university

Including Innovators Among Us, UW-IT Teaching and Learning web resources, the Center for Teaching and Learning blog and others. Check out this resource list, but don’t forget to ask your colleagues and network for recommendations:

- The eScience Institute offers seminars, working groups and a Data Science Studio in which researchers share ways of fostering collaboration with technology.
- The Office of Global Affairs supports scholars across disciplines, institutions and continents in service of international research, education and outreach.
- The Digital Future Lab at UW Bothell brings together scientists and product designers to develop inter-disciplinary projects through a commitment to “radical diversity”.
- Academic Affairs at UW Tacoma supports teaching and learning and offers faculty a range of resources.

**Learn more about how Lawler and Frierson created EarthGamesUW**
BRINGING DIGITAL STORYTELLING INTO THE CLASSROOM

Top tips from Jane Van Galen, professor in Educational Studies at UW Bothell

1. Consider taking a short course in digital storytelling

In addition to workshops she offers with UW colleagues, Van Galen periodically co-teaches three-day workshops at UW Bothell with the StoryCenter, a pioneer in digital storytelling, based in Berkeley, CA. These workshops are open to faculty and staff from all three campuses as well as community members. Email Van Galen for upcoming course information.

2. Don’t sweat the technical details too much

Many of today’s students are digitally savvy, with access to all kinds of multimedia tools. In one of Van Galen’s recent classes, students used as many as eight different video-editing tools. “Some of my students used their cellphones to edit their videos. They know how to work with the basics of these tools, so you don’t have to spend much valuable classroom time showing them how to work a video-editing program.”

“Video editing software is increasingly more intuitive and easier to use. I only spend 20 minutes or so demonstrating a couple of different tools,” says Van Galen, who occasionally helps students troubleshoot technical problems and provides links to online tutorials and help forums.

3. Images are important but pay attention to sound

“Students are often surprised how important sound is,” Van Galen says. It evokes emotion and helps viewers understand subtle points. “Music creates ambiance; music supports the tenor of the story.”

4. Risk letting go

“As an instructor, I cannot control every step of the process or the final product. I can’t expect my students to have a final draft in the first two weeks. I always tell instructors that producing digital stories is non-linear, fluid and often ambiguous, nothing like an academic paper.”

5. Teach students to attribute materials

Creating new digital content is an ideal opportunity to teach the importance of crediting the work of others, including the value and importance of attributing copyrighted material. “There’s no such thing as a ‘Google’ image. It belongs to someone,” she says. That also applies to music, even when it is available royalty-free. UW has its own website explaining copyright and how to properly cite copyrighted materials.

6. Students control who sees their stories

“You must deal with your students’ stories with sensitivity,” Van Galen says. While students are expected to share their work in class with fellow students, they decide whether anyone else gets to see the videos. Posting their own videos on the web is always optional.

7. Finally, storytelling is everything

Van Galen spends a lot of classroom time talking about the arc of a story and what makes a powerful narrative. First, she gets students comfortable with switching from an academic to a narrative voice; talking in the first person using “I” and “me” is acceptable. And she helps them think deeply about visual metaphors. “What can the visuals do for the understanding of the story?” Van Galen asks students. These discussions lead to talking about the little things that make up a whole story.

Learn more about Van Galen’s use of digital storytelling

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VIRTUAL COACHING THROUGH EARBUDS

Top tips from Kathleen Artman Meeker, assistant professor in the UW College of Education and Nancy Rosenberg, director of the Applied Behavior Analysis Program in the UW College of Education

1 Sharpen your coaching skills

Just as a football coach should never yell instructions at his quarterback as he steps back to throw a pass, a long-distance educator coach should know when and how best to offer feedback through an earbud. “Timing is really important. When to prompt a child for an answer or how much to push is a very delicate balance. When you’re watching a teacher interact with a student, you need to know when to offer a suggestion and when to hold back,” Meeker says.

As part of this process, it is important for the coach and the student to agree to ground rules, such as drawing the line between too much or not enough coaching.

2 Debrief after each session

“If you’re going to be in someone’s ear, you have to establish trust,” Rosenberg says. The best way to do that is to communicate early and often. Establish ground rules with the student before that earbud is turned on. “Some students want a lot of feedback. Others expect less. A student may say, ‘Tell me what to do now! Don't let me flail!’ You have to be ready for that, and ready to have an appropriate answer,” Rosenberg says.

3 Use tech tools that are easy to use and maintain

“It is great if people want to use their own phones,” Meeker says. “Today, technology makes remote communications much easier and there’s plenty to choose from — as long as you can establish a stable connection.” Meeker and Rosenberg are currently testing a camera on a swivel that follows the educator.

“[With earbuds] we were virtual guests in our students’ classrooms. We saw what they saw.”

— Kathleen Artman Meeker

Learn more about how Meeker and Rosenberg provide virtual coaching to distance learners
DIGITIZING STUDENT WORK, SUCH AS AN ORAL HISTORY COLLECTION

Top tips from Michael K. Honey, professor in Interdisciplinary Arts and Sciences at UW Tacoma, about how best to bring student stories to a wider audience

1 Start with funding

Digitizing a large collection is an expensive task, so Honey procured funding from Friends of the UW Libraries and the Puyallup Tribe of Indians.

2 Strike key partnerships

Honey partnered with Justin Wadland, head of Media and Digital Collections at UW Tacoma. The library provided the expertise and the people to create an online digital collection that is easy to use and readily available. Michael Sullivan, an architect, preservationist and historian, also works with Honey in developing and teaching the course.

The library sought permission from former students, and their interview subjects and families, to publish their materials. It is quite a bit of work because each oral history is accompanied by a research essay, interview recordings, primary and secondary sources and other key documents created by students.

3 Make students realize they are a part of something big

“Telling my students that as a historian, you want to get as close to the truth as you can. We can help preserve history by talking to people who have played an active role in their communities but have been overlooked for one reason or another. As students, they can contribute a great deal of understanding about our communities. What they do in my class will live on, and so will the stories of the people they interview,” Honey says.

Resources:

- The UW Tacoma library guide to Honey’s class and the Tacoma Community History Project
- Professor Jim Gregory at UW’s Seattle campus has a parallel oral history project
- Digital Humanities at the UW
- Best Practices by the Oral History Association
TEACHING WITH TECHNOLOGY RESOURCES

The Center for Teaching and Learning (CTL): Offers workshops, consultations and resources.

UW Libraries: Teaching & Learning at the UW Libraries: Provides teaching toolkits and services.

Evidence-Based Teaching: Offers faculty support, mentorship and leadership opportunities.

Teaching Technology Fellows: An institute to support faculty designing online or hybrid courses.

UW Information Technology (UW-IT): Academic Services supports UW faculty and departments in teaching with technology, and provides workshops for tools including Canvas and Panopto. UW-IT Learning Technologies offers one-on-one consultations for instructors.

UW Bothell: The Teaching and Learning Center and UW Bothell's Learning Technologies provide resources and support for integrating technology into teaching and learning.

UW Tacoma: The Faculty Resource Center offers training and support. The Teaching Forum meets monthly to discuss effective practices, and Academic Innovation supports on-ground, hybrid and online teaching.

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CONTINUING THE CONVERSATION

We welcome your participation, feedback and suggestions at edtrends@uw.edu.