



OLC RESEARCH CENTER FOR DIGITAL LEARNING & LEADERSHIP

DIGITAL ACADEMIC REVOLUTION MENTORSHIP COMPETENCY

#5 The ANALYSIS:
Learning from our Metadata

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KEYWORDS

DAR Glossary | Digital Academic Revolution | Digital Commentary Grading Project - DCGP | Digital Workflow Optimization | Disrupter Innovation | Information Literacy | Knowledge Transfer Systems | Luanne Fose | Martin Mehl | Metadata | Myth Busting | Proof-of-Concept | Testimonials |

PREAMBLE

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

In this article, we will share the transition from idea, concept and basic research to “proof-of-concept” and research evidence. Traditional academic, peer-reviewed research resides in academic journals that may not have the impact on the mainstream public because that is not the intended audience of the findings. We are trying to double dip with our Mentorship Competency Series as Articles 1, 3 & 5 follow more of the traditional approach, while 2, 4 & 6 aim to engage the court of public opinion and mainstream integration as we are publishing with the newly-formed forum of OLC’s Research Center for Digital Learning & Leadership.

THE FORMAL ANALYSIS

LITERATURE REVIEW



Acknowledging the scope and scale -- the stakeholders and stock issues -- we want to identify the segments of existing research that influence/impact our interests and applied goals: **integrating effective digital mentorship through screencasting assessment to optimize knowledge-transfer and learner (professional) preparedness.**

Our non-traditional approach relies on establishing an analysis “outside” of the traditional academic field (i.e., borrowing from business and marketing models, for-profit and information technology fields) to transfer comprehensive understanding of the status quo of online learning and a projection of currently missing contributions and success in the field of formal higher education training and technology convergence.



The key purpose of the **Digital Commentary Grading Project (DCGP)** was a “proof-of-concept” approach. A holistic literature review of the theoretical analysis focuses on the following five symbiotic segments:

1. **Information Literacy**
2. **Effective Pedagogy & Knowledge-Transfer (Systems)**
3. **Mentorship & Behavioral Change (Motivation)**
4. **Screencasting Technology & Assessment Optimization (Digital)**
5. **Disrupter Innovation**

At the core, our key responsibility is to define the student-centric approach of preparing graduates for long-term success in the professional workforce and daily challenges post educational certification. The initial research focuses on the higher education realm with the intent of transferability to primary and secondary (foundational) education and professional workforce coaching, which we view as *information literacy competency through mentorship guidance*.

Digital mentorship literacy extends the traditional understanding of media literacy to include new skills that are required to navigate today’s media environment from a leadership perspective, and it also involves creative production and instruction on how to evaluate and use information critically. (Buckingham, 2003; Jenkins, 2006 via Kahne, Lee, & Feezell, 2012)

“To think of online searching to do a scholarly literature review and searching online for a recipe to mix a margarita as different manifestations of keying words into a search engine is to miss almost all of what is important to different social practices of online searching.” (Lankshear & Knobel, 2016)

As scholars researching the pedagogical discipline we have identified the digestion of information as being highly individualized and in need of customization based upon the bandwidth of learners existing skill sets, exposure and comprehension.

Harvard Business School professor, Clayton M. Christensen, branded the term **disruptive innovation** in his 1997 book, *The Innovator’s Dilemma*. Essentially, we believe that the screen coaching methodology and the learner growth derived from capturing and preserving that learning process functions as a “disruptive innovation.” With this in mind, we are defining and distinguishing ten new terms at the end of this analytical paper, as well as sharing a suggested assessment rubric and a three-tier scaffolding of screen coaching pedagogy.

** Please refer to our literature review at the end of this article.*



QUANTITATIVE & QUALITATIVE DATA



Initially, faculty were invited and selected based on the R.E.A.D. criteria established in Article #3 – The Process. Combined 874 (32%) unique, anonymous, voluntary student responses and 38 (86%) unique faculty responses were generated. The project recorded 100% Fall 2015 faculty retention as DCGP mentor-change agents for Winter 2016 and later indirectly influenced future 2016 project participants.

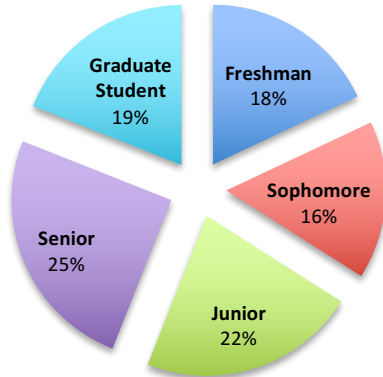
Cumulative enrolled students in participating faculty classes (directly) impacted approximately 1,345 undergraduate and graduate students representing 7% of total students enrolled at California Polytechnic State University, San Luis Obispo, based on 20,186 total enrollment #'s.

DCGP: Pre-Student* Surveys completed:	574	TOTAL	(43%)
DCGP: Post-Student* Surveys completed:	300	TOTAL	(22%)
DCGP: Pre-Faculty Surveys completed:	22	TOTAL	(100%)
DCGP: Post-Faculty Surveys completed:	16	TOTAL	(73%)

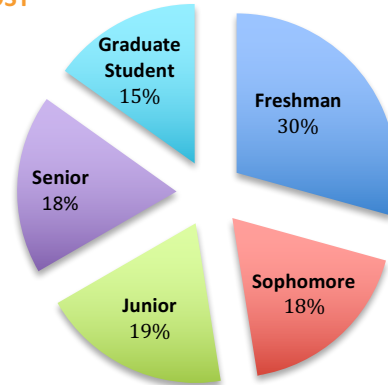
*Data do not account for students enrolled in more than one class participating in the DCGP

STUDENT DATA

FALL 2015 Participating Student Distribution PRE



FALL 2015 Participating Student Distribution POST



“There were 2 instances that stood out to me from this course: 1) Audio recordings of the entire lecture series before a midterm were posted online by the instructor. I found this immensely useful, and scored extremely well as a direct result, and have since discovered that I learn best from focusing on the audio. 2) The instructor provided personal feedback in a video for an assignment that I had completed incorrectly. I had never received such individual and helpful feedback before.” - Student



The keyword coding indicated a very clear student identification of various project goals in action as exemplified in student responses that reflect 85% of the same/similar response terminology.

Accountability & Transparency:

“Personally really love the screencasting tool due to the transparency aspect of it and how [my Prof.] is going over it all with us individually. When I get written feedback I just barely glance at it. In the screencasts, she could really explain it and point it out directly in the paper. Easier for me to redo the drafts and figure out more what [my Prof.] wants.” - Student

Approachability:

“Although my professor was extremely approachable I personally felt weird going directly to my professor during office hour so his audio and visual feedback was extremely helpful and personal.” - Student

Clarity:

“In my opinion, [my Prof.’s] is a lot clearer than other professors I have this quarter. I wish my other professors used it. In my Intro to Marketing class (246), our teacher will give us an example of what [that instructor] thinks is a good one and we look at how they analyzed that part of their project so that it compares and then we end up getting a C or D and it surprises us. Hearing from the professor and having more transparency about how to improve it would be so much better. That would really cut down my frustration in that class.” – Student

Redundancy Elimination:

“I think the screen capture tool is the best form of feedback I have ever gotten and I have zero problems with it. I loved it! Usually I would go to office hours but I could listen to it from the comfort of my bed. It was so convenient. I also felt that I was confident I could go back and listen to each criticism, took notes on all she said, kind of played it as I went through my essay, loved the fact I could go back to it. Because [my Prof.’s] directions aren’t clear, it was so helpful to be able to hear [my Prof.’s] extensive comments.” - Student

Learning Styles:

“As a visual learner I really liked it. I thought it was a very good tool because she highlighted it and gave verbal examples on the side.” - Student

STUDENT PERCEPTION OF IMPACT

“Video feedback is honestly very effective! It's nice hearing the teacher's voice explain what your errors were instead of just seeing them written on your paper.” - Student

“I loved the use of pinpointing certain items in the essay using color.” - Student

“I thoroughly enjoyed the contagious enthusiasm that [my Prof] had for the entirety of the quarter and it continued on the grading of my audio feedback. Very inspirational.” - Student

“Saves time in class, for lectures or learning, and still gives the student valuable feedback.” - Student



“Sometimes, when a professor is telling you in person how you messed up, you become more closed off and feel insecure. But when it's coming from a video off the phone, it is less personal and easier to take the criticism constructively rather than taking it personally.” - Student

“Seeing my professors thought process in real time was very helpful.” - Student

“I really liked the way feedback was given to me through this video and audio format. I received a lot more advice on it, it is more interactive, and it makes the professor seem more approachable. This method of feedback has given me more confidence about my assignments, and helped improve my grades from C- to A material. I really liked this and I hope that my other classes would someday implement it. I know it would help students who don't feel as comfortable with asking questions. This is very, very useful and benefiting to students!” - Student

The comments above demonstrate precisely what the goal of the study was and it is encouraging to see that ~85% of the qualitative student feedback reflected our desired goals. However, findings also clearly indicated the significance of preparing students for HOW & WHY to digest the provided new digital methodology in order to maximize the intended goal.

CRITICISM & CONFLICT

The qualitative data reflected a few challenges with a small percentage of students involved in our digital video assessment project. It is apparent that to be truly successful, without any student pushback, the participating faculty need to devote some time to framing the purpose of the methodology for their students and even more importantly, the desired learning outcomes; otherwise, students may view the approach as just an “experimental toy” that their instructor is enamored with. Faculty will need to be aware of these challenges and in some cases, they will need to model to their students how to digest 3-5 minute “amalgamation feedback.”

Additionally, students may be hesitant if they believe that video feedback is somehow destined to replace traditional personal teacher-student interactions. Faculty need to reassure their students that the traditional means of interaction, such as office hours and class discussion, are still intact, and properly demonstrate that video feedback is just an extra advantage to stimulate growth and foster mentorship.

Students’ need for transparency and guidance of **information digestion** are illustrated in the following remarks:

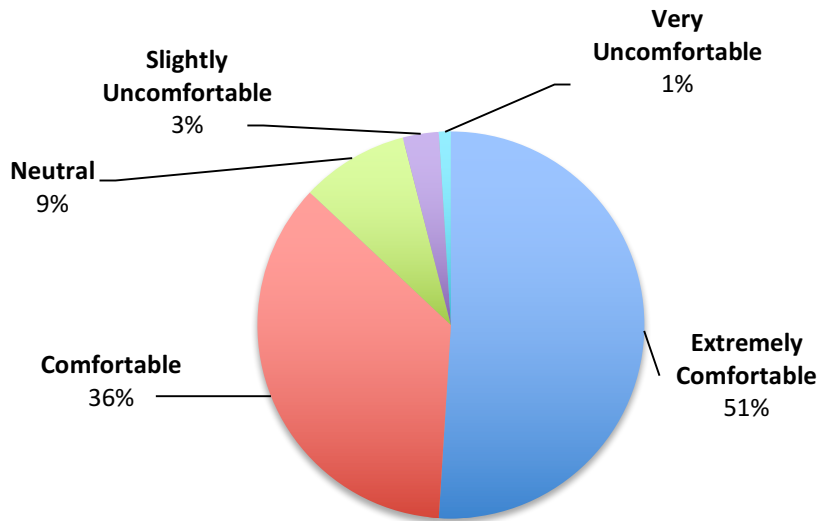
“It wasn't as straight forward as traditional grading styles. I had to listen to the video several times to take notes to then make corrections whereas the teacher would have written down all their feedback and I could have just looked at it. I strongly dislike this. It increases not only the amount of work the student has to do but also the amount of work on behalf of the professor.” - Student

“I find the whole thing really strange and I really don't like school turning into a bunch of technology. It questions the foundation of learning for me and I don't want to participate in this study for another class.” - Student



"I felt overwhelmed with the details [my Prof.] provided me. It is great that [my Prof] cares so much, but it can be too much. I had to take breaks when digesting the information. I felt like I was in grad school and this was an introductory class." - Student

Students comfort level integrating audio/video digital resources in the lecture and feedback, academic year 2015-16 cumulative pre/post (n=874):



Students comfort level using **smartphone** (e.g., iPhone, Android, Samsung Galaxy, HTC One, Sony Xperia, LG, Nexus 6, etc.) **tablet** (e.g., iPad, Google Nexus 9, Dell Venue 8, Nvidia Shield, Amazon Fire, Microsoft Surface Pro 3, etc.) **laptop** (e.g., MacBook Pro, MacBook Air, ASUS Chromebook, Samsung Chromebook, Toshiba, Dell, etc.)

SMARTPHONE		TABLET		LAPTOP	
Value	Percent	Value	Percent	Value	Percent
Extremely Comfortable	59.0%	Extremely Comfortable	37.9%	Extremely Comfortable	55.6%
Comfortable	29.2%	Comfortable	31.6%	Comfortable	33.7%
Neutral	9.6%	Neutral	17.5%	Neutral	7.9%
Slightly Uncomfortable	1.1%	Slightly Uncomfortable	11.3%	Slightly Uncomfortable	1.7%
Very Uncomfortable	1.1%	Very Uncomfortable	1.7%	Very Uncomfortable	1.1%



In a rank scale order establishing 10 criteria of desired faculty skills the comparative means further demonstrate the need for clarity, competence and approachability in critical feedback. Clarity and competence are more comprehensively desired faculty qualities/skills after DCGP participation.

Student Pre-Ranking

CATEGORY	SCORE	RANK
Faculty approachability <i>def. friendliness, inclusivity</i>	95	1
Faculty clarity <i>def. feedback & instructions</i>	91	2
Faculty competence <i>def. knowledge, peer reputation</i>	89	3
Faculty caring <i>def. attentive, empathetic</i>	88	4
Faculty organization <i>def. planning & expectation setting</i>	82	5
Faculty confidence <i>def. lecturing & attitude</i>	66	6
Faculty availability <i>def. office hours & accessibility</i>	51	7
Faculty connections <i>def. as perceived by students</i>	37	8
Faculty professional experience <i>def. non-academic</i>	34	9
Faculty reputation <i>def. Polyratings, word-of-mouth</i>	27	10

* Score is a weighted calculation. Items ranked first are valued higher than the following ranks. The score is the sum of all weighted rank counts.

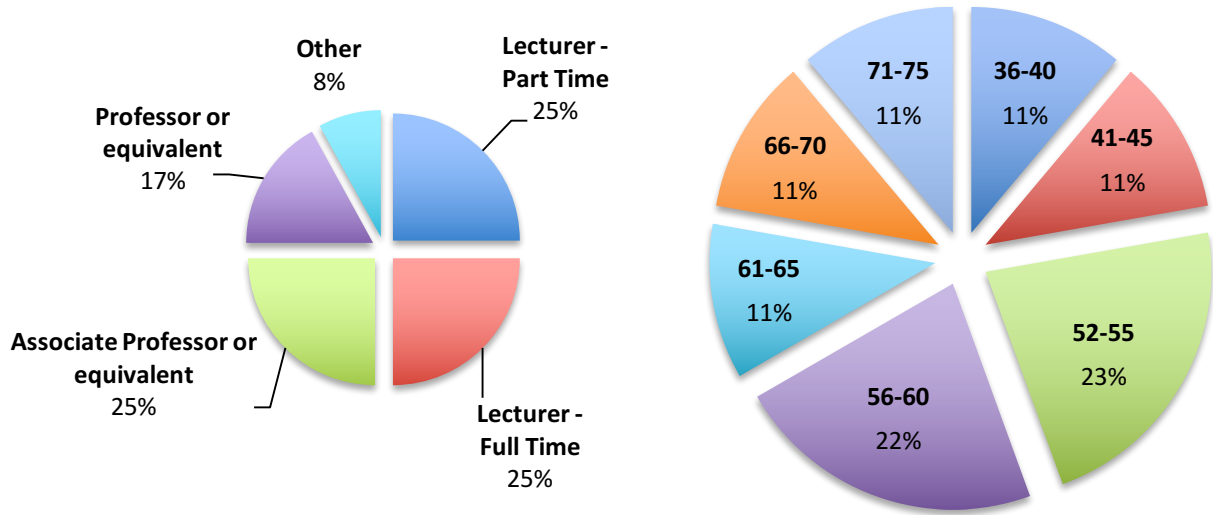
Student Post-Ranking

CATEGORY	SCORE	RANK	CHANGE
Faculty clarity <i>def. feedback & instructions</i>	97	1	▲
Faculty competence <i>def. knowledge, peer reputation</i>	90	2	▲
Faculty approachability <i>def. friendliness, inclusivity</i>	87	3	▼
Faculty caring <i>def. attentive, empathetic</i>	86	4	
Faculty organization <i>def. planning & expectation setting</i>	83	5	
Faculty confidence <i>def. lecturing & attitude</i>	64	6	
Faculty professional experience <i>def. non-academic</i>	49	7	▲
Faculty availability <i>def. office hours & accessibility</i>	36	8	▼
Faculty reputation <i>def. Polyratings, word-of-mouth</i>	33	9	▲
Faculty connections <i>def. as perceived by students</i>	21	10	▼

* Score is a weighted calculation. Items ranked first are valued higher than the following ranks. The score is the sum of all weighted rank counts.



FACULTY DATA



FALL 2015 Mentor Distribution | Position & Age

Faculty testimonial and student feedback clearly indicate that transparency of intent is more significant than quality and produced content. Faculty specifically indicated their favoritism for capturing screen, but not their own camera data for both convenience and ease of application.

Faculty Response: **Screen Capture** vs. **“Talking Head”** – the Answer is Clear:

“I used 'audio only' so I didn't have to worry about appearance or surroundings.”

“I don't like seeing myself!”

“Much easier to concentrate on delivering response in a clear way without having to worry about position of camera.”

“I didn't do video--only audio. I think Screencast-o-matic is the ideal solution; students are accustomed to podcasts. One student said she listened to the feedback in her car via her phone.”

“The screencast personalized feedback and felt as if we were meeting to discuss the papers. I was surprised how much I could say in 3 - 4 minutes.”

“The only element about the video portion that was at all problematic was that I had to be cognizant of my appearance and my location. Audio is beneficial because you can do it in bed if you want -- you don't have to dress professionally OR shower.”

“I only did audio but would have found it much harder to concentrate on giving good feedback if I had to think about facial expressions or appearance in addition to voice.”

“I teach visual arts, pointing at the visual, while explaining them really helps.”

“I didn't do video. I didn't want them to see me. My hair is disheveled when I grade.”

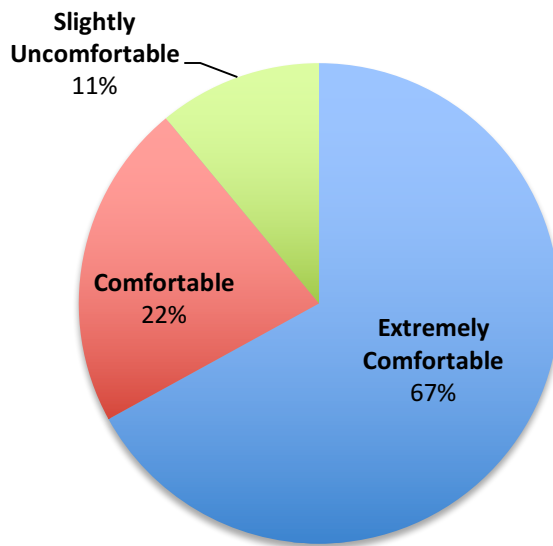


“I think being able to highlight text and scroll to specific areas in the essay are absolute necessities.”

The most difficult part was time. I could not grade essays if I were not in front of a computer with a mic.”

“I don't want them to see me in my PJs :)”

Faculty comfort level integrating audio/video digital resources in the lecture and feedback, academic year 2015-16 cumulative pre/post (n=22):



Faculty comfort level using **smartphone** (e.g., iPhone, Android, Samsung Galaxy, HTC One, Sony Xperia, LG, Nexus 6, etc.) **tablet** (e.g., iPad, Google Nexus 9, Dell Venue 8, Nvidia Shield, Amazon Fire, Microsoft Surface Pro 3, etc.) **laptop** (e.g., MacBook Pro, MacBook Air, ASUS Chromebook, Samsung Chromebook, Toshiba, Dell, etc.)

SMARTPHONE	
Value	Percent
Extremely Comfortable	44.4%
Comfortable	33.3%
Neutral	22.3%
Slightly Uncomfortable	0.0%
Very Uncomfortable	0.0%

TABLET	
Value	Percent
Extremely Comfortable	66.7%
Comfortable	22.2%
Neutral	0.0%
Slightly Uncomfortable	0.0%
Very Uncomfortable	11.1%

LAPTOP	
Value	Percent
Extremely Comfortable	62.5%
Comfortable	37.5%
Neutral	0.0%
Slightly Uncomfortable	0.0%
Very Uncomfortable	0.0%



In a rank scale order establishing 10 criteria of desired faculty skills the comparative means shows a direct alignment of faculty and student expectations.

Faculty Pre-Ranking

CATEGORY	SCORE	RANK
Faculty approachability <i>def. friendliness, inclusivity</i>	92	1
Faculty clarity <i>def. feedback & instructions</i>	90	2
Faculty competence <i>def. knowledge, peer reputation</i>	89	3
Faculty caring <i>def. attentive, empathetic</i>	88	4
Faculty organization <i>def. planning & expectation setting</i>	83	5
Faculty confidence <i>def. lecturing & attitude</i>	71	6
Faculty availability <i>def. office hours & accessibility</i>	50	7
Faculty connections <i>def. as perceived by students</i>	36	8
Faculty professional experience <i>def. non-academic</i>	36	8
Faculty reputation <i>def. Polyratings, word-of-mouth</i>	29	10

* Score is a weighted calculation. Items ranked first are valued higher than the following ranks.
The score is the sum of all weighted rank counts.

Faculty Post-Ranking

CATEGORY	SCORE	RANK	CHANGE
Faculty clarity <i>def. feedback & instructions</i>	73	1	▲
Faculty approachability <i>def. friendliness, inclusivity</i>	73	1	
Faculty competence <i>def. knowledge, peer reputation</i>	69	3	
Faculty organization <i>def. planning & expectation setting</i>	67	4	▲
Faculty caring <i>def. attentive, empathetic</i>	58	5	▼
Faculty confidence <i>def. lecturing & attitude</i>	49	6	
Faculty availability <i>def. office hours & accessibility</i>	38	7	
Faculty professional experience <i>def. non-academic</i>	36	8	▲
Faculty connections <i>def. as perceived by students</i>	20	9	▼
Faculty reputation <i>def. Polyratings, word-of-mouth</i>	12	10	

* Score is a weighted calculation. Items ranked first are valued higher than the following ranks.
The score is the sum of all weighted rank counts.



FACULTY PERCEPTION OF IMPACT

FACULTY: COLLEGE OF AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCE

*"The digital commentary grading project aided my **professional development** as an instructor by enhancing my digital literacy skills and saving me valuable time, but more importantly, I believe this form of screen-casting **enhances student learning** and aligns with Cal Poly's Learn by Doing approach. By placing the onus on the student to see, understand why, and correct the problem themselves, we are embracing a more active and engaged approach and subsequently deeper learning relative to writing and **critical thinking**."*

*"I was skeptical about the digital commentary project at first. However, after figuring out my approach for structuring my comments in video form, I realized that the feedback was **more rich in content** and also **more welcoming**. It made grading 101 draft papers a little **more enjoyable!**"*

*"I used the DCGP resources for a credit/no credit senior seminar where 40+ students wanted lots of feedback on professional readiness of their writing and other work. Digital commentary was conversational and I was able to **say much more** than I would ever have time to write. A few students told me they found hearing my voice **'comforting and encouraging'**. Of course, my hope is that they would all feel that."*

*"What I have found with the digital commentary approach was that I could provide **clear verbal comments** as I went through the document and provide a lot of extra motivational and contextual comments. I think that it was **easier to come across as a person** in the videos (although I do not have any particularly systematic feedback other than brief, but positive, anecdotal feedback). After an initial difficulty in dealing with odd occurrences in uploading groups of videos back to PolyLearn, I generally found that this approach **satisfied my need to return material quickly** as well as convey a more human element to the comments."*

*"The assignments this quarter were all reading reflection assignments of between 150 and 300 words and these assignments were given weekly. The process was a bit of a production line but it was a **significant improvement** for me in terms of getting through the material and in terms of the satisfaction with the nature (and feel) of the comments conveyed. I also believe that providing the video of the instructor is an important emotional element to the process. The only drawback is that you really have to be presentable -- no jammies on Sunday morning with unkempt hair (unless this is your 'look' in the classroom). This quarter I am reducing the frequency of the reading reflection assignments but also making them longer -- this is to address my desire for students to dig a little deeper rather than to reduce the amount of grading (although that is a side benefit). In general, I find this digital commentary process to be of a **profound and flexible nature**."*

*"The assignments were **professional-development focused** rather than academic so the feedback was based not on mastery of a learning objective but their presentation of their readiness for supervised practice in dietetics, so I felt **more like a counselor than a grader**... though this is what I really liked about the digital voice feedback."*



FACULTY: COLLEGE OF SCIENCE & MATHEMATICS

*"I have high expectations of graduate students' writing, and anticipate that they are preparing to write for a variety of professional audiences. The digital commentary **cut down on turn-around time, and boosted the quality of guidance** I could offer students. With technical support from Luanne and Martin, the project helped me personalize comments and respond to student papers as if we were conferencing. The students especially appreciated the efficiency and focused attention to their work."*

*"As a former English teacher, now a professor in the School of Education, I have fought a continuing battle to remediate the English usage skills of teacher candidates. I have found graduate student writing, for the most part, to be lacking abounding in unclear references, comma errors, and lack of organization. Correcting these types of usage mistakes on student papers from a faculty member's perspective is very time intensive. From the student's perspective, receiving a paper back with so many corrections is a bit on the depressing side. What I always really wanted to do was categorize student-writing errors (e.g., 'You have an issue with commas. Please seek help at the Writing Center.') It is hard to do this, **pointing out examples** across a paper, when grading a paper by hand. The DCGP, however, **allowed me to quickly show students the types of mistakes they were making**. Students received this type of feedback gladly. I could also, with voice intonation, really **emphasize the things about their papers that I really liked**."*

FACULTY: COLLEGE OF ENGINEERING

*"The digital feedback was **appreciated by the students** and I believe I added more commentary / feedback digitally vs. written. Additionally, the **tone of my voice**, I would expect, enhanced the feedback vs. the student having to 'guess' my tone in the writing. I did digital feedback on a project report, which meant I had to grade the project then go back and do the digital (takes me 15-20 minutes to read / assess, no way the videos can be that long!). So, a little extra time to do the video assessments, but not too bad. Next time I'll try it out on a shorter assignment that I can provide feedback for while I read through the assignment."*

FACULTY: COLLEGE OF LIBERAL ARTS

*"As an instructor in a discipline where a Scantron is almost never to be seen, I am continually on the lookout for ways to improve my manual grading techniques. When I first considered DGCP, I pictured myself spending oodles of time having to learn some new function on PolyLearn or master some complex piece of software; those scenarios were almost enough for me to avoid joining the DGCP. I'm glad I resisted the urge to flee and signed-up for training. Yes, there is a **teeny learning curve**, but it's really just a small range of functions that you perform repeatedly. For example, when you make coffee at home, you grind the beans, put the filter in the basket, dump the grounds in, pour the water in, press "start" and then a few minutes later—ahhh—fresh coffee! It's not that making coffee is complicated; it's that it involves a process. That's how I see **digital grading: a process**."*

*With video assessment, I can scroll, highlight, point things out, and be specific with suggestions in the essay itself. One of the best aspects is the ability to compliment the student on something (however minor) and **build his/her confidence** even while spending most of the screencast pointing out what worked or didn't work in the assignment. Likewise, I opted to add what I think might strengthen the student's next essay—strategies that the student might consider recruiting or even suggesting a visit to the Writing Center. The **voice editing absolutely made my students pay attention** to the grading rationale; they seemed more likely to address patterns that I had pointed out in the essay and avoid repeating them in subsequent writing assignments.*



*Students seemed to think the rubric made more sense after I went over the essay with them via Screencast-O-Matic. Moreover, students commented that they would listen to the feedback numerous times and some even played it in their cars while driving! The dimensionality of screencasting is **advantageous compared to written comments or suggestions on an essay.**"*

*"Technology allows us (through the use of video) to get our debate team exposed to competition in new ways. We can virtually scrimmage with a team anywhere in the world through web conferencing and incorporate that experience into a new video in which we pause the debate to insert coach and instructor commentary about what's playing out in the debate round. We can **share** that with just our team or with our scrimmage partners as well. This ensures that all participants in the debate can receive **consistent feedback**, and that there's a **record of the analysis** going forward that can help new students as they get exposed to the debate. When students produce briefs on topics we can make videos that **discuss the strengths and weakness of various strategies at length** rather than through the normally truncated notes academics leave in the margins. Whether you apply this to a debate team or an argumentation class the result is **better, more actionable feedback that empowers students to make high quality strategic decisions.**"*

CONCLUSION

In the end, the data have shown that faculty preferred providing feedback to students without the "talking head" due to matters of convenience, personal space, time management and confidence. Students didn't care if the personalization of the talking head was included or not; in general, they felt that the assessment was personal simply due to the use of screencapture and being able to hear the faculty's tone of voice.

The data further strongly support that both students and faculty have technological aptitude and ability to integrate the **screen coaching** methodology into the curriculum while demanding **clarity, approachability and competence** as their top three core objectives. Clearly identifying the impact on their confidence and academic success.

Merging our expertise as instructional designer and communication faculty we identified the lack of complicated, edited and manipulated recording (i.e. Camtasia) with Screencast-O-Matic as a simple, yet reliable tool to be a perfect match of outcome-driven feedback. Placing competence ahead of convenience and merging them into what we call "**competenience**" (see glossary).

We generated a rubric that is a direct reflection of the faculty findings, observations, practices and feedback and the students' commentary. We also generated a projection for future scope and scale of the **digital mentorship** approach. Inherently, we defined that a 21st century educator needs to be a mentor that effectively adapts, adopts and diffuses screencasting to capture maturity, growth and independence in the learning process in conjunction with traditional communication skills.



THE THREE C'S RUBRIC






The **Mehl/Fose Three C's Rubric** reflects the necessity to adjust the recording style and duration based on the intended scope and scale of the learning outcome and goals:

CORRECTION	COMPREHENSION	CLARIFICATION
<p><i>Assignment:</i></p> <p>TECHNICAL</p> <p>[scientific, law rule, mathematical, standards-based]</p> <p>QUANTITATIVE</p> <p>Inductive</p> <p>Reasoning principles, definition, justification, distinction problem-solution based with clear and concise guidelines.</p>	<p><i>Assignment:</i></p> <p>CRITICAL THINKING</p> <p>[transformative, or reflective, analytical based]</p> <p>QUALITATIVE</p> <p>Deductive</p> <p>Reasoning principles, application, pragmatic, and cause-effect based with more ambiguous and [independent] solution-finding guidelines.</p>	<p><i>Assignment:</i></p> <p>APPLIED</p> <p>[scaffolding, project, progress, and process driven with both precise and ambiguous guidelines]</p> <p>AMALGAMATION</p> <p>Pragmatic</p> <p>Inductive and deductive reasoning approach [capstone]. Discipline independent, generally reflects a basic-to-applied approach.</p>
<p>ADAPT</p> <p><i>Feedback:</i></p> <p>Adjustment based, micro-managed, samples, show & tell, and concrete feedback with corresponding [visually reinforced] rubric and short commentary/modeling and emulation.</p> <p>length 1-2 minutes</p>	<p>ADOPT</p> <p><i>Feedback:</i></p> <p>Application based, macro-focused, contextual & outcome-driven feedback with corresponding descriptive (semiotic, rhetoric and auditory reinforced) medium length commentary.</p> <p>length 2-3 minutes</p>	<p>DIFFUSE</p> <p><i>Feedback:</i></p> <p>Combination of correction and comprehension feedback.</p> <p>length 3-5 minutes</p> <p>Mehl/Fose ©Copyright 2016-17</p>



PROJECTION - INFOGRAPHIC

Extracted from the data, student testimonials and faculty reflections we are projecting the following **knowledge-transfer-systems** across the three tiers simultaneously.

K-12, SPECIAL ED & ADAPTIVE LEARNING 	HIGHER EDUCATION 	PROFESSIONAL TRAINING 
PUPIL	STUDENT	TRAINEE
<ul style="list-style-type: none"> • learning through transparent process • being supported/recognized • gaining confidence 	<ul style="list-style-type: none"> • reflective learning • encouragement • modeling 	<ul style="list-style-type: none"> • converting intangibles/tangibles • integration holistic workforce • clarity of expectations & standards
TEACHER	EDUCATOR	EXPERT
<ul style="list-style-type: none"> • inspirational • motivational • standards compliance collection 	<ul style="list-style-type: none"> • redundancy elimination • approachability & availability • best practices repository 	<ul style="list-style-type: none"> • communication competency • knowledge-transfer • legacy archiving
GUARDIAN	ALUMNI	COMMUNITY
<ul style="list-style-type: none"> • engaged • partnership • accountability 	<ul style="list-style-type: none"> • mentorship • apprentice/internships • connections/networking 	<ul style="list-style-type: none"> • company outreach • organizational pride • shared values
ADMINISTRATOR	ADMINISTRATOR	HR/MANAGEMENT
<ul style="list-style-type: none"> • workplace satisfaction • teacher recruitment & retention • community engagement/outreach 	<ul style="list-style-type: none"> • workspace optimization • measurability • accountability of intangibles 	<ul style="list-style-type: none"> • performance review (merit-based) • quality & quantity benchmarks • retention & promotion satisfaction

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DAR GLOSSARY INDEX



(1) COMPETENIENCE

The fusion of competent communication with conveniently accessible screen coaching.

(2) DIGITALLY CAPTURED LEARNING PROCESS

The screen capture technology enabled approach to record, share and store formal learning. TLC = Transparency/Timing, Leadership, Communication

(3) DIGITAL MENTORSHIP [DM]

The methodology of applying responsible screencasting pedagogy inside and outside of the classroom with both short-term and long-term goals.

(4) DIGITAL-SAVVY INSTRUCTOR

The amalgamation of the instructors' personality, teaching ability, and technological savvy to motivate and guide the learning community.

(5) FIVE PILLARS

The components framing the adaptation of DM competency: Philosophy, Transparency, Methodology, Development & Infrastructure.

(6) KNOWLEGDE-TRANSFER-SYSTEM

The custom screencast library storing the accumulated assessment.

(7) MENTOR-CHANGE-AGENT

Core qualities entail: accessibility, approachability, aptitude, availability, caring, clarity, competence & communication

(8) MENTORSHIP MAVERICK

The educator adhering to responsible screen coaching pedagogy by means of becoming a competent mentor.

(9) SCREEN COACHING PEDAGOGY [SCP]

The concept that uses multimedia-capturing technology while embedding constructive criticism and assessment.

(10) THREE-TIER-SCAFFOLDING INNOVATION

The simulations, system-wide approach to disrupt the primary/secondary, tertiary and professional leadership & learning realms/arenas to embrace the screen-centric academic approach.



Article #6 PREVIEW:

DIGITAL ACADEMIC REVOLUTION MENTORSHIP COMPETENCY SERIES

THE FUTURE: CONVERTING LEARNERS INTO MENTORING LEADERS

Stay tuned next month for our final article (Article #6) in the *Digital Academic Revolution Mentorship Competency Series* where we will share our detailed projection of the scaffolding approach and its practical application of converting learners into caring, ethical, thoughtful & responsible leaders through the transparency of the learning process.



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