

Preparing the next generation of faculty for the digital world

Carolyn R. Miller

Susan Miller-Cochran

Department of English

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of faculty for the digital world

Ph.D. in Communication,
Rhetoric, and Digital Media

CRDM—New program started
Fall 2005, NC State

CRDM program: premises

- Digital media are transforming human communication practices
- Multimodality is becoming the norm: print, sound, image
- Media convergence continues: phone, tv, internet, etc.
- New theory, research, and instruction needed

CRDM need

- A “crisis” in doctoral education in English
- Strong, continuing demand for technology emphasis in English and Communication faculty hiring
- Undergraduate curriculum transformation will be needed

Curriculum transformation

- Writing across the curriculum, 1980s
- Oral communication across the curriculum, 1990s
- Electronic communication across the curriculum, 2000s
- First-year writing programs
- Writing-and-speaking programs
- Visualization and visual communication

CRDM program: goals

Graduates/future faculty in communication arts:

- instruct undergraduates in the common principles of oral, written, and visual modes
- instruct undergraduates in the distinct skills of performance in these three modes
- incorporate continual technological innovations
- lead in the development of courses, curricula, teaching strategies

CRDM @ NC State

- Fit institutional mission
- Avoid duplication of programs within UNC system
- Expand campus leadership in new area
- Make humanities and social sciences full partners in institutional mission

CRDM



PH.D. in COMMUNICATION,
RHETORIC, & DIGITAL MEDIA

COMMUNICATION IS GLOBAL



Curriculum

HOME

CURRICULUM

ADMISSION

FACULTY

STUDENTS

OPPORTUNITIES

POLICIES

RESOURCES

CONTACT

ABOUT

Students enrolling in the Communication, Rhetoric, and Digital Media degree program are expected to have completed a master's degree in a relevant field. A minimum of 56 credit-hours beyond the master's degree are required to complete the Ph.D. program. The 56 hours include these requirements:

- 15 hours of core courses, including research methods
- 3 hours of research methods
- 0 hours in an appropriate disciplinary area (taken as master's work)
- 6 hours of professional preparation
- 12 hours of elective focus
- 20 hours of research and dissertation

Additional requirements include the following:

- 2.0 GPA in all coursework

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[Core Courses](#)

[Research Methods](#)

[Disciplinary Area](#)

[Elective Focus](#)

[Professional Preparation](#)

[Dissertation](#)

"The perspective usually adopted in human factors practice is one in which the human is

<http://www.ncsu.edu/crdm/>

CRDM program design

- Interdisciplinary, interdepartmental
- Post-master's
- Historical, critical, theoretical, practical, ethical approaches to new communication technologies
- Flexibility and choice
- Recognition of disciplinary structures

Professional preparation

- Re-envisioning the Ph.D.
<http://www.grad.washington.edu/envision/>
- Responsive Ph.D. Initiative, Woodrow Wilson National Fellowship Foundations
<http://www.woodrow.org/responsivephd/agenda.html>
- Preparing Future Faculty Initiative
<http://www.preparing-faculty.org/>

Professional preparation

- 3 hours, CRD 809, Colloquium in CRDM
- 3 hours of teaching preparation (or other relevant professional preparation)
- 3 hours, CRD 704, Technologies and Pedagogies in the Communication Arts

CRD 704

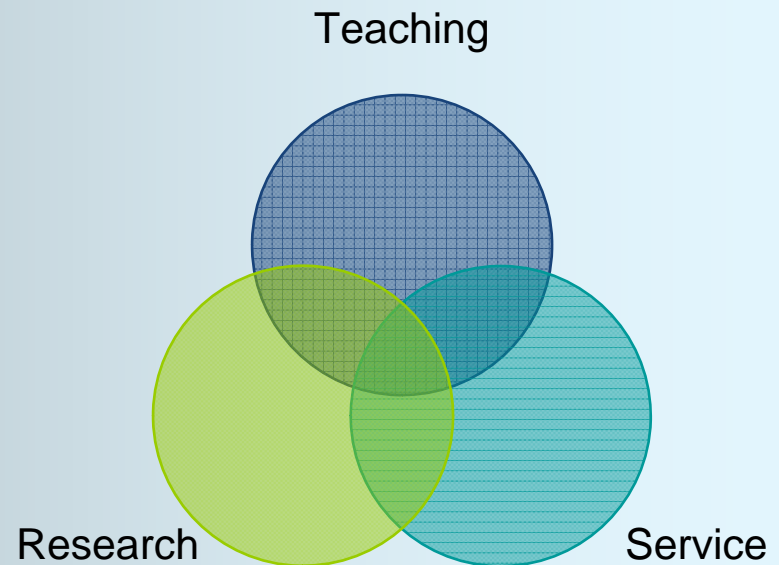
Susan Miller-Cochran

Preparing graduate students as future faculty

- Helping them to redefine their understanding of scholarship (Boyer, 1990)
- Teaching them to become “reflective practitioners” (Schön, 1983)
- Engaging them in the scholarship of teaching and learning (Schulman, 2000)

Faculty responsibilities

Increasingly
intertwined domains
of faculty
responsibility:



Preparing faculty to teach with technology

- Assessing and selecting appropriate technologies for teaching
- Successfully incorporating technologies into instruction (or resisting adoption)
- Critically reflecting on pedagogical choices
- Making this practice part of a scholarly agenda

Assessing and selecting technologies

- Blogs
- Wikis
- Word Processing
- Discussion Boards
- Synchronous Chats
- Open Source Applications
- Course Management Systems
- Research Applications (Zotero)
- Social Networking (MySpace, Facebook, LinkedIn)
- Social Bookmarking (del.icio.us, Furl)
- YouTube
- Podcasts
- Web-based File Sharing (Google docs)
- Second Life
- Mind Mapping software (Bubbl, Gliffy)

Incorporating technology

- Classroom Observation
- Philosophy on Teaching with Technology
- Sample Lesson Plan
- Leader of Class Discussion (using a new technology)

Critical reflection

- Weekly Response Blogs
- Technoliteracy Autobiography
- Laboratory structure of class:
experiment and then discuss

Making reflective practice public (SoTL)

Final Research Project

- Proposal (must identify a potential publication and/or presentation venue)
- Annotated Bibliography (situating research within an ongoing scholarly conversation)
- Final Project (ready for submission to conference or publication)

The ultimate blurring of boundaries

Connecting classes across space and time...

http://wikis.lib.ncsu.edu/index.php/CRD_704