

7 August 2020

Dear [REDACTED] and Members of the Search Committee:

I write to apply for the position of Learning Designer at Dartmouth which was advertised on Higher Ed Jobs. I hold a PhD in English from the University of Oregon (UO), have eight years' experience teaching, and have over a decade of experience creating, fostering, and supporting high-impact teaching and learning practices through tutoring, mentoring, curriculum design, technology support, workshops, and more. As indicated on my resume, I also have training in Universal Design for Learning and Inclusive Design in addition to extensive pedagogical training in the area of first-year Composition.

I am accustomed to working independently as well as in highly-collaborative contexts, and I pride myself on my resourcefulness when it comes to problem solving. In graduate school, I learned how to organize and manage multiple concurrent projects from start to finish—juggling teaching, mentoring, coursework, exams, and dissertation work. Since then, I have honed those skills in a role that requires me to balance web accessibility audits, resource creation, technology trainings, workshop development and delivery, curriculum design, student worker supervision, committee work, professionalization, and more.

I first gained experience guiding faculty in the development and implementation of teaching technologies and innovative teaching strategies as a teaching fellow and visualization lab specialist at UO. There, I offered workshops in which I trained faculty and staff in the use of teaching technologies including social media, podcasting, sound visualization tools, mapping tools, and the university's data visualization lab. I also gave presentations and assisted with training sessions at our annual Composition conference, mentored first-year instructors in the Composition program, and participated in the redesign of the Composition program's core curriculum.

In my current role as the Assistant Director of Transformative Technologies at the University of Virginia's Contemplative Sciences Center, I work behind the scenes as a specialized learning technologist to support faculty in the integration of "transformative technologies" in contemplative courses as well as co-curricular and extracurricular programming. Practically speaking, this means researching, testing, and working with faculty to implement technology that aids student-centered, experiential learning. For example, this year I have been an integral part of redesigning our [Art and Science of Human Flourishing](#) course to make more innovative use of technology in a way that enables the deep sense of community the course requires while also staying mindful of the increased demand to be online (and the effects of that near-constant virtual presence) we are all experience during Covid-19. This has included consulting with the instructors on best practices for online teaching and student privacy and accessibility issues, assisting the instructors with course creation in Sakai, and vetting apps and software that the instructors intend students to use to create and complete assignments.

Throughout my career, I have successfully partnered with faculty to implement teaching technologies and strategies for student learning in a variety of ways. Last year, for instance, I worked with colleagues on the Teaching and Learning Technologies committee at UVa to design a survey in order to assess faculty interests and needs in regard to teaching technologies and technology policies; I was a co-organizer of UVa's annual Teaching with Technology summit, as part of which we offered a critical pedagogy workshop; and I offered workshops and informational sessions to provide faculty and staff with hands-on opportunities to learn about a soon-to-be-launched content management system for the UVa community.

In my current position, I regularly learn, evaluate, and integrate new technologies in order to serve as a specialized learning technologist and project manager for our Digital Flourishing initiative. I sandbox technologies we are interested in implementing in courses as well as co-curricular and extracurricular programming. I also evaluate technologies we wish to use for staff and then train staff in their use. I am familiar with Canvas, Blackboard, and Sakai in addition to tools ranging from WordPress to FlipGrid.

Learning and supporting others in the use of new technologies is something I enjoy, particularly because it has been my experience that—when implemented thoughtfully—technology can be a powerful tool for equity, inclusion, and accessibility in the classroom. I am especially interested in this position because I am passionate about creating engaging, transformative learning experiences by making thoughtful use of technology and I would like to be part of a team of people who are all committed to the same goal.

Thank you for your consideration. I look forward to the possibility of discussing the position further. I can be reached via email at [REDACTED] and via phone at [REDACTED]
[REDACTED]

Sincerely,

Courtney Floyd, PhD

Assistant Director of Transformative Technologies
Contemplative Sciences Center
University of Virginia