Going Viral: Constructively Aligning the Use of Digital Video to Effectively Support Faculty Development

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Abstract : This review article, which is a synthesis of the relevant research literature, focuses on the capabilities of digital video to support, facilitate and enhance faculty development. Based on the literature review, faculty development (i.e., academic or educational development) requires the continued adoption of cohesive, theoretical frameworks to guide research and practice; incorporation of relevant tools from analogous fields, such as teacher professional development; systematic program evaluations; and detailed descriptions of practice to further practice and creative development. A cohesive, five-heuristic framework is subsequently outlined to inform the design and evaluation of the use of digital video, so as to address the barriers to advancing faculty development, as identified through the literature review. Alternative impact evaluation approaches are also described, while the limitations of using digital video for faculty development are highlighted. This paper is therefore conceived as one way to meaningfully leverage the educational affordances of digital video to address some lingering gaps in faculty development.