

## Monday, May 18th

11:30-1:30 PM

- **Thresholds of Writing** Philosophy Conf. Room (New North 204)
- **Doyle Fellows Information Session** Carbam 314

12:00-1:30 PM

- **CNDLS Liaison Luncheon** Murray Room (541 Lauinger)

2:00-4:00 PM

- **Michael Wesch Plenary: Mediated Culture / Mediated Education** ICC Auditorium

4:00 PM

- **Reception Immediately Following** Copley Formal Lounge

## Tuesday, May 19th

9:00-10:30 AM

- **Michael Wesch Plenary: New Media Experiments in Education** ICC Auditorium

10:45-11:45 AM

- **Roundtable Discussion with Michael Wesch** ICC 107
- **Student-Initiated Research Outside the Classroom** ICC 120
- **Writing Quality Multiple Choice Questions** Reiss 264
- **Designing an Effective Presentation** ICC 227
- **The Jesuit University Humanitarian Action Network Project** ICC 270
- **Changing Curricula: Shaping the Curriculum at the Department or Program Level** ICC 116
- **Teaching through Disruptions: Great and Small** ICC 104

12:00 PM

- **Gelardin Lunch and Open House** Murray Room (541 Lauinger)

1:45-3:45 PM

- **Difficult Discussions** ICC 462
- **The Mobile Learner in the 21st Century Classroom** Carbam 316
- **New Media for the Language Classroom** ICC 227
- **Linking Pedagogy, Technology, and Learning Space Design** ICC 107
- **Effective Use of Clickers — It's only as Good as the Questions!** Reiss 264
- **Thresholds of Writing** Philosophy Conf. Room (New North 204)
- **Preparing Undergraduates to Work with Vulnerable Youth Populations in Community-Based Settings** ICC 270

4:00-5:15 PM

- **Assessing Blackboard at Georgetown** ICC 227
- **Using RefWorks** Dubin Room (156 Lauinger)
- **Student-Generated Digital Products: Unnatural Texts in the Natural Sciences** ICC 107
- **Teaching with Hope in an Unjust World** OIP Conf. Room (230 Poulton Hall)
- **Mind-Body Medicine: Calming the Mind, Healing the Body and Renewing the Spirit** ICC 270
- **Call to Action on Curriculum Discussion** Murray Room (541 Lauinger)

## Wednesday, May 20th

9:00-10:15 AM

- **Thresholds of Writing** Philosophy Conf. Room (New North 204)
- **Using Blogs and Wikis for Group Interaction** ICC 227
- **Mid-Semester Group Feedback: Student Views on How a Class is Going** Reiss 264
- **Ellipsis Media Collaboration Tool** ICC 107
- **Curriculum Infusion Pedagogy** Murray Room (541 Lauinger)

10:30-11:45 AM

- **Peer-to-Peer Learning with AthenaBridge** Dubin Room (156 Lauinger)
- **Blackboard for Student Collaboration and Assessment** ICC 227
- **Teaching Non-Traditional College Students** Murray Room (541 Lauinger)
- **Changing Learning: Integrating Study Abroad into Georgetown's Academic Programs** OIP Conf. Room (230 Poulton Hall)
- **Thresholds of Writing** Philosophy Conf. Room (New North 204)

12:00 PM

- **Lunch: Celebrating Georgetown's Strong Teaching Tradition** Copley Formal Lounge

1:45-3:45 PM

- **Creating Online Tutorials with Interactivity and Assessment Using Adobe Captivate** Dubin Room (156 Lauinger)
- **Using New Features in Nvivo** Reiss 264
- **Teaching as a Whole Person: Examples from the Engelhard Project** Murray Room (541 Lauinger)
- **New Approaches in Georgetown's American Studies Program: Digital Texts and Other Non-Traditional Formats** New South Film Screening Classroom
- **Guided-Inquiry Based Teaching Methods: An Example from Electric Circuits** Reiss 502
- **Adobe Acrobat as ePortfolio Tool** ICC 107

4:00-5:15 PM

- **Social Justice 101** OIP Conf. Room (230 Poulton Hall)
- **Creating Online Scenario-based Learning Using Adobe Captivate** Dubin Room (156 Lauinger)
- **Beyond Blogs and Wikis: Other Tools in the Georgetown Digital Commons** ICC 227
- **Gathering Evidence on Student Learning: A Faculty Roundtable Conversation** Murray Room (541 Lauinger)

 = 1 full AT credit    = half AT credit

# TLISI 2009

page 1: schedule-at-a-glance  
pages 2-8: full workshop descriptions



## Monday, May 18th

11:30-1:30 PM

### → Thresholds of Writing

The Thresholds of Writing Project is a three-year collaborative project, seeking to improve the connections between writing and intellectual work in the Georgetown undergraduate experience. Georgetown faculty will work together to understand our shared and differing values related to academic writing across fields and in assigning and evaluating student writing. We will also look at evidence of the student experience with writing across fields in order to explore the nature of student progress in writing in stages or thresholds of sophistication. Out of these broader conversations, some faculty will experiment with modest assignment revisions that could enhance the ways that students engage writing in the context of their learning, including helping students collect and reflect on their writing as it develops across courses and over time. The project is responsive to the recently distributed document from the Provost's ad hoc working group on the curriculum, "A Call to Action: Curriculum and Learning at Georgetown," with its attention to the "need to expand the ways that we emphasize writing and communication iteratively throughout all four years and within all disciplines."

**(Note: This seminar is by invitation only. If you are interested in participating, please see the full project description at: <http://ddl.georgetown.edu/thresholds-of-writing/> and contact one of the organizers.)**

Facilitators: Randall Bass (CNDLS and English), Edward Maloney (CNDLS and English), Margaret Debelius (English), Norma Tilden (English)

**Philosophy Conf. Room (New North 204)**

### → Doyle Fellows Information Session

The newly announced Doyle Faculty Fellowships are part of the Doyle Building Tolerance Initiative, a campus-wide effort to promote tolerance and intellectual engagement with diversity in the curriculum and outside the classroom. Doyle Fellowships will provide an opportunity for a select group of faculty across the disciplines to redesign and teach courses that integrally incorporate into their disciplinary content the engagement of diversity and difference. Facilitated and supported by CNDLS, and building on Georgetown's experience with the "curriculum infusion" approach used in the highly successful Engelhard Project (<http://cndls.georgetown.edu/view/projects/engelhard.html>), these fellowships will provide faculty with the resources to redesign courses to incorporate themes of tolerance and understanding. This session will provide more information on the Doyle Initiative and Fellowships, and will engage faculty participants in thinking about how to make their teaching and their courses more inclusive.

**(Note: This session is by invitation only. If you are interested in attending, please see the full project description at: <http://cndls.georgetown.edu/view/projects/doyle-fellowships.html> and RSVP to Joselyn Schultz Lewis, [jks38@georgetown.edu](mailto:jks38@georgetown.edu).)**

Facilitators: Barbara Craig (CNDLS), John Rakestraw (CNDLS and Theology), Joselyn Schultz Lewis (CNDLS)

**Carbarn 314**

12:00-1:30 PM

### → CNDLS Liaison Luncheon

This lunch will be a special "thank you" to the CNDLS Liaisons for the work they've done for us this year and as a kick-off to the rest of the week.

**(Note: This session is by invitation only.)**

**Murray Room (541 Lauinger Library)**

2:00-4:00 PM

### → Michael Wesch Plenary: Mediated Culture / Mediated Education

It took tens of thousands of years for writing to emerge after humans spoke their first words. It took thousands more before the printing press and a few hundred again before the telegraph. Today a new medium of communication emerges every time somebody creates a new web application. A Flickr here, a Twitter there, and a new way of relating to others emerges. New types of conversation, argumentation, and collaboration are realized. Using examples from anthropological fieldwork in Papua New Guinea, YouTube, university classrooms, and "the future," this presentation will demonstrate the profound yet often unnoticed ways in which media "mediate" our conversations, classrooms, and institutions. We will then apply these insights to an exploration of the implications for how we may need to rethink how we teach, what we teach, and who we think we are teaching.

**ICC Auditorium**

4:00 PM

### → Reception Immediately Following

Please join us immediately after the plenary for a reception in Copley Formal Lounge. We can share our thoughts on Michael Wesch's talk and celebrate the 15 year history of Georgetown University's summer teaching and learning institutes. Beverages and light hors d'oeuvres will be served while the Dan Roberts Trio provides the perfect backdrop of jazz music to socialize 1.0 style (i.e. face to face!).

**Copley Formal Lounge**

## Tuesday, May 19th

9:00-10:30 AM

### → Michael Wesch Plenary: New Media Experiments in Education

In this presentation, Wesch will showcase and discuss both successful and failed attempts by himself and others to integrate Facebook, Netvibes, Diigo, Google Apps, Jott, Twitter, 2D barcodes, and other emerging technologies into the classroom to create a rich learning environment. He will share examples from his widely-publicized "World Simulation" which he uses to transform large lectures into massive collaborative problem-solving networks engaged in exploring global problems, as well as his experiments with his syllabus-free purpose-driven Digital Ethnography course, an undergraduate course in which students create highly-regarded videos viewed by hundreds of thousands around the world and reviewed in major publications such as the New York Times.

**ICC Auditorium**

10:45-11:45 AM

### → Roundtable Discussion with Michael Wesch

Plenary speaker Michael Wesch will entertain questions and comments from those interested in following up on themes and issues raised in his two plenary presentations.

Facilitator: Michael Wesch

**ICC 107**

### → Student-Initiated Research Outside the Classroom

Despite heavy workloads and extensive extra-curricular commitments, some Georgetown undergraduates have carried out their own academic research projects on top of their regular course load. Student representatives from two such projects, The Telepresence Forum involving Main Campus and SFS-Q students, and GUSA's

Student Commission for Unity (SCU) will discuss experiences that led them to carry out this work, including such questions as why they chose to do this research, what role it now plays in their classroom work and how their work has reshaped their understanding of themselves as students.

Presenters: Zack Bluestone (Telepresence Forum), Brian Cook (SCU), Brian Kesten (SCU), and Matthew Smallcomb (Telepresence Forum)

Facilitator: Joselyn Schultz Lewis (CNDLS)

**ICC 120**

### → Writing Quality Multiple Choice Questions

Good multiple choice questions align with learning goals, reward deep understanding, discourage rote memorization, and provide an accurate picture of student learning. The “trick” in constructing these questions is avoiding common technical flaws in item development and targeting higher-level thinking skills such as application and integration. Such questions can assess a variety of learning objectives efficiently. In this workshop, participants will discuss some simple steps and technical considerations in designing good multiple choice questions and practice using Bloom’s Taxonomy to target questions to the appropriate cognitive level. Participants interested in bringing MCQ projects with them to refine at the workshop are encouraged to do so.

This workshop is intended to serve two audiences:

- the instructor using MCQ during class time to assess student understanding, check class progress, stimulate thinking, or generate discussion, perhaps along with a Personal Response System (i.e. clickers).
- the instructor using MCQ in order to evaluate student learning, permit progress to the next level of the course or program, and perhaps to assign a grade for a unit/module/course.

Facilitators: Aviad Haramati (Physiology and Biophysics), Peggy A. Weissinger (Director of Assessment and Evaluation, School of Medicine)

**Reiss 264**

### → Designing an Effective Presentation

The integration of some key tools, basic design rules and new media in your PowerPoint or Keynote presentations will add interest, excitement and, most importantly, will keep your students engaged throughout your presentation. In this 60-minute workshop, participants will learn how to design engaging slides, use the best of new tools to deliver and share online presentations, and integrate new media into PowerPoint and Keynote slides.

Presenter: Paulina Maldonado (CNDLS)

**ICC 227**

### → The Jesuit University Humanitarian Action Network Project

Humanitarian action speaks to the very heart of Georgetown’s values. This session will focus on opportunities for faculty interested in incorporating an emphasis on humanitarian action into their courses and research through an exciting new Georgetown initiative, the Jesuit University Humanitarian Action Network (JUHAN). Funded by a grant from the Teagle Foundation, and led by Fairfield University, Fordham University and Georgetown University, JUHAN engages students, faculty, administrators, and staff at Jesuit universities in developing learning and institutional strategies that better prepare university communities for involving themselves in and understanding the complexities of humanitarian crises—both domestic and international. Come hear Susan Martin, head of GU’s Institute for the Study of International Migration, discuss how you and your students might engage in this exciting new effort.

Presenter: Susan Martin (International Migration, SFS)

**ICC 270**

### → Changing Curricula: Shaping the Curriculum at the Department or Program Level

Discussions about teaching and learning often focus on changes that take place within a particular course, but what about the bigger picture of a student’s journey toward a degree? This session will focus on the process of curricular change at the department level, whether that means designing a new degree program or restructuring existing course offerings. Panelists representing a diverse set of Georgetown programs will share their perspectives on the challenges of balancing required courses and electives, integrating input from faculty, students, and administrators, and evaluating the effectiveness of a curriculum.

Panelists: Anna Celenza (Performing Arts), Karen Gale (Neuroscience), Nicoletta Pireddu (Italian), Anna Trester (Linguistics)

Facilitator: Theresa Schlafly (CNDLS)

**ICC 116**

### → Teaching through Disruptions: Great and Small

This session will examine the disruptions that occur in our students’ lives both on and off campus. We will talk about “great” disruptions - what to do when your campus must evacuate or classes are canceled for an extended period of time due to natural disasters. In addition, we will also look at the undergraduate culture affecting our students including some of the “small” disruptions such as social networking bullying as well as accommodations for illness and mental health issues. The focus will partially be online resources including advantages and disadvantages to “going online.”

Panelists (from Loyola University New Orleans): Erin Dupuis (Psychology), Nathan Henne (Spanish), Judith Hunt (History)

**ICC 104**

12:00 PM

### → Gelardin Lunch and Open House

What is new media literacy and why is it important in the academy and in our culture? Come see examples of innovative student and faculty work from disciplines across campus that incorporate new media elements. These projects demonstrate how both simple and advanced tools can be used to enhance communication and help foster skills like critical thinking, creativity and collaboration. After the luncheon we welcome you to the Gelardin Center for an open house and tour of the new media creation facilities. During your visit, you’ll be able to learn about our resources and talk to the staff about how we can support your needs.

This session, including the open house, will be repeated on Thursday, 5/21 at 10:30 am. See the New Media Center’s workshop page for a complete list of summer workshops. You can also register for any of the workshops on that page.

**Because it has reached capacity, registration for this luncheon is now closed. We apologize for any inconvenience.**

**Murray Room (541 Lauinger Library)**

1:45-3:45 PM

### → Difficult Discussions

Instructors are often hesitant to introduce topics like racism, classism, and heterosexism in the classroom because their training has not prepared them to handle the issues and exchanges that may result. This interactive workshop will provide participants an opportunity to look at how topics can provoke heated discussions and examine strategies to steer such discussions in a productive direction. Participants will have the chance to share stories about when discussions about these topics took an unexpected turn they were unprepared to handle, then to share ideas about how to address these circumstances in the future.

Facilitators: Barbara Craig, Joselyn Schultz Lewis (CNDLS)

**ICC 462**

### → The Mobile Learner in the 21st Century Classroom

The emergence of the highly active, curious and technology-enriched mobile learner in our university classrooms has created a new level of complexity directed to the art of teaching. Their expectations for self-described success are built upon a new global technology footprint, one that demands unvarying surveillance and interaction. In this evocative session we will examine some of the trends in teaching and learning in active learning environments and look to understand how we can offer new, exciting information transfer systems to our students.

Facilitator: Barry Adams (Apple)

**Carbarn 316**

### → New Media for the Language Classroom

This workshop will showcase recent Georgetown innovations in integrating new media, social software, weblogs, micro-blogs, geo-tagging, etc. in the foreign language curriculum. A series of faculty presentations will bring the summer institute's focus on new media, changing students, and evolving pedagogical practices into the language classroom. Issues addressed will include how and where to implement technologies, where to get support, and how to assess their effect on learning.

As part of this workshop, CNDLS will also showcase some of its latest on-line resources (wikis, blogs, lecture capture, clickers) and answer questions about how they can enhance the language classroom.

Panelists: Laura Weiss (Spanish), Melissa Baralt (Spanish), Lore-dana DiMartino (Italian), Louise Hipwell (Italian), Hana Zabarah (Arabic & Islamic Studies), Rob Pongsajapan (CNDLS), Sylvie Durmelat (French)

Facilitators: Peter Janssens, Susan Pennestri (CNDLS)

**ICC 227**

### → Linking Pedagogy, Technology, and Learning Space Design

Three subgroups of Georgetown University's Unified Classroom Services Working Group (UCSWG) have been charged with investigating learning space design, classroom lecture capture, and interactive computer classroom design and technologies. These three groups come together to host this session which will...

- demonstrate pedagogical strategies made possible by these shifts
- share the progress of each subgroup
- collect feedback from attendees

The session will feature the pedagogy of Simon Gray — associate professor of computer science from The College of Wooster in Ohio. Simon is the author most recently of *Data Structures in Java: From Abstract Data Types to the Java Collections Framework*. Addison-Wesley, 2007. He will provide a demonstration of lecture capture, annotations with digital ink, and the use of Classroom Presenter. He will also discuss the implications for learning space design and the creation of learning communities focused on smart uses of technology in the classroom.

**Participants are encouraged to download the free software, Classroom Presenter (available at <http://classroompresenter.cs.washington.edu/>), onto their own windows-based laptop or tablet and bring them to this session.**

Facilitators: Janet Russell (CNDLS and Biology), Simon Gray (Associate Professor of Computer Science, The College of Wooster in Ohio; Great Lakes Colleges Association Program Officer for the New Directions Initiative)

**ICC 107**

### → Effective Use of Clickers — It's only as Good as the Questions!

Asking students questions during class is not new to education, but the process has changed through technology. Student response systems, or Clickers, allow for simultaneous and anonymous answers from large numbers of students, which provide quick feedback to both faculty and students. However, Clickers are only as good as the questions posed. This workshop will focus on the "hows" and "whys" of 1) creating questions that can effectively uncover and/or evaluate student learning; 2) balancing simple and complex questions; and 3) structuring class time for their efficient use. Facilitators will share a taxonomy of clicker questions; provide specific examples of use in the large lecture hall; and share lessons learned. (Note: Session is focused on teaching rather than technology and will not cover logistics, types of and selection of available systems, or technical challenges.)

Facilitators: Jennifer Rogers (Physiology and Biophysics), Peggy A. Weissinger (Director of Educational Assessment and Evaluation, School of Medicine)

**Reiss 264**

### → Thresholds of Writing

The Thresholds of Writing Project is a three-year collaborative project, seeking to improve the connections between writing and intellectual work in the Georgetown undergraduate experience. Georgetown faculty will work together to understand our shared and differing values related to academic writing across fields and in assigning and evaluating student writing. We will also look at evidence of the student experience with writing across fields in order to explore the nature of student progress in writing in stages or thresholds of sophistication. Out of these broader conversations, some faculty will experiment with modest assignment revisions that could enhance the ways that students engage writing in the context of their learning, including helping students collect and reflect on their writing as it develops across courses and over time. The project is responsive to the recently distributed document from the Provost's ad hoc working group on the curriculum, "A Call to Action: Curriculum and Learning at Georgetown," with its attention to the "need to expand the ways that we emphasize writing and communication iteratively throughout all four years and within all disciplines."

**(Note: This seminar is by invitation only. If you are interested in participating, please see the full project description at: <http://dl.georgetown.edu/thresholds-of-writing/> and contact one of the organizers.)**

Facilitators: Randall Bass (CNDLS and English), Edward Maloney (CNDLS and English), Margaret Debelius (English), Norma Tilden (English)

**Philosophy Conf. Room (New North 204)**

### → Preparing Undergraduates to Work with Vulnerable Youth Populations in Community-Based Settings

Every week throughout the academic year, hundreds of Georgetown undergraduates engage in community based activities as tutors, researchers, mentors, and teachers for young people in the D.C. community. The young people receiving assistance through this outreach typically attend chronically low-performing schools and live with the numerous day-to-day stresses that accompany life in financially impoverished families and communities. Undergraduates provide invaluable services to this vulnerable and high-need population, and themselves often benefit through the learning that occurs through the experience.

However, many of the undergraduates who engage in these experiences have no personal experience with the life conditions of those they encounter, and prior to their arrival at Georgetown, have little or no professional training or experience working with this population or in similar communities.

Given the vulnerability of the population served and lack of prior knowledge possessed by undergraduates, initial and ongoing training is essential. Furthermore, research shows that the learning that

undergraduates are able to derive from their community experiences is highly dependent on the instructional framework that surrounds those experiences.

Currently, individual programs, courses, and student groups within the university independently provide training for their volunteers. Each plans and carries out its own training events, gathers its own instructional resources, develops its own relationships with experts and community contacts, and learns from its own experiences.

The purpose of this workshop is to bring together all of those involved in providing this training for the first in a series of sessions focused on effective and coordinated training and support for Georgetown undergraduates who work with at-risk youth in the community.

The objectives of this first session are to:

1. Identify and discuss ethical and practical problems (generated through research and personal experience) that necessitate training those working with vulnerable youth populations;
2. Identify and discuss components of effective training for those working with this population;
3. Identify and discuss the pitfalls and opportunities associated with this work for undergraduate learning;
4. Identify and discuss components of effective instructional support for undergraduate learning through service;
5. Develop a group work plan for the upcoming academic year to:
  - a) provide professional development opportunities on the subject of effective training practices for those who train volunteers, and
  - b) create a coordinated series of training events to complement existing training that would be open to all undergraduate volunteers who engage with at-risk youth in community settings, to be taught by those who direct these groups of undergraduates.

Facilitator: Heather Voke (CNDLS and Philosophy)

**ICC 270**

4:00-5:15 PM

#### → **Assessing Blackboard at Georgetown**

As part of our project to assess Blackboard, we will explore how Blackboard 8 works for Georgetown faculty and students, how (in) dispensable it is to teaching and student learning, and how it fits in with the broader “social software” movement. Should Blackboard incorporate more social features? Where is Blackboard Inc. taking the product? We will discuss these questions as part of our impending assessment of how Georgetown faculty and students use Blackboard.

Facilitators: Peter Janssens, Mindy McWilliams, Brian Boston, Susan Pennestri (CNDLS)

**ICC 227**

#### → **Using RefWorks**

A Georgetown librarian will demonstrate RefWorks, a free service to Georgetown University students, faculty, staff and alumni. RefWorks is an online bibliographic management tool designed to help researchers gather, manage, store and share information and generate citations and bibliographies. This workshop will cover the main features of RefWorks, highlight its collaboration functions, and discuss how it can fit in with an E-Portfolio strategy. This is intended to be a hands-on session.

Presenter: David Gibbs (Lauinger Library)

**Dubin Room (156 Lauinger Library)**

#### → **Student-Generated Digital Products: Unnatural Texts in the Natural Sciences**

This session will consider the design, implementation, assessment, and showcasing of student generated multimedia texts in the natural sciences. Faculty from the School of Nursing and Health Studies and

the Department of Biology will preview some of their student products and discuss why they assigned these projects, the pedagogy employed, the learning goals, and realizations. Representatives from GU library and Gelardin New Media Center will discuss the logistics of implementing such assignments—including finding and using source materials, student training, and available equipment.

Panelists: Heidi Elmendorf (Biology), Janet Russell (CNDLS and Biology), Sarah Vittone (Nursing and Health Studies), Beth Marhanka (Gelardin New Media Center), Laurie Davidson (John Vinton Dahlgren Memorial Library)

**ICC 107**

#### → **Teaching with Hope in an Unjust World**

Whether it's the environment or the economy, the world seems to be increasingly more fragile; the disparities between the rich and the poor seem to be growing. Students come to us at Georgetown to get educated, to become equipped to live in the world with all its problems and possibilities. How do we keep on educating them with hope in the face of such pervasive problems as suffering, violence, human degradation? What sorts of assignments and activities might push students (and us as instructors) to integrate theoretical discussions of justice into reflections on the world outside the classroom? What enables us to “keep on keepin’ on”? This panel of four faculty from different departments/schools will be a conversation about engaged ways to teach in troubled times, ways that offer a combination of realism and idealism in the education of this next generation of citizen-leaders.

Facilitator: Kathleen Maas Weigert (Center for Social Justice Research, Teaching and Service; Sociology)

Panelists: Bob Bies (McDonough School of Business), Kathryn Leonhardy (Nursing and Health Studies), Joe McCartin (History), Ricardo Ortiz (English)

**OIP Conf. Room (230 Poulton Hall)**

#### → **Mind-Body Medicine: Calming the Mind, Healing the Body and Renewing the Spirit**

In today's world many of us are overwhelmed by the unending demands of our personal and professional lives. As a result, we spend much of our time in a state of physical, mental and emotional stress. In recent years, research has proven that Mind-Body Medicine approaches, including self-awareness, relaxation, meditation, and guided imagery are among the best-known and most widely used of the complementary or integrative approaches to healthcare.

In this session, participants will be introduced to the principles and healing aspects of Mindfulness Meditation, a Mind-Body Medicine skill that has proven effective in enhancing both physiological and psychological well-being. In addition, participants will be given the opportunity to enhance their own health and well-being by experiencing a guided meditation.

Facilitator: Nancy Harazduk (Director of the Mind-Body-Medicine Program, School of Medicine)

**ICC 270**

#### → **Call to Action on Curriculum Discussion**

Recently, the Provost circulated a document, entitled “Call to Action: Curriculum and Learning at Georgetown,” intended to spark reflection and dialogue on Georgetown's undergraduate curriculum. This session, led by Assistant Provost Randy Bass, will offer an opportunity to share responses to the Call to Action and other thoughts on the curriculum: What does our curriculum do well? What could it do better? This is part of an ongoing series of conversations about the curriculum which will continue into the fall. For the complete Call to Action document, see: <https://digitalcommons.georgetown.edu/blogs/call-to-action/>. You can also comment on the document there.

Facilitator: Randall Bass (CNDLS and English)

**Murray Room (541 Lauinger Library)**

## Wednesday, May 20th

9:00-10:15 AM

### → **Thresholds of Writing**

The Thresholds of Writing Project is a three-year collaborative project, seeking to improve the connections between writing and intellectual work in the Georgetown undergraduate experience. Georgetown faculty will work together to understand our shared and differing values related to academic writing across fields and in assigning and evaluating student writing. We will also look at evidence of the student experience with writing across fields in order to explore the nature of student progress in writing in stages or thresholds of sophistication. Out of these broader conversations, some faculty will experiment with modest assignment revisions that could enhance the ways that students engage writing in the context of their learning, including helping students collect and reflect on their writing as it develops across courses and over time. The project is responsive to the recently distributed document from the Provost's ad hoc working group on the curriculum, "A Call to Action: Curriculum and Learning at Georgetown," with its attention to the "need to expand the ways that we emphasize writing and communication iteratively throughout all four years and within all disciplines."

(Note: This seminar is by invitation only. If you are interested in participating, please see the full project description at: <http://ldl.georgetown.edu/thresholds-of-writing/> and contact one of the organizers.)

Facilitators: Randall Bass (CNDLS and English), Edward Maloney (CNDLS and English), Margaret Debelius (English), Norma Tilden (English)

**Philosophy Conf. Room (New North 204)**

### → **Using Blogs and Wikis for Group Interaction**

Participants in this workshop will gain hands-on experience using WordPress and Wikispaces, the blog and wiki tools used in the Georgetown Digital Commons project. We will introduce different models of interaction, show examples set up by Georgetown faculty, and demonstrate how to tailor a blog or wiki to support each model. Participants will also have the opportunity to set up and experiment with a blog or wiki during the workshop.

Facilitators: Rob Pongsajapan, Marie Selvanadin (CNDLS)

**ICC 227**

### → **Mid-Semester Group Feedback: Student Views on How a Class is Going**

Mid-Semester Small Group Feedback is an assessment technique conducted at the mid-point of the semester. This technique allows faculty to gather feedback from students on:

- Parts of a course that are new or changed from the previous semester
- Course activities such as class time, homework, projects, lab work, use of technology

The resulting feedback then allows faculty to implement changes in the remainder of the semester based on student comments. When faculty members implement small course changes, this also communicates to students that their feedback is valued and relevant. Faculty who have had MSGFs done in their classes will describe the sorts of things they learned about their students' experience in the class, and how they adjusted their teaching in response to student feedback. CNDLS staff will describe the logistics of the program.

Presenters: John Rakestraw (CNDLS and Theology), Joselyn Schultz Lewis (CNDLS), Earl Skelton (Physics), Ben Bogin (Theology), Yulia Chentsova-Dutton (Psychology)

**Reiss 264**

### → **Ellipsis Media Collaboration Tool**

CNDLS is developing a versatile tool called "Ellipsis" for web-based collaboration around any set of texts, including images, audio, and video as well as print texts. Originally developed as the application engine for MyDante, a website devoted to the study of Dante's Divine Comedy ([dante.georgetown.edu](http://dante.georgetown.edu)). Ellipsis is currently being used in a Philosophy class at Georgetown. Ellipsis allows users to create annotations and footnotes, place images anywhere in the texts, write personal journal entries, and post comments in a shared discussion area, in addition to other capabilities.

This session, led by CNDLS developer Bill Garr, will feature a demonstration of Ellipsis and an explanation of its features, as well as some discussion about the process of its development, including such challenges as digital rights management and the difficulty of balancing one project's specific needs with the flexibility of the application as a whole.

The possibilities for application of Ellipsis are almost limitless, including a wide range of source texts of all types and a variety of ways of using the tool for course work or research. For example, CNDLS is currently working with the Italian department to develop a new writing project using Ellipsis. We expect that faculty from various disciplines will discover new ways to use the tool, and it has been designed with maximum flexibility to allow for innovative adaptations. We are hoping to build an active cohort of faculty who will help us bring this project to maturity. Please come to see our demo and join our community!

Presenters: Bill Garr (CNDLS), Theresa Schlafly (CNDLS)

**ICC 107**

### → **Curriculum Infusion Pedagogy**

How would you like students to say that your course is one of the ones they will most remember from their Georgetown education? Or that you are one of the faculty members they really connected with?

This workshop will introduce a pedagogy called "curriculum infusion" that intentionally links academic content with what is going on in students' lives outside the classroom to produce a more meaningful, engaged learning experience. Faculty who have taught with curriculum infusion at Georgetown will speak about their experience using in-class discussions, reflective writing pieces and guest speakers to allow students to reflect on course topics such as stress and anxiety, eating disorders, sexual orientation, etc. which intersect directly with their personal lives. In addition to faculty voices, we will share a video of three Georgetown students talking about the impact Engelhard courses have had on them.

Engelhard Faculty Fellows: Steven Singer (Biology), Jen Woolard (Psychology), Heather Voke (CNDLS and Philosophy)

Facilitator: Barbara Craig (CNDLS)

**Murray Room (541 Lauinger Library)**

10:30-11:45 AM

### → **Peer-to-Peer Learning with AthenaBridge**

AthenaBridge is a Web-based collaboration tool with great potential for applications in higher education. Originally designed for the US Intelligence Community, AthenaBridge structures online conversations into meaningful debates by progressively emphasizing the arguments and counter-arguments that are judged to be most effective by the participants and by the faculty moderator. Students learn to develop a more thoughtful debate as a community. This will be both a presentation and a hands-on session. Attendees will have the opportunity to use AthenaBridge, as well as to propose features and to discuss potential uses of the application in their own teaching practice.

Presenter: Lucas Cioffi (AthenaBridge Representative)

**Dubin Room (156 Lauinger Library)**

### → **Blackboard for Student Collaboration and Assessment**

This session will look at Blackboard as a tool for managing student work and assessing student learning. We will

- highlight often overlooked student collaboration and assessment features of the Blackboard software, including student assignments, self- and peer-assessment, new discussion features, and group functionality;
- compare Blackboard with other on-line communication and collaboration tools—including blogs, microblogs, and (other) “social” software—used as teaching and learning tools.

Presenters: Peter Janssens (CNDLS), Susan Pennestri (CNDLS)

**ICC 227**

### → **Teaching Non-Traditional College Students**

Most Georgetown undergraduate students are young adults with strong educational backgrounds pursuing a university degree within a year of their graduation from high school. However, Georgetown's School of Continuing Studies (SCS) enrolls hundreds of students of all ages and backgrounds in both degree and non-degree programs. These students sometimes offer special challenges but also enrich the educational experience for everyone on campus. Join faculty who teach courses in the SCS as they reflect not only on the differences between non-traditional students and most of the students in the undergraduate colleges but also on how these differences change (and don't change) the practice of teaching and learning. Participants will also receive a bibliography on non-traditional student learning.

Panelists: Nolana Yip (English), Tony Tambasco (Interim Dean of the Master of Arts in Liberal Studies Program), Gaye White (Student in the Bachelor of Arts in Liberal Studies Program)

Facilitator: Kathy Temple (English)

**Murray Room (541 Lauinger Library)**

### → **Changing Learning: Integrating Study Abroad into Georgetown's Academic Programs**

In light of recent reflections on the curriculum at Georgetown and a national call to “internationalize” our campuses, the Office of International Programs' Division of Overseas Studies will lead a session exploring the integration of study abroad into student learning, including current applications at Georgetown, practices at other US universities and a discussion of future possibilities. A brainstorming session will follow in which participants will be invited to propose new ways to incorporate learning done abroad with the academic programs on campus.

Facilitators: James Burke, Magdalena Chica-Garzon, Tineka Lebrun, Sylvia Mitterdorfer, Jason Sanderson (Office of International Programs)

**OIP Conf. Room (230 Poulton Hall)**

### → **Thresholds of Writing**

The Thresholds of Writing Project is a three-year collaborative project, seeking to improve the connections between writing and intellectual work in the Georgetown undergraduate experience. Georgetown faculty will work together to understand our shared and differing values related to academic writing across fields and in assigning and evaluating student writing. We will also look at evidence of the student experience with writing across fields in order to explore the nature of student progress in writing in stages or thresholds of sophistication. Out of these broader conversations, some faculty will experiment with modest assignment revisions that could enhance the ways that students engage writing in the context of their learning, including helping students collect and reflect on their writing as it develops across courses and over time. The project is responsive to

the recently distributed document from the Provost's ad hoc working group on the curriculum, “A Call to Action: Curriculum and Learning at Georgetown,” with its attention to the “need to expand the ways that we emphasize writing and communication iteratively throughout all four years and within all disciplines.”

(Note: This seminar is by invitation only. If you are interested in participating, please see the full project description at: <http://ldl.georgetown.edu/thresholds-of-writing/> and contact one of the organizers.)

Facilitators: Randall Bass (CNDLS and English), Edward Maloney (CNDLS and English), Margaret Debelius (English), Norma Tilden (English)

**Philosophy Conf. Room**

12:00 PM

### → **Lunch: Celebrating Georgetown's Strong Teaching Tradition (Copley Formal Lounge)**

This lunch will feature recent Georgetown teaching award winners who will speak to the themes of this year's institute — changing media, changing students, changing teaching. Please join us for lunch and a chance to reflect with colleagues who have been honored by students and administration for their excellence in teaching.

**Copley Formal Lounge**

1:45-3:45 PM

### → **Creating Online Tutorials with Interactivity and Assessment Using Adobe Captivate**

Participants in this workshop will learn how to easily create Flash-based interactive presentations and assessments for students' self-paced learning using Adobe Captivate. The workshop will focus on converting PowerPoint presentations to online tutorials with interactive elements and on various types of quizzes which provide students with a rich learning experience. Making students' quiz results (scores, pass/fail or complete/incomplete) reported to Grade Center in Blackboard will be also covered.

Presenter: Taeyeol Park (John Vinton Dahlgren Memorial Library)

**Dubin Room (156 Lauinger Library)**

### → **Using New Features in Nvivo**

Methods courses for qualitative research are offered by most social sciences and linguistics departments at undergraduate and graduate levels. NVivo offers a wide range of tools to facilitate qualitative analysis, including conversation analysis, discourse analysis, ethnography, and literature review. The newly released NVivo 8 has added many useful features:

- Import audio files (.mp3, .wma, or .wav) to convert into transcripts for analysis.
- Import video files (.mpg, .mpeg, .wmv, .avi, and .mp4) for review and coding.
- Support multi-language (English, divish, Chinese, etc.).
- Display coding in documents, pictures, and video files visually using coding stripes.
- Auto-code structured interviews with open-ended questions.
- Summarize ideas in flow charts and track the evolution of results.
- Search and gather items using the “advanced finding” feather.
- Export findings in various formats for reporting.

The workshop will demonstrate the basics and new features of Nvivo 8. We may invite faculty who teach qualitative analysis to share their experiences. Participants will have hands-on practice of the new features on their own laptops.

Facilitator: Rusan Chen (CNDLS and Psychology)

**Reiss 264**

### → Teaching as a Whole Person: Examples from the Engelhard Project

How might our teaching change when we connect with not only the intellectual, but also the social, emotional, and moral dimensions of our students' lives? This workshop will open up a faculty conversation about the challenges involved in bringing one's whole self into the classroom: in other words, how teaching as more of a whole person enables us to teach to students as whole persons. In this workshop, Georgetown faculty will share some of their experiences with teaching in the Engelhard Project, which focuses on engaging students by connecting academic content to students' daily lives. Students in Engelhard courses have repeatedly said in focus groups and interviews that their Engelhard professors cared about them as people, and demonstrated this care for them through course activities related to their lives, being available outside of class, and by sharing their own personal connection to the material. Engelhard Faculty Fellows will discuss how their efforts to 'teach to the whole student' have led them to bring more personal dimensions of themselves into the classroom, and how the Engelhard Project and other initiatives at Georgetown provide support for this kind of teaching.

Engelhard Faculty Fellows: Maria Donoghue (Biology), Betsi Stephen (SFS), Heather Voke (CNDLS and Philosophy)

Facilitator: John Rakestraw (CNDLS and Theology)

**Murray Room (541 Lauinger Library)**

### → New Approaches in Georgetown's American Studies Program: Digital Texts and Other Non-Traditional Formats

This panel will showcase a variety of innovations that American Studies has incorporated into the teaching of the core sequence of courses in the major. Approaches to be discussed and illustrated include digital student portfolios and digital platforms for presenting student work, such as blogs and wikis, digital storytelling, and documentary video. The panel will culminate with a discussion of how these techniques have been used in innovative senior thesis work.

The American Studies program was the recipient of an Integrated Learning Pilot Grant as part of the Undergraduate Learning Initiative sponsored by Georgetown College and CNDLS. A faculty working group engaged in a two year process investigating how non-traditional formats for presenting and sharing knowledge might be integrated into the curriculum. These formats include digital platforms, video, and performance. The group also considered ways in which the program's interdisciplinary curriculum might be integrated more effectively, especially through the use of digital portfolios that majors would develop over the course of their academic careers leading to the required senior thesis project. Finally, the group examined how formal classroom learning could be complimented by field trips, internships, and other experiences.

Panelists: Garrison LeMasters, Trish Fancher, Sharon Leon, Michael Coventry, Bernie Cook (American Studies)

Facilitator: Diana Owen (Communication, Culture, & Technology)

**New South Film Screening Classroom**

### → Guided-Inquiry Based Teaching Methods: An Example from Electric Circuits

Many university faculty recognize the value of inquiry-based instruction, but we often have had little exposure to the inquiry process in the role of a student. In fact, many instructors have experienced mostly traditional instruction themselves, which can make it difficult to develop inquiry-based lessons. In this workshop, participants will have the opportunity to experience guided-inquiry learning from the perspective of the student. Working through an example from electric circuits, participants will experience the inquiry process. We will then discuss key components of the lesson with a focus on advantages and disadvantages of guided-inquiry instruction. Research used to develop the electric circuits lesson, and learning outcomes from a

variety of populations at both Georgetown and elsewhere, will be described. This workshop will be of interest to any faculty who wish to experience a guided-inquiry curriculum in the role of student, either to expand their background or inform their own practice. No background in physics or mathematics is assumed.

Facilitator: Beth Lindsey (Physics)

**Reiss 502**

### → Adobe Acrobat as ePortfolio Tool

Acrobat 9 Pro's Portfolio feature is an exciting and powerful new tool for building an interactive package that leverages PDF, rich media, Flash, and any other file type into a customized environment perfect for any need. This in-depth seminar will show how students and faculty can bring their materials and submissions together into one versatile and interactive collection of files for course delivery, reflection, or professional development. Learn how easy it is to produce compelling PDF portfolios, improve presentation and collaboration workflows, and customize interaction to deliver the right set of materials for the right purpose.

Presenter: Steve Adle (Adobe representative)

**ICC 107**

4:00-5:15 PM

### → Social Justice 101

This workshop is an invitation to staff, graduate students, faculty and administrators to explore possible answers to these questions: what is social justice? How do we live out our commitment to social justice in our professional and personal lives? What are the obstacles to this and what are some ways of surmounting them? How might this commitment affect our work with students? We will offer a brief introduction to the theoretical landscape and then engage in structured conversation. We are asking each person to bring a quotation to the workshop, one that bears in some way on questions of social justice.

Facilitators: Kathleen Maas Weigert (Center for Social Justice Research, Teaching and Service; Sociology), Alisa Carse (Philosophy), Jane Kirchner (Center for Social Justice Research, Teaching and Service)

**OIP Conf. Room (230 Poulton Hall)**

### → Creating Online Scenario-based Learning Using Adobe Captivate

With Adobe Captivate, you can author and deliver case-based or problem-based scenarios online without web authoring or programming skills. The program allows you to create branches with correct and incorrect paths through the scenario which incorporate timely feedback. This workshop will focus on creating online scenario-based lessons using the Scenario Simulation feature in Captivate. Making students' learning results (pass/fail or complete/incomplete) reported to Grade Center in Blackboard will be also covered.

Presenter: Taeyeol Park (John Vinton Dahlgren Memorial Library)

**Dubin Room (156 Lauinger Library)**

### → Beyond Blogs and Wikis: Other Tools in the Georgetown Digital Commons

This session will outline several new tools available for faculty use in the Georgetown Digital Commons project, including electronic portfolios, timelines, virtual worlds, and others. Attendees will have the opportunity to propose and discuss uses of these tools in their teaching practice with CNDLS staff and with their peers.

Facilitators: Rob Pongsajapan, Marie Selvanadin (CNDLS)

**ICC 227**

→ **Gathering Evidence on Student Learning: A Faculty Roundtable Conversation**

The Provost's Call to Action asks all of us to engage in a new campus inquiry process around student learning. The gathering of evidence about what we do and how we do it is a fundamental component of what we are being asked to do. While we know that many departments throughout the University have been engaging in various types of inquiry processes, some have resulted in changes to their curriculum while others are stymied due to lack of time, resources, and direction as to how to use the generated data. This session gives faculty an opportunity to interact with their colleagues to discuss their accomplishments, challenges, and questions in relation to the gathering and applied use of evidence around student learning—in and beyond the classroom. We ask all participants to come prepared to engage in this facilitated conversation.

Facilitators: Daryl Nardick, Mindy McWilliams (CNDLS)

**[Murray Room \(541 Lauinger Library\)](#)**