Georgetown has launched a new Initiative on Technology-Enhanced Learning (ITEL) that will both strengthen teaching and learning on campus and extend Georgetown’s global presence.

See pages 8–11 for additional information on ITEL.

Call for PROPOSALS

Key Deadlines and Dates: Spring 2013

**THROUGH FEBRUARY**

CONSULTATIONS & WORKSHOPS
Consultations will be available for those interested in discussing project ideas. Faculty who are interested in submitting ITEL proposals and would like to discuss their ideas are encouraged to attend one of the following Idea Workshops in January. These workshops will explore the three levels of support and the building blocks for ITEL projects, illustrated by examples from Georgetown and elsewhere, while allowing ample time for questions from participants. Idea workshops will be held:

- **JANUARY 7** 2–3:30 (location to be announced)
- **JANUARY 15** 10:30–NOON (location to be announced)
- **JANUARY 25** 2:30–4 (location to be announced)

To request a consultation or register for a workshop, please visit [itel.georgetown.edu/resources/](http://itel.georgetown.edu/resources/).

**FEBRUARY 15**

PRELIMINARY PROPOSALS DUE
Feedback on proposals will be given by Monday, February 25.

**MARCH 15**

FULL PROPOSALS DUE

**MAY 1**

FUNDING PERIOD BEGINS

Preliminary proposals and final proposals should be submitted online at [itel.georgetown.edu/apply/](http://itel.georgetown.edu/apply/).

Reviewers will give careful attention to each proposal and may follow up with applicants if further questions remain. Awarded proposals will be announced by April 5, 2013, and ITEL grantees will put their project plans into motion in accordance with their proposed project timelines.
ThRough February

Consultations will be available for those interested in discussing project ideas. Faculty who are interested in submitting ITEL proposals and would like to discuss their ideas are encouraged to attend one of the following Idea Workshops in January. These workshops will explore the three levels of support and the building blocks for ITEL projects, illustrated by examples from Georgetown and elsewhere, while allowing ample time for questions from participants. Idea workshops will be held:

January 7 2–3:30 (location to be announced)
January 15 10:30–noon (location to be announced)
January 25 2:30–4 (location to be announced)

To request a consultation or register for a workshop, please visit itel.georgetown.edu/resources.

February 15 Preliminary proposals due

Feedback on proposals will be given by Monday, February 25.

March 15 Full proposals due

May 1 Funding period begins

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THE PROSPECT ISSUE 2

3 Introduction

EVENTS

4 Fall Events Explore Technology-Enhanced Learning

6 Student Learning Summit

7 The Future of the University as a Design Problem

Doyle Film & Culture Series

SPECIAL FEATURE

8 Initiative on Technology-Enhanced Learning (ITEL)

SPOTLIGHT ON TEACHING

12 Wikipedia Project: Adel Iskandar & Rochelle Davis

FACULTY VOICES

14 Mary Bondmass

16 Oded Meyer & Parina Patel

(Re)DESIGNING LEARNING ENVIRONMENTS

18 The Language Learning Technology Center

20 What Can CNDLS Do For You?

Sharing Our Work
We’re pleased to present this issue of *The Prospect*, a CNDLS publication designed to highlight innovative teaching practice at Georgetown. This issue, our second, focuses on the theme of technology-enhanced learning. We hope you enjoy the stories in the following pages.

We also invite you to explore our website (cndls.georgetown.edu), where you can learn more about our mission, major projects, and services for teaching and learning. If you missed the first issue of The Prospect, you can find it at cndls.georgetown.edu/publications/.

Since 2000, the Center for New Designs in Learning and Scholarship (CNDLS) has supported faculty and graduate students with tools, resources, and opportunities for new learning environments. We began with a mission to bridge a historic gulf between pedagogy and technological advances, and today CNDLS integrates a teaching and learning center with the latest educational technology. Our team of experienced educators facilitates a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.
In this issue of The Prospect, we spotlight some of the faculty innovators on campus working in technology-enhanced spaces in smart, interesting, and richly varied ways. The issue also outlines the recently announced Initiative on Technology-Enhanced Learning (ITEL) that offers opportunities for faculty to develop new projects, to expand on current efforts, to form new partnerships, and to evaluate what works and share the results (see page 8).

For the past twelve years, CNDLS has been designing new environments for teaching and learning at Georgetown, helping faculty members bring their innovative ideas to life, from blogs to online annotation tools and multimedia assignments, shaping the experiences of students both inside the classroom and beyond. With the launch of ITEL, Georgetown faculty now have an even broader base of support for exploring new ways to achieve the kind of teaching and learning they most value.

The features in this issue explore some of these new directions. The Faculty Voices section highlights Mary Bondmass’ experience teaching in the online master’s degree in the School of Nursing & Health Studies (page 14) and the reinvention of Introduction to Statistics through a “blended” approach, building on the work of Professor Oded Meyer (Mathematics & Statistics), now extending the framework of the Open Learning Initiative to Patina Patel (SFS, page 16). Our Spotlight on Teaching features Georgetown’s innovative work with the Wikipedia Education Program, where GU students learn to engage in public online writing (page 12). A feature on the redesign of the Language Lab describes one example of how face-to-face teaching spaces can be redesigned flexibly to foster collaborative, interactive, and media-rich learning (page 18).

ITEL is already catalyzing important conversations, experiments, and innovations. The Georgetown educational mission has always emphasized reflective teaching practice built on a belief in deep student engagement. An increased emphasis on new technologies will help us hold on to these principles while continuing to transform what it means to teach and to learn in the twenty-first century.
FALL EVENTS EXPLORE TECHNOLOGY-ENHANCED LEARNING

The Teaching, Learning, and Technology (TLT) initiative at CNDLS helps faculty explore how to make the best use of technology in their teaching.

In September, TLT held a session on online learning, the first in a series of events on technology-enhanced learning. Sherry Steeley (Center for Language Education & Development), Oded Meyer (Mathematics & Statistics), Parina Patel (SFS), and Mary Bondmass (NHS) discussed their experiences with online teaching.

Sherry Steeley was first to present her story. In the spring of 2008, Steeley piloted her online class, designed to train teachers of English as a foreign language, with the goal of broadening the student population. She explicitly wanted to avoid “throwing things up online and then disappearing for 15 weeks as many other online courses do,” which has given online learning a negative reputation. Steeley uses the university’s online tool Blackboard as a platform. Students interact via blogs and discussion forums, which she carefully monitors and moderates. Interaction is key. Steeley spends quite some time communicating via email and Skype with students, who she claimed demonstrate an even better understanding of the course material than students she has taught face-to-face.

Oded Meyer and Parina Patel talked about their experience teaching statistics in a hybrid model that combines face-to-face instruction with online materials through the Open Learning Initiative (OLI) system, developed at Carnegie Mellon University. OLI’s key feature is the feedback loops it offers both for students and faculty. Students receive targeted feedback on learning activities, and instructors see where students are struggling.

Patel described how she has incorporated OLI into her undergraduate and graduate courses on statistics for international politics. The classes are structured around large lectures and smaller lab groups, which are led by
The biggest risk in an online class is that people don’t feel connected to each other...I would never walk out of a classroom discussion, and I’m just as present in the online classroom.

Sherry Steele
ENGERLHARD ENDOWMENT SUPPORTS STUDENT LEARNING SUMMIT

*In the summer of 2012, the Student Learning Summit brought together students, faculty, and campus leaders to strengthen the Georgetown learning experience both in and out of the classroom.*

> **From May 30 through June 1,** CNDLS and Student Affairs co-hosted “A Student Learning Summit: Toward an Integrated Georgetown Undergraduate Experience.” Special presentations were given on:

- Georgetown’s Student Life Report, by Shuo Yan Tan, SFS ’12, Clara Gustafson, SFS ’13, and Jack Appelbaum, COL ’14
- High-impact educational practices, by Ashley Finley, AAC&U
- Georgetown’s General Education survey, by Bill Hayward, Slover Linett Strategies

During the first day of the Summit, participants helped to map the undergraduate experience at Georgetown. As they heard about the Student Life Report, high-impact practices, and general education goals, the participants connected what they learned to the programs in which they are involved. To represent these connections visually, a giant “roadmap” was constructed. Participants wrote about their programs on sticky notes color-coded for the participant’s role in the university and the goal each program achieves. By the end of the exercise, the walls were colorfully covered with descriptions of the curricular and co-curricular activities that Georgetown currently offers for undergraduates.

During the second and third days of the Summit, three working groups convened to discuss integrating the undergraduate experience. The first focused on creating a Center for Undergraduate Research and Inquiry. The second worked on developing curricular/co-curricular pilot projects to bridge the gap between students’ experiences in the classroom and outside it. The third planned an online roadmap for undergraduate learning that will communicate to students the opportunities they have during their four years at Georgetown and offer them ways to integrate their experiences. On the third day of the Summit, all the groups reported on their progress and made plans to continue their work into the fall. Many of these participants reconvened in November to continue these conversations.

The Learning Summit provided an opportunity for participants to have fruitful discussions with other members of the university from across schools, departments, and specializations. It was supported by the Engelhard Endowment for Engaged Learning, which is made possible by a generous gift from the Charles Engelhard Foundation. The Endowment enables ongoing inquiry into transformative educational practices. In 2011, the Endowment launched its first three-day meeting for Georgetown faculty and staff, the Institute for the Study of Engaged Learning. This year, the three-day Learning Summit added undergraduate students as participants and presenters.

“**The conversations begun at the Summit have transformed into meaningful, collaborative initiatives between students, faculty, and administration.**

**MINDY MCWILLIAMS, ASSISTANT DIRECTOR FOR ASSESSMENT, CNDLS**
THE FUTURE OF THE UNIVERSITY AS A DESIGN PROBLEM

Ann Pendleton-Jullian has joined the university for 2012-13 as Distinguished Visiting Professor of Design, contributing to ongoing dialogues on redesigning Georgetown in a global, networked era.

Pendleton-Jullian has written extensively on innovative pedagogy in architectural education. Her work broadly applies design principles to spatial and social environments for knowledge creation and problem-solving. Pendleton-Jullian has served as the Director of the Austin E. Knowlton School of Architecture at The Ohio State University and Principal Architect at the Asian University for Women in Bangladesh. As Distinguished Visiting Professor of Design at Georgetown, she is leading a series of conversations on design and learning.

Pendleton-Jullian delivered the Aims of Education Address at the Fall Faculty Convocation on October 10, where she explored the ways that integrative design can be applied to universities by seeing them as complex ecosystems operating under a new paradigm for change and adaptability. Throughout the year, she is participating in conversations across campus, from designing signature learning spaces to a series of interviews and discussions related to her forthcoming book on design, co-authored with John Seely Brown.

In the spring, Ann Pendleton-Jullian and Randy Bass will co-teach a design studio course for undergraduates on The University as a Design Problem: Redesigning Georgetown for the Global Century. Focusing on Georgetown, students will design new models for the university, new structures for learning and research, new mechanisms for connectivity, and new learning means. The course is offered in connection with CNDLS and the Doyle Program on Engaging Difference.

Doyle Film & Culture Series

During the fall semester, the Doyle Film & Culture series presented several events highlighting themes of diversity and difference:

TSOTSI
The story of several days in the life of a Johannesburg gangster

THE OTHER CITY
A documentary about HIV/AIDS in Washington, D.C.

A CIVIL WAR CHRISTMAS
A pre-performance panel discussion on “Exploring the World of the Play Through Our Own”

The film presentations were followed by discussions led by Doyle faculty fellows.

For more information about the Doyle Program and the Doyle Film & Culture Series, please visit doyle.georgetown.edu.
Georgetown is launching a new Initiative on Technology-Enhanced Learning (ITLE) that will drive discussion and deliberation on the best ways to enhance the lives of faculty and students, advance priority themes in teaching and learning, and expand our toolset for helping students learn.

The following Guiding Principles and Goals should motivate these discussions and the pilot projects.

**GOALS:**
- to make the best use of our instructional resources
- to enable students to learn the basics of each discipline more efficiently
- to combine self-based learning and intensive interaction for effective synthesis
GEORGETOWN ANNOUNCES PARTNERSHIP WITH EDX

In December, President DeGioia announced that Georgetown will partner with edX, an online learning initiative founded by Harvard and MIT. EdX has developed a software platform featuring MOOCs, or massive open online courses, which allow anyone around the globe to learn online for free from faculty members at top research universities and liberal arts colleges.

“Our partnership with edX and a distinguished collection of universities, coupled with our Jesuit values, will allow us to expand our mission of providing a world-class education dedicated to the applications of our research, scholarship and service both here on campus and throughout the world.”

JOHN J. DEGIOIA, PRESIDENT, GEORGETOWN UNIVERSITY

WE VALUE FACULTY-STUDENT INTERACTION AND HIGH-ImpACT LEARNING AS THE HEART OF OUR EDUCATIONAL MISSION.

GOALS:
- to leverage faculty time for high-impact student interactions by optimizing the use of digital resources
- to integrate emerging tools for sophisticated and independent student research
- to model and assess the changing roles of faculty in blended and online environments

AT THE CORE OF GEORGETOWN’S MISSION AND HISTORY IS THE CALL TO EXTEND KNOWLEDGE, ACTIVELY, INTO THE WORLD.

GOALS:
- to identify, develop, and assess ways to make aspects of a Georgetown education available to wider audiences around the world
- to evaluate the effectiveness of particular curricular units in various contexts
- to explore the benefits of offering different models in online and distance learning formats
Faculty on all three campuses are invited to develop proposals for one of three project types and funding levels, described here. The call for proposals has been designed for faculty new to technology-enhanced learning, as well as those who have been innovating and experimenting for many years.

The ITEL Building Blocks include a wide variety of strategies, tools, and resources that will be helpful to you as you contemplate your project. While we’ve grouped these materials into broad categories, you’ll find considerable overlap among them.

Visit ITEL.GEORGETOWN.EDU for additional details and a complete guide to developing your project.

LEVEL I: DEMONSTRATION GRANTS ($1,000–$15,000)
Demonstration grants support faculty (or faculty teams) in applying proven technology-enhanced learning approaches in new course contexts or demonstrating the potential for tools and resources at a modest scale, possibly leading to more extensive design and implementation. Demonstration grants, although modest in scope, should nonetheless have implications for wider impact, either by developing a new application that could be used in other course contexts or by explicitly extending a proven approach in a new context. They should implement real changes in an existing or new course.

LEVEL II: DESIGN AND IMPLEMENTATION GRANTS (UP TO $50,000)
Design and Implementation (D&I) Grants support faculty or faculty teams in the innovative design of a course module or element, either in blended face-to-face or online distance learning contexts. Projects may focus on a single course or multiple linked courses and will be expected to address more than one element of a course. D&I Grants support substantial innovations on elements of courses that significantly enhance student engagement with faculty and material as well as impact the ways students and faculty spend their in-class time.

Flipping the Classroom: Rethinking Class Time
In a flipped classroom, students will be exposed to new course content before they come to class. This shift frees up class time that can be dedicated to working together with the support of the instructor to process that information and practice solving disciplinary problems.

Building Research Skills and Opportunities with Digital Resources
Helping students develop strong research skills can be essential for teaching critical thinking and developing disciplinary and interdisciplinary depth. Digital tools and resources can help students master the practices of developing researchable questions, searching, evaluating and annotating sources, and working with original, meaningful data.
LEVEL III: TRANSFORMATION GRANTS (UP TO $100,000)

Transformation Grants support faculty teams in the transformational design of a course, mini-course, or multiple course sections. Transformation Grants target the improvement of student learning through technology-assisted approaches that substantially reallocate how students and faculty spend their time and how students engage with material. Transformation Grants can be targeted at on-campus curriculum or Massive Open Online Courses (MOOCs).

For more information about ITEL, guidance on proposal development, and a gallery of projects and list of helpful resources, visit

ITEL.GEORGETOWN.EDU

Key Deadlines and Dates: Spring 2013

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Simulations & Gaming As Immersion Environments for Deepening Learning

Simulations—imitations or models of complex systems—can help students to better understand the dynamics of those systems or better understand a situation they might someday encounter professionally. Games, likewise, are engaging activities that can reveal complex dynamics to students through a set of challenges and rewards that lead the player toward deeper levels of mastery.

Interactive Learning Modules: Combining Content, Practice, and Feedback

Interactive learning modules are a hybrid approach to teaching and learning. They combine independent and interactive online learning modules with face-to-face class time. Combining interactive learning modules with analytics based on rich student performance data allows the instructor to tailor class to address student difficulties, amplify particular aspects of content, or press on to new content.

Converting a Face-to-Face Course to an Online Course

Transforming a course from a face-to-face course to a course delivered online allows faculty to reach new audiences. The process requires careful planning for instructing students, restructuring course materials, fostering interaction, deepening student engagement, and monitoring student learning effectively in a new online space.
WIKIPEDIA PROJECT SPOTLIGHT: ADEL ISKANDAR & ROCHELLE DAVIS

At a time when so many educators are discouraging students from relying on Wikipedia for assignments, a few are taking a different approach: encouraging their students to become active participants in the process of knowledge production on Wikipedia. It’s part of the Wikipedia Education Program (WEP), which aims to have students and professors engage with the online encyclopedia as a teaching and learning tool.

For Professor Adel Iskandar, an adjunct professor in the Communication, Culture and Technology (CCT) program, Wikipedia provides a malleable platform for knowledge production that reflects the current period of social change, especially in the Arab world. All three of his courses last year—Embattled Media: Conflict and War Journalism; New Media, Innovation, Community & Dissidence; and Media & Communications in the Arab World—involved students working collaboratively on Wikipedia articles about media and politics. Iskandar’s students not only learned but also contributed new material to Wikipedia to teach others.

Each of Iskandar’s courses has had two Wikipedia components: article creation and in-class group edits. Creating articles means that the students have to become explorers, discovering legitimate sources on emerging social movements and technological advancements.

Iskandar guides students to write creatively but neutrally about technological phenomena as they unfold, stating the facts without taking sides. He also reiterates the need to make articles relevant for the Wikipedia community and the public at large.

To edit, students have to think critically about what would be worth adding to the articles. Here, Iskandar encourages his students to collaborate and find a balance with multiple perspectives. Such guiding principles help augment high-impact learning outcomes such as media and information literacy, critical thinking, and writing skills development.
Professor Rochelle Davis, who teaches in the School of Foreign Service, sees the WEP as a way to simultaneously develop her students’ anthropological and writing skills. Davis was the first professor at Georgetown to participate in the WEP, known at that time as the Wikipedia Public Policy Initiative. Since then, she has incorporated aspects of editing Wikipedia into Introduction to the Study of the Arab World, required for the Arab Studies M.A. program, and Theorizing Culture and Politics, required for the Culture & Politics (CULP) major. For Davis, the process of drafting, publishing, and interacting with members of the Wikipedia community teaches valuable skills that can be applied to both academic and professional settings.

Davis wanted to break away from the usual academic approach of deconstruction and, instead, get students to practice actively constructing material that would be seen by a broader community. Her graduate students focused on aspects of Arab culture that they were already well-versed in, while the students in Davis’ undergraduate CULP course chose more personally relevant topics. To write successful Wikipedia articles, students had to draw upon the theoretical frameworks they learned in the classroom but balance that with a public-friendly and neutral writing style fitting for Wikipedia. Although Davis was happy to strengthen students’ writing, she was most excited about giving them the opportunity to enter a new type of learning space and become part of a global community.

Participating in this new space required that students learn etiquette specific to Wikipedia, where articles are fluid constructions rather than rigid papers. To make students aware of the importance of these different learning spaces, Davis built a reflective written component into her courses: after improving their articles on Wikipedia, students were told to see what changes had been made by other members of the online community and comment on this interactive process. At first students were hesitant about getting their work critiqued by people they did not know. However, in-class peer review and critique exercises helped them acclimate to this idea and practice interacting with others critically. And for Davis, an anthropologist by trade, getting students to grapple with how to engage with other human beings in different learning spaces is a valuable academic—and cultural—experience.

As an anthropologist, I find the community aspect of [Wikipedia] particularly fascinating and particularly informative about where we’re going and how we’re going to develop.

ROCHELLE DAVIS

How has Iskandar ensured that this online collaboration will continue even after his courses end? For one thing, he has helped transform the program into a transnational initiative, supporting a WEP in Cairo, Egypt. Not only did his students create new articles for the English Wikipedia, but they fostered a new incentive for translation as the Arabic-language Wikipedia develops. Adel Iskandar’s efforts in his courses and this international partnership will encourage students to be active collaborators and engage with Wikipedia as a platform for knowledge production as well as curricular learning.

HOW IT WORKS
The Wikipedia Education Program (WEP) depends on a dedicated force of trained volunteer Ambassadors, many of whom are students, to provide support for professors and students. Campus Ambassadors offer face-to-face help in the classroom, while Online Ambassadors offer more technical online support. Most WEP courses are assigned one of each.

ARTICLES IMPROVED BY GEORGETOWN STUDENTS INCLUDE:
2011 Egyptian Revolution
Media Coverage of the Gulf War
Mujtahid Bin Hareth Bin Hammaam
Occupy D.C.
Rassd News Network (RNN)
Slacktivism
Mary Bondmass, PhD, RN, CNE, Associate Professor and the Director of Distance Education within the school’s Department of Nursing, shares her behind-the-scenes perspective on Nursing@Georgetown and discusses questions raised by technology-enhanced teaching and learning.

I have come to realize that focusing on instruction solely via lecturing may not be the best use of an educator’s time. The paradigm within which our traditional instructional practices have developed is poorly equipped to facilitate learning for the student in the 21st century. Some students may still want to “learn for the test,” but that train has left the station. In nursing, we insist that our students learn to think critically—in a practice-based profession like ours, circumstances get complicated quickly, and students need to confront that uncertainty as they learn. Students learn from the literature, but that’s not enough—real-life contexts always involve an element of uncertainty.

It is our responsibility as nursing educators to ensure that our students are developing the critical thinking that makes those negotiations solid.

When we decided to offer Nursing@Georgetown, we had to be sure that an online platform would allow us to still interact with students to determine how well they are learning what they need to learn. Synchronous online communication, in addition to asynchronously delivered content, made this possible for us. We can see our students’ faces, and we are able to spend our time together online “verifying, clarifying, and amplifying”: we verify that they understand the material, clarify any misunderstandings, and amplify the important points that we expect them to take away for enduring understanding.

In the Nursing@Georgetown program, students attend a two-hour-long synchronized online session or seminar once per week per course. In a synchronized seminar all students “sit in the front row” in the online “classroom.” Everyone sees each other “face-to-face.” From my perspective as an instructor, when facilitating a synchronous seminar you can see the lights coming on as students make connections and begin to truly understand difficult concepts.
Faculty lead these sessions and guide groups of about a dozen students through the “verify, clarify, amplify” approach. Students also do homework, readings, and view lectures online throughout the week asynchronously, and they meet with their clinical supervisors at approved clinical locations near their homes, which may be anywhere throughout the United States. (Currently, there are nearly 600 students in the online program from 43 states, the District of Columbia, and the U.S. Virgin Islands.)

As an educator working with online learning, I find that there are trade-offs. You can work with students more efficiently online, but the process extends your day. It's no longer “9 to 5.” When your students are working with material across different time zones and accessing it all day long, every day, you never know when you may need to respond to a pressing student question or concern. You are freed from the restraints of geography, but in turn you are obliged to spend more time at your computer or with your mobile device. Moreover, it would be fair to say that the initiation of an online program like ours is heavily front-loaded. There is much work to be done in the beginning, building courses and establishing and/or redefining many relationships across campus; however, as time passes, and although course content needs to be assessed and refreshed regularly, the demands of course preparation by faculty are attenuated.

One may want to think of delivering a course online as a project for two: the educator and the vendor supporting the software. But a successful online course requires the orchestration of many different on-campus stakeholders: campus technology centers for backup assistance, teaching centers for instructional advice, libraries for digitized course materials, academic advising, the registrar, and financial aid, among many, many others.

When we made the decision of which online content delivery vendor to work with, we recognized that it was an important decision, but since this was our initial foray into delivering courses online, we weren’t aware of all the questions that we ought to ask. If I were offering guidance to other programs considering delivering courses online, I’d recommend that they very carefully consider the issue of content ownership and make sure that there is a clear policy in place that identifies who owns what content, the form in which owned content comes back to the program, and how content can be removed from the system.

It was also important to us from the beginning that our online delivery was comparable in rigor and quality to our on-campus delivery mode. Therefore, we use the same admission criteria, syllabi, objectives, and primarily the same faculty to deliver our content, independent of whether that delivery method is online or on-campus. When our students complete our program, they receive a degree from Georgetown University, not a Georgetown University Online degree. We are proud that we have been able to translate the experiences and interactions of an on-campus program into an online delivery method without sacrificing rigor or quality, as demonstrated by our ongoing assessments and benchmarks, since our inception in March of 2011. Additionally, offering our program in an online delivery mode has allowed us to reach out to students in rural and underserved areas, strengthening the reach of Georgetown’s mission across the country.

Georgetown’s key values are also ours. As we train future nurse practitioners and nurse educators, we are keenly aware of our responsibility to honor the Jesuit tradition of *cura personalis* not just in our mentorship of them, but in the practices that we train them in. Care of the whole person is one of our driving philosophies in nursing, and we have developed an integrated curriculum that foregrounds care and compassion in all aspects of our professional practice. Nursing® Georgetown has allowed us to reach future nursing practitioners and nurse educators living all across the nation with a distinctly Georgetown education, preparing leaders for today and tomorrow.

“I have come to realize that we really are wasting our time focusing on lecturing. The paradigm within which our traditional instructional practices have developed is poorly equipped to educate learners for the twenty-first century.”

MARY BONDBMASS
The Open Learning Initiative (OLI), an online platform developed at Carnegie Mellon University (CMU) with funding from the Hewlett Foundation, is a powerful tool for transforming the way students learn.

In the following interview excerpts, Oded Meyer (Mathematics & Statistics) and Parina Patel (School of Foreign Service) share their perspectives on the process of developing OLI materials for statistics courses at Georgetown.

WHAT IS OLI?

Oded Meyer: OLI was developed with the goal of providing quality secondary educational materials that would be free to anyone online. I acted as the content expert for Carnegie Mellon’s OLI statistics course, which is one of the most widely used courses.

OLI courses are developed to mimic the interaction between a student and a highly effective tutor. Learning activities are woven throughout the content, giving students a chance to apply the material and check their understanding, and offering immediate and targeted feedback—not just whether an answer is right or wrong, but providing guidance and hints to lead students toward the correct reasoning. Often, when students first interact with OLI and receive feedback on the learning activities, they are quite astonished, wondering: “How did the computer know what I was thinking?” This targeted feedback helps students to take charge of their own learning process.

THE HYBRID PROCESS

Meyer: Quite a bit of research has been done on the effectiveness of OLI courses. We found that students learned the material just as well with OLI as they did in a traditional face-to-face course. But then we experimented with using OLI in a hybrid format, where the online materials work in conjunction with face-to-face instruction—and this turned out to be the ideal model. After all, no machine in the world will ever be able to substitute for an enthusiastic and inspiring teacher. What OLI can do is enable instructors to use class time more effectively.

Students work through the OLI material at their own pace, and are
In creating OLI materials, I had to rethink and reevaluate everything I knew about teaching. I definitely think I grew as a teacher.

PARINA PATEL

So far, it’s worked really well. Students can work at their own pace in the labs and get immediate feedback on the activities. They know that they can return to OLI to review the content at any time. The T.A.s are available to answer students’ questions as they come up. And the connection between lab and lecture is much stronger, because I can target the lecture to address their misconceptions.

“NOT AN EASY PROCESS”

Meyer: Parina is right that there’s a huge learning curve. When you first are introduced to creating online materials, it’s overwhelming. It’s a lot of work, and it requires deep reflection on your own teaching, which instructors are sometimes almost afraid to do. Things are going well, they teach the class the same way they’ve taught for many years, and the students seem happy, so they don’t think there’s a need or ability to make it better—but there is. It’s not an easy process, but the rewards, both for students and teacher, are enormous.
A fixture on the second floor of the Intercultural Center for more than three decades, the Language Lab has long been a resource for foreign language faculty and students at Georgetown. A need for renovations offered the opportunity to rethink how the space’s structure could enhance student learning.

From the beginning, the Language Lab has housed an extensive collection of audio and video materials. Faculty members have screened films for their classes in the Lab, and students have used the Lab’s wealth of foreign language recordings for assignments. More recently, the Lab has built its own computing resources, allowing faculty and students to access online and digital materials. Changes and additions to the Lab’s collection and services have reflected developments in foreign language education, blending independent study and collaborative work.

Today the Language Lab is part of CNDLS’s Language Learning Technology (LLT) Center, which provides materials, services, and consulting support to promote the integration of technology into foreign language courses. The LLT Center includes a main office for consulting with faculty members as well as a state-of-the-art technology classroom with 20 computers, a projection and sound system, playback devices for a variety of media and formats, audio and video software, and network-based sharing features to facilitate interaction.

Despite keeping pace with current technology offerings, the Language Lab’s physical space had changed very little over the years. A survey of users indicated that they valued the Lab as a resource but wanted another space similar to the existing technology classroom. During the 2010-2011 academic year, plans for renovating the Lab commenced.

Consultations with faculty members and observations of current use helped create a vision for the new design. Students used the Lab for collaborative projects, such as recording conversations as part of assignments or watching films as a group. With its cadre of stand-alone computers, the Lab was also an ideal place for individual work, such as listening to foreign language audio through Blackboard or watching international news for a class project.
Faculty members used the Lab to meet with students outside class and to demonstrate online resources to help with language learning. Faculty also expressed an interest in a smaller, seminar-sized space that could complement the technology classroom. The new space had to facilitate laptop and tablet use and encourage group work. Ultimately, the space needed to support current use by faculty and students, but also needed to be flexible enough to transition easily as language teaching and learning evolves.

With this input came the model for the new Language Lab, which opened at the beginning of the Fall 2012 semester. The space has been converted into two distinct rooms. The first is a modified walk-in Language Lab with access to stand-alone computers and a library of audio, video, and online materials. There are two separate seating areas for meetings or group work. The walk-in section also includes improved storage for the LLT Center’s extensive video library. The second space is a multi-purpose/seminar room. The room has two flat-screen televisions that support multiple inputs. A professor may show a film on one screen while a student’s laptop can be hooked up to show a presentation on the other. The chairs have adjustable work surfaces and wheels so that students can move easily from a larger group discussion to small group project work. When the multi-purpose room is not occupied by a class, students may use the space to watch films or work on language assignments.

While the redesign and renovation is now complete, consideration of future plans for the Lab is ongoing. One such step is to preserve the Lab’s media collection by digitizing VHS tapes and cassettes for students to access online. Completing this project will take time, but the new Language Lab will make this valuable resource more accessible to students in the years to come.

“Ultimately, the space needed to support current use by faculty and students, but also needed to be flexible enough to transition easily as language teaching and learning evolves.”

NELIA GUSTAFSON, LANGUAGE LEARNING LAB MANAGER
WHAT CAN CNDLS DO FOR YOU?

CNDLS provides support and resources for Georgetown faculty, staff, and graduate students.

Links and additional resources available at:

CNDLS.GEORGETOWN.EDU/NEWSEMESTER/

SHARING OUR WORK
Recent Publications, Presentations, Grants, and Gifts

PUBLICATIONS AND PRESENTATIONS

In July, Anna Kruse, Marie Selvadkin, Bill Garr, and Matthias Oppermann presented at the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Annual Meeting in Boston, MA. Their session, “Integrated Design For Adaptive Reflective Capabilities,” looks at how the latest learning technologies could be combined with transformative pedagogical approaches, and how this has driven development efforts for the latest version of Pegasus, an ePortfolio learning platform currently being developed at CNDLS.

In October, Ann Pendleton-Jullian was the invited speaker at the Georgetown University Fall Faculty Convocation, an annual event that formally welcomes newly tenured or promoted faculty members on campus. She spoke about knowledge and innovation and the impact these concepts are having on learning spaces at the university. At the Convocation, her position as Distinguished Visiting Professor of Design at CNDLS for 2012-2013 was announced.
Support for Improving Teaching
At CNDLS, professional teaching staff are available to consult with you on matters of teaching practice and design. Topics to discuss with CNDLS staff members could include developing a course using backward design, communicating effectively in the classroom, creating assignments using online collaborative tools, or navigating difficult discussions in the classroom. Support is available both by appointment and through workshops and other events.

Feedback on How Your Course Is Going
Mid-Semester Group Feedback (MSGF) sessions give faculty the opportunity to solicit students’ opinions on a class as it’s still going on. CNDLS staff members work closely with the instructor to formulate questions specific to their course, spend a class period facilitating discussion among the students, and then discuss the results with the instructor.

Online Pedagogical Tools
The Commons, a collection of Web 2.0 resources, allows faculty to incorporate blogs, wikis, ePortfolios, and other collaborative tools into their teaching. CNDLS staff will help faculty set up the technology, as well as provide pedagogical support for integration into the classroom.

Funding to Engage Students Outside the Classroom
Available to all Georgetown instructors, Georgetown Learning Initiative curriculum enrichment grants can supply up to $500 for course-related events and trips that serve to connect students’ academic learning to experiences beyond the classroom.

Continuing Coursework Through Disruptions
To help faculty think about how coursework might be able to continue despite disruptions, weather-related or otherwise, we offer tips and resources on our Academic Continuity site.

Preparing Graduate Students to Teach
The Apprenticeship in Teaching program is designed to enhance the preparation of graduate students as teachers. CNDLS staff and university faculty lead workshops and serve as mentors to students as they engage in various authentic teaching tasks.

Workshops and Other Events on Teaching
CNDLS offers a variety of workshops and events that promote conversation and collaboration among educators and future educators. CNDLS has also welcomed many scholars and educators to campus to speak and lead workshops. Check our website for an updated schedule.

Grants and Gifts
- In our new Thought Papers series, CNDLS staff members share ideas about teaching and learning. Recent essays include “How Social, Web-Based Activity Can Help Students More Deeply Engage Texts” by Bill Garr, “Student-Centered Learning Analytics” by Anna Kruse and Rob Pongsajapan, and “A Case for Open and Interconnected Systems in Universities” by Marie Selvanadin. See cndls.georgetown.edu/publications/.
- CNDLS has received grant funding from Echo360 for research on how to enhance teaching and learning with new types of blended technology. Janet Russell, Brian Boston, Theresa Schlafly, and Lucas Regnér will be working with Frank Ambrosio (Philosophy), Diane Apostolos-Cappadona (Catholic Studies), and Sue Mulroney & Adam Myers (Georgetown University Medical Center) on faculty lecture capture practices and blended technology.
- Contributions through the Snow Foundation made possible by Regina and John Scully provide additional support for the Engelhard Project for Connecting Life and Learning.