EVENTS & HAPPENINGS AT CNDLS

TLISI 2015 | May 18 - 21, 2015
Join us at this year’s Teaching, Learning & Innovation Summer Institute (TLISI) as we explore approaches to enhance teaching through workshops and seminars. This year’s event will also offer an opportunity to engage in experimental design labs centered on pedagogical challenges faced in the classroom and challenges we face as a university community around issues of diversity and student well-being.

CNDLS Fifteen Year Anniversary Celebration | Fall ’15 - Spring ’16
Our Center is turning fifteen, and we will be celebrating this year with an exciting series of events. Join us at TLISI 2016 for a culminating event highlighting the impact of our innovation over the past fifteen years.

The Engelhard Project Ten Year Anniversary Celebration | Fall ’15
The Engelhard Project has reached over 11,000 students in its ten years at Georgetown University through its curriculum infusion model of bringing health and wellness issues into the classroom in a way that supports student knowledge gain and encourages students to reflect on their own attitudes and behaviors. The Project’s ten-year anniversary events will celebrate the accomplishments of this transformational initiative, honor those involved in cultivating and growing the Project, and provide a landscape for the next ten years and beyond.

edX Global Forum | November 8 - 10, 2015
The edX Global Forum brings together members of the edX community—educators, thought leaders, technologists, researchers, visionaries, and innovators—to share experiences, ideas, and research, and to examine cutting-edge developments in online education. As the hosting institution for this year’s forum, we will collaborate to help discover and shape the future of education globally.
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We are pleased to present this issue of *The Prospect*, a CNDLS publication designed to highlight innovative teaching practices at Georgetown. This fifth issue underscores the inspiring diversity of experimentation and community-building happening around the University in the service of deepening student learning and engagement. We 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 our previous issues, you can find them at CNDLS.GEORGETOWN.EDU/PUBLICATIONS*
Dear colleagues,

As we look forward to the summer and to the new academic year ahead, we’re thrilled to be able to take this opportunity to look back on the accomplishments and energy happening all around Georgetown over this last year. As we look back to the past year, we also look forward to the coming year, with CNDLS continuing growth in our engagement with online course development and our support of reflective teaching around the new diversity requirement. We couldn’t be more excited about the challenges and opportunities of the coming year.

This fifth issue of The Prospect is a reflection of the exciting environment in which we find ourselves. Its major theme is experimentation, which enjoys a strong and unique community-focus here at Georgetown. Whether the experiments incorporate new technology or take a more traditional approach, the projects we showcase in this issue draw on ties of shared purpose to enrich students’ Georgetown living and learning experiences. Even in technology-focused experiments, we see evidence of students strengthening ties amongst themselves and within their communities, in one case contributing to a charitable effort (p. 16), and in another building a support network for wellness (p. 14). And no summary of community would be complete without extending our thanks to our Georgetown colleagues with whom we are honored to have ongoing collaborations, including amongst others Lauinger Library’s Gelardin New Media Center and the Berkley Center for Religion, Peace, and World Affairs, each of which brings so many important dimensions to our shared projects.

The Initiative on Technology-Enhanced Learning (ITEL) is still going strong. The past year saw the release of the third and fourth ITEL calls for proposals, and the variety of individual projects that ITEL has funded are helping us uncover opportunities for extending the reach and impact of technology-enhanced learning at Georgetown. We are also thrilled that ITEL has given us the opportunity to serve as an incubator for research and development projects that inhabit the leading edge of the innovation curve, such as the contemplative reading platform MyDante (p. 19) and projects bringing wearables into the curriculum (p. 14).

Our development of MOOCs through our partnership with edX continues, invigorated by work we have done to identify our strengths and shared purpose in this space. We continue to experiment with the MOOCs we offer, focusing on instructional design and user-centered development practices that bridge the space between Massive Open Online Courses and the on-campus experience. You’ll find more on our goals for MOOCs and our other online courses in “GeorgetownX: An Intentional Approach” (p. 6).

With all the wonderful news, I am also sad to say that this issue of The Prospect also marks the last issue for a number of colleagues who are moving on to new careers and new challenges. Zoe Black, our ITEL project coordinator, is returning to school to complete an MBA degree. We wish her well. Unfortunately, this issue of The Prospect also marks the last for our Editor-in-Chief, Anna Kruse, who is taking advantage of an amazing opportunity to move to Germany in the summer. Anna joined CNDLS eight years ago as a Graduate Associate. After completing her master’s degree in the Department of English, Anna joined CNDLS full time and, like many of us, I can’t imagine a CNDLS without her. Whether she is editing The Prospect, coordinating the Initiative on Technology-Enhanced Learning, or leading all we do with MOOCs, Anna has been indispensable to the success of CNDLS. While we wish both Zoe and Anna well, we will certainly miss their presence in all the work we do.

We hope that you enjoy this issue and share with you our best wishes for an enriching and enjoyable summer.

Eddie Maloney
Executive Director, CNDLS
DOYLE FILM & CULTURE SERIES

The Doyle Film & Culture Series facilitates the advancement of diversity awareness on campus through an event calendar of thought-provoking conversations.

During the 2014-2015 academic year, the Doyle Engaging Difference program collaborated with the Georgetown University community to coordinate seven events as part of the Doyle Film & Culture Series. These events included film screenings, talks, and performing arts events with guest speakers that addressed issues of diversity and difference. Below are highlights of this year’s collaborations between the Doyle program and other organizations on campus.

On February 19, 2015, Out in the Night (photo above) was screened as the first spring event of the Doyle Film & Culture Series. This screening was co-sponsored with the LGBTQ Resource Center. Out in the Night, a documentary by Blair Dorosh-Walther, covers the story of four African American lesbians, labeled as “The Gang of Killer Lesbians” by the media, who fought back against street harassment. The documentary explores their lives after being charged with gang assault and attempted murder in 2006. Following the film, Michelle Ohnona (Women’s and Gender Studies) led a discussion that focused on gendered language of law and policy, as well as media representation of gender and sexuality in the face of intersectional diversity.

Professors Stephanie L. Kerschbaum (English, University of Delaware) and Margaret Price (English, Spelman College) gave a talk titled Flexibility and Its Discontents: Rethinking Disability in Academic Spaces on Monday, March 2, 2015. This was the second spring event in the Doyle Film & Culture Series, and a collaboration with the Engelhard Program, the Georgetown University Lecture Fund, the Lannan Center for Poetics & Social Practice, the Georgetown University Department of English, the Lecture & Performance Series on Disability Justice, Leaders in Education About Diversity (LEAD), and the Academic Resource Center. The talk focused on “universal design” approaches to accessibility in higher education. Kerschbaum and Price emphasized that to focus solely on accessibility issues limits us to one dimension that neglects the arts and community of disability culture. They commended Lydia Brown (C’15) and other students, faculty, and staff for working to create a Disability Studies minor and Disability Cultural Center at Georgetown. — Emperatriz Ung
The fourth round of ITEL grants, announced in the fall of 2014, included a cohort of faculty projects dedicated specifically to the use of ePortfolio technology. Late this past fall, CNDLS hosted a full-day event on the topic of ePortfolios as a kickoff for our next round of ePortfolio projects, and as a means to inform members of the wider Georgetown community interested in learning more about this learning tool.

An ePortfolio is a digital showcase where students can collect and present their work, as well as reflect on their own learning journey. ePortfolios can serve many different purposes—as a means to share work with potential employers, colleagues and instructors, as a tool for collaboration and feedback, or as a private journal of academic progress.

For the kickoff event, CNDLS was delighted to welcome Professors Bret Eynon (LaGuardia Community College) and Laura Gambino (Guttman Community College). Eynon and Gambino have been leaders in the international conversation around ePortfolios in higher education and are a part of a FIPSE-funded project, “Connect to Learn,” which brings together ePortfolio teams from 24 different campuses into a community of practice. They presented three core research findings: ePortfolio initiatives advance student success; ePortfolios support reflection and integrative learning; and ePortfolio initiatives can help to catalyze institutional reflection and analysis about teaching and learning.

In addition to presenting their findings, Eynon and Gambino ran a workshopping session, breaking the attendees into groups to discuss research on specific ePortfolio topics and present their findings to the larger group. These working groups raised and presented many of the tough practical and theoretical issues surrounding ePortfolios, including using reflective writing rigorously and systematically, defining the audience for ePortfolios, and generating broader institutional buy-in around ePortfolio practices.

Through this kickoff event, Georgetown faculty and staff were able to gain specific understanding of how ePortfolios are being used in higher education and some of the potential value for student learning, career development, and institutional reflection and assessment on teaching and learning practices. In addition to jumpstarting individual faculty projects utilizing ePortfolios for everything from nursing education to undergraduate writing courses, this event served as an opportunity to articulate a broader vision for the use of this innovative teaching tool across the university. — Linda Huber

To learn more about the ePortfolio cohort, please visit ITHEL.GEORGETOWN.EDU
For the last year and a half, Georgetown has both expanded its partnership with edX, a leading online course provider, into a collection of seven Massive Open Online Courses (MOOCs) and worked with on-campus departments and programs to assemble a portfolio of fully-online courses for Georgetown students. In the process of designing and developing courses, CNDLS has continued to ask questions about what differentiates Georgetown MOOCs and online courses from others’ work in the online space. What makes a GeorgetownX course unique? What characterizes the GeorgetownX brand? We have begun the creative process of developing a mission and vision for GeorgetownX and identifying some of the core attributes of all of our courses, including rigorous course design, high quality production standards, and a willingness to experiment.

Rigorous Course Design

The CNDLS learning design process places a high value on reflective practice, including exploration and dialogue, and we aim to incorporate these reflective practices into the instructional sequences we design. Bringing Georgetown’s values of holistic personhood to bear on learning design, we are careful to design virtual environments in a way that caters to both disposition and cognition. Likewise, taking a holistic, student-centered approach helps us build learning experiences that are attentive to both instructional design principles and the user experience. One of the ways we operationalize these principles in our MOOCs is in building for modularity. We recognize that learners often join MOOCs to explore new content and tend to consume MOOCs in different ways than traditional learning sequences are designed for; in order to allow learners to craft a sequence of topics that meets their needs, we aim for modularity in every week of every MOOC we build.

High Quality Production Standards

We hypothesize that the care to aesthetic details put into a course is an important factor in arresting students’ attention and continued engagement. Based on this hypothesis, we design our graphics and video with attention to detail and cohesion, within and across courses. At the beginning of each course, for example, we design a branding package for that course that reflects both standards that we apply globally across our courses (such as the closing frame for videos and parameters for illustrations) and course-specific choices (such as font, color, and signature course graphics). We also have identified approaches to video work that we apply across videos—while continuing to experiment with new forms—to lend visual cohesion to the GeorgetownX brand.

We invite you to enroll in GeorgetownX MOOCs at EDX.ORG/SCHOOL/GEORGETOWNX
As an ambassador of Georgetown University in service of lifelong learners in our global community, GeorgetownX seeks to represent the living values of Georgetown University, particularly personal reflection, intellectual vigor, and ethical grounding, in every course.

GeorgetownX Mission Statement

Willingness to Experiment

Transferring the set of values embedded in the GeorgetownX mission statement into specific designs that are conducive to educational engagement has been an invigorating challenge. In order to start from a place of inquiry, we began by looking reflectively at our experimentation to date and identifying opportunities to probe more deeply into the provisional lessons that we have learned. In MOOCs, for example, we see a ready opportunity to innovate and experiment by integrating a variety of software into the MOOC experience. In our experimentation, we are looking for clues to help us solve a fundamental question we are asking along with our peers around the world: how can the online learning experience capture, and perhaps even deepen, the most transformative marks of an on-campus learning experience?

In an effort to explore possibilities for building student community in online courses, a critical challenge faced in online environments, we have developed a platform for contemplative reading, MyDante, that has been the centerpiece of our three-part MOOC series on Dante’s Divine Comedy. Created as a collaboration between Frank Ambrosio (Philosophy) and CNDLS, MyDante supports contemplative reading, annotation, and text-anchored discussions hosted in an in-house designed platform independent from, but linked in seamless ways to, edX. We have also experimented with third-party product integrations such as Remark, a tool for time-stamped video annotations. In the Globalization’s Winners and Losers MOOC, Remark added visual cues to discussions, helping bring student comments from a sequential (and difficult-to-parse) list on the discussion board to the fore. Almost one hundred of the students enrolled in the Terrorism and Counterterrorism MOOC participated in The Analyst, a participatory video simulation built with Interlude, an interactive video tool, in which the user takes the role of an intelligence expert and is assigned the mission of preventing the next strike. Krisia Jones, Jaime González-Capitel & Anna Kruse

Explore our portfolio of online courses at CNDLS.GEORGETOWN.EDU/PROJECTS/GEORGETOWNX

GEORGETOWNX GOES SOCIAL

Engaging with students on new platforms

In Fall 2014, GeorgetownX launched several new social media pages to expand our ability to engage with currently enrolled students and attract new ones. Each new MOOC is now incorporating a social media strategy into its overall course development, primarily using Facebook and Twitter to publish course updates and relevant content that informs and delights followers.

Each MOOC social media page is individually managed by course teams who target the content and tone for its specific audience. For example, the Terrorism & Counterterrorism MOOC, which ran in the fall of 2014, posted weekly current event videos featuring Daniel Byman (SFS), introducing the new week of the course and reminding students to join the conversation on edX. Meanwhile, the Divine Comedy MOOC asks reflective questions related to course readings, allowing students to relate the literature to their life experiences. GeorgetownX also has its own Facebook page where followers can receive general updates and announcements about upcoming courses. Social media platforms have enabled GeorgetownX to explore new ways to engage students and extend awareness of its work outside the edX platform.

Krisia Jones

FACEBOOK “LIKES” BY APRIL 2015

4,129

HIGHEST-REACHING FACEBOOK POST

2,624
During the summer, Andria Wisler (CSJ) would often be asked the question: “Can you Skype?” At the other end were undergraduate students engaged in social justice work abroad as volunteers, ESL teachers, campaign advocates, USAID interns, and other meaningful roles. Many of the students felt the urge to craft a shared story from their diverse individual experiences of spending a summer working in the midst of a foreign culture. With no formal support to tie social justice work abroad into the personal and academic life of students, the Skype conversation offered an important touchstone to elaborate a personal narrative and cut across institutional and geographic borders.

Led by Wisler, Executive Director of the Center for Social Justice (CSJ) at Georgetown University, **Intersections of Social Justice Experiences and Learning** is a promising curricular experimentation project funded under a collaboration of ITEL and the Designing the Future(s) Initiative. **Intersections** stands out for two deliberate innovations: the combination of a structured online course with real experiences driven by students during the summer months in non-academic settings; and the flexibility of the syllabus, which allows students to choose one, two, or all three skills modules for a corresponding number of credits. During the pilot phase this summer (pending approval), ten to fifteen students will enroll in the course to share their immersive, community-based experiences as they unfold over eight weeks.

Personal reflection is the overarching theme of the course and the focus of the first and last weeks. The module for weeks two and three explores conflict analysis and mapping; the module for weeks four and five focuses on cross-cultural communication; and peace pedagogy is the topic for the module of weeks six and seven. Formally inspired by CSJ’s 4th Credit Option for Social Action, **Intersections** expands beyond this initial scope: instead of earning a fourth credit on top of a traditional 3-credit course, students will transform their community-based work experience to serve as the core of the course, which can be taken for one to three credits.

Andria Wisler’s close collaboration with her colleagues Amanda Munroe, CSJ’s Social Justice Curriculum and Pedagogy Coordinator, and Michael Loadenthal, CSJ’s Practitioner-in-Residence, led to an energizing co-creation of the syllabus that was intensely collaborative and reinforced the cross-boundary dynamics driving the course. Wisler explains how “students were all having different epiphanies, crises, frustrations and celebrations that had the potential of coming together in a curricular framework for their development as social justice actors and citizens of the world.” She also underscores the importance of synchronizing the course as an overlay on top of the experience to interrupt *ex post facto* romanticization, and to enable participants to go back and forth from their social justice work to the online community with a fresh mind. — Jaime González-Capitel
In the fall of 2014, a wide selection of the languages taught on campus—Arabic, Turkish, French, Spanish, Portuguese, Japanese, and Russian—became part of an ITEL-funded, expanded iteration of the Teletandem project, a videoconference format in which students engage in conversations with their international counterparts.

An initiative led by Michael Ferreira of the Department of Spanish and Portuguese, the project originally arose out of the concern that Brazil is a linguistic island in a Spanish continent, a condition aggravated by severe issues of social exclusion and digital illiteracy. At São Paulo State University, João Telles and his colleagues began experimenting in 2005 with Windows Live Messenger, connecting distant language speakers to Brazilian students. By 2010, they had established connections with twenty-two institutions in eleven different countries. ITEL funding allowed Telles to come from Brazil to Georgetown, where he has been the backbone of Teletandem’s implementation and logistics.

Teletandem, in the spirit of ITEL, seeks to foster innovative pedagogical approaches that enable future-focused learning. With broad horizons for continued exploration, the Teletandem context-based approach to language learning is a key example of harnessing an online infrastructure that is built on both theoretical and practical principles to create sustainable twenty-first century learning practices.

Curricula may incorporate the tool as centerpiece, lab activity, extra lab activity, one credit class, autonomous interaction, and more. Rather than a method or approach, Teletandem is an online context for foreign language practice that focuses on scaffolding and mutual support and is based on the three principles of reciprocity, segmentation, and student autonomy. Reciprocity permeates interactions. If a student writes a short paragraph in the opposite language for the partner to correct, the partner is expected to do the same. When speaking in the target language, no code-switching is allowed; the time for speaking each language is segmented in the session so that students are forced to interact in the target language. This creates a “native” space where students are immersed in the language they are learning. French instructor Alissa Webel noted that “students who were not normally talkative suddenly came alive in their Teletandem session. It gives quiet students an outlet to express themselves.”

Autonomy also allows students to delve into the issues and topics they prefer to discuss, spontaneously exposing them to intercultural communication, personal bonding, and even geopolitical issues. At a time marked by the Ukraine crisis, Georgetown students found their Russian peers were more open than they expected and were very enthusiastic about communicating in English.

This communicational context also takes professors out of their comfort zone. What was once a relationship of direct instruction becomes a mentoring and facilitating role as student pairs help each other learn in a relatively closed feedback loop. Absent from the videoconference, the professor-as-mentor reappears in mediation sessions held with the class group. Students retell and share experiences, relive and reconstruct positive and negative experiences, and discuss language problems, cultural aspects, and interactional dynamics. Through the feedback loops of student-to-student conversations, students using Teletandem are able to build and share individual knowledge gained with the rest of the class, and they find the space to workshop through difficulties under the instructor’s guidance.

Since 2008, students taking Portuguese at Georgetown have participated in the Teletandem Brasil Project, which expanded in the fall to seven languages and a global network of higher education partners through an ITEL grant.

**82% OF STUDENTS ENJOYED TELETANDEM**

**82% WOULD RECOMMEND IT TO A FRIEND**

**82% LIKED THEIR PARTNER**

**81% WOULD DO TELETANDEM AGAIN**

**75% WOULD WANT THE SAME PARTNER**

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**John Hanacek & Jaime González-Capitel**
Building on the wellness-focused curricular work that the Engelhard Project has been leading for ten years, a group of Engelhard faculty fellows are investigating a trio of research questions to better understand the impact Engelhard is having on its student and faculty participants.

Since 2005, the Engelhard Project for Life and Learning, thanks to a generous gift by Sally Engelhard Pingree, has been reaching students on campus with dedicated space in the curriculum for reflection on issues of life and wellness through a fellows program and more. This academic year, spearheaded by Joan Riley (NHS/Human Science), Engelhard faculty fellows have formed communities of inquiry to explore targeted questions about the impact of Engelhard courses on participating faculty and students.

This community of inquiry work builds naturally on the spirit of the Engelhard Project, which places a high value on reflection and inquiry in a supportive, affirmative environment. The project asks faculty fellows to “infuse” wellness content into their curricula, and all faculty fellows, whether current or former, are encouraged to attend regular gatherings that address a shared goal to attend to student well-being. Engelhard faculty fellows introduce students to the wellness resources that are available on campus and seek to foster supportive communities in their own classrooms. In August 2014, the Engelhard team at CNDLS sought support from participants in taking the successful work of the project to the next level with the ultimate goal of producing publishable scholarship of teaching and learning (SoTL) research. Ten previous and current fellows came forward and formed the three communities of inquiry that are currently in midst of their research.

Through their work, these groups—focusing on student learning, student well-being, and the faculty experience—will not only research the impact of the program for a future publication but will help hone the emphases and direction of Engelhard in the coming semesters.
The Engelhard Inquiry Projects are essential to sharing the evidence of the impacts of Engelhard on student learning and well-being, and on the faculty experience. Engelhard faculty are deeply invested in educating the whole student and strengthening teaching and learning at Georgetown. Engelhard Inquiry Projects create opportunities for faculty to incorporate this innovative work into their scholarship.

Joan Riley

The student learning community of inquiry, led by Heidi Elmendorf (Biology) and with support from Karen Stohr (Philosophy) and Robert Friedland (Health Systems Administration), is exploring the student Engelhard experience. Elmendorf’s, Stohr’s, and Friedland’s large-enrollment courses pose special challenges for implementation of the project’s practices, offering a look at the efficacy of implementing Engelhard practices in courses where community-building is more challenging than in others by virtue of size. They developed a survey that probed questions of expectation and delivered it to their students at the beginning of the fall 2014 semester. “What,” they asked their students, “does it mean to be in an Engelhard course? What thoughts does it provoke? Do you think this will be relevant to your life?” To complement this survey on preconceptions, they followed up after Thanksgiving break with a survey that asked students to share whether they had engaged over break in a substantive conversation about their courses, wellness content generally, and the Engelhard project specifically. They found that over half of the students polled had had a conversation with family on mental health topics, and an even greater percentage had shared thoughts on their Engelhard course. As a next step, the Student Learning community of inquiry will be analyzing students’ final projects to identify any patterns of growth in students’ self-awareness of their own well-being.

Jen Woolard (Psychology) is leading the student well-being community of inquiry, with Joan Riley (Human Science), Alisa Carse (Philosophy), and Andria Wisler (CSJ) working to capture how their Engelhard courses had a meaningful effect on students in their own words. The student well-being community of inquiry has designed an open-ended writing reflection prompt that they will be sharing with students. Once they have built a collection of responses, they will use qualitative assessment techniques to analyze the program-related sentiments and outcomes that students identified in their responses. A quantitative data set in the form of an end-of-course survey will complement the qualitative results.

The faculty experience community of inquiry is focusing on how participation in Engelhard influences faculty members’ classroom approach and development as teachers. Led by Kathleen Maguire-Zeiss (Neuroscience) and with support from Alex Theos (Human Science) and Yulia Chentsova Dutton (Psychology), the faculty experience community of inquiry is exploring the impact of delivering rather than experiencing an Engelhard course. The team is currently in the midst of their research, and they will be administering a survey to Engelhard faculty this semester that will ask them to reflect on how their participation in Engelhard changed their teaching habits or goals.

The Engelhard faculty communities of inquiry look forward to sharing their findings and further insights on a project that has had such a meaningful impact on thousands of students on campus.

Anna Kruse

9,871
UNIQUE STUDENTS HAVE TAKEN AN ENGELHARD COURSES SINCE FALL ’05

When Students Take Their First Engelhard Course

50%
Freshman Year

25%
Sophomore

25%
Junior/Senior

Out of 100 Engelhard students...

65 have taken 1 course

30 have taken 2-3 courses

5 have taken 4+ courses
Heidi Elmendorf, Associate Professor in the Department of Biology, is creating an online community of collaborative inquiry in her Foundations of Biology course with a Third Round ITEL grant. In conversation with CNDLS, Elmendorf discusses the first iteration of her ITEL project and offers her perspectives on using technology to create a shared learning space in a large science course.

Heidi Elmendorf’s ITEL grant proposed using new technologies to develop an online collaborative scientific community for her 240 students in the Foundations of Biology course. Through the seven years Elmendorf has been teaching this introductory biology course, she has found that, as she explains, “one of the real challenges we have in the course is making it feel like a small course, making it feel like a course in which students have a voice and can be heard, in which they feel like they’re members of a real community.” To address this challenge, Elmendorf designed a project called “Collaborative Inquiry and the Use of Digitally-Equipped Microscopes in a Biology Laboratory Curriculum,” which she implemented last fall through a Third Round ITEL grant.

With departmental and College resources, Elmendorf purchased new research-level microscopes, including six microscopes equipped with digital imaging capabilities. Elmendorf then collaborated with CNDLS to adapt Omeka, an online museum environment, to host exhibits of students’ digital microscope images and analyses. During the three-week cell biology laboratory last fall, students captured digital images of cells. In lieu of a traditional typed lab report submitted to the professor and teaching assistants for grading, students developed online exhibits featuring their digital images and analyses on Omeka. They shared their work not only with their peers, TAs, and professor, but also with their families and friends using a shareable link to the course’s exhibits. This project created an authentic community of collaborative scientific inquiry by offering all 240 peers a space to share their experiences and research findings.

Elmendorf discovered that the online environment greatly impacted students’ writing style. Without making any changes in the syllabus about writing expectations for this assignment,
compared to traditional lab papers, the students “have a stunningly different voice when they write,” says Elmendorf. While students often wrote lab papers in a formal tones with uncreative titles before, her students now crafted descriptive, scientific titles, and some even infused their writing with humor. Students referenced Einstein, Carl Sagan, popular books and movies, and even Shakespeare. Elmendorf was pleased that they were connecting their own work to the world of science as well as bringing pop culture into the laboratory. “There’s this element of authenticity and humor,” says Elmendorf. “They took very seriously the task of presenting and analyzing the work that they had done. The grades aren’t different from previous years. There’s no sense that they slacked off intellectually, but they also allowed themselves to really embrace this as something fun.”

Elmendorf noted that along with increasing students’ creativity, writing for an audience of peers caused students to write more thoughtful reflections. In prior years reflections had been a short, dutiful component of lab reports. In this student community writing online, Elmendorf says that students were “much more willing to talk about the failures or the disappointments. There’s a sense that even though they know ultimately that we’re still grading, they were writing for their peers.” The online exhibit gave students a space to discuss their laboratory experiences as a story and to see their own work in relation to their peers’. Elmendorf found that students wrote with an understanding that “their work wasn’t being done in isolation, but there was this community around them.”

This project impacts student learning not through a change in the quality of the scientific analyses, but rather through a shift in the biology students’ overall approach to writing about the laboratory experience. According to Elmendorf, “They didn’t suddenly become better scientists by doing this. But they will become better scientists by being more authentic in their writing process. You can’t become a better scientist by keeping arm’s length removed from the work that you’re doing and writing about. We know that they’re going to become better. In this particular moment, there’s still lots of hits and misses. But, what becomes important to see then is not that they’re much better at describing the paramecium. It’s that they have an entirely different relationship as a writer to the work that they’ve done.”

After the successful first implementation of the project, Elmendorf is collaborating with CNDLS to analyze students’ writing from the three-week lab and compare their online exhibits to traditional laboratory reports, provided by students who took prior iterations of the course. She will run the project again in next fall’s Foundations of Biology course and is collaborating with colleagues on how best to use the microscope’s digital imaging capabilities and the Omeka environment in other Georgetown biology courses. Elmendorf hopes that future versions of this project will continue to enhance students’ science writing by positioning their individual laboratory analyses within a shared community of collaborative inquiry.

Kristine Bundschuh
Activity trackers are no longer just for the health nuts among us. From wearables like the Fitbit and Nike+ to simple apps for tracking movement, diet, and sleep, trackers are an increasingly common way to nudge users towards healthier habits. These technologies are simple to use and very compelling with real-time, built-in analytics. Trackers have also motivated the growing “quantified self movement,” in which users collect and monitor data about themselves in order to be more self-aware and push themselves towards a healthier lifestyle. Tracking technology is being implemented in workplaces to improve employee health, and interest is growing in using trackers in higher education as well.

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This year two different ITEL projects utilized activity trackers in a classroom setting. These two projects both shared a focus on the Jesuit value of cura personalis, or care for the whole person. By embracing a goal of well-being and using new forms of technology to support that goal, these projects form a unique bridge between the Engelhard Project for Connecting Life and Learning and our technology-focused ITEL grants.
Jason Tilan (NHS/Human Science) implemented activity trackers in a capstone course for Human Science seniors. This course, titled “Physiological Adaptations,” explored the ability for humans to recalibrate to a changing environment and thrive in the face of extreme physiological challenges. Tilan’s project explored homeostasis and adaptability on a personal level by asking graduating seniors to consider what changes they consider important to move toward feeling and living a true sense of homeostasis and using the trackers to get a sense of the patterns of change and habit in their physical lives.

Joan Riley (NHS/Human Science) implemented trackers in an independent study tutorial on “Wellness Inquiry,” which included six undergraduate students from different departments and grade levels. In this course, students were asked to design and implement group research projects on a wellness topic of their choice. As in Tilan’s project, the students were given trackers in order to connect the course’s thematic focus to the students’ personal experiences. Of the three final student projects, two utilized research informed by the activity tracker data.

While trackers are primarily useful for understanding and improving physical well-being, in the context of these projects they provided a gateway for connecting measures of physical well-being to more traditional measures of academic success. In his project, Tilan asked students to share their baseline activity, activity goals, and progress towards those goals in a shared Google spreadsheet. He encouraged students to share their progress towards academic and personal goals as well. By bringing together these different aspects of a student’s life usually not addressed in the classroom, this project encouraged students to develop a more reflective and holistic approach to their education.

Both these projects also emphasized the role of community in developing a healthy and successful student. In particular, Riley encouraged students to utilize the Fitbit’s built-in ability to compare sleep and activity data between users. She noticed that this shared experience gave students a point of entry for conversation and helped to build a sense of community even from the very outset of the class. Student reflection papers on the project also heavily emphasized the community aspect of this project, reporting how the Fitbits and supporting group projects increased their sense of enjoyment, camaraderie, and even served as a point of connection and discussion with peers outside the classroom. While such personal data sharing is not without some challenges and ethical questions, Riley’s research suggests that these complex questions should not hinder further exploration.

Although activity trackers in and of themselves are oriented towards the individual, they can serve as a point of shared experience and dialogue when used in a learning environment, making personal improvement and care of the self not just a private issue but something that can be supported by students, professors, and the academic community more broadly. — Linda Huber
McDonough School of Business professor Robert Thomas partners with Gelardin in a new 3D printer initiative that began with students prototyping, manufacturing, and presenting charity concept projects.

Layer by layer an idea is made real. Additive manufacturing technology, better known as 3D printing, has transformed the Gelardin New Media Center into a micro-factory, with two busy MakerBots working to turn computer renderings into tangible objects. This time they are rendering innovative snack bar ideas to help No Kid Hungry prototype and bring to market a new product with the Toms Shoes business model: buy a snack bar and feed a kid for lunch.

Thomas teaches Strategic Market Segmentation and New Product Development at Georgetown’s McDonough School of Business. “I’ve always taught new product development, and I would ask students to come up with a new product concept and actually measure the demand for it,” Thomas said, “but I always wanted them to be able to actually do it, to actually show the result. As soon as I heard about 3D printing I knew I had to do something with it for a new products course.” After some exploration into funding options, Thomas applied for and was awarded an ITEL grant to bring his idea to life as part of the experimental course Collaborative Design for Innovation. With instructional support from CNDLS and Gelardin, the project was quickly underway.

3D printing has recently become an affordable, attainable technology and is no longer limited to the engineering and design studio. Pedagogical interest in the technology has followed as faculty note the wealth of skills that rapid physical prototyping sharpens in students: a user-centered perspective, patience with iterative process, comfort with provisional solutions, creativity, problem-solving, and the ability to respond productively to feedback. While the small plastic items that the 3D printer makes real may not always be transformative, the experience of imagining them is.

Thomas’ ITEL project provided a unique impetus to bring 3D printing to Georgetown, and the effort in deploying 3D printing at Georgetown was collaborative from the beginning. Spearheaded by Ed Keller, who now manages the Gelardin New Media Center’s 3D printing efforts, Gelardin, with Thomas’ involvement, researched printer options, looking for the best balance of capability and cost, and ultimately decided on the 5th generation MakerBot Replicator. “[Gelardin] was so enthusiastic about the first experience they went and bought another one,” Thomas added. Gelardin now has two MakerBot 3D printers and a MakerBot Digitizer for scanning tangible objects into computer files.
The power of printing real objects lies in the hard lessons it teaches on taking concept to prototype. To give the students experience with the workplace process of balancing what’s possible with what’s optimal, Thomas worked with Keller to build in revision rounds, so students experienced multiple iteration and feedback cycles. “I wanted the students to experience the difficulty of managing a process where new products and manufacturing come together,” Thomas remarked. “I think the students got a good feeling for that.”

Thomas’ involvement as a pro-bono consultant with No Kid Hungry, a non-profit which works to end child hunger in America, was serendipitous for the course. Since No Kid Hungry did not have the resources to design a new product that they needed, Thomas proposed that his students work on it. The results were impressive. In final class presentations, the students showed new takes on the concept of a snack bar, incorporating novel designs and even app-based interactivity. The students presented to a panel of judges that included board members of Share Our Strength, the parent organization of No Kid Hungry. John Green, the CFO of Share Our Strength, found the experience illuminating: “Having a prototype made it really tangible,” he offered.

Ultimately this is just the beginning for 3D printing at Georgetown. The success of Thomas’ class buoys the already growing success of Gelardin’s 3D printing and visualization initiative. As Beth Marhanka, head of the Gelardin New Media Center, describes, “the 3D printers have created immense excitement. You don’t need to be an engineer, you don’t need to be an artist; all you need is an idea and a little time to learn the tools. It’s open to everyone.” Thomas has a broad vision for future projects in tangible prototyping that values interdisciplinary collaboration and design in the service of humankind. “This is bigger than just short-term economic incentives,” he offers. “Good design is something that will endure if it helps people meet their needs.” With 3D printing available to all students and faculty at Georgetown, the horizons are vast and ready for exploration.

John Hanacek

The 3D printers have created immense excitement. You don’t need to be an engineer, you don’t need to be an artist; all you need is an idea and a little time to learn the tools. It’s open to everyone.

Beth Marhanka, Gelardin New Media Center
REISS FLEXIBLE CLASSROOM

With the growing popularity of bringing courses into the online world, Georgetown has taken the initiative to make sure that the design of traditional, physical classroom learning space is not overlooked.

This past year, as part of a partnership with Classroom Educational Technology Services (CETS) and the University Classroom Services Working Group, CNDLS Learning Design & Research Specialist Dedra Demaree took part in designing a new, technology-enhanced learning space in the Reiss building called the Reiss Flexible Classroom (Reiss 152).

The room became available for regular class meetings at the beginning of the fall 2014 semester. Since then, faculty have been taking advantage of the room’s resources to implement active learning pedagogical strategies into their courses. The room sports one very large HD TV, four working stations (each with a TV and webcam) fit for six students each, one instructor station, and easily movable tables so that groups can quickly congregate. With the push of a button, groups can cast their screen to the main TV to share with the rest of the class. Three of the room’s four walls are covered in dry-erase whiteboards as well.

Professors of all disciplines can find creative ways to use the flexible classroom technology to promote active learning among the students. Active learning is defined as “anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes” (Felder & Brent 2009). This classroom opens the door for myriad new possibilities for student interaction and engagement with the course materials. As opposed to most classrooms, which are designed for a one-way route of communication in the form of a lecture, the Reiss Flexible Classroom promotes a community in which the students and instructor collaborate towards new learning and knowledge.

Thus far, student consensus is that their favorite part of the room is the whiteboards. They find them to be a crucial element to visualize new ideas and revisit taught materials to help them understand and remember. This is a nice reminder that sometimes the plainest technology can be the most effective. Even with all the state-of-the-art classroom technology around them, sometimes all students need is a space to collaborate and a marker. ■ Daniel Davis

SOURCES:
MYDANTE

A three-part *Divine Comedy* MOOC with a custom platform for contemplative reading offers us a special chance to examine big questions on reading, learning, and self-reflection.

In October 2014, GeorgetownX launched the first module of *The Divine Comedy: Dante’s Journey to Freedom*, a humanities MOOC designed to introduce students to the practice of contemplative reading by way of a journey through Dante’s master-work, *The Divine Comedy*, and his *Vita Nuova*. The course approaches the poem from a humanist, deeply personal perspective and asks students to practice using the habits of contemplative reading as they make their way through the text. To enable digital engagement with the habits of contemplative reading, we developed a custom platform, MyDante, in partnership with lead faculty member Frank Ambrosio (Philosophy). MyDante allows students to explore Dante’s texts through four different reading modes that encourage them to develop a progressively deeper and more reflective reading practice, all while annotating the text with personal marginalia and writing journal entries.

Responses from students have already affirmed the power of the contemplative practices to enable transformative insights, and we saw this appreciation and awe expressed in a variety of artful ways. It “yields such wonderful interior treasures,” one student shared, while another wrote that “truthfully there is so much to read and process, all of it wonderful, [l]ike Manna from heaven, like keys to doorways of consciousness.”

Over the six weeks that the first module of MOOC was live, students produced 27,408 annotations in Personal Mode, shared another 17,356 annotations in Social Mode, and composed 6,939 entries in their personal MyDante journal. As an invitation to students to see themselves not only as learners but also designers in the shared experiment of MyDante, we published a reflective, learner-focused course report that responded to feedback and detailed how the next iteration of the course, *Purgatorio*, would incorporate their helpful ideas for improvement.

While we are currently finishing the second of the three course modules, we are already looking forward to participating in research around the course data, and we have provisionally identified a few compelling research questions. For example, did students who followed the recommended reading sequence modeled on contemplative reading (involving several readings of each canto) achieve a higher level of reflective depth in their annotations and journal entries? We will be looking into linguistic corpora on reflection to help us answer that question. Any research questions we explore will be tied back to the learning objectives for the course, which emphasize self-reflection on the concepts of human dignity, freedom, and responsibility, all facilitated through the process of contemplative reading.

Scholarship on contemplative reading offers promising avenues for research. Mark Amsler, for example, explores what he calls the “affective literacy”—that is, the “emotional, somatic, activity-based relationships with texts as part of our reading experiences” (83)—of reading in the contemplative tradition. His research on the meaning of embodied experiences, especially gestures, in relationship to reading has intriguing implications for a platform like MyDante. How could we transform the gestures of reading contemplatively—such as following the text with a finger—into digital ones, continuing to translate and build out the habits of this reading practice? And continuing the theme of embodied experience, there are also intriguing social justice implications for reading Dante contemplatively. David Kahane, for example, writes that contemplative reading can help “[cultivate] an ethos of intellectual engagement” that traditional classroom reading assignments do not foster (56) and, in so doing, “bringing mindful attention to [students’] own embodied experiences of dissociation from their own and others’ suffering” (49). Given Dante’s own careful attention to how justice and mercy are woven into the fabric of human experience, this connection is an intriguing one for further investigation.

Alexa Minesinger & Anna Kruse

SOURCES:


To view the Dante course report, please visit CNDLS.GEORGETOWN.EDU/PROJECTS/GEORGETOWNX/DANTE/REPORT
**SHARING OUR WORK**

**Publications, Presentations, and Notable Work**

Elad Meshulam, CNDSL Graduate Associate, presented at the 2014 New Media Consortium Summer Conference and received an award for his interactive video, “What We Have Learned about MOOCs.” The video shares CNDSL’s best practices in MOOC production and can be viewed at https://interlude.fm/v/ab?vid=AnpXBM

In the fall of 2015, CNDSL launched the first online courses in the Bachelor of Arts in Liberal Studies program, offered through the School of Continuing Studies. The courses—Introduction to Ethics, Introduction to the Social Sciences, Greeks and Romans, and Biblical Literature and the Ancient World—are unique, in that this is the first iteration of an online course offered through Canvas, a learning management system (LMS). The CNDSL instructional design team worked closely with the faculty members to decide what types of interactions would be the most effective for student learning. The instructional design methodology used to form the courses promotes a student-centric and outcomes-driven learning experience.

Yianna Vovides, Mindy McWilliams, Rob Pongsajapan, and graduate associates Thomas Youmans, Paige Arthur, and Daniel Davis contributed to a case study of learners’ cognitive presence in the GeorgetownX MOOC, Globalization’s Winners and Losers: Challenges for Developed and Developing Countries. The team presented their paper, “Examining learners’ cognitive presence through linguistic analysis in Massive Open Online Courses (MOOCs),” at the 2015 Learning Analytics & Knowledge conference in March 2015. The paper can be accessed at http://www.laceproject.eu/learning-analytics-review/examining-learners-cognitive-presence-in-moocs/.

Dedra Demaree, Kyle Kuhn, and Susan Pennestri presented at The Teaching Professor Technology Conference, October 10-12, 2014 in Denver. Their presentation, “Creating Online Learning Modules: Attending to Student Affect and Cognition,” illustrated key design principles for creating self-directed learning modules using Adobe Captivate 7 and Articulate Storyline. The presentation also addressed ways to create a more connected experience for students and instructors.

Dedra Demaree, Kyle Kuhn, Susan Pennestri, Lucas Regner, Janet Russell and Yianna Vovides presented at The Teaching Professor Technology Conference in October 2014. Their presentation, “Intimate Online Classrooms: Translating Face-to-Face Experiences to Online Environments,” addressed how to successfully translate the face-to-face learning experience to an online environment by engagement with different technologies and pedagogical approaches for re-creating specific experiences in the classroom and online.

In April 2014, Peter Janssens, Nelia Gustafson, and Bill Garr presented at the Conference on Language, Learning and Culture. Their presentation, “Toward a Partial Hybrid Curriculum for Spanish Lower Level Courses,” shared the theoretical underpinnings of a new psycholinguistic model of the L2 learning process supporting the Initiative on Technology-Enhanced Learning (ITEL) project. Their presentation demonstrated how technology can be employed via psycholinguistic-based problem-solving tasks to promote deeper learning while maximizing communication in the formal classroom setting.

Dedra Demaree, Anna Kruse, Susan Pennestri, Janet Russell, Theresa Schlafly and Yianna Vovides published their article, “From Planning to Launching MOOCs: Guidelines and Tips from GeorgetownX,” in the book E-Learning, E-Education, and Online Training edited by Giovanni Vincenti, Alberto Bucciero, and Carlos Vaz de Carvalho and published by eLEOT.

At the 2014 New Media Consortium Summer Conference, Barrinton Baynes, Alfred Schoeninger, and Ryan Walter shared best practices in MOOC creation from the perspective of an academic media specialist in their presentation, “MOOCs and Me: Georgetown’s Experience with edX.”

Maggie Debelius and Susan Basalla published a thoroughly revised third edition of So What Are You Going to Do with That?: Finding Careers Outside Academia (University of Chicago, 2015). It includes interviews with hundreds of PhDs and graduate students about their career paths. The revised edition features new advice for students in the sciences, more guidance for international students, and information about using social media to explore and launch careers. Details can be found at http://press.uchicago.edu/ucp/books/book/chicago/S/bo19503047.html

Barrinton Baynes, Susan Martin, Susan Pennestri, Janet Russell and Yianna Vovides attended the 2015 Emerging Technologies for Online Learning International Symposium where they shared their experience re-designing an intensive four-day face-to-face course into an eight-week online environment for adult learners in the presentation, “Our Migration Experience to an Online Environment: Challenges, Processes, Outcomes.”

Maggie Debelius published “A Funny Thing Happened on the Way to Assessment” in Re/Claiming Accountability, edited by Michelle Eble, Wendy Sharer, Tracy Morse and Will Banks, forthcoming from Utah State University Press in 2015. This article describes findings from The Georgetown Student Writing Study, a campus-wide writing assessment project completed in 2013.
RESOURCE SPOTLIGHT

CNDLS offers several options for assessing a course that instructors can use to better understand the impact of their course on student learning. These tools include designing and gathering customized mid- or end-of-semester student feedback, designing and implementing student focus groups, providing statistical support and analysis, and advising on assessment portions of grants.

CNDLS offers assistance to faculty in designing and implementing assessment tools to gather feedback from students on any aspect of a given course. These tools range from mid-semester group feedback sessions (MSGFs) to online surveys to hand-written cards with a single thought or question on them. Student feedback shared during the semester allows faculty to implement pedagogical or syllabus changes early enough to make a difference, and foster an environment in which students feel their feedback is valued and relevant.

To schedule a mid-semester group feedback session for your course, please contact Maggie Debelius:
MARGARET.DEBELIUS@GEORGETOWN.EDU

For additional information about other assessment support, please contact Mindy McWilliams:
MCWILLIE@GEORGETOWN.EDU

Faculty Advisory Board
CNDLS is grateful to the following individuals for serving on our Faculty Advisory Board this year:

Matthew Tinkcom (Chair)
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IN THE NEXT ISSUE

Global Future(s) Curriculum Studio
CNDLS 15th Anniversary
The Engelhard 10th Anniversary
Engaging Diversity Requirement
Apprenticeship in Teaching Program