TEACHING, LEARNING, & INNOVATION

CELEBRATING AND LOOKING BACK ON FIFTEEN YEARS OF CNDLS

GEORGETOWN HOSTS THE EDX GLOBAL FORUM
Faculty and staff are invited to participate in any number of workshops, panels, and social hours during TLISI, including two opportunities for deeper engagement:

Keynote by Dr. Shaun Harper: “Race in the College Classroom”

Dr. Harper is Executive Director of the Center for the Study of Race and Equity in Education at the University of Pennsylvania, professor in the Graduate School of Education, and author of the forthcoming book “Race Matters in College.”

Productive Open Design Spaces

Productive Open Design Spaces (PODS) are a team-based opportunity for groups of faculty and staff to explore curricular or pedagogical projects in a flexible, design-centered environment.

Doyle Inclusive Pedagogy Colloquium

The Doyle Inclusive Pedagogy Colloquium (IPC) is a 4-day workshop series focused on developing and incorporating diverse teaching strategies and inclusive pedagogical approaches for courses of any subject matter. Interested faculty can register to participate in the full colloquium or join us for individual sessions.

For more information, including the full TLISI 2016 schedule:

TLISI.GEORGETOWN.EDU
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CNULS Advisory Board
We are pleased to present the sixth issue of *The Prospect*, a CNDLS publication designed to highlight innovative teaching practices at Georgetown. This special issue honors 15 years of CNDLS through stories of our work and profiles of some of the faculty we have been privileged to collaborate with over the years. We also invite you to explore our website, [cndls.georgetown.edu](http://cndls.georgetown.edu), where you can learn more about our mission, major projects, and services to support teaching and learning.

If you missed our previous issues, you can find them at [blogs.commons.georgetown.edu/cndls](http://blogs.commons.georgetown.edu/cndls).

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.
As our fifth round of projects funded by the Initiative on Technology-Enhanced Learning (ITEL) came to a close, we had several opportunities to reflect on our practices around technology-enhanced learning. In 2012, when Georgetown first partnered with edX to offer free Massive Open Online Courses (MOOCs) for students around the globe, MOOCs were an experiment in higher education, and their impact both at Georgetown and globally could not be predicted. Last fall, we were thrilled to join edX in co-hosting the annual edX Global Forum, bringing together over 360 edX partner members to explore the global impact of technological innovations such as MOOCs on students and student learning. We also hosted the first GeorgetownX Institute, a five-day workshop in which CNDLS staff shared many of the best practices we have developed for online learning. Now informed by three years of dedicated experience with ITEL, CNDLS is preparing to meet new demands for technology-enhanced learning. Stay tuned for information on how our programming will evolve to meet faculty and student needs.

At this significant moment in higher education, we at CNDLS are eager to continue fostering the creative and important work that takes place in classrooms across Georgetown. As we reflect on the last 15 years, we also look forward to many more years of partnership and innovation to meet the challenges and opportunities of the future.

Eddie Maloney  
Executive Director, CNDLS
In 2000, the Center for New Designs in Learning and Scholarship opened with a mission of bridging the historic gulf between pedagogy and technological advances. A year later, CNDLS merged with the Research, Curriculum, and Development Group, a service operating out of University Information Services which provided discipline-specific support for faculty using technology in their teaching and research. Today, CNDLS brings together expertise in pedagogy, instructional design, assessment, and educational technologies to strengthen the culture and practice of teaching across Georgetown University.

Built on the historic Jesuit tradition of excellence in education, Georgetown University is distinguished as a student-centered university with a focus on teaching and learning at the core of its mission. Over the past 15 years, CNDLS has supported and furthered this mission with services designed to advance excellence and innovation in teaching and learning. Our programs have worked across schools and disciplines not only to improve day-to-day teaching practice, but also to inspire faculty, administrators, and graduate student instructors to experiment with emerging approaches to education and bring their big ideas to life in the classroom. We continue to collaborate with partners across the university to offer the tools and resources necessary to implement meaningful learning practices, and the impact has been clear. CNDLS has become a community on campus that inspires thoughtful integration of learning technologies and pedagogical approaches to teaching and learning that push traditional boundaries.

CNDLS is proud to be a place where faculty, staff, and students come together to explore teaching and learning as a living process, one which requires ongoing reflection, assessment, and innovation to best serve the Georgetown community. We look forward to the next 15 years, and beyond. ■ Christa Pluff & Theresa Schlafly
CNDLS SPECIAL ANNIVERSARY ISSUE

CNDLS BY THE NUMBERS

8 MOOCs 8 REITERATIONS (as of May 2016)

REACHING OVER
140,000 LEARNERS

Engelhard 2005 - 2016
Since its inception in 2005, The Engelhard Project for Connecting Life and Learning has exemplified Georgetown’s mission of cura personalis, representing an innovative approach to integrating student well-being issues with academic concepts.

17,340 GEORGETOWN STUDENTS HAVE TAKEN ENGELHARD COURSES

Doyle 2009 - 2016
The Doyle Engaging Difference Faculty Fellows Program supports the creation of curricular opportunities for faculty which promote student engagement with themes of difference and diversity.

2,900 GEORGETOWN STUDENTS HAVE TAKEN DOYLE COURSES

Blogs & ePortfolios

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5,260 ePORTFOLIOS CREATED
1,433 COURSE BLOGS
1995
Predating CNDLS—but not many of its founding staff—the first Teaching, Learning & Innovation Summer Institute convenes.

1999
MyDante, a digital learning environment for literary works, is created. Today, it serves as the backdrop for a series of three GeorgetownX MOOCs.

2000
The Center for New Designs in Learning and Scholarship opens.

2004
CNDLS begins supporting blogs for teaching and learning.

2005
The Engelhard Project for Connecting Life and Learning and the Apprenticeship in Teaching Program launch.

2006
The SOLIYA Connect Program links GU students with students in the Middle East for the first time.

2007
CNDLS publishes the Digital Commons, a site connecting the university community with online academic tools. Today, more than 6,000 users turn to Georgetown Commons for course blogs, portfolios, and research sites.

FIFTEEN YEARS OF
INNOVATION
2008
Georgetown opens the Telepresence Classroom, using immersive videoconferencing technology to connect students on the Hilltop with students at Georgetown’s School of Foreign Service in Qatar.

2009
The Doyle Engaging Difference Program launches.

2011
CNDLS introduces the Georgetown ePortfolio Initiative to create digital archives of student work and partners with Echo360 to support the rollout of a university-wide lecture capture service.

2012
The Initiative on Technology-Enhanced Learning (ITEL) launches as part of an $8 million investment by Georgetown to enrich teaching and learning both on campus and globally.

2013
Georgetown partners with edX to produce the first GeorgetownX MOOC, “Globalization’s Winners and Losers: Challenges for Developed and Developing Countries.”

2015
CNDLS and Georgetown host the edX Global Forum, drawing over 360 attendees from around the world.
In 2000, Randy Bass, then an associate professor in the Department of English, founded the Center for New Designs in Learning and Scholarship. In part, CNDLS was created as a response to the 1996-97 Intellectual Life Report, a document representing the culmination of a two-year university-wide assessment of Georgetown’s intellectual life undertaken by the Main Campus Executive Faculty (MCEF), the lead representative faculty legislative body for Main Campus academic policy decisions. Working in concert with the University Provost and Deans, the MCEF identified a series of measures to deepen the culture of learning on campus. One such measure called for the establishment of a robust teaching and learning center to support and promote innovative and high-impact teaching across the university. The recommendation stemmed from a growing recognition that new technologies and new pedagogical approaches were poised to dramatically change how we teach and learn in colleges and universities.

In 2003, the Center merged with the Research Curriculum and Development group, whose work focused on developing and supporting technology innovation around teaching and research. By bringing these two pieces together—teaching excellence and technology innovation—CNDLS was positioned to support Georgetown’s faculty in enhancing student learning. Technology was never viewed as a single solution but rather as one of many tools to be used in the service of effective pedagogy.

Formed as a direct response to the needs of faculty, CNDLS originated with a particular mission and focus to help faculty engage with their students in deeper and more meaningful ways. That work was also shaped from the beginning by a belief in the value of sharing our work as teachers just as we share our work as scholars. These principles set us apart from many other university teaching centers, and have been carried with us
as CNDLS has grown into an integrated unit bringing together expertise in teaching excellence, technology innovation, assessment, and research.

Fifteen years on, we have distinguished ourselves as thought leaders in national conversations around teaching and learning. In technology-enhanced learning, Georgetown was one of the first universities in the country to begin developing Massive Open Online Courses (MOOC) in 2012. Our own Initiative on Technology-Enhanced Learning (ITEL) has provided a national model for how universities can better support faculty in the research and development of pedagogical practices for innovative uses of technology.

Good teaching is distinguished by forward-thinking design, well-structured assessment, and a serious commitment to research on teaching and learning, all areas of expertise CNDLS has developed over the past fifteen years. Our role in the Visible Knowledge Project (VKP), a five-year project (running from 2004 to 2009) on the scholarship of teaching and learning involving 70 faculty on 22 university and college campuses. Randy Bass served as Director and Principal Investigator of VKP. CNDLS was able to explore pedagogical innovations—on Georgetown’s campus and beyond—from a research-oriented perspective. By evaluating theories on teaching and learning to assess their applications in the classroom, the VKP allowed CNDLS to play a lead role in national conversations on bringing theory to practice. Our own signature programs, such as the Engelhard Project for Connecting Life and Learning and the Doyle Engaging Difference Program, represent Georgetown’s unique contribution to what is now a thriving dialogue across the higher education community around issues of wellness and diversity in the classroom.

Fifteen years later, higher education faces different challenges; however, many of the initiatives that started at CNDLS, such as ITEL and Designing the Future(s), represent a growing body of work aimed at meeting these challenges directly. We continue to collaborate with Vice Provost Randy Bass on various initiatives, and the founding principles of innovation and integration still inspire all of our work today.

Although bringing together many different aspects of teaching and learning in one Center can be difficult at times, we believe this interconnected approach enhances the value of our contribution to Georgetown’s intellectual community and to larger conversations about teaching and learning. Now with a strong foundation, we believe we are more prepared than ever to move ahead as thought leaders in this work throughout the country and around the world. We look forward to many more years of pushing the boundaries of where and how learning can take place. And in that process, we will always seek out new intersections and partnerships—both at Georgetown and beyond—to ensure that our students’ intellectual lives remain rich and that Georgetown’s culture of learning continues to thrive.

From the beginning, we structured CNDLS to reflect an integrated unit bringing together expertise in teaching excellence, technology innovation, assessment, and research.

Eddie Maloney, CNDLS Executive Director
CNDLS would not exist without the scores of creative, open-minded, and dedicated faculty who work with us each semester. Their willingness to experiment in the classroom has changed the landscape of what it means to teach and to learn at Georgetown. Below, three of our longtime collaborators reflect on their experiences working with CNDLS over the years and their vision for the future.

Frank Ambrosio *Philosophy*

CNDLS began working with Frank Ambrosio fifteen years ago to conceptualize the first version of MyDante, a digital environment for the study of Dante’s Divine Comedy. Now an integral part of CNDLS, Frank serves on the Faculty Advisory Board.

**On the uniqueness of CNDLS**

CNDLS is distinguished in my mind for providing what is frequently the most missing part of life at a college or university, ironically—that is, the time for self-examination and reflection. CNDLS guides faculty not only in trying new things, but in asking oneself: ‘Did it work? Did it have unintended consequences? Did it distract students? Did it open up possibilities that we didn’t expect to find?’

**On the future of CNDLS**

Unlike schools and departments, CNDLS has the nimbleness and the innovative mentality to look for opportunities, to look for challenges, and to try to address them where they are.

It seems to me that CNDLS is poised to make a kind of quantum leap—not only to a different level or extent of involvement, but to a qualitatively different leadership role, as we encounter the enormous challenge of articulating the mission of the university with regards to what it means to educate people to be responsible citizens for the 21st century. Of course no one individual, no one segment of the university, can play that role, but CNDLS is uniquely poised, I think, to be the place where people look for leadership in exactly how that challenge is going to be addressed.

I’ve been at Georgetown for a very long time now, and the range of opportunities that I’ve had during my career is gratifyingly broad, but there’s none that’s been more central to the time I’ve spent here and more important a place of collaboration than CNDLS.

Frank Ambrosio
Jennifer Woolard *Psychology*

Ten years ago, Jen Woolard joined the Engelhard Project in its inaugural year and found a space—and a community—that supported her desire to connect her courses more deeply to issues of mental health and wellness.

**On participating in the Engelhard Project**
The most important aspect of Engelhard for me is the sense of community that’s established among the faculty members engaged in the Engelhard Project. To learn from their expertise and appreciate their support and discussion has been the best thing for me as a faculty member. In thinking about the classroom and students, in a way, [the Engelhard Project] really gives both the faculty and students permission to talk about and connect these issues of mental health and wellness with the topics we’re talking about in the classroom.

**On conversations about teaching**
Something that’s stuck with me is this notion of backward design, and thinking about the end goal and accomplishments, and what we want our students to know as a function of an individual class, module, or semester, and then moving backwards from those goals to figure out different indicators.

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CNDLS has become more embedded in the fabric of the university and in faculty life.

Jennifer Woolard

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Betsi Stephen *Foreign Service*

Betsi Stephen’s work with CNDLS began with the Visible Knowledge Project in the early 2000s and has evolved to participation in numerous other projects, including ePortfolios, the Doyle Program, and ITEL. She is currently on the CNDLS Faculty Advisory Board.

**On how CNDLS has provided support over the years**
CNDLS helped me switch from being a judge to being a coach. I learned to help take students from raw material to very professional ideas. CNDLS also helped me think through assessment, mapping the curriculum of all the Science, Technology, and International Affairs (STIA) classes to see where the richness and the holes existed.

**On the future of CNDLS**
I hope that CNDLS can focus on the nexus of research and pedagogy and really move the field forward.

Betsi Stephen

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I hope that CNDLS can focus on the nexus of research and pedagogy and really move the field forward.

Betsi Stephen
GEOGETOWNX GOES GLOBAL

In 2012, Georgetown first partnered with edX, a leading online course platform, to offer free Massive Open Online Courses (MOOCs) for students around the globe. Three years and fourteen MOOCs later, Georgetown and CNDLS were pleased to join edX in hosting the annual edX Global Forum.

This fall, Georgetown University and CNDLS were honored to bring the annual edX Global Forum to Washington, D.C. Convened November 8-10, 2015, the forum brought together over 360 edX partner members from around the world—including educators, thought leaders, instructional technologists, and researchers—to explore emerging trends in education, both online and in the classrooms.

Opening remarks by Provost Robert Groves kicked off the conference by countering common skepticisms and fears surrounding MOOCs and other forms of technology-based learning. Instead of competing with traditional classrooms, Provost Groves asserted, technological innovation has served to complement and enhance the role of the university campus in student learning at Georgetown. Highlighting the success of the ITEL and Global Futures initiatives, both products of Georgetown’s partnership with edX, he suggested that the mainstreaming of technology-enhanced learning has provided a positive opportunity to awaken creativity and interrupt stagnant systems of learning throughout the university.

United States Chief Technology Officer (CTO) Megan Smith followed Provost Groves as the forum’s keynote speaker. At the helm of the Office of Science and Technology Policy, Smith focuses on the role of technological innovation in all parts of life in the U.S., including education, employment, health, and security. In her address, Smith spoke of the link between her passion for capacity building and emergent technologies, sharing her excitement for technology-led learning initiatives and their ability to impact access to quality educational resources around the world.

Over the course of the forum, attendees engaged with university leadership, faculty, students, and corporate partners on the present—and future—of online learning. A theme that surfaced among both presenters and panelists was the role of technology in developing stronger relationships between students and faculty, and the subsequent impact on students’ overall academic success. Many presenters also touched on what they perceive to be a critical focus area in learning innovation: the collection and use of data to measure and improve MOOCs.

Of particular note was a “lightening talk” presented by Daniel Seaton, a learning sciences researcher at Harvard University, who used course data to dismantle the idea of a typical MOOC student as a college educated white male, 26 years or older—a profile that, Seaton shared, represents only one-in-three users. In the absence of a typical MOOC student, conversations about data turned to discussions of how online courses can best meet the needs of all students, including those requiring credentials or credit for participation. GeorgetownX, for its own part, is now offering self-paced courses on edX and has worked closely with the School of Continuing Studies to move professional degree programs online. This fall, GeorgetownX looks forward to launching several new MOOCs, including the first sign language course on edX.

Explore the full portfolio of online courses at CNDLS.GEORGETOWN.EDU/PROJECTS/GEORGETOWNX
The first three years of developing online courses have been a trial by fire for our team of instructional designers, developers, and faculty partners. However, our experiences have helped us gain tremendous insight into the role Georgetown stands to play in online learning. This November, in conjunction with the edX Global Forum, CNDLS hosted the GeorgetownX Institute, a five-day workshop in which we shared many of our hard-won lessons and best practices with a small group of MOOC developers from Saudi Arabia and Jordan.

Over the course of the Institute, several members of the CNDLS team presented lessons learned on assessment, platform and tool selection, program and course management, and the overall learning design process for MOOCs. In one particularly engaging panel discussion, our video production and graphic design team presented on “Content Design Principles: Storytelling for Meaning Making.” Participants and members of the CNDLS team discussed how best to create engaging, professional visual content— as well as how to prepare for the huge time and expense that this process often requires. The panelists also shared their excitement about the opportunities available through online learning to present unique perspectives and stories in ways that aren’t always possible in a traditional face-to-face format. The panel discussed some of the difficulties teams face in developing MOOCs, including the unique design challenges that arise from working with audiences who have varying technological access, expertise, and goals.

Meant not just to deliver but also to enact best practices in online learning for our students, the Institute followed a hybrid format by featuring an online platform for students to engage with one another before, during, and after the session. During the workshop, participants were encouraged to reflect on what they learned each day by identifying three key ideas and entering them on the platform—data that was then used to create a word cloud so participants could see which ideas had most captivated their peers. This platform also served as a space to continue the conversation beyond the five-day workshop. The Institute was designed not just to share learning and best practices with participants, but to help “train the trainer” and enable participants to share these learnings even more widely by training their course teams or would-be course teams within their home organizations.

As CNDLS continues to develop expertise in the online learning space, it will be increasingly important that this expertise is formalized and shared with the larger community—through our work with Georgetown faculty and staff, through the scholarship of teaching and learning, and through our engagement with the larger network of MOOC developers around the world. Through the GeorgetownX Institute, CNDLS is now better equipped to share our own content and resources with faculty and departments within Georgetown looking to learn more about the process and best practices for developing courses online. ■ Linda Huber
In celebrating its 10-year anniversary, the Engelhard Project continues to create spaces for an intentional engagement with Georgetown’s commitment to *cura personalis* and educating the whole person.

Since 2005, the Engelhard Project for Connecting Life and Learning has reached thousands of students at Georgetown through a curriculum infusion approach that provides space in the classroom for thoughtful discussion and reflection, and meaningfully connects course content to topics of well-being. Over the past ten years, faculty members have partnered with campus health professionals to provide opportunities for students to learn about, discuss, and intentionally reflect on their lives and learning experiences, embodying Georgetown’s Jesuit values of *cura personalis* and educating the whole person.

In celebration of ten years of this work, the Engelhard Project collaborated with the Doyle Engaging Difference Program, CNDLS, and other campus offices to host *Engelhard Conversations on Educating the Whole Person*, a yearlong series of events aimed at creating intentional spaces for the Georgetown community to discuss the issues raised by the Engelhard Project and the importance of student formation and development more generally.

The year’s events began with a formal anniversary celebration on October 1, 2015, in which faculty, health professionals, and friends of the project gathered for a panel discussion on contemporary issues of well-being in higher education. Following the conversation was a reception commemorating the project and recognizing the support it has received over the years. The panel discussion focused on the importance of student development and the transformative impacts of creating a supportive and collaborative community. Special guests included the project’s inspirational supporters, Sally Engelhard Pingree and Don Harward of the Bringing Theory to Practice (BTtoP) Project, who spoke about their long-time connection to and passion for this work. Vice Provost Randy Bass also reflected on the integrative future of liberal education, highlighting the Engelhard Project as a “powerful beginning.” This first conversation in the Engelhard series provided a larger narrative and backdrop to the importance of this work, and to the Project’s impact on the Georgetown community.

In November, the Engelhard Project collaborated with the Doyle Engaging Difference Program to host a second conversation, “Well-being, Diversity, and the University Community,” with special guest Dr. Daniel R. Porterfield (COL ’83), President of Franklin & Marshall College. Porterfield also has deep ties to Georgetown University. In addition to being an alumnus, Porterfield’s eldest daughter is now a student in the College. Prior to his time as F&M President, Porterfield lived and worked at Georgetown for 12 years, serving in many roles including Senior Vice President for Strategic Development, and also living on-campus with his family in Copley Hall. Moderated by Joan B. Riley, Engelhard Senior Scholar and Associate
Professor of Human Science at Georgetown, the conversation with Porterfield focused on what it means to function as a community of higher education that honors both the individual and collective histories and identities of its students. He highlighted multiple dimensions of identity, including one’s sense of self, values, spirituality, and sexual identity, as well as the ways we all adapt and change over time. “How can we authentically live our identity in a changing world?” he asked, encouraging conversation on issues of diversity and a sense of belonging. Porterfield discussed his work supporting first-generation college students and the importance of a university’s role in bringing more socio-economically diverse talent to the student body while paying attention to the impacts on culture and community. While speaking about strategies to shift culture, he also highlighted the important role students and faculty play, calling on students to see the university as their own to shape and influence, and on faculty to find ways to integrate classroom experiences that acknowledge the many identities and backgrounds of students.

The Engelhard Project continued the conversation series in March with a faculty and staff workshop, “Building Shared Approaches to Integrative Learning, Formation, and Well-being.” Held in collaboration with the Division of Student Affairs and the Doyle Program, the workshop featured a keynote by Dr. Marcia Baxter Magolda, Professor Emerita at Miami University of Ohio and a noted expert on student self-authorship and development. Baxter Magolda shared her theories on self-authorship and the importance of learning partnerships in supporting the development of students’ identities and ability to “self-author” their lives. Baxter Magolda posited that higher education often focuses too much on “informational” learning at the expense of “transformational” learning, but that educators should strive to engage and support students in the latter. Vice Provost for Education Randy Bass, and Father Kevin O’Brien, Vice President for Mission and Ministry, shared their reflections on how Baxter Magolda’s work resonates with the spirit of Georgetown and Jesuit tradition. In the words of Father O’Brien, “What we do should flow from the deepest sense of who we are.” Attendees participated in facilitated small group work to reflect on individual experience and shared approaches for furthering this work.

The final events in the Engelhard conversation series will take place at CNDLS’ Teaching, Learning & Innovation Summer Institute in May, featuring a keynote lunch session with Brandon Busteed, Executive Director of Education and Workforce Development at The Gallup Organization, and a working session with Jade Wood, Well-being Subject Matter Expert. At Gallup, both are involved in research on well-being and engagement.

The Engelhard Project is grateful for the support of so many in making this conversation series possible and excited for future events. Over the next ten years, the Engelhard Project hopes to broaden its reach to involve more faculty, students, and staff at Georgetown to work together in creating a healthy, engaged, and connected community for all. ■ Laura Dunn
In spring of 2015, the Main Campus Executive Faculty voted to add a new two-course overlay requirement to the university’s undergraduate core curriculum, a change that was driven by strong student advocacy and inspired by examples from Doyle Faculty Fellows’ work over the previous six years. Beginning in fall 2016, all new incoming Georgetown students will be required to take two Engaging Diversity courses to ensure the opportunity to engage with diversity issues in two different contexts: one domestic and one global.

ENGAGING DIFFERENCE
A CONVERSATION WITH MICHELLE OHNONA

In a conversation with CNDLS, former Doyle Faculty Fellow Michelle Ohnona discusses her new role supporting the Doyle Program and working on the implementation of the university’s Engaging Diversity core curriculum requirement.

For seven years, the Doyle Engaging Difference Program has been central to dialogue about issues of diversity and difference in the classroom. This fall, former Doyle Faculty Fellow Michelle Ohnona (Women’s and Gender Studies) began a new joint position between CNDLS and the Office of the Provost. Within CNDLS, she joined the Doyle Program team in a newly created CNDLS Faculty Fellow position and for the Provost’s Office, she began serving as Diversity Requirement Coordinator.

Ohnona’s interest in the Doyle Program runs deep, stemming from her strong passion for pedagogy, learning, and critical thinking. In an often research-driven university setting, she notes that there are rarely spaces where “practice is privileged” and the theory of teaching is discussed—an opportunity her year as a Doyle Faculty Fellow (2014-2015) afforded both her and her cohort. Ohnona views education as the “gateway to social change” and emphasizes the importance of pedagogy as the place where the process of transformation, inspiration, compassion, and critical curiosity begins.
This is a requirement for students [to take these courses], but it is also a requirement of the university to offer these courses and find meaningful ways to support faculty on these issues. What will we do with this tool? How are we going to put it to work in the service of justice in our community?

Michelle Ohnona
PODS IN PERSPECTIVE

Teaching is an inherently social practice. How do we make room for faculty to collaborate? In May 2015 faculty joined CNDLS in experimenting with design-centered workshops for pedagogical and curricular-based projects, and the results have been inspiring.

As part of the 2015 Teaching, Learning & Innovation Summer Institute (TLISI), CNDLS introduced the Productive Open Design Space (PODS), a four-day design lab offering faculty both time and space to collaborate with colleagues across disciplines on innovative curricular projects.

Facilitated by the Education Design Lab, PODS comprised a four-part exploratory process discovering “what is, what if, what wows, and what works” for eleven faculty-proposed projects. More than 40 faculty and staff worked in and across teams to make connections between shared ideas, generate design criteria, present a mini pilot, and develop sustainable plans to execute their projects during the academic year.

Driven by engaged, creative faculty and supported by both their peers and CNDLS staff, all eleven projects have found a continued life on campus and beyond. This spring, CNDLS caught up with four groups to see how their projects had progressed over the course of the past year.

El Libro de Buen Amor

As part of an intercampus proposal, faculty members Emily Francomano (Spanish and Portuguese) and Michael Ferreira (Spanish and Portuguese) and graduate students Yoel Castillo Botello and Ross Karlan paired up with Heather Bamford of the Department of Romance, German & Slavic Languages and Literatures at George Washington University to develop an interactive, bilingual, and multidisciplinary website focused on El Libro de Buen Amor, or the The Book of Good Love—one of the most complex works of the Iberian Middle Ages. In its current state, this PODS project exists in two parts: as a course module for medieval literature classes, as well as an ongoing ITEC project. Offering students the ability to interact digitally with medieval manuscript culture, “The Medieval Reader” is a platform for reading medieval texts in a digital environment. The prototype of “The Medieval Reader” was presented by the group at the Annual Meeting of the Medieval Academy of America in February 2016.

Disability Studies

In their PODS proposal, faculty members Sylvia Onder (Anthropology), Libbie Rifkin (English), and Jennifer Fink (English) set out to rethink their originally-proposed Disability Studies Minor as a Disability Studies micro-credential. As of Fall 2015, their project exists as the Disability Studies Course Cluster, a set of interconnected classes across the English, Philosophy, Theology, Performance Studies, and Anthropology departments that approach disability on three levels: as a social justice issue, a student issue, and a way of thinking about teaching. Designed to draw on common themes among the individual classes, these courses gather together monthly to participate in workshops and public lectures with leading scholars, performers, and activists from the disability studies field. Beyond the classroom, the team hopes to influence larger conversations about ability and accessibility across campus.

Sylvia Onder and Libby Rifkin at an event in fall 2015.
The Pilgrimage Project

Proposed jointly by faculty members Lisa Strong (Art History), JR Osborn (CCIT), Evan Barba (CCIT), Gretchen Henderson (English), and Katrin Sieg (SFS) alongside LuLen Walker and Ethan Henderson of the Booth Family Center for Special Collections in the Georgetown University Library, the goal of the Pilgrimage cohort was to develop a pedagogical module wherein students use multi-disciplinary exhibits to explore the architectural, cultural, and social changes that have shaped physical spaces at Georgetown. Coming out of PODS, the Pilgrimage proposal transitioned into an ITEL project comprised of five interdisciplinary courses studying and curating Old North, the second building built as part of the main Georgetown campus, as well as the oldest surviving academic building. On April 22, students across these courses presented an interactive, site-specific installation in the building itself, making it a site of actual and digital pilgrimage into Georgetown’s history.

Theory and Policy in Africa

In response to the recently implemented Graduate Certificate in African Studies, faculty members Lahra Smith (SFS), Scott Taylor (SFS), and Alexander Thurston (SFS) joined PODS with the goal of creating a new course entitled “Theory and Policy in Africa.” Taught this past spring by Professor Taylor, the resulting course now serves as the gateway requirement for the certificate. Students enrolled in the course establish a foundation in the key theoretical, historical, and policy issues that pertain to Africa, and gain practical and research-based interdisciplinary writing skills aimed at advancing their intellectual and professional goals. Focusing on both theory and policy, this course builds upon traditional disciplinary offerings and brings together certificate students across different graduate programs. ■ Christa Pluff

Building on the incredible work of these and other faculty-developed projects, CNDLS will be offering PODS again this summer as part of TLISI 2016. We look forward to seeing you there!
ITEL COHORTS
RECAP

This past fall, three ITEL cohorts were formed to think more deeply about teaching and learning with their peers: Engaging by Design: Games, Simulations, and Online Learning Modules; Student-Centered Learning through A Domain of One’s Own; and the Global Future[s] Curriculum Studio.

Engaging by Design: Games, Simulations, and Online Learning Modules

The first CNDLS cohort on Gaming and Online Learning Modules was inspired by two ITEL open track projects focused on designing games to deepen students’ understanding of academic concepts. In partnership with CNDLS, Tanina Rostain (Law) developed a game exploring character evidence in a trial setting, and Ron Leow (Spanish and Portuguese) developed a game focused on learning a second language. After hosting a TLISI session on gaming and producing a white paper on teaching with games, CNDLS saw a need to engage more faculty in this particular area and launched the ITEL cohort this past fall.

The eight group members initially planned to design and develop an interactive game or module that would be tested by a small group of students, and met once a month to explore the gaming as a teaching method. There was a clear progression to the cohort’s dialogue, and at the end of semester faculty stated that the experience of designing, implementing, and testing a game or simulation had given them a new perspective on student learning. Milena Shahu (Chemistry) developed a version of Jeopardy! for her General Chemistry II course to help her students review academic concepts in preparation for exams. Through the creation of both conceptual and problem-solving questions, she created an environment that supported learning in an active context. As a result, she saw a deeper engagement with the content and—when it came time for exam—better preparation on the part of the students. Shahu plans to continue utilizing the games in her course next academic year, and encourages other faculty to invest time into experimenting with games in their courses.

Led by CNDLS staff Bill Garr and Yong Lee, the cohort discussed initial considerations for implementing games as a teaching method; explored existing educational games to deepen their understanding of challenges unique to gaming (as compared to other types of online educational content); experimented with Articulate Storyline, a platform that allows content creators to develop pathways through instructional content based on how players answer certain questions; and collaborated on a group statement addressing the current state of—and their desires for—gaming as a method of instruction at Georgetown University. Though the cohort concluded in early December, every faculty member expressed a desire to continue learning about teaching with games, particularly within the context of a faculty cohort, where community development through a shared approach to teaching became one of the most impactful benefits of their participation in the cohort.
Student-Centered Learning through A Domain of One’s Own

A Domain of One’s Own is a streamlined toolset for providing faculty and students with flexible online learning environments. Throughout the fall semester, the cohort of seven faculty and one student explored how to incorporate flexible online spaces into their course utilizing this toolset. Faculty were invited to develop platforms customized to their course needs, with possible uses including student ePortfolios, course wikis, or dynamic course websites. The cohort welcomed Jim Groom, a pioneer of the Domain of One's Own movement and co-founder of Reclaim Hosting, to its introductory session held in the early part of the fall semester. Groom shared the toolset, as well as the benefits of independent use of the internet, with both faculty and students. Cohort members were asked to think through how they might use Domains to solve current curricular issues they might be experiencing. After weeks of learning and experimenting with the Domains tool, the cohort of faculty concluded their formal exploration at the end of the fall semester, though many of them have chosen to continue using it in their courses. Faculty who are interested in piloting the tools themselves in their own courses are encouraged to visit the tools page on the CNDLS website, commons.georgetown.edu/tools/domains.

Developing and testing the game is really challenging, but investing the time and effort into the process is worth it. It’s enjoyable when you see the final product and students’ reactions while playing them. This experience has reinforced my view that developing games makes learning and teaching more fun and effective.

Milena Shahu

Global Future(s) Curriculum Studio

Comprised of a series of meetings, workshops, and design sessions, the Global Future(s) project gave eight faculty cohorts the space to experiment with pedagogical practice and curricular structures, and to focus their classes on globally significant themes. Specific to Georgetown, each project was also designed to reflect the Magis Measures—a set of five learning design outcomes developed by the Formation by Design Project at Georgetown—and engage the three key elements of “what universities do” as outlined by President DeGioia at the launch of the Designing the Future(s) initiative.

Over the course of the studio, the cohorts considered what curricular models in global education might look like if invented today, as well as the specific learning outcomes, opportunities, and barriers inherent to each individual project. Addressing interdisciplinarity, intercultural engagement, whole person development, ethical leadership, risk taking, social justice, independent study, and enduring understanding, faculty aimed to develop new models for liberal education that more deeply and effectively immerse students in creative approaches to complex, interdisciplinary problems. To learn more about projects from the Global Future(s) Curriculum Studio cohort, visit the Global Future(s) web page: globalfutures.georgetown.edu/essays/global-future-s-curriculum-studio. ■ Alexis Downey
WHEN MOOCs GET PERSONAL

Since 1996, Dr. Bassem Haddad has been on the faculty of the Lombardi Comprehensive Cancer Center, where he is currently an Associate Professor of Oncology and the Director of the Tissue Culture Shared Resource. With the launch of the "Genomic Medicine Gets Personal" MOOC in 2015, Haddad took his teaching online, reaching a larger audience of learners.

As soon as Bassem Haddad begins talking about the work he has developed in collaboration with CNDLS over the last few years, his eyes light up. Beyond his role as lead faculty member behind the GeorgetownX MOOC “Genomic Medicine Gets Personal,” Haddad is a natural joiner, a virtue that explains not only how he managed to build a multidisciplinary team of experts to teach genomics online, but also the number of projects that have spun off from the course. In a recent conversation, Haddad shared details of some of these projects, including a study on business ethics and an upcoming MOOC on Big Data sponsored by the National Institutes of Health (NIH).

What was your intention when you decided to design the Genomics MOOC?

For the Molecular and Human Genetics class that I co-direct, we had considered how to supplement the limited hours of lectures with online resources that could cover the essentials of genomics while also keeping up with what is essentially a moving target with many new discoveries in the field. Additionally, genetics is part of every specialty, and as such is very valuable not just to the students but also for practicing physicians. In other words: we wanted a living resource, and the opportunity jumped at us with the ITEL call.
How does the MOOC model change the way you approach teaching genomics?

The MOOC model really allowed us to open the class up to the general public and to untie it from a single lecturer. Traditional education is often a one-person activity; with a MOOC, many more people can be involved. For the Genomics team, this meant making it more interesting to students by inviting a different expert to each lecture. Besides Georgetown professors, we managed to get Dr. Cynthia Morton, who was at that time the President of the American Society of Human Genetics, as well as experts from the Children’s National Medical Center and the NIH, but also others not directly related to genomics. Luc Wathieu, the Deputy Dean of the Business School, addressed the trend of direct to consumer genetic services from a marketing perspective. And the course introduction, which I highly recommend, features Congresswoman Debbie Wasserman Schultz.

Where does the Genomics MOOC go from here?

We are working in two different directions. First, we want to explore how the MOOC content can be incorporated into the medical school curriculum. One of the biggest questions is whether we should make it a required component or an ungraded, optional resource. Second, we want to make the course available as continuing medical education (CME) for practicing physicians. This idea is very appealing because it would allow practitioners to earn required credits without having to travel, and it will keep them up to date on information that has changed since they left medical school. This is an important opportunity.

What other projects are you involved with?

Because of our collaboration on the Genomics MOOC, I’m now working with Luc Wathieu and Father Kevin Fitzgerald, Chair of Catholic Health Care Ethics in the Center for Clinical Bioethics, on a study on the business ethics of using direct to consumer marketing to sell genetic tests.

In addition, we have a new MOOC, “Demystifying Biomedical Big Data: A User’s Guide,” designed for non-bioinformaticians and funded by a two-year grant from the NIH. This course will be based on hands-on work with specific software, which is different from the lectures approach taken in the genomics MOOC. Tackling this will be challenging, but we’re confident that it can be done and become an important resource for librarians, researchers, and other professionals that don’t work with big data in their day job.

This grant is a recognition not just of the need for this product, but also for our team, the full GeorgetownX portfolio, and Georgetown as a whole—we really were able to secure it because we have this great infrastructure already in place. Not only do we have a center for bioinformatics with great professors, we also have the educational and technical support of CNDLS; an ongoing collaboration between Georgetown and edX that offers a great platform to publish the course; and the will and the intention to create a good quality product. All of this combined made for an incredibly successful first MOOC, and being able to point to the proven record of the genomics course in our grant application made all the difference. ■ Jaime González-Capitel Martorel
SHARING OUR WORK

Publications, Presentations, and Notable Work

Susan Pennestri, CNDLS Assistant Director for Learning Design and Technologies, recently co-authored a chapter in *A Psycholinguistics Approach to Technology and Language Learning* titled “Clicking in the second language (L2) classroom: The effectiveness of type and timing of clicker-based feedback in Spanish L2 development,” in which she investigates the pedagogical utility of learner response systems, or ‘clickers’, as a novel means of providing feedback to learners in second language (L2) classroom settings. This chapter explores the effectiveness of clicker-based feedback on learning the preterite/imperfect aspectual distinction in Spanish by beginning L2 learners. Learners’ immediate development in interpretation, production, and generalization abilities is statistically analyzed, and theoretical and pedagogical implications for psycholinguistic L2 research and instruction are considered.

CNDLS Director of Learning Design and Research, Yianna Vovides, along with Instructional Designer Sarah Inman of Stevens Institute of Technology, co-authored the chapter “Enabling Meaningful Certificates from Massive Open Online Courses (MOOCs): A Data-Driven Curriculum E-Map Design Model.” It was published in December 2015 in the book *Open Learning and Formal Credentialing in Higher Education*.


Recent Presentations

Eddie Maloney, Executive Director of CNDLS, and Maggie Debelius, Director of Faculty Initiatives, gave a presentation, “New Designs in Teaching and Technology-Enhanced Learning,” at the annual Association of Catholic Colleges and Universities (ACCU) conference in February 2016. The presentation explored the range of challenges facing Centers for Teaching Excellence and Technology Innovation, using Georgetown as an example. The presentation also included a design studio session that asked attendees to explore their institution’s biggest teaching and learning challenges, and consider how the ACCU community might act as a consortium to help address those issues.

In partnership with Georgetown’s Cawley Career Center, Maggie Debelius gave a presentation to graduate students in October 2015 based on the revised edition of her co-authored book, *So What Are You Going, to Do with That? Finding Careers Outside Academia*. As part of their talk, Debelius and co-author Susan Basalla discussed the hundreds of interviews they conducted with graduate alumni across disciplines to identify post-academic career options for M.A.s and Ph.D.s. Maggie also talked about her book in her capacity as Keynote Speaker at the CUNY Post Grad (Center) Conference, *Putting Your Graduate Skills and Training to Work*, in December 2015.

CNDLS Associate Director for Assessment Mindy McWilliams co-presented a paper on “Reflecting on Reflective Writing Analytics: Assessment Challenges and Iterative Evaluation of a Prototype Tool” at the Learning Analytics and Knowledge Conference in Edinburgh, UK in April 2016. With co-presenters Simon Buckingham Shum, Agnes Sandler, Rosalie Goldsmith, Xiaolong Wang, and Randy Bass, Mindy shared her experiences using an innovative analytics tool to assess students’ reflective writing.

Susan Pennestri and Instructional Designer Eleri Syverson presented Stacey Kaltman’s year-long ITEL project “Using Interactive Simulations to Enhance Teaching in Physician-Patient Communication” at the second annual Georgetown University Center for Innovation and Leadership in Education (CENTILE) Colloquium for GUMC Educators in the Health Professions in June 2015. The presentation featured the project team’s efforts to improve existing training methods by developing three online clinical interview simulations to give students practice with patient-centered interviewing skills.

Several CNDLS staff members, including Dan Davis, John Hanacek, Susan Pennestri, and Yianna Vovides, worked with GUMC faculty members Adam Meyers and Susan Mulroney to write a research paper on their ITEL project “Using Online Materials to Enhance Physiology Teaching,” which was presented at the 7th International Conference on Education and New Learning Technologies in Barcelona, Spain in July 2015. The paper, titled “Capturing, Tracing, and Visualizing the Spread of Technology-Enhanced Instructional Strategies,” was published in the EDULEARN15 conference proceedings.

Barrinton Baynes, Multimedia Specialist at CNDLS and the Gelardin New Media Center, presented at the “MOOCs and Libraries: A Brewing Collaboration” webinar hosted by the National Information Standards Organization (NISO) in August 2015. His talk focused on Georgetown’s experience with creating MOOCs, starting with the inception of ITEL and moving on to current projects available on edX. He discussed ways that ITEL project teams, in collaboration with lead faculty members of their respective MOOCs, devised ways of transferring in-class learning experience (which requires the payment of tuition and is graded) to a cost-free online platform where self-motivation may be the learners’ only incentive for participating.

Several CNDLS staff members, including Marie Selvanadin, Bill Garr, and Mindy McWilliams, recently worked alongside Betsy
Faculty Advisory Board
CNDLS is grateful to the following individuals for serving on our Faculty Advisory Board this year:

Matthew Tinkcom [Chair]  
Communication, Culture & Technology

Frank Ambrosio  
Department of Philosophy

Yulia Chentsova Dutton  
Department of Psychology

Maria Donoghue  
Department of Biology

Shiloh Krupar  
School of Foreign Service

Adam Myers  
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Tanina Rostain  
Law Center

Betsy Sigman  
McDonough School of Business

Elizabeth (Betsi) Hervey Stephen  
Associate Professor, School of Foreign Service

RESOURCES SPOTLIGHT

The Teaching Commons is a collection of resources and faculty experiences designed to give instructors ideas for revitalizing their courses as they gain insights into practical issues in pedagogy at Georgetown. The Teaching Commons serves as a digital teaching handbook, a repository for faculty profiles in innovative teaching, and a glossary of teaching terms relevant to higher education. As a living resource, the site continually evolves to encompass new scholarship in teaching and learning, as well as technological innovations that are changing and enhancing the current teaching landscape. This year, CNDLS added a collection of “Difficult Discussions” resources to help faculty navigate controversial issues in the classroom, as well as a series of video interviews highlighting faculty successes in designing and teaching courses at Georgetown.

To access the Teaching Commons, visit: COMMONS.GEORGETOWN.EDU/TEACHING

As a complement to those experiences highlighted in the Teaching Commons, the ITEL site houses substantial information on faculty-led innovation in technology-enhanced learning. In addition to finding project descriptions and final reports, faculty can learn directly from other instructors about their experiences with what’s worked and what’s worth it when it comes to incorporating technology into the classroom.

To browse ITEL projects, visit: ITEL.GEORGETOWN.EDU

Sigman (MSB) to co-author “Visualization of Twitter Data in the Classroom,” which has been accepted for publication in the Decision Sciences Journal of Innovative Education. The publication is based on work by Sigman as part of her ITEL project “Integrating Real-time Big Data Analysis and Visualization for Better Decision-making,” which is focused on developing both undergraduate and graduate coursework on real-time Big Data.


CNDLS 15 YEARS OF INNOVATION IN TEACHING & LEARNING