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BETSY SIGMAN
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GENERAL EDUCATION AND HIGH-IMPACT PRACTICES

Opportunities for Faculty on Teaching, Learning, and Course Design

How do foundational courses develop students' abilities in research and inquiry, critical thinking and critical literacy, writing and communication, understanding perspectives different from their own, and integrative learning?

What do we know about effective strategies and high-impact learning experiences? How might we strengthen courses in the first two years to increase engagement in learning? How might we challenge and support students to deepen that intellectual engagement in more advanced courses?

This year’s Teaching, Learning and Innovation Summer Institute (May 21-24) will explore these key themes, with a particular focus on introductory and large enrollment courses as well as foundational courses of all sizes.

Applications are currently being accepted! Apply at the TLISI website:

CNDLS.GEORGETOWN.EDU/TLISI/
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We’re pleased to present the first issue of *The Prospect*, a new CNDLS publication that is designed to highlight innovative teaching practice at Georgetown University. We hope you enjoy the stories in the following pages. We also invite you to explore our website (cndls.georgetown.edu), where you can learn more about our mission, major projects, and services for teaching and learning, as well as find links to follow us on Twitter (@cndls) and Facebook.

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.

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WHAT CAN CNDLS DO FOR YOU?

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

Support for Improving Teaching
At CNDLS, professional teaching staff are available to consult with you on matters of teaching practice and design. Topics to discuss with CNDLS staff members could include developing a course using backward design, communicating effectively in the classroom, creating assignments using online collaborative tools, or navigating difficult discussions in the classroom. Support is available both by appointment and through workshops and other events.

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

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

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

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

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

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

Links and additional resources available at:

CNDLS.GEORGETOWN.EDU/NEWSEMESTER/
DIGITAL ANXIETIES

Can I show this video clip in the classroom? Can my student post this photo on our class website? Who owns the rights to the lecture I just recorded? These questions and many more were explored at the October 24 Digital Anxieties event.

Our October 24 Digital Anxieties event—a collaboration among CNDLS, the Gelardin New Media Center, and the Office of Faculty and Academic Affairs—looked at problems of copyright and fair use in academic contexts. Attendees were invited to explore four multiple-choice questions, each laying out a scenario related to classroom material usage in which faculty could find themselves. Audience members participated by choosing what they thought was the most appropriate answer for each scenario. After the anonymous clicker responses were gathered and presented in graph form, the floor opened up for general discussion. A panel of experts—Heidi Wachs, Director of IT Policy and Privacy Officer (UIS); Sheila Zimmet, Senior Associate Vice President (Office of Regulatory Affairs); and Dave Smith, University Information Security Officer (UIS)—helped guide the conversation forward.

The interactive session cultivated a lot of lively discussion focusing on two main issues: first, the challenges of deciding whether a faculty member or Georgetown University holds ownership of recorded lectures, and second, the protection of privacy and intellectual property in and outside the classroom. Participants and panelists also discussed the implications of using publicly accessible websites as opposed to more protected platforms such as Blackboard. The Digital Anxieties session helped draw attention to the somewhat murky processes involved in fair use in the classroom context, especially where digital materials are involved.

To find resources related to copyright, fair use, and intellectual property, visit the Teaching Commons (commons.georgetown.edu/teaching).
Scholar Diana Sinton shared strategies for incorporating digital mapping tools into coursework and research. • BY KELSEY BRANNAN

On November 7, Diana Sinton, the Director of Spatial Curriculum and Research at the University of Redlands, spoke at Georgetown University about how faculty and students can integrate mapping tools and Geographical Information System (GIS) software into their research and class projects. Sinton described four approaches to designing mapping projects in higher education:

• maps as organizational templates: points, lines, and areas displayed in their “true” geographic space;
• maps as a tool for spatial analysis: not just their graphic representations, but a focus on measured and descriptive characteristics;
• maps as metaphors for organization and navigation;
• graphs and charts that display geographic data with alternative representations of space.

Sinton illustrated her talk with many compelling examples. These included a map called “Visualizing Gettysburg” that depicts General Robert E. Lee’s view of the Battle of Gettysburg; a crisis map showing recent events in Libya; and the Google Art Project, which uses Google Maps navigation tools to guide viewers through art museums.

Sinton also demonstrated useful teaching strategies in GIS, such as the power of side-by-side comparisons, challenging students to think critically about maps, and the benefits of generating familiar frames of reference using maps. Lastly, she noted that while there are many rationales for incorporating GIS into higher education, ranging from helping students compete in the marketplace to GIS’s useful and rich insights for teaching and learning practices, it is important to establish a research question and a team of GIS specialists before a project can begin. CNDLS staff members, in partnership with the Gelardin New Media Center, are currently gathering resources and working toward being able to support a wide range of GIS projects for teaching and research. Contact us if you are currently using maps in your teaching or research, or if you’re interested in exploring how you might do so.

To watch Sinton’s full talk, visit the Recent Events page on the CNDLS website (cndls.georgetown.edu/recent-events/).
DOYLE SYMPOSIUM CELEBRATES ENDOWMENT GIFT

On February 9, 2012, the third annual Doyle Engaging Difference Symposium was held as part of a celebration to recognize a gift by William (C’72) and Kathy Doyle to endow the Doyle Engaging Difference Program. ■ BY SAHAR KAZMI

On February 9, the third annual Doyle Engaging Difference Symposium was held as part of a celebration to recognize a gift by William (C’72) and Kathy Doyle to endow the Doyle Engaging Difference Program. The Doyle Program is a collaboration among CNDLS, the Berkley Center, and Georgetown College. The Symposium drew students, faculty, and alumni together to discuss current issues in engaging difference in real-world situations. The Symposium began with a panel discussion among three distinguished Georgetown University alumni: Maria Gomez (N’77), president and CEO of Mary’s Center for Maternal and Child Care; Jamal Epps (C’01), Executive Director of OTC Derivatives for JPMorgan Chase; and Jess Rimington (SFS’09), Executive Director and founder of One World Youth Project. The dialogue of the panel centered on a discussion of education and diversity in the 21st century, and the panelists also shared their thoughts on building relationships and cultivating empathy and understanding in the professional world.

Gomez discussed issues related to the diversity of the staff and clientele of Mary’s Center and highlighted the importance of openness and honesty when creating and developing successful professional relationships. She also noted that her commitment to serving patients from diverse backgrounds throughout the D.C. community has helped build a network of trust around her organization.

Epps expressed a similar sentiment when he noted that his openness to collaborate and his ability to build partnerships across his company have served as catalysts in his career. He also shared his belief that companies that do not attempt to engage difference directly are likely to fall behind those which do.

Rimington addressed the issue of diversity education when she discussed the need to think about global competency and cultural exchange in educating for and engaging with diversity. She also stressed her belief that while human connectivity can sometimes be an innate attribute, the skills for engaging diversity productively should be teachable.

The panel was followed by a discussion session in which audience members, including students and former Doyle Program Faculty Fellows, voiced their thoughts on techniques and strategies that might be
part of a “toolbox” of skills for diversity education.

After the Symposium, the endowment celebration continued with a reception which began with the presentation of a special video in which Georgetown faculty, students, and administrators talked about the power of the Doyle Program. The video presentation was followed by remarks from Georgetown College Dean Chet Gillis, Faculty Fellow representative Ricardo Ortíz, Student Fellow representative Colin Steele, and Georgetown President John J. DeGioia.

The Doyle Film and Culture Series

The Doyle Program is screening four films over the course of the spring semester, each of which deals with diversity and difference in our world today. See the CNDLS website for details.

**The Class (2/1)**

Starring a cast of real-life teachers and students, this award-winning French film confronts the challenges of inner-city education.

**Amreeka (2/22)**

Given a serendipitous chance to leave behind the daily trials of motherhood in a tense region, a Palestinian woman packs her bags and brings her son to live in America. This movie explores the fragility and triumphs of an optimistic spirit.

**Sound and Fury (3/23)**

This film depicts one family’s struggle with questions of identity by exploring their dilemma over whether to provide cochlear implants to two deaf children. Heather Artinian, current Georgetown student and one of the film’s subjects, will participate in a discussion following the screening.

**The Garden (4/11)**

This award-winning documentary chronicles the story of a community garden that was created in the wake of the L.A. riots, only to face bulldozers and legal challenges.
Having taught courses with explicit connections to students’ lives before, neurobiologist Maria Donoghue was ready to take on the challenge of helping students confront their assumptions about the origins of sexual orientation. A Doyle Fellow involved in discussions on diversity, Maria integrated activities that encouraged dialogue around nature and nurture, finding that transforming her course brought greater relevance to her students.

During the 2010-11 academic year, I included the Doyle mission in BIOL-013: An Issues Approach to Biology, a science class for non-majors with approximately 125 students. The course is designed to introduce students to foundational biological knowledge while emphasizing the uncertainty inherent in our understanding of life sciences. The goal of the course is to promote creative and critical thinking around science and to give students confidence in their abilities to contribute to dialogues about science and technology throughout their lives.

To this end, BIOL-013 begins by focusing on the basic processes that occur within a cell. After thoughtful investigation of each process, real-life function and dysfunction are described. The class then looks at normal and abnormal immune function, and finally, characteristics of cells of the nervous system are examined. The link between a single cell’s characteristics, the properties of a group of cells, and the complex output of the nervous system—action or thought—are considered. As a neuroscientist, my scholarly interest is focused on how collections of neurons act together to produce behavior. As co-director of the Neurobiology major at Georgetown University, I work with students to help them become independent thinkers around the nervous system. During the Neurobiology major’s senior capstone experience the semester I taught BIOL-013, the Neurobiology students selected the neurobiological basis of sexual orientation as their topic. In this pursuit, these seniors investigated the innate and environmental influences affecting sexual orientation. After becoming expert in this field, these science
majors then presented a lecture to BIOL-013 and facilitated small group discussion groups using articles about sexual orientation and the choices we as a society need to consider as prompts. Finally, BIOL-013 students were required to attend a lecture by Dr. Simon LeVay, a well-respected neuroanatomist who had recently published a book on the biological basis of sexual orientation. Given restrictions in the focus of BIOL-013, the Doyle aspect of the course was fairly well circumscribed, occurring in just one week of the semester. Still, my sense is that the diversity initiative worked well on several levels.

First, from a content point of view, the focus on sexuality forced students to examine the basis for complex behaviors, enhancing their understanding of the nervous system.

Second, from a social point of view, this piece of the course led to great reflection on the part of many students on how sexual orientation is encoded. It also forced them to examine stereotypes and discrimination.

Third, and rather surprisingly, the students in BIOL-013 appreciated both the Neurobiology seniors and Dr. LeVay as models of diverse kinds of thinkers. Several students said they had little reason to interact with science majors and that they were much more interesting than they expected. The Neurobiology students who presented also appreciated the experience, which provided an important and different undergraduate experience. Similarly, most BIOL-013 students had never attended a scientific talk and most came away with a better sense of the accessibility of science. They found Dr. LeVay smart, understandable, and funny—not the image of a scientist with which they came to Georgetown.

Unbeknownst to me, it turned out that there is quite a bit of controversy regarding the importance of understanding the biological basis of sexuality within the LGBT community. Bringing this controversy to the students was interesting, helping to frame the issues in all of our minds. I was really glad to participate in the Doyle Initiative with BIOL-013. As a result of this experience, I expect that my students will consider the biological basis of complex behaviors and orientations more thoroughly and will be more sensitive to the interplay between nature and nurture. From a personal point of view, I benefited greatly from interacting with a group of dedicated educators and innovative thinkers involved with the Doyle Initiative. Whether or not I am an official Doyle Fellow in the future, this piece will remain in BIOL-013, making the course more relevant and innovative.

... this piece of the course led to great reflection on the part of many students on how sexual orientation is encoded.

The Doyle Initiative is accepting new faculty participants for the 2012 Teaching, Learning, and Innovation Summer Institute!

Read more and apply at: cndls.georgetown.edu/tlisi/
Betsy Sigman, Professor of the Practice and Distinguished Professor in the McDonough School of Business, recognized the need to help her students become more comfortable working with data. But she didn’t want to do what she had been doing for years—adding a new technology or two and hoping that it would prove a useful addition to the class. With the support of CNDLS mentors through a TLT fellowship, Betsy took her course redesign project full-circle, from goals to implementation to feedback and analysis, and made her students active participants in the future of the course.
A database class requires a lot of learning that can get tedious for those who aren’t “database junkies” (though fortunately there are some in my classes). But the skills taught in a database class are some of the most needed in the work world today. Someone who understands data and can manipulate data for better decision-making is very valuable in any organization. Several of my students have been able to “get their foot in the door” in popular sports and entertainment companies due to their database talents. I wanted to add some pieces to my syllabus that would make students aware of the importance of data and give them some new data skills.

For almost ten years, I had “stuck” new modules (usually new technologies) on the curriculum like ornaments on a Christmas tree, without looking at the overall impact these add-ons were having on the course. These add-ons included topics like XML, Microsoft Visio, and others. I hoped that by allowing students to react via some new technology to some of these new technologies (that I sometimes feel like I’m throwing at them), I would have a chance to better gauge the pace of the class and further explain topics that may not have been fully understood. The goals of this redo of the class were as follows: 1) To further integrate the course, so that its pieces were ordered and more clearly understood as part of an overarching learning scheme; 2) To be able to more accurately determine the pace and depth at which students are learning the information and to adjust my teaching to better fit their learning progress; 3) To be able to introduce new technologies in new ways.

When I was chosen as a TLT (Teaching, Learning and Technology) Fellow by CNDLS, I gained a team of colleagues (Susan Pennestri, Marie Selvanadin, Kelsey Brannan) who were invaluable in helping me put my plan into action. My plan had three parts. The first was to utilize a technology that would help us communicate as a class and help me to better understand the students’ learning process. Google Plus, which had just come out in June 2011 in “beta” or trial version, was the technology chosen. We formed a “circle” as a class, where we could easily post video, audio, images, and links to websites, open only to class members. Later during the semester, as Google Plus developed its technologies, we were able to add experimentation with “Google Plus Hangouts with Extras,” which enabled students to collaborate in real time on different types of documents and diagrams, while being able to see and hear each other in an environment that allowed up to ten participants.

Google Plus was an environment we used to share our work with another technology we learned in class—Dipity. Dipity is a timeline tool that, when it works, allows users to easily create timelines that include audio, video, images, links, and RSS feeds. Unfortunately, it turned out to be very glitchy and unstable. The original plan asked students to use Zotero, another technology I wanted students to learn, which enabled them to easily and automatically create footnotes and a bibliography by using a website. I wanted them to combine the two

“...
technologies by integrating information on where they got their sources (using a Zotero bibliography) into the descriptions of their Dipity timelines. Additionally, I wanted students to pick database-related topics so that they would gain an understanding of how a particular technology or company had evolved over the years. This, I hoped, would give them an historic perspective that would add to their understanding of the field.

Lastly, I wanted to give them greater experience in the area of data visualization. During the TLT week of TLISI, I had gone to a workshop on Google Fusion Tables. This brand-new technology makes it easy to analyze large data sets graphically. On the Google Fusion site are many sizable datasets students manipulated quickly to create different charts and graphs.

During the semester, I used three assessment tools I created with the help of my team and Google Docs (Forms). I asked students to share their reactions to the different technologies they learned. Students were very willing to let me know what worked and what didn’t. However, the results were often mixed. Some were very enthusiastic about different technologies they learned, while others had more tepid or sometimes even negative reactions. And surprisingly, Dipity, which I referred to as “The Dipity Disaster,” had some supporters among the students. My team and I are in the process of analyzing the data now, and I believe what I learn from the feedback will improve the course in the future.

Teaching with Technology

The Teaching, Learning, and Technology Initiative (TLT) helps faculty generate course redesign projects that use technology to advance particular learning goals, and includes summer workshops for faculty, year-long faculty fellowships, and various events throughout the year. TLT is a collaboration between CNDLS and the Gelardin New Media Center.

For more information, visit tlt.georgetown.edu/.

Students in Sigman's database class formed a “circle” in Google Plus, which helped them collaborate on documents and share media.

The Teaching, Learning, and Technology Initiative is accepting new faculty participants for the 2012 Teaching, Learning, and Innovation Summer Institute! Read more and apply at cndls.georgetown.edu/tlis/
THE TELETANDEM PROJECT

Students at Georgetown use Skype to connect to students in São Paulo, trading conversation in Portuguese and English. Teletandem helps the students develop language skills, cultural knowledge, and international friendships.  

BY NELIA GUSTAFSON

Georgetown’s official partnership with the Teletandem Brasil Project marked its one-year anniversary during the fall semester of 2011. Students in Michael Ferreira’s Advanced Portuguese Conversation course met once a week in the Language Learning and Technology (LLT) Center’s Technology Classroom. Using Skype, the Georgetown students connected with their counterparts at the State University of São Paulo in Assis, São Paulo, Brazil.

The Teletandem Brasil project supports building conversation skills in both Portuguese and English. In Ferreira’s Advanced Conversation course, the students split their 75-minute class period between speaking English and Portuguese. The 18 enrolled students took full advantage of this opportunity, honing their language skills while forging new relationships with the support of language learning technology. This semester’s course followed up on the success of the pilot of the Teletandem project, launched in the fall of 2010 when João A. Telles, the project’s creator and director, served as a Visiting Professor in the Department of Spanish and Portuguese.

The spring semester brings the Teletandem project to a new group of Georgetown students who are enrolled in Andrea Echeverría’s Intensive Intermediate Portuguese class. Beginning Teletandem at the Intermediate course level will give students an opportunity to test their conversation skills early in their language learning experience and builds their confidence with speaking the language. Students find that they not only develop conversational skills through their practice with Teletandem, but they also become more reflective as learners. Acting simultaneously as teachers of English and as students of Portuguese gives them a unique perspective on the process of learning a foreign language.

By Nelia Gustafson

WWW.TELETANDEMABRASIL.ORG

With Teletandem, I feel more like a conversation partner than a learner or a tutor.

— GEORGETOWN STUDENT

Georgetown students Skype with Brazilian students in São Paulo
USING PREZI FOR COLLABORATION

Prezi, a software tool that allows presenters to create nonlinear paths among images and text, has gained popularity as an alternative to PowerPoint, but sociologist Sarah Stiles worked with CNDLS to develop an unexpected way to use the tool in class.  

BY YONG LEE

Using the real-time collaborative editing functionality of Prezi Meeting, Sociology professor Sarah Stiles’s students worked together to create a timeline representing characters and events in an ethnography. Students in Stiles’s Contemporary City class were studying achievement ideology and social reproduction theory through the ethnography *Ain’t No Makin’ It: Aspirations and Attainment in a Low-income Neighborhood* by Jay McLeod. The text follows two groups, known as the Hallway Hangers and the Brothers, as they grow up in a housing project during the 1980s-90s. Stiles wanted her students to work together to depict the relationships between the various events and characters across time.

While Stiles originally considered a wiki for this project, brainstorming with CNDLS staff convinced her to try Prezi because of the visual representations it allowed. Despite Prezi’s main function as a presentation tool, the process of developing the timeline proved to be more important to Stiles and her students than the final result, an emphasis that made the collaborative activity of creation more meaningful.

In a previous session, students had each been assigned to create a Prezi on a particular character to gain experience with the tool. One student demonstrated her character presentation before groups started working, and her use of imagery and humor to create a simple yet interesting character sketch helped ease the apprehension felt by many students unfamiliar with the tool.

The students worked in two groups, corresponding to the two groups in the ethnography, to add events to a common timeline. One person was designated as the editor for each group, while other members...
took turns providing images and descriptions that were formatted into the Prezi.

As with any new technology, there were a few flaws. For example, although Prezi Meeting supports up to ten users per document, having multiple users occasionally caused the program to freeze. Prezi was new to most students, so many had not planned a structure or format for their presentations. Despite this, we witnessed creativity on the fly—many of the character trees were created intuitively and with little debate on how they would be displayed. This highlighted one of the best aspects of Prezi: its focus on laying out ideas in relation to one another rather than in a linear fashion. This is truly what allows Prezi’s use to expand beyond simply a presentation tool, and why it makes such an excellent space for laying out ideas, both in individual and collaborative use.

Minimizing the number of editors seemed to help the process as well. Many students agreed that it created less confusion, and the application seemed to run more smoothly with a smaller number. The idea behind having the students create their own Prezis before class time was a good one, as they all had an idea of the limitations and features of the tool.

Despite the occasional inconsistencies, students said they enjoyed the experience and found the tool easy to learn and use. This gentle learning curve combined with the flexibility and collaborative nature of the tool made it an excellent and productive choice. When asked, the students said that they were excited to have been exposed to this novel tool and would definitely make use of it for future projects and presentations, extending its benefits outside this single course. Stiles was happy with the results as well, and went on to incorporate Prezi into a course she taught in the fall of 2011.

Prezi users can create presentations on their own, or collaborate with up to nine peers.
While a ceramic artist and a center for teaching seem an unlikely duo, their partnership forms an exhibition for the importance of integrative thinking.
To create the glazes for her pottery, Joan Lederman uses ocean floor sediments brought to her from scientists all over the world. Experimenting at the intersections of art, science, history, geography, and technology, Lederman creates work that serves as a metaphor for integrative thinking, a key concept for the work we do at CNDLS. Her art presents an opportunity to explore new ideas about teaching and learning.

Lederman’s work is currently on display (through April 1) in the Spagnuolo Gallery on campus in an exhibit co-sponsored by CNDLS and the Department of Art and Art History. At a panel event on intersections between art and science, Lederman was joined by Barbara Berrie, resident chemist at the National Gallery of Art; Kaveh Jorabchi, chemistry professor at Georgetown; and Melanie Kehoss, visiting artist at Georgetown. The discussion explored such topics as serendipity, trial and error, and the relationship between abstract concepts and concrete materials. This spring, Lederman and staff members from CNDLS are working with six student integrative arts fellows, who are creating commissioned works of art in response to her work and her artistic process. The student fellows are documenting their creative process using social media tools, and will display their projects later this spring.

To learn more about Lederman’s work, her exhibit, the art/science panel event, and the student fellows’ projects, visit the link below.

➔ CNDLS.GEORGETOWN.EDU/LEDERMAN/
For graduate students teaching or planning to teach, the Apprenticeship in Teaching (AT) program offers participants practical opportunities, from workshops to mentored tasks, to hone their teaching skills.

**BY TORSTEN MENGE**

> **I have been working** as a teaching assistant (TA) for introductory philosophy classes for a couple of semesters, and I have been teaching my own classes for the last two semesters. Teaching can be a lot of fun—but it is also challenging, especially once you are all on your own. With all the things to keep in mind and to balance in the classroom, I often fall into a routine, rather than really respond to students’ needs and experiment with my teaching. I found the AT program to be a great opportunity to reflect on my teaching practice, chat about my experiences with others, and get new ideas. It prompted me to think more explicitly about my goals, my teaching style, and both my strengths and weaknesses. Moreover, it’s always inspiring to talk to other grad student teachers and hear about their experiences and perspectives on teaching. I always leave AT workshops with something new to try out.

For example, the Assessment and Grading workshop prompted me to see grading not just as a tedious and merely necessary task, but to use assignments to help students learn. I learned how to design assignments that are both worthwhile for students and economic in terms of my time. The Effective Classroom Interaction workshop, which I attended while I was a TA, was helpful because I left with lots of new ideas about how to make a discussion more interesting and productive, how to motivate students, how to switch things up, and more. Of course, putting those principles into practice is a further step, but the workshop helped me envision my classes in new ways and made it fun to experiment with my teaching. Finally, I’ve been participating in the Teaching Circle, where we discuss how we deal with teaching challenges, come up with ideas for how to do things differently, blow off steam, share stories about both funny and difficult moments, and ultimately make teaching a more communal activity, rather than just something I do all by myself.

I always leave AT workshops with something new to try out.
AN AFTERNOON BETWEEN GUs

When Georgetown students met with Gallaudet students one afternoon, their collaboration was about more than just exploring deaf culture—the students learned valuable lessons about bridging difference. • BY RYAN WALTER

My position as a videographer at CNDLS gives me a unique perspective on a wide variety of Georgetown learning experiences. I was recently asked to film an exchange between Georgetown students and their counterparts at Gallaudet University.

If the students of Sylvia Önder’s Introduction to Medical Anthropology course felt any trepidation during their cross-town trip to Gallaudet University in the fall semester of 2011, their anxieties faded quickly as they entered the gates of a campus with striking similarities to their own. Many students were surprised to learn that, second only to Georgetown, Gallaudet is the oldest university in Washington, D.C. As the students toured the Gallaudet campus, the High Victorian Gothic architecture marked by tree-lined patches of green provided an appropriately familiar beginning to an afternoon dedicated to bridging difference.

That bridge is the most recent piece of a larger cross-campus collaboration called “GU²,” an inter-curricular project highlighting deaf culture and social stigmas associated with deafness. The project was conceived last spring by Sylvia Önder (Eastern Mediterranean Languages, Georgetown) and Sharon Barnhart and Thomas Horejes from Gallaudet’s Sociology Department. This fall, the project expanded to include Georgetown professor Susan Lynskey’s production of Visible Impact, a theater piece performed by students from both campuses, as well as Horejes’s course Sociology of Deviance, which shared readings and discussion with students in Önder’s course at Georgetown.

“Don’t film the interpreters,” Professor Horejes politely told me, correcting my deaf culture faux pas of focusing on the talking individual when it was, in fact, the Gallaudet students who were speaking. Gallaudet and Georgetown students had been discussing readings throughout the semester via email and social networking, but coming together for face-to-face communication posed new challenges. Even with the help of diligent interpreters, hearing and deaf students alike expressed anxiety about their ability to maintain the level of discourse they had established outside the classroom. That’s likely because a core theme of the students’ reading throughout the semester worked to establish a position essential to deaf culture: American Sign Language (ASL) is not a substitute for speech, but a unique language all its own. Thus, in breakout groups, many Gallaudet students related the pressure they experienced from hearing parents and doctors to have their hearing “corrected” in an effort to be “normal.” In nearly every case, the students relished their decision not to interpret their deafness as disability, citing the intimate bond they share with other deaf students through ASL. Georgetown students were frank about their initial struggle to dissociate deafness from disability, though for many, witnessing the vibrant culture and conversation at Gallaudet proved an effective way to bring the often underrepresented contributions of deaf culture into stark relief.

Near the end of the visit, Professor Horejes brought the group back together for a collective discussion, inviting all the Georgetown students to return to Gallaudet, as well as find innovative ways to bring deaf and hearing communities into communication. One Georgetown student interviewed afterward said that she was still in contact with several students she met during the visit, and was inspired to increase her knowledge of ASL in order to further develop those friendships.
SHARING OUR WORK

Recent Publications, Presentations, Grants, and Gifts • CNDLS AND COLLABORATORS

Publications and Presentations

➤ In January 2012, Susan Pennestri and Janet Russell presented with Susan Claibough from the University of Maryland on “Campus-wide Lecture Capture Deployment and Effectiveness” at the EDUCAUSE Mid-Atlantic Regional Conference.

➤ “Disrupting Ourselves: The Problem of Learning in Higher Education,” an article by Randy Bass, was recently published in the EDUCAUSE Review. Randy presented on the same topic at the EDUCAUSE 2012 Mid-Atlantic Regional Conference (January 2012).

➤ In February, Marie Selvanadin, Justin Secor, Matthias Oppermann, and Anna Kruse presented Pegasus, CNDLS’s ePortfolio tool in development, at ELI’s Annual Meeting in Austin, Texas. The session, “Social Media ePortfolios,” looked at how individual reflection and social reflection could join together in an ePortfolio space.

➤ “MyDante: An Online Environment for Contemplative and Collaborative Reading,” an article co-written by Frank Ambrosio (Philosophy), William Garr, Eddie Maloney, and Theresa Schlafly, was recently published in the new Journal of Interactive Technology and Pedagogy. The article explores the tensions between individual and collaborative aspects of reading in the context of MyDante, a digital environment for the study of Dante’s Divine Comedy.

➤ The Engelhard Project team contributed to the new book Transforming Undergraduate Education: Theory That Compels and Practices That Succeed, edited by DonHarward and published in 2012 by Rowman & Littlefield. Randy Bass co-wrote a chapter with Ken Bain of Montclair State University entitled “Threshold Concepts of Teaching and Learning that Transform Faculty Practice (and the Limits of Individual Change),” while Mindy McWilliams and Joan Riley (NHS) co-wrote a chapter on “Curriculum Infusion: Educating the Whole Student and Creating Campus Change—Georgetown University.”

Grants and Gifts

➤ Janet Russell and Anne Rosenwald (Biology) are collaborating with the J. Craig Venter Institute and Simmons College on the Genome Solver project, which has received grant funding from the National Science Foundation. Using online tools, the Genome Solver project connects students with experts to create a community of genome analysts. Read about the project at www.genomesolver.org.

➤ The Engelhard Endowment for Engaged Learning, which supports the Engelhard Project for Connecting Life and Learning, the Institute for the Study of Engaged Learning, and other transformative educational practices, is made possible by a gift from the Charles Engelhard Foundation.

➤ A gift from William (C’72) and Kathy Doyle will endow the Doyle Engaging Difference Program, a campus-wide collaboration among CNDLS, the Berkley Center, and Georgetown College.