the prospect

A publication of the Center for New Designs in Learning and Scholarship

TEACHING, LEARNING, & INNOVATION

IN THIS ISSUE:

TEACHING IN DIFFICULT TIMES

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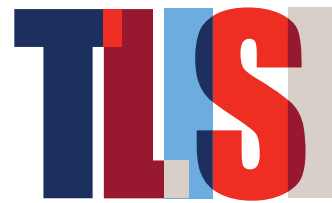
TECHNOLOGY-ENHANCED LEARNING

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EVOLUTION OF THE MOOC

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TEACHING LEARNING & INNOVATION SUMMER INSTITUTE 2018

May 21-24, 2018
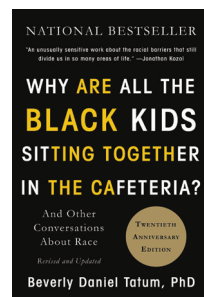
Healey Family Student Center

TLISI 2018 offers the Georgetown University community the opportunity to explore strategies for excellence in teaching and learning and will focus on several topic areas, including effective teaching and learning practices, inclusive pedagogies, technology-enhanced learning, Ignatian pedagogy, cross-institutional and cross-departmental collaborations, and more.

KEYNOTE SPEAKER: Tuesday, May 22

DR. BEVERLY DANIEL TATUM

Dr. Beverly Daniel Tatum, President Emerita of Spelman College, is a clinical psychologist widely known for her expertise on race relations and as a thought leader in higher education. The author of several books including the best-selling *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race* (now in a new 2017 20th anniversary edition) and *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* (2007), Tatum is a sought-after speaker on the topic of racial identity development, the impact of race in the classroom, strategies for creating inclusive campus environments, and higher education leadership. In 2005 Dr. Tatum was awarded the prestigious Brock International Prize in Education for her innovative leadership in the field.

Tatum will discuss "Race and Other Conversations," followed by a book signing in celebration of her recently published 20th anniversary edition of *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race.*

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For more information, including the full TLISI 2018 schedule:

TLISI.GEORGETOWN.EDU
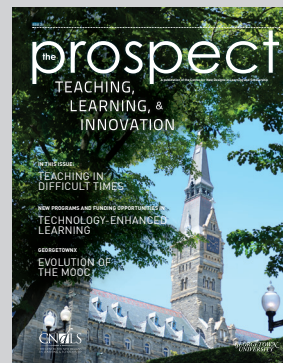
CONTENTS

THE PROSPECT ISSUE 7

the prospect

We are pleased to present this issue of *The Prospect*, a CNDLS publication designed to highlight innovative teaching practices at Georgetown. This seventh issue features the community-building happening around the University and the inventive work that continues to emerge in the service of deepening student learning and engagement. We also invite you to explore our website, cndls.georgetown.edu, where you can learn more about our mission, major projects, and services to support teaching and learning.

You can find previous issues of *The Prospect* at

BLOGS.COMMONS.GEORGETOWN.EDU/CNDLS

CND LS
THE CENTER FOR NEW DESIGNS
IN LEARNING & SCHOLARSHIP

GEORGETOWN UNIVERSITY

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, pedagogical innovation, and scholarship on teaching and learning. Our team of experienced educators facilitates a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.

LETTER FROM THE EXECUTIVE DIRECTOR

Dear colleagues,

As we prepare to wrap up another academic year, I'm thrilled to be able to share with you a look back at some of the exciting work we've been part of this past year.

As you will see throughout this issue of *The Prospect*, we have had an incredible year of deep engagement with colleagues across campus in many of our longstanding programs. The Engelhard Project for Connecting Life and Learning, which began as a curricular experiment, has expanded to support over 70 courses this year. Thanks to the meaningful work of the Engelhard faculty and coordinators, the program has extended the work on well-being in exciting new directions (p. 6-7). Opportunities for faculty to explore technology-enhanced learning (TEL) have continued to build on the engaging work of the Initiative on Technology-Enhanced Learning, and this year we introduced the TEL Colloquium and TEL Learning Communities. We also developed a variety of TEL Grants for funding technology-enhanced learning projects on a rolling basis (p. 14-15).

Our efforts are not only focused on established programs. This issue of *The Prospect* highlights some of our efforts to engage quickly and meaningfully with the teaching and learning community at Georgetown in the aftermath of critical moments in our nation (p. 10-11). We are hopeful that the resources developed in the wake of the white supremacist march in Charlottesville— and other unfortunate incidents—will prove useful as we foster a culture of openness and well-being in our classrooms. And our new Mentoring Initiative, including both a cohort and a schedule of events with special guest speakers, is offering faculty the opportunity to think reflectively in community about how we can best support our students throughout their years at Georgetown (p. 4-5).

As the work of this year shows, the heart of our work exists in the community, and we are grateful to have the opportunity to cultivate relationships with you not only in our one-on-one work together, but also in the context of cohorts and communities of practice.

Wherever the rest of the semester and your summer may take you, we wish you success, and hope to see you soon here at CNDLS.

Sincerely,

Eddie Maloney
Executive Director, CNDLS

Mentoring, as an influential 2014 Gallup-Purdue study of college graduates demonstrated dramatically, is a powerful practice that has wide-ranging positive effects during and beyond a student's formal education. It's also a practice that faculty engage in every day with students—from guiding them at office hours to providing career and graduate school advice. But how often do we create moments to collectively share, reflect on, and intentionally strengthen our mentoring practices and the mentoring culture here at Georgetown? That's what a new collaboration between CNDLS and the School of Nursing & Health Studies (NHS) is designed to address. Combining a series of guest speakers giving talks open to the campus community with a cohort of faculty holding discussions on models and practices of mentoring, the Mentoring Initiative is creating opportunities for faculty across the campus to reflect on and refine what we do to help students on their journeys through and beyond Georgetown.

Last fall, W. Brad Johnson, a professor of psychology in the Department of Leadership, Ethics, and Law at the United States Naval Academy and author of *On Being a Mentor: A Guide for Higher Education Faculty* and *Athena Rising: How and Why Men Should Mentor Women*, came to Georgetown to discuss the landscape around mentoring in academic environments. In his 2016 book *On Being a Mentor*, Johnson outlines the many ways in which students benefit from mentoring, including an increased likelihood of staying in college and going on to graduate, as well as a boost to academic performance while in school (as measured by GPA and credit hours completed). According to Johnson, mentoring also leads to higher student satisfaction, confidence, and strength of identity, as well as other positive post-degree outcomes, such as success in job searches, professional confidence, better work-life balance, career eminence, and income.

THE MENTORING INITIATIVE
DEEPENING RELATIONSHIPS AT GEORGETOWN

Members of the 2017-18 Mentoring Cohort: (L to R) Pablo Irusta, Blythe Shepard, Ricardo Ortiz, Alex Theos, Joan Riley, Jen Woolard, Jan LaRocque
Not pictured: Corey Fields

The Mentoring Cohort

"Now I view mentoring as a constellation of intentional and purposeful relationship-building activities where each person is authentic and present."

Joan Riley

The 2017-18 Mentoring Cohort consists of eight faculty members who meet regularly to discuss the literature on mentoring, engage with experts, and share their own practices. Five faculty from NHS are participating in the Mentoring Cohort, along with faculty from the departments of English, Psychology, and Sociology. These meetings provide time, depth, reflection, and attention to a practice participants have been engaged in for many years. Questions being explored include: What are some mentoring best practices that we could amplify for ourselves and for our community? What are some of the hidden challenges of mentoring? Could mentoring serve as a well-being strategy? How might we be living the Ignatian concept of "being an example" through mentoring? Who are we *not* mentoring, and how might we reach them?

According to CNDLS Senior Fellow Joan Riley (NHS), who is co-facilitating this year's Mentoring Cohort with CNDLS Senior Fellow Ricardo Ortiz (English), mentoring is all about relationships. Riley explains, "I used to think of mentorship as helping students do research. Now I view mentoring as a constellation of intentional and purposeful relationship-building activities where each person is authentic and present. When you think of mentoring this way, you can step into it with every student; you can engage meaningfully at office hours with students who want to be seen and want to make connections." This relationship-based way of thinking about student mentoring can perhaps help faculty members expand who they think they are mentoring and what activities with students are mentoring opportunities.

The Mentoring Cohort is one activity among many that is being supported by a gift given by Alida and Christopher Latham to honor their grandson Ben Johnson (NHS'17, Human Science) and provide more students with the life-changing mentoring that he experienced. In particular, Joan Riley and NHS Dean Patricia Cloonan envision creating an NHS mentorship program that will engage faculty and students in project-based learning activities. According to Riley, having multiple NHS faculty participate in the mentoring cohort has created hallway conversation and sharing of experiences and insights—a powerful result of building community through a cohort model. "It's inviting each other to talk about what we all think about separately. The cohort gives permission for and facilitates sharing. It helps us help students develop personally and at the same time helps faculty grow and connect to one another."

Joselyn Schultz Lewis, CNDLS Associate Director for Inclusive Teaching and Learning Initiatives, describes CNDLS' interest in mentoring as an extension of a long-time focus on student-centered practices in the classroom. "With the Mentoring Initiative, we're trying to be intentional about that space outside of the classroom where teaching and learning is taking place. It's about paying attention to who students are, who we are, and what the relationship is between us that transcends the classroom walls." ◾ **Mindy McWilliams**

ENGELHARD
NEW PATHS TO WELL-BEING

Thanks to generous donor support, Engelhard continues to grow, finding new ways to deepen our work and bring holistic teaching to more of our community.

Reverend Bryant Oskvig (Theology, Campus Ministry) leads students in a discussion in his Problem of God Engelhard course.

The Engelhard Project for Connecting Life and Learning has always been ambitious: from the outset we've been determined to reshape education to teach to the whole student, and we've aimed to build meaningful and enduring connections among faculty, staff, and students as well. Over the years since Engelhard's inception (2005), we've sought to deepen and broaden our impact. Which schools, departments, faculty, and students are we not reaching? Where would students or staff and faculty benefit from opportunities for more depth of engagement? We've also tried to reach students in innovative ways. This year, with the support of a generous gift, we've had the opportunity to push ourselves significantly on all three dimensions: breadth, depth, and innovation. The results, as you'll read below, are exciting.

Breadth
In our work this past fall, we have expanded our reach to new departments and new faculty: in Fall 2017, we went from an average of 20-25 Engelhard courses to 40 courses, with **brand-new Engelhard connections** in disciplines such as Classics, Government, and Management. Nine new faculty members pursued Engelhard well-being connections in their courses, and the Engelhard fellows explored the widest breadth of well-being topics covered thus far in the Project's history. Examples of these unique additions include Mark Rom's (Government) United States Political Systems course, Amanda Phillips' (English) Death in

the Digital course, and Dean Patricia Grant's (McDonough) Management and Organizational Behavior course. In this Engelhard course, at the center of the McDonough School of Business' undergraduate core curriculum, Grant partnered with Reverend Bryant Oskvig (Theology, Campus Ministry) to design a well-being infusion focused on creating motivational environments in students' lives, asking students to reflect on their motivations as they look to future vocations.

Each new addition to the Engelhard community supports and builds on our ongoing successes and brings a fresh perspective to the table. As our courses and cohort community grows, we look forward to more of the vibrant conversations about well-being that are spreading across the University.

Depth
When we began hosting Engelhard Community of Practice events in 2012, we hoped that these gatherings of Engelhard Fellows would be opportunities to grow and learn as a community around our shared goal of well-being. As we hoped, our fellows have been glad for the chance to get to know one another better and discuss further topics of student well-being, but what we didn't expect is just how important these get-togethers would be for our community. We have a community of faculty and staff from all over campus who are passionate about this work, and being part of an active, intentional community redoubles their passion.

This happy discovery prompted us to pilot our first **Faculty Conversation on Teaching**, an opportunity for faculty to do a deeper dive into topics of their interest. This past fall, we launched a conversation on "Teaching to Mission" in partnership with Georgetown's Office of Mission and Ministry. It focused on what it means to teach at Georgetown, and the ways in which Georgetown's Jesuit values and mission motivate and energize our work, making their way into our classrooms and affecting our relationships with students and colleagues. As the semester went on, these conversations ranged beyond teaching practices and engaging with students to participants thinking more broadly and holistically about themselves and their relationship to our Catholic and Jesuit university. The value of these conversations quickly became self-evident. In the words of Anne Rosenwald (Biology), the conversations were "open, frank, and loving, so I felt very supported to say things that don't normally get revealed in an academic, professional setting."

Going forward, we'll be launching more such significant conversations. In addition to teaching to mission,

we hope to bring groups together around other new topics, such as mentorship and inclusive pedagogy. The Engelhard Project will continue to build connections and foster enduring community not only among students but among their teachers, too.

Innovation
Our new Engelhard **Senior Course Cohort** invites faculty to address well-being near the end of the Georgetown undergraduate experience. While our signature Engelhard courses primarily engage with lower-level classes—and therefore the well-being issues students face in their first and second years at Georgetown—our senior courses address a slightly different question: What does it look like to be well and do well, not just at Georgetown, but beyond?

Because these senior courses are new territory for us as a project, we decided the work would be served best by engaging a community of colleagues to explore this question in their upper level courses. We invited eight faculty to come together as a group to see what elements of the Engelhard model should be redesigned to address well-being in

the senior year experience. Members' monthly cohort meetings serve as an incubator space for ideas of what it might look like to equip students with lifelong tools to cultivate well-being, and conversations tackle complex issues like belonging, flourishing, authenticity, and resilience in students' lives. Much like our Community of Practice, the senior cohort meetings are a forum for our fellows to come together and discuss plans for their courses, share reflections on challenges and successes, and, unique to this group, think deeply about how to bridge the undergraduate and postgraduate experience.

We also had the opportunity to engage with students in a new setting by co-hosting the **Core Pathways Initiative's spring kickoff event.** Pathways is an alternative structure for students to complete their core requirements by taking four 1.5-credit courses across multiple disciplines over the academic year, all of which contribute to students' understanding of a central theme: climate change. Students from all seven course offerings gather regularly in sessions dedicated to approaching climate change through a hands-on, interdisciplinary framework.

Our Engelhard spring kickoff event, "Care of the Activist," addressed well-being in environmental activism with goal-setting activities, self-care assessments, and guided meditation, and was facilitated by Engelhard campus resource fellows Carol Day (Student Health) and Engin Ontiveros (Counseling and Psychiatric Services). This engagement allowed the Engelhard Project to bring well-being to an interdisciplinary group of students spanning Pathways' seven courses, piloting our first cross-course well-being integration.

Bringing it All Together...
This transformational work—reaching new faculty, staff, and students; fostering sustained conversations; and finding new ways to infuse well-being into the curriculum and community—is never complete, of course. It is with enormous gratitude and excitement that we keep the effort going. Whole-person education is happening at Georgetown University, and there are lots of good things to come.
■ **Erika Bullock & David Ebenbach**

Find out more about the Engelhard Project at **ENGELHARD.GEORGETOWN.EDU**

NEW COURSES STRENGTHEN CURRICULAR COMPONENT OF A DIFFERENT DIALOGUE

CNDLS is partnering with the Division of Student Affairs to support the integration of A Different Dialogue, Georgetown University's intergroup dialogue program, in academic courses. This spring, students in two new courses engaged in intergroup dialogues with the goal of developing students' comfort with—and skills for—meaningful cross-group interactions and relationship building.

> "It was powerful checking judgment, inhibitions, and fears at the door and watching a room full of strangers grow in trust and solidarity, as we listened to gain understanding, not advantage."
>
> **Student**

When A Different Dialogue began

eight years ago on the recommendation of the Student Life Working Group of President DeGioia's Diversity and Inclusiveness Initiative, it was strictly a co-curricular component of the student experience, housed in Student Affairs with dialogues led by staff facilitators. Since the first dialogue session was offered in Fall 2010, A Different Dialogue has offered over 35 co-curricular dialogues for students on topics such as race, ethnicity, and nationality; social class and capital; and religion.

The program has innovated in several exciting ways over the years. Starting in the fall of 2016, instead of staff facilitators, undergraduate students who had previously participated in dialogues began facilitating the co-curricular sections. In the spring of 2016, A Different Dialogue partnered with Georgetown faculty to develop a curricular component, bringing a proven model from the co-curricular space to the classroom. The pilot curricular dialogue ran connected to Leslie Hinkson's (Sociology) course Engaging Difference: Race, Ethnicity, and Intergroup Dialogue in both Spring 2016 and Spring 2017. Hinkson noted that the integration of dialogues enabled an important space for students to explore their personal connections with the course material. Now, in Spring 2018, there are two new curricular dialogues connected to Seminar on Transgender Issues taught by Kathleen Guidroz (Sociology) and Disability and Culture taught by Sylvia Önder (Anthropology).

The program is built on an intergroup dialogue model—an approach to diversity education pioneered at the University of Michigan in the 1980s. Coming together in a small group, typically including two (or more) social groups that have a history of conflict, participants engage in a series of face-to-face meetings in which they have structured conversations. The first few sessions aim to build trust and an environment for dialogue, followed by a focus on identity development, understanding of terms like power, privilege, and oppression, and exploring the differences and commonalities of experience present in the space. In later sessions, the participants discuss "hot topics," or subjects related to the theme of the dialogue that have the potential to engender conflict between the different groups represented. Finally, the participants discuss how to move from dialogue to action: learning to challenge behaviors they see around them that undermine equity, and translate what they have learned in the dialogue to their own communities.

The idea of adding a dialogue component to her course was very appealing to Guidroz. "[The] students benefit from having additional time to discuss issues related not only to gender, but also how transgender individuals fit into our society," Guidroz says. She also noted that "students are getting a more holistic experience in this course and are really integrating the two components of the course." Students bring questions from the dialogue sessions to class and vice versa, and students quickly develop a greater comfort level with each other that translates to classroom discussion.

The feedback from students who have participated in dialogues has also been tremendously positive. "It was powerful checking judgment, inhibitions, and fears at the door and watching a room full of strangers grow in trust and solidarity, as we listened to gain understanding, not advantage," wrote one student following their dialogue. Students have reported increased personal and political awareness, improved personal communication and conflict resolution skills, and decreased propensity toward stereotyping. Another student wrote, "I learned to not judge books by their covers and be more empathetic in listening to other people's experiences and stories."

CNDLS is proud to support such important work on our campus, and we are excited to continue to work with the Division of Student Affairs to bring the dialogue experience to as many Georgetown students as possible.
■ **Adam Leader-Smith**

Spring '18 A Different Dialogue facilitators: (back row) Luke Brown, Colleen Roberts, Adam Leader-Smith, Molly McKeough, Melody Fox Ahmed; (front row) Haniyyah (Honey) Bashir, Betsy Milarcik, Alisha Ghosh, Christa Pluff, and Rameen Dhindsa

For more on A Different Dialogue, contact us at CNDLS@GEORGETOWN.EDU

In the face of troubling national events, including the white supremacist march in Charlottesville in August 2017, CNDLS continues to offer resources and support to faculty who are wrestling with those events and their aftermath in the classroom.

TEACHING IN DIFFICULT TIMES

Photo Credit: Casey Kilmartin

CNDLS IS HERE TO HELP

If you want to dig deeper:

- Check out our *Strategies and Resources for Responding to Critical National Events in our Classrooms* page.
  ▸ cndls.georgetown.edu/responding-to-critical-national-events/

- Explore relevant topics on our *Teaching Commons* pages, which cover Universal Design for Learning, Inclusive Pedagogy, Teaching Well-Being, Difficult Discussions, and much more. ▸ commons.georgetown.edu/teaching

- Meanwhile, you can find out more about our *Inclusive Pedagogy Workshop Series*.
  ▸ cndls.georgetown.edu/inclusive-pedagogy-workshop-series/

- Learn more about *The Prospect's* featured resources—our redesigned *Doyle* and *Engelhard* websites. ▸ Page 24

Above all, don't hesitate to reach out at **cndls@georgetown.edu** if you're interested in discussing any of these topics with someone here at CNDLS, or if you'd like to look into hosting a custom workshop for your department or center.

As we prepared for the launch of a new academic year and semester this past August, we knew that the recent white supremacist march in Charlottesville would be on teachers' minds. Many faculty were of course deeply distressed—angry, shocked, disgusted—having seen Nazis and Nazi sympathizers carrying torches in American streets with verbal support from the White House. They would be bringing those feelings into their classrooms themselves, and there was every reason to expect that students would be, too.

Holistic teaching—teaching to the whole student—has long been a core element of our approach to pedagogy at CNDLS; educational encounters are opportunities not just to foster intellectual development but to engage student well-being more broadly. After all, students are whole people all the time, including when they're in class. Their past experiences are with them, along with their future aspirations and a lot more. In difficult times, they may be carrying significant distress as well.

With all this in mind, we wanted to proactively support faculty who, feeling anxious about the semester to come, would be asking important questions and looking for support and ideas. Should they take class time to discuss the elephant in the room? If so, how? Were there resources they could pass along to students? Did we have any tips and strategies for how to handle charged conversations?

We knew that we had to reach faculty in different ways—both in-person and virtually. For faculty who wanted to have a real-time conversation about their concerns and plans, we hosted a "Teaching in Difficult Times" workshop in August. At that workshop, we shared ideas for how to handle difficult discussions and invited participants' strategies as well. Undergirded by our ongoing work in the area of inclusive pedagogy, we brought several core principles to this workshop:

1. that it's important and pedagogically valuable to have difficult discussions,

2. that avoiding them can have negative consequences, and

3. that the success of those conversations depends on effective groundwork—laying a foundation of trust and expectations for productive interaction—and on managing conversations well in the moment.

Participants left the workshop with strategies they could put to immediate use in their classrooms.

As part of our Inclusive Pedagogy series, we continue to offer and sponsor workshops that respond to current events and anticipate challenges and opportunities in the classroom: safety net training to raise awareness among faculty and staff about the many resources on campus available to help distressed students, countering implicit bias in the classroom, designing learning spaces to engage diversity, and more. We see this work as a large, important, and ongoing conversation.

However, not everybody can (or wants to) attend a workshop. In the immediate wake of Charlottesville, it was also important to build a resource that people could access on their own, whenever they needed it. To that end, we created a webpage that gathered a wealth of information and ideas on the subject.

▸ cndls.georgetown.edu/responding-to-critical-national-events/

This includes an inventory of places where concerned or interested Georgetown faculty can go to seek help in instances of student distress such as our Counseling and Psychiatric Services center and the Center for Multicultural Equity and Access, plus teaching tips that we explored in the workshop, other resources we'd developed over the years (including the "Difficult Discussions" and "Teaching Well-Being" pages on our Teaching Commons site), and also some Charlottesville-specific resources (articles and pedagogical strategies rooted in the particular issues of the moment).

This kind of support—online storehouses of ideas and strategies available 24-7 to teachers wherever they have internet access—is as important as in-person offerings. Our Teaching Commons webpages cover topics related to this area of teaching in difficult times, but also encompass much more: everything from syllabus and assignment design to teaching with technologies, lecturing effectively, and grading, just for starters.

We are in an extraordinary period of American history, and we can expect to see more national and international events whose impacts and ramifications reach onto our campus and into our classrooms. CNDLS is committed to meeting our faculty—and through our faculty, our students—where they are, supporting them in whatever forms help our community most.
■ **David Ebenbach**

VIRTUAL REALITY IN THE CLASSROOM:
TEACHING LAW STUDENTS EVIDENCE RULES THROUGH GAMING

There is nothing quite like experiencing the immersive, exciting, and sometimes overwhelming environment of virtual reality (VR). While typically associated with the gaming industry, VR is expanding its reach and is becoming more accessible to educational markets and the general public.

Incorporating VR into the classroom offers unique educational opportunities that enhance learning environments and benefit the student learning experience. Through the use of virtual reality, learners become immersed in a place or environment to which they would not otherwise have access, such as a courtroom, operating room, or historical site. Their engagement with that environment could support learners in gaining new perspectives or specific skills. For example, medical students might use VR to practice their surgical skills under more realistic conditions, and history students might use it to explore ancient cities and interact virtually with objects and people.

For some academic areas, experience and practice can play an important role in the learning process. This is particularly true for law students looking to practice how to think and react in a criminal trial. As Initiative on Technology-Enhanced Learning (ITEL) grantees, Evan Barba (Communication, Culture & Technology), Tanina Rostain (Law Center), and Julie Salah (CNDLS) created a tool that would allow Georgetown Law students the opportunity to do just that through the development of *I Object!*, a virtual reality game simulation of a criminal trial.

I Object! is an extension of Rostain's earlier ITEL project, which created a web-based card game designed to simulate the quick speed of a trial. Players are presented with a question and given cards listing corresponding actions, such as stating an objection on various grounds.
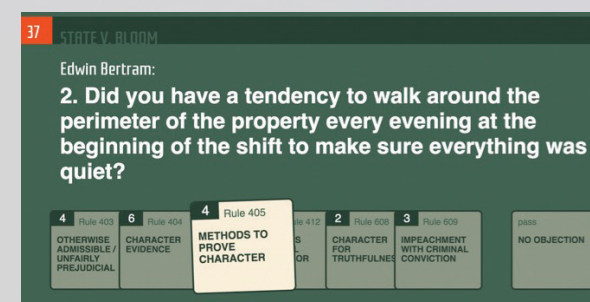
Although this game helped develop players' ability to think strategically, it did not give students the courtroom practice they needed. VR, however, offered a platform for students to role play as defense attorneys and receive the realistic feedback the online card game lacks.

Before starting the project, CNDLS staff explored Unity, a leading global game industry software commonly used for VR development. This gave staff the opportunity to familiarize themselves with 3D graphics, game development, and new programming languages. There is a steep learning curve that comes with making any type of game, especially a VR one. In order to understand how to create the game's objects and how players should interact with them, the first iteration of *I Object!* was implemented as a desktop game. After grasping how the different components of the game worked together, the team transitioned the game to the VR version.
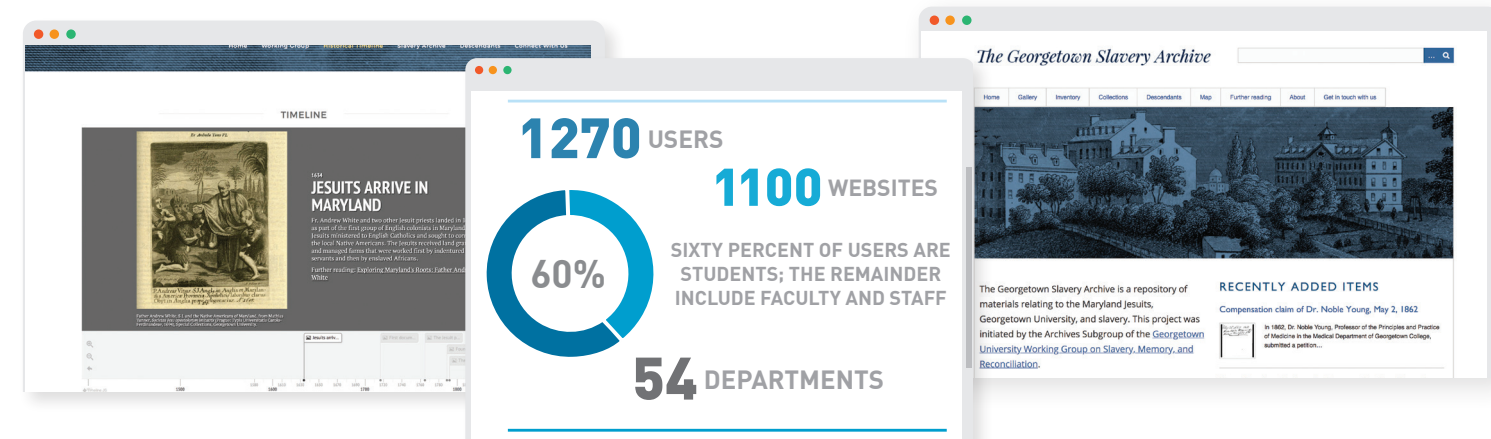
Every detail counts when creating a game in order to ensure the best experience for users. After establishing the necessary core pieces and the game's compatibility with different VR headsets, the team refined the user experience. They considered a range of factors, from ensuring that the text appearing on papers was readable to adjusting how the jury and judge responded to the player's choices through changes in body posture, facial expressions, and vocalizations. While these details might seem minor, incorporating them helped to add to the realism of the experience and improve engagement—and ultimately the educational experience.

Barba and CNDLS Graduate Associate Sam Whalen continue to revise and test the project this semester. *I Object!* will be deployed in a large classroom in Fall 2018. ■ **Katherine Grygo**

As part of an ITEL grant, Rostain and team created a web-based card game.
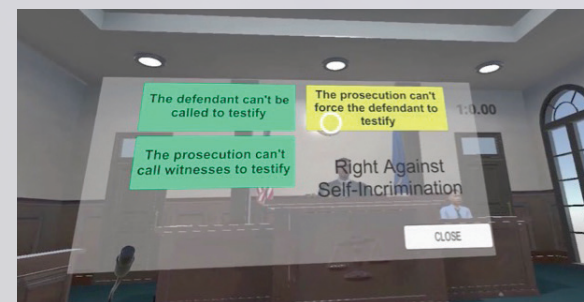
I Object! extends that game within a VR environment.

GEORGETOWN DOMAINS AND BEYOND
CREATING AND INTERACTING WITH DIGITAL IDENTITIES

1270 USERS

1100 WEBSITES

60% SIXTY PERCENT OF USERS ARE STUDENTS; THE REMAINDER INCLUDE FACULTY AND STAFF

54 DEPARTMENTS

At CNDLS, we are committed to exploring how digital technology can help faculty and students construct a meaningful and powerful digital narrative about their curricular and co-curricular endeavors. In the fall of 2015, we partnered with University Information Services (UIS) and Reclaim Hosting, a web hosting company that primarily focuses on educational institutions and individuals, to support this work more deeply through the Georgetown University Domains project.

Georgetown Domains is part of the larger Domain of One's Own effort on campuses nationwide aimed at helping students to understand, develop, and curate digital identities through the creation of their own website. Users have access to a variety of web applications such as WordPress, Drupal, and Omeka, giving them the opportunity to create a unique digital space for themselves.

Since 2015, the Domains project has contributed to a significant increase in the number of Georgetown students, faculty, and staff who are creating their own web hosting environments and personal domains. To date, Georgetown

Domains has seen over 1,270 users create over 1,100 websites. Sixty percent of users are students and the remainder include faculty and staff representing 54 different departments. Domains members use this space as a platform for personal ePortfolios, research projects, organizational websites, creative projects, and much more.

Georgetown Domains is also being used by Georgetown University's Working Group on Slavery, Memory, and Reconciliation for their archive site, The Georgetown Slavery Archive. As part of the University's effort to engage with its historical role in the institution of slavery, the Archive digitally showcases a collection of material including maps, photo galleries, historical timelines, and more. The Slavery, Memory, and Reconciliation website is also hosted on Domains. Together, these websites provide an excellent example of how Domains allows users to create multiple customizable workspaces, including websites or research showcases, that meet the goals of a particular project.

Not only is our work with Domains growing on Georgetown's campus, but we've recently engaged with partners across the country to expand the

visibility of digital work in an online space. This past June, a group of CNDLS staff members attended the 2017 Domains conference in Oklahoma City and presented their exciting vision for a Domains Community Site, a space where users can create, collaborate, and discover with each other in an online environment. The presenters—including CNDLS' Yianna Vovides and Marie Selvanadin, Jim Groom (University of Mary Washington), and Tom Woodward (Virginia Commonwealth University)—shared a three-layer model to support discovery and engagement at the campus, programmatic, and individual levels. In November 2017, CNDLS hosted a virtual session with Groom and Woodward to gauge community interest in this project at Brigham Young University, Michigan State University, Davidson College, and other universities.

Since its inception, Georgetown Domains has given University staff and students the ability to intentionally explore and curate their digital identities in a supportive environment. As this project continues to grow and thrive, we look forward to future conversations and explorations of digital presence in an academic context. ■ **Katherine Grygo**

If you are interested in learning more about Georgetown Domains, please visit
GEORGETOWN.DOMAINS

CNDLS ANNOUNCES NEW PROGRAMS AND FUNDING OPPORTUNITIES FOR **TECHNOLOGY-ENHANCED LEARNING**

This past fall, CNDLS launched new programs and funding opportunities to develop and support technology-enhanced learning. With the addition of these components, we help faculty think critically and reflectively about the potential value of technology and innovation in and outside the classroom.

Technology can enhance the impact of teaching, provide new pedagogical tools, and extend the learning space, but integrating it into the classroom can be challenging. Building on the successes and lessons learned from Georgetown University's 2013-16 Initiative on Technology-Enhanced Learning (ITEL), CNDLS launched three new programs and funding opportunities to develop and support technology-enhanced learning (TEL) in Fall 2017: TEL Grants, the CNDLS TEL Colloquium, and Learning Communities pilots.

TEL Grants

TEL Grants support projects focused on integrating technology into a course or a larger curricular structure to improve students' learning outcomes and/or learning experiences. There are three types of TEL Grants: Pilot Grants, Curricular Transformation Grants, and Open Online Learning Grants.

Pilot Grants enable the exploration and implementation of a new technology or practice over one to two semesters. Potential projects might include using new instructional technologies to address students' unmet needs, developing studio assignments that ask students to use technology in a design project, and experimenting with social or wearable technology to augment class content. Read more about Evan Barba's Pilot Grant project on page 18.

Curricular Transformation Grants support the scale, spread, and sustainability of technology-enhanced learning through projects that create significant curricular or structural change. Examples of projects at this level include incorporating a peer-to-peer online international learning exchange as part

Faculty have the opportunity to apply for a Pilot Grant for additional support implementing new instructional technologies such as tablets or polling software.

of a cross-departmental effort, implementing a multi-modal program capstone, or developing an interdisciplinary approach to sustaining student engagement.

Open Online Learning Grants facilitate the development of massive open online courses (MOOCs), small private online courses (SPOCs), micromasters, and other innovative course formats. These Grants also support research and experimentation in the online learning space. Paul Heck (Theology) is using such a grant to create a Theo-Humanism MOOC, slated to launch in October 2018.

A Scholarship of Teaching and Learning (SoTL) Research Addendum provides TEL Grant applicants supplemental funds for extending their evaluation of a technology-enhanced learning intervention to include a research project with publishable outcomes.

TEL Colloquium and Learning Communities

To bring together faculty and staff across disciplines to learn and engage with a topic and project, CNDLS is pleased to introduce the TEL Colloquium and Learning Communities pilot.

Faculty taking part in the TEL Colloquium join a small group of colleagues in monthly meetings to explore various TEL topics. In addition to these meetings, participants design and implement an individual TEL project. Faculty explore a range of learning models as well as discuss issues of design and implementation. The first cohort, focused on pedagogical approaches to blended learning, began meeting this spring semester.

Learning Communities at Georgetown, on the other hand, are self-directed, interdisciplinary groups comprised of eight to twelve faculty members, staff, and students who meet each month for one year to learn together about a specific topic. Learning Communities are a sustainable model for fostering faculty-led innovation, professional development, and peer-to-peer engagement across the University. This semester CNDLS is piloting two learning communities that are focusing on digital humanities and digital assignments.

We look forward to continuing to collaborate with Georgetown faculty through these new programs and funding opportunities. ■ **Katherine Grygo**

To learn more about these opportunities and the application process, please visit
CNDLS.GEORGETOWN.EDU/TEL

ANNOUNCING THE 2018 CNDLS TEL COLLOQUIUM

CNDLS is pleased to announce the 2018 CNDLS TEL Colloquium cohort. The cohort is composed of fourteen faculty from ten different departments and five different schools, including the College, Graduate School of Arts and Sciences, McDonough School of Business, School of Continuing Studies, and School of Medicine.

This year's Colloquium theme is Designing for Context: Approaches to Blended Learning. The cohort will explore a range of pedagogical approaches to blended learning, sometimes referred to as flipped, hybrid, or mixed-mode learning. As part of this exploration, faculty will engage with various strategies and tools to integrate in-class learning with learning beyond the classroom.

Congratulations to this impressive group of faculty!

2018 CNDLS TEL Colloquium Cohort:

Gregory Afinogenov | *History*

Jessica Ciani-Dausch | *Interdisciplinary Studies*

Sara Collina | *Women and Gender Studies*

Laurie DeRose | *Sociology*

Karen Shaup | *English*

Sarah Stiles | *Sociology*

Rebecca Tarsa | *English*

Garrison LeMasters | *Communication, Culture & Technology*

Karthikeya Easwar | *Marketing*

Richard Lederman | *Bachelor of Arts in Liberal Studies*

Chiranjeev Dash | *Oncology*

Bassem Haddad | *Oncology*

Yumi Jarris | *Family Medicine*

Kenneth Lin | *Family Medicine*

LEARNING TOGETHER
TEL LEARNING COMMUNITIES

Professors Emily Francomano and Rebecca Tarsa share their experiences as Faculty Coordinators for CNDLS' latest interdisciplinary and collaborative cohort model.

Learning Communities are self-directed, structured, interdisciplinary groups—predominantly made up of faculty, though they can also include staff and students—that gather regularly to learn about a specific topic through readings, guest lectures, and other activities. This year, CNDLS is supporting two Technology-Enhanced Learning (TEL) Learning Community pilots: Digital Assignments and the Digital Humanities Learning Communities. We sat down with Learning Community Faculty Coordinators Rebecca Tarsa (English) and Emily Francomano (Spanish and Portuguese) to hear about their experiences delving into this exciting learning space.

Can you briefly describe the focus of your Learning Community, how you developed an interest in the topic, and why you think it's a pertinent topic to explore?

Our Learning Community is focused on designing and implementing digital writing assignments. I've been interested in this topic since I was first asked to complete one myself as a graduate student; the experience was frustrating and challenging and time-consuming, but ultimately extremely rewarding and deeply memorable. The experience changed the direction of my research and teaching. I wanted to understand how to design digital assignments for my own students that would give them that same challenge and payoff, and how to work with other instructors to help them build assignments for all kinds of courses, not just writing.

Rebecca Tarsa
English, Digital Assignments

Learning Communities are one of many cohort models available to faculty (and staff!) through CNDLS. If you are interested in participating in a cohort, reach out to us at
CNDLS@GEORGETOWN.EDU

What most excites you about your Learning Community?

I was really excited to see what a diverse group of participants we have, covering a wide range of fields: music, biology, francophone studies, and film & media, just to name a few! Any writing assignment, digital or otherwise, has the dual duty of both meeting the objectives of the course material and developing students' rhetorical abilities; having such a range of subjects represented should lead to some really rich discussions of how to draw on digital formats and tools to meet those goals, which can differ so widely across disciplines.

Have you ever facilitated or participated in a Learning Community or similar group before? What was that experience like?

I participated in a faculty development group about using graphic novels and comics in writing instruction, designed to complement the institution's selection of a graphic novel for its freshman common read program. My favorite thing about the experience was seeing the wildly different ways the participants used the ideas and tools presented to design their own activities and assignments—everything from personal narrative comics to instructional how-tos for lab procedures. I ended up with something very different for my class than what I'd first envisioned, influenced by all the creativity I saw in everyone else's contributions.

What do you think Georgetown faculty can gain from the Learning Community model, and what do you hope to gain?

The flexibility and participant-driven style of the Learning Community model offers the chance for professional development that matches more naturally—and productively—with the needs of the group than is usually possible with more traditional models. We all want to grow as researchers and teachers, but we all also have many demands pressing on us. Learning Communities are great because they give the chance to potentially combine those pressures, creating a group that can help us grow while also potentially allowing us to meet those pressures in innovative ways.

Can you briefly describe the focus of your Learning Community, how you developed an interest in the topic, and why you think it's a pertinent topic to explore?

My interest in the digital humanities stems from my work with medieval manuscripts and research into how we might translate the experience of reading medieval material texts to online environments.

That is what inspired my own project on the *Libro de Buen Amor*, the Book of Good Love, to create an experience of reading in medieval material culture using digital tools and their affordances. In contemplating what I need to know in order to carry this project along, I've been immersing myself in the ways that medievalists are working digitally, including the Text Encoding Initiative and Textual Communities, as well as many of the individual projects that colleagues have developed over the years. The way we work with medieval manuscripts now would be simply impossible without digital facsimiles, editing processes, and annotation tools. In my own work, I want to contribute to making medieval works, as well as the tools to make them, accessible to experts and non-experts alike.

When I learned about the Learning Communities program, it seemed like a wonderful way to expand this conversation I've been having with myself and with people from other institutions about digital humanities and bring it home to Georgetown where there are so many people in different places on campus working in parallel, but in relative isolation. One of the things that the Learning Community can do is open up silos. We can learn about one another's interests, one another's projects, and about the tools and theories that we can use to further develop projects that are already underway.

Megan Martinsen is the new Digital Scholarship Librarian, and I believe she's the first person to hold that position here at Georgetown...I was telling her about the idea for a digital humanities Learning Community, and she had also been thinking of setting up a faculty group. We were able to, in the initial organization of the Learning Community, open up those two silos, and bring our efforts together. We have her as a wonderful resource in the group.

What most excites you about your Learning Community?

I love making connections with colleagues—colleagues with whom I've been in groups before, colleagues who I'd heard of but didn't really know, and colleagues whose names I hadn't even heard before. I'm really excited to make those connections and deepen connections that I've made before with people. I'm a very social person.

What do you think Georgetown faculty can gain from the Learning Community model, and what do you hope to gain?

Digital humanities work, and the digital humanities ethos, is all about collaboration—the need for collaboration and the need for different people to bring different strengths, experiences, and skills to the table to collectively produce something.

The digital humanities depends on multi-authorship, and on sharing attribution and shifting authorial roles in ways that traditional humanities work just is not used to. And so the Learning Community can model what it's like to work collaboratively on a project before or in parallel to any actual digital humanities project that a scholar might be designing, and contemplating, and trying to assemble a team for. There's a big paradigm shift in the way that humanities work used to be produced and the one-author, one-textual-work model.

If other faculty wanted to create their own Learning Community, what advice would you share with them?

The first thing that was enormously helpful was getting the list [of possible interested faculty] from CNDLS. Having some support in identifying possible participants was enormously useful. Again, some help navigating through the silos on campus. I can see how different ideas for Learning Communities would be even more expansive, or even more expansively multidisciplinary.

■ **Erika Bullock**

Emily Francomano
Spanish & Portuguese, Digital Humanities
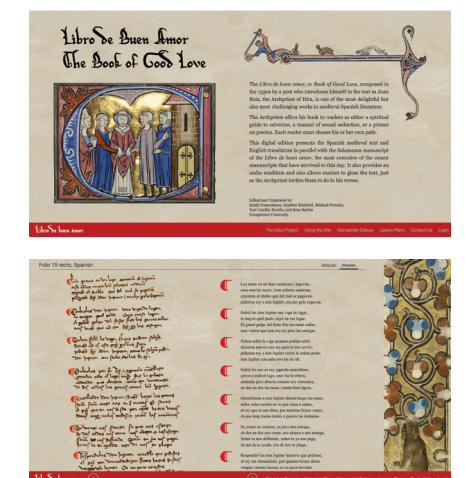
The *Libro de Buen Amor* *Online*

INTERACTIVE LEARNING MODULES
THE CLASSROOM AS A PUZZLE

A Technology-Enhanced Learning Grant from CNDLS provided funding for Communication, Culture & Technology students to design and create escape room puzzles. These puzzles will be used to enhance library services and ultimately offer faculty the opportunity to employ escape rooms in their own courses.

Lucy Obus' final project for her Fall 2017 Interaction Design course in Communication, Culture & Technology (CCT) looks like a portion of a blank, white wall. Hanging from the wall are four similar abstract prints, each a different color and pattern, each neatly framed and hung two by two to form a square. Beneath, near the bottom of the wall, there is a thermal printer. The pictures correspond to four small, printed tickets that, when aligned to match the arrangement of the pictures on the wall, reveal a message telling you to knock on one of the picture frames. That frame is connected to a piezoelectric sensor, which detects changes in pressure, and an Arduino computer, which reads the amount of pressure and then triggers the printer if the correct amount of pressure registers. Knock three times in the right spot, and a slip of paper with a message prints.

Obus' assignment was to build a puzzle that could be used in an escape room. Escape rooms, which have proliferated rapidly around the world over the past few years, are part entertainment, part team-building exercise. Groups enter a room and are locked inside. The rooms are elaborately themed to immerse the participants in a story—for example, the business Escape Room Live on M St. near Georgetown's campus features rooms that evoke the Titanic, a cursed Egyptian tomb, a car on a runaway subway train, and more. The players then need to work together to solve puzzles embedded within the room to advance the narrative and, hopefully, escape their fictional predicament before time runs out.

Evan Barba (CCT) teaches the Interaction Design course, which asks students to explore how to create and test prototypes of electronic artifacts and consider how they might be used. With the assistance of a Technology-Enhanced Learning (TEL) Pilot Grant from CNDLS, he refreshed the course so that his 16 students this past fall would each create their own escape room puzzles. Barba considered it important to impose some constraints on the design exercise to encourage more creativity, so he brought in Lauinger Library librarians to act as "clients" for

whom his students would design the puzzles. The librarians had already expressed interest in seeing how escape room puzzles could help university faculty achieve course learning objectives, so the pairing was a mutually beneficial one. As part of their work with the librarians, Barba's students were challenged to create puzzles with abstractable elements that could be repurposed in many different learning contexts in the future.
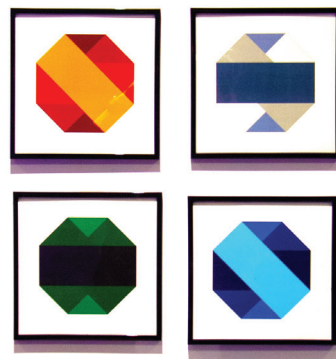
The TEL Grant provided funding for Barba to purchase electronics and other components specific to student projects, like a typewriter conversion kit that transforms a typewriter into a modern keyboard. It also allowed Don Undeen, Maker Hub Manager, and his staff in Lauinger Library to assist the students in crafting specialized parts for their projects. Supported by both Maker Hub specialists and tools targeted to their needs, Barba's students brought creativity and enthusiasm to the design challenge. Describing her own process, Obus said, "I wanted something that gave the users a level of discovery, with a component that [could be found] elsewhere in the room. I wanted a moment where the user has to critically analyze that piece and then where they have to do some sort of follow-through—some sort of action, and then they would receive some sort of feedback." Obus' four tickets could be hidden in other puzzles within the room, for example, and the thermal printer could be programmed to print out another clue that would continue the players' quest.

The project has now moved into Matt Pavesich's (English) Writing and Culture class, where the students are developing narratives for escape rooms that fit both the puzzles and the librarians' desired learning outcomes. "By the end of this project, the library will have a new toolkit that could potentially reinvigorate library instruction in a way that reaches students who might not always retain everything we want them to learn from a conventional orientation session," says Holly Surbaugh, Science Liaison & Reference Librarian. "But simultaneously, we're developing what could become an innovative new library service for faculty who want to use escape rooms for their own purposes."
■ **Adam Leader-Smith**

DOYLE FACULTY FELLOWSHIP
ENTERS NINTH YEAR

Universities across the country, together with our society more generally, are grappling with a multitude of difficult questions related to engaging diversity—including what it means to do so. The Doyle Faculty Fellows Program, the signature element of the Doyle Engaging Difference Program, convenes a cohort of faculty for 14 months to wrestle with these questions and their implications for our university community. Rather than just discussing ideas, each faculty member commits to redesigning a specific class to engage their students on questions of diversity through their disciplinary lens. The fellowship was introduced in 2009, and thus far, 125 faculty members have participated as fellows, with some fellows returning more than once.

Now in its ninth year, the Doyle Faculty Fellows Program continues to bring a disciplinarily diverse cohort of Georgetown faculty together to explore pedagogical interventions and promote student engagement with difference. The Program's monthly cohort meetings create community for fellows both to engage in serious discussion on specific, diversity-related topics of interest and to workshop and refine their course redesign with support and feedback from colleagues. The monthly meetings draw from a series of readings selected based on participants' interests. These serve as the focus for cohort discussions co-facilitated by different faculty fellows each month and are intended to enhance the course redesign process by highlighting connections between emergent themes from different disciplines—including pedagogical scholarship—and the specific courses on which faculty are working. Additionally, case study discussions, oriented around individual fellows' courses, serve as an opportunity each month for fellows to dive into a specific aspect of their course to share their innovative work and receive creative feedback from their colleagues.

Fellows come from all disciplines, including those not traditionally associated with exploring issues of difference. Mun Chun (MC) Chan's (Biology) Doyle course goal for Biological Chemistry, which ran in both Fall 2017 and Spring 2018, is to build students' sense of science as created, situated knowledge accepted by certain societies at certain periods in time, and therefore contestable. Chan contends that diversity within science is critical and that a diversity of perspectives enriches and advances the field as a whole because, as he notes, "a scientist's individual character, background, and way of thinking affects the science they do."

MC CHAN

Toward this goal, Chan designed a series of biographical case studies that informed classroom activities and paired with the lab component of his course. The components of his course emphasized the socio-political context of the scientific principles forming the basis of his course and highlighting the diverse—and often conflicting—perspectives in the field.

C. Wakaba Futamura (French and Francophone Studies) redesigned her Advanced French Grammar and Writing class in Fall 2017 as a community-based learning (CBL) course to attend to her Doyle goals. Futamura harnessed the CBL structure in order to deepen student engagement with the issue of immigration and French-speaking societies outside

C. WAKABA FUTAMURA

the mainstream. Students not only spent 20 hours volunteering at local schools with English Language Learner (ELL) students of immigrant background, but also maintained a reflective journal about their community engagement and shifting ideas on human migration. "Even today, France may be perceived as the epicenter of the corresponding language and culture. Yet I take a postcolonial stance via which I examine distinct socio-cultural identities globally that share the French language but have recreated and (re)claimed their Francophone-ness as their own," says Futamura.

The Doyle cohort model encourages growth for both fellows and students. "The process of sharing, wrestling with, and brainstorming collaboratively about ideas for teaching on themes of diversity has been incredibly meaningful and encouraging for me as an educator," Futamura says. "The supportive feedback I received fostered new ideas and boosted my confidence in pushing myself and my students outside of our comfort zone in order to more meaningfully and deeply engage in issues about diversity. Ideally, every Georgetown educator should have the opportunity to be part of a Doyle Faculty Fellows Program, which truly is a gem."

This process of creative engagement between fellows doesn't stop with the end of the fellowship year; it continues with Doyle Community of Practice events, open gatherings for all past fellows to continue to connect around issues of pedagogy and diversity. ■ **Adam Leader-Smith & Ijeoma Njaka**

For more information on the Doyle Faculty Fellows Program, please visit DOYLE.GEORGETOWN.EDU

SENIOR FELLOW **SPOTLIGHTS**

GRADUATE ASSOCIATE **SPOTLIGHTS**

CNDLS relies on the scores of creative, open-minded, and dedicated faculty, staff, and graduate associates who work with us each semester. Their collegiality and unique set of skills contribute greatly to our shared work in teaching and learning. Below, two of our new CNDLS Senior Fellows and four of our graduate associates reflect on their experiences with CNDLS and share more about their current projects.

We are pleased to introduce two of our new CNDLS Senior Fellows, Frank Ambrosio (Philosophy) and Ricardo Ortiz (English). As Senior Fellows, their partnership with CNDLS provides invaluable insight into two specific emerging areas of interest for our community—the development of the MyDante digital platform and contemplative reading technology, and the planning of the Doyle Program and Mentoring Cohort.

Frank Ambrosio
Department of Philosophy

Frank Ambrosio began working with CNDLS fifteen years ago to conceptualize the first version of MyDante, a platform for contemplative reading, which has blended together his professional academic training in 20th and 21st century European philosophy and his interest in Medieval Italian Studies.

What work is CNDLS doing that you're particularly excited about?
What has struck me about CNDLS is that it is always focused on the dynamic between teacher and student and the interaction that we call learning—the many different ways that interaction can work in combination with an openness to experimenting with technology both in terms of what it can and cannot do. I think CNDLS plays a vital leadership role in the tradition of liberal arts education at Georgetown.

Can you describe the type of work you'll be doing as a CNDLS Senior Fellow?
Thanks to the Senior Faculty Fellowship, I have the opportunity to devote more time and attention to further development of the MyDante platform. My main projects with CNDLS are extensions of the massive open online course (MOOC) experience. One is to try to think about and test the ways a MOOC can enhance the classroom experience, and the second is an assessment of the classroom use of My Dante. I will also be working on contemplative reading technology, or the pedagogy of contemplative reading. Contemplative reading allows for readers to connect with a text on a deeper, more personal level. With the help of Yianna Vovides, I will be designing a couple of ways of using discussion within the MOOC and discussion within the class to assess how easy or difficult it is for people to achieve these different levels of understanding.

Ricardo Ortiz
Department of English

Ricardo Ortiz joined the Georgetown University community to be the English Department's specialist on U.S. Latino literature and culture. Ortiz's relationship with CNDLS began when he participated in the second Doyle Program cohort.

What work is CNDLS doing that you're particularly excited about?
I have been at Georgetown for 20 years and have seen CNDLS evolve and weave itself into the fabric of the institution in really meaningful and powerful ways. My longest running relationship with CNDLS runs through the Doyle Program. I was in the second year cohort and am currently participating in it this year as well. Diversity is already ingrained in the way I teach and in the topics I teach, so to find ways to make my pedagogy more inclusive and more sensitive to diversity has been really interesting. The program has changed somewhat and some of the emphases are different, but I'm having a similarly enriching and satisfying experience doing it this year as well.

Can you describe the type of work you'll be doing as a CNDLS Senior Fellow?
Diversity and mentoring are the two big pieces of the work I will be doing. In addition to helping map out and think further about the kind of work the Doyle Program is doing, another piece of my CNDLS work is around mentoring. As part of that work, we're thinking about ways Georgetown can better offer a model for guidance and for formation that is not tied to the classroom and the structure of its curriculum. We'd like to see how we can take mentorship beyond the classroom or curriculum—for example, to faculty-student interactions on campus. I am serving as one of the co-directors of this new mentoring project that is coming out of the Nursing School. I have also done a lot of work under the auspices of CNDLS through TLISI. I've participated actively in TLISI almost every year, doing one thing or another, but usually my involvement is organized around curricular development in the humanities.

■ **Katherine Grygo**

CNDLS is grateful for our group of graduate associates, whose work contributes greatly to our organization. Below, four of our graduate students share their experiences at CNDLS and aspirations after their studies at Georgetown.

Terry Adams *1st year, Master of English Program*

On Projects at CNDLS: This fall I was involved with technology-enhanced learning projects. I transitioned to the learning design team, which involves developing online courses and content or tech quality assurance.

On Relation to Coursework: CNDLS relates less to my research, but if I go into teaching, I have insight from this job about things going on in the background, like "How do you help students feel comfortable in the classroom using technology?" I also use a lot of my writing and editing skills.

On Aspirations Post Georgetown: When I first came to Georgetown, I was certain on getting a PhD afterwards. However, working at CNDLS has made me realize that there are a variety of career paths I can take, many of which I didn't know existed before working here. My work at CNDLS makes an impact, and I've enjoyed contributing to wider academic projects and goals.

Ijeoma Njaka *1st year, Master of Learning and Design Program*

On Projects at CNDLS: I support the Doyle Engaging Difference Program. I also work with the Inclusive Pedagogy team, which includes helping implement the A Different Dialogue Program, an intergroup dialogue component.

On Relation to Coursework: For class last semester, I designed a workshop that was for the Inclusive Pedagogy team. I interviewed everyone on the team and was able to apply concepts that we talk about in both the MLD Program and at CNDLS, like backward design.

On Aspirations Post Georgetown: I've really liked my experiences in higher education, so part of me wants to continue in that field. I would also like to advance my work with something like inclusive pedagogy, engaging diversity and difference, or even consulting.

Emily Cotton *1st year, Master of Learning and Design Program*

On Projects at CNDLS: I've done a range of things at CNDLS, including helping with the curriculum on a massive open online course (MOOC) for the International Monetary Fund. I have also worked with technology-enhanced learning on testing new learning management systems.

On Relation to Coursework: I'm currently doing a year-long Design Studio for the MLD Program. I'm working with Sabrina Wesley-Nero, the Head of Teacher Preparation for the new Educational Transformation Master's Program, to design the practicum class for the new concentration in Learning & Teaching.

On Aspirations Post Georgetown: I would love to be back in the classroom teaching. Based on the work that I've done, it wouldn't matter to me what level. I also would really love to work in teaching development and consulting.

Sam Whalen *2nd year, Communication, Culture and Technology (CCT) Master Program*

On Projects at CNDLS: I work on Georgetown Commons and Georgetown Domains to create, monitor, and support the creation of course blogs and other digital spaces. Something on the horizon that I'm excited about is a new virtual reality project.

On Relation to Coursework: For my CCT Independent Study, I'm working with Professor Evan Barba (CCT) to create a virtual reality simulation for Professor Tanina Rostain (Law Center) that teaches students how to object in the courtroom.

On Aspirations Post Georgetown: Eventually I would like to work as a virtual reality engineer or developer, but I'd also like to start with software engineering.

■ **Tess Henthorne**

GEORGETOWNX:
EVOLUTION OF THE MOOC

Since 2013, CNDLS has celebrated the launch of 12 unique massive open online courses (MOOCs) and 18 reruns, all offered to a global audience. We're excited to see these MOOCs continue to evolve. MOOC faculty have been bringing their MOOCs—and those MOOCs' impact—back to their students on campus.

In Spring 2016, CNDLS partnered with the Global Business Initiative at the McDonough School of Business to develop a hybrid module that would become both a core piece of the Global Business Experience course offered to all MBA second-year students—and a MOOC that would bring Georgetown's expertise in international business to the wider world.

BADM 650, Global Business Experience (GBE), is a key component of a student's learning experience in McDonough, offering them an opportunity to apply their studies professionally, consulting on-site at an international location. A lecture series led by both McDonough faculty and guest speakers had traditionally served as preparation for that experience, with the lineup varying from year to year.

Wanting to reduce the variability of the lineup and capture the energy and insights of the lectures, the global team, led by Ricardo Ernst (McDonough), turned to CNDLS to assist in rethinking the course as a hybrid course, which would harness the interactive possibilities of online learning technologies as well as provide the opportunity to capture high-production filmed lectures.

The result is both a MOOC and a Canvas module that have been successfully running and re-running since their launch in Fall 2016. These lectures and the interactive activities that complement them are being used as a replacement for the in-person lecture series. The modularity of the assets that were produced for the course means that the assets lend themselves to reuse in other university and McDonough contexts.

Students directly benefit from the increased flexibility in their class schedule. Now that the lectures that might previously have required them to come to campus during a non-traditional class time (e.g. Friday evening) are available online, their commitment to "attend" or follow through at a particular pace results in only a small handful of due dates.

The creation of this module allowed GBE to hybridize the equivalent portion of the on-campus course (in which hundreds of MBA students participate each semester) and free up classroom time and space at Georgetown, an important innovation and potential model for future course configurations.

NEW MOOC!

We are pleased to announce the launch of Sign Language Structure, Learning, and Change, created by Ted Supalla (Neurology, Linguistics, and Psychology) and team. The course integrates the history of ideas about American Sign Language with research on the structure, learning, and historical change of ASL and other sign languages.

MOOCs on Campus

MOOCs and the material developed for them continue to be used on campus in a variety of creative, enriching ways. Here are a few examples:

MOOC as foundation for a flipped classroom

When Bassem Haddad (Lombardi Comprehensive Cancer Center) led the creation of the MOOC Genomic Medicine Gets Personal back in 2014, he didn't realize that developing and implementing the course was only the beginning of its impact. After running the course twice, once in 2014 and again in 2015, he used the lessons he learned from producing the complex, multi-lecturer course to apply for an National Institutes of Health (NIH) grant to produce another. He was awarded the grant, and the MOOC Demystifying Biomedical Big Data is the result. Furthermore, eager to capture the potential of his first MOOC for on-campus students, he worked with CNDLS to translate Genomic Medicine Gets Personal from edX to Canvas. With the course now in its second successful semester, he assigns course modules as homework, leaving class time open for that week's guest lecturers from the MOOC to visit class in person for a rich discussion.

MOOC as source of insights for teaching

For Jim Freericks (Physics), the academic year 2016-17 was a year spent getting deeply familiar with the edX platform as he developed and launched both a MOOC (Quantum Mechanics) and a flipped on-campus course (Computational and Math Methods). While the topics and content diverged, Freericks found himself learning lessons in one course that carried over to the other. For example, as he ran the MOOC, he discovered that many students are highly dedicated to getting correct answers every time—he calls it "green check fever" to refer to the green checks that appear next to correct marks—and realized that it's important to give students more than one attempt at complex questions. As the MOOC completes its two-year run, he continues to gather insights that inform his ongoing iterations of the Math Methods on-campus course.

MOOC as pre-course preparation

Daniel Byman (SFS) was set to teach the course Researching Terrorism in Fall 2016 and decided that his MOOC, Terrorism and Counterterrorism, provided just the foundation his students needed to be able to make the most of the course. He worked with CNDLS to create a private copy of his MOOC on edX Edge and asked his students to complete the course over the summer. Thanks to their summer assignment, his students arrived at his on-campus class with thorough, shared knowledge of issues in terrorism/counterterrorism and ready to delve into the methods behind terrorism research. He continues to use the MOOC as optional preparatory and supplemental material for both undergraduate and graduate students on campus.

MOOC as incubator for experimentation

Envisioning and revisioning MyDante has been an ongoing passion for Frank Ambrosio (Philosophy). Since beginning work with CNDLS on bringing the platform for contemplative reading to life in the early 2000s, MyDante has undergone a variety of iterations, each time making the most of new technical affordances. When the opportunity arose to launch MyDante as part of a MOOC in 2014, an intensive redesign to prepare it for global access meant that Ambrosio, in collaboration with CNDLS, was able to embed rich new interactions within its feature set. The MOOC has now been successfully run twice, and Ambrosio is using the new, improved platform as a core element in his on-campus course Dante & the Christian Imagination. And the benefits are flowing both ways—Ambrosio is piloting peer-focused assignments in his on-campus course that CNDLS hopes to soon translate into online functionality for MyDante and future iterations of the MOOC.
■ **Anna Kruse**

To explore these and other GeorgetownX courses, visit
EDX.ORG/SCHOOL/GEORGETOWNX

THE NEW AND IMPROVED DOYLE AND ENGELHARD WEBSITES

Are you looking for support in your efforts to create a truly inclusive classroom? Are you interested in ideas for teaching to the whole student?

You might find what you need at our newly redesigned websites for the Doyle Program
▶ **http://doyle.georgetown.edu/**

and the Engelhard Project for Connecting Life and Learning
▶ **http://engelhard.georgetown.edu/**

One of the things you'll see on these sites is that other faculty are asking some of the same questions that you are, and they're finding useful answers. The **course profile sections** describe different ways that Georgetown faculty are engaging diversity and well-being in their classrooms. Whether it's Jim Sandefur's Intro to Math Modeling course, which makes use of data sets involving nutrition, gambling, and alcohol use, or Sabrina Wesley-Nero's community-based learning (CBL) Essentials of Effective Practice course, which creates partnerships with DC public schools, you'll find successful models of faculty increasing their attention to whole-student learning and inclusivity. We include their stories so that all teachers can benefit from the exciting discoveries of our faculty fellows.

You'll also find opportunities to get involved in these programs yourself. **Developing a Doyle course** or an **Engelhard course** in your discipline would allow you to explore these issues deeply. You'd be doing so with the support of CNDLS and a community of other faculty developing their own courses and teaching practices.

The Doyle site offers additional ways to connect, including the annual **Doyle Symposium,** the **Film and Culture Series**, and **Doyle Diversity Grants** to support smaller-scale innovation in the classroom, as well as the **Doyle Seminars** hosted by our partner, the Berkley Center for Religion, Peace & World Affairs.

We're honored to support pedagogical innovations such as these, and we're excited about the opportunity provided by our renewed Engelhard and Doyle websites: to share those innovations and that excitement with you.
■ **David Ebenbach**

SHARING OUR WORK
Publications, Presentations, and Notable Work

➔**Barrinton Baynes**, Multimedia Specialist at CNDLS and the Gelardin New Media Center, presented as part of the **"From Research to (Virtual) Reality: Uses for AR/VR/MR in Education, Institutions, and Enterprise"** panel featured at the 2017 Government Video Expo. His talk focused on the emergence of virtual reality technology and how these technologies are allowing individuals and institutions to develop innovative, immersive learning experiences. He discussed ways VR technology is currently being used and where it might go in the future.

➔CNDLS Director of Faculty Initiatives **Maggie Debelius** recently presented at several conferences. She presented **"What is the Future of Faculty Development?"** at the American Association of Colleges and Universities Annual Conference in San Francisco, California, in January 2017; and **"Fumbling Through and Figuring It Out: Design Thinking and First-Year Writing"** at the Conference on College Composition and Communication in Portland, Oregon, in March 2017. At the 2017 International Society for the Scholarship of Teaching and Learning Conference in Alberta, Canada, she gave talks entitled **"Exploring (in) the Studio: Teaching and Learning in Studio Courses Across the Curriculum"** and **"Studio Learning in the Writing Classroom."** Maggie also gave a talk, **"The Humanities Unleashed,"** to the Department of English at Johns Hopkins University in April 2017. In January 2018, she presented **"Response to a Public Humanities PhD Proposal"** at the Modern Language Association (MLA) annual convention in New York, New York.

➔CNDLS Project Manager **David Ebenbach** authored the article **"Crossing the Divide,"** published in *Inside Higher Ed,* which explores the divisions that separate faculty from staff on many campuses, and projects that promote community-building across those divides like CNDLS' Engelhard Project. His opinion piece, **"Take the Time to Reflect,"** published in *The Hoya*, urges students to use reflection at the semester's end to cement learning, build connections between ideas, and prepare themselves for the future. He also published his third short story collection, *The Guy We Didn't Invite to the Orgy* (winner of the Juniper Prize), and his first novel, *Miss Portland* (winner of the Orison Prize).

➔**David Ebenbach** and **Joselyn Schultz Lewis**, Associate Director for Inclusive Teaching and Learning Initiatives, presented **"Self-Authorship in the Writing Classroom: Helping Our Students Find Themselves"** as part of an online roundtable published on The Sundress Blog in December 2016. Their roundtable discussed how writing classes can help students work toward becoming the authors of their lives, and explored the process of self-authorship and ways teachers can support that process.

➔CNDLS Assistant Director for Special Projects and Strategic Initiatives **Anna Kruse** co-authored a chapter of the *Palgrave Handbook of Managing Continuous Business Transformation* (Palgrave Macmillan, 2017) with Hans Pongratz (Technical University of Munich). The chapter, **"Digital Change: How MOOCs Transform the Educational Landscape,"** explores MOOCs as an educational phenomenon, touching on their emergence, current state, and possible futures.

➔CNDLS Instructional Designer **Linda Lemus** presented a paper on **"Translanguaging & Multilingual Identity on Facebook"** at the Annual Conference of the American Association of Applied Linguistics in Portland, Oregon, in March 2017. She shared the findings of her qualitative study, which illustrates the representation and (re)construction of identity of English-Spanish-Portuguese multilinguals on Facebook through their various languages. She also discussed how these multilinguals as language agents are using social network sites to cultivate language learning.

➔CNDLS Instructional Designers **Kim Huisman Lubreski**, **Sarah Workman**, and **Linda Lemus** presented **"Applying QM Standards to Online Design and Development: A Two-Prong Approach"** at the Quality Matters (QM) Regional Conference in New York, New York, in April 2017. They discussed the first year implementation of CNDLS' seven-month Hybrid Learning Series and the application of QM Standards to teach faculty how to design and develop online courses.

➔Throughout the year, **Eddie Maloney** represented CNDLS and the new Master of Arts in Learning and Design program through interviews and conversations with higher education commentators. Eddie discusses the emerging role of learning designer in **"A Shift Toward Learning Design"** (*EdSurge*). A full interview with Joshua Kim appears in *Inside Higher Ed*'s **"Georgetown's CNDLS and the History of the Integrated CTL,"** and a conversation with Jeff Selingo, **"As Demand Grows for Instructional Designers, So Too Are Efforts to Better Prepare Them,"** is available on LinkedIn. Eddie offers a future-focused reflection on digital learning in **"Predicting 2017's Legacy"** (Mark Lieberman in *Inside Higher Ed*), while mentions and quotes appear in **"Colleges Pivot to Prep Students for High-Demand Tech Careers"** (Wylie Wong in *EdTech*) and **"When a CTL Stewards a Master's in Learning and Design"** (Joshua Kim in *Inside Higher Ed*).

➔CNDLS Associate Director for Assessment **Mindy McWilliams** co-authored a paper entitled **"Toward Reflective Writing Analytics: Rationale, Methodology, and Preliminary Results,"** published in 2017 in the *Journal of Learning Analytics*. With co-authors Vice Provost for Education Randy Bass, Simon Buckingham Shum (University of Technology Sydney), Ágnes Sándor (Naver Labs Europe), and Rosalie Goldsmith (University of Technology Sydney), Mindy details the group's progress in designing a writing analytics application.

In June 2017, she co-presented an interactive workshop on **Community-Based Learning Assessment** with Jennifer Rosales (CSJ) as part of the Community Based Learning (CBL) Symposium at the Georgetown University School of Medicine. The workshop featured key principles of both assessment and CBL, and also engaged participants in coding and analysis of student reflections on their CBL experience.

➔CNDLS Director of Learning Design and Research **Yianna Vovides** and CNDLS Associate Director for Learning Design and Technologies **Susan Pennestri** worked with GUMC faculty members Adam Meyers, Susan Mulroney, Jennifer Whitney, and Rechna Korula on their research paper **"Teaching in a Flipped Classroom Within an Established Medical and Graduate Curriculum: Evaluation of Modalities,"** which was presented at the 11th International Conference on Education and New Learning Technologies in Barcelona, Spain, in March 2017. The paper was published in the INTED2017 conference proceedings.

➔**Yianna Vovides** and CNDLS Associate Director for Application Development and System Integration **Marie Selvanadin** presented alongside Jim Groom and Tom Woodward on the panel **"Just a Community Organizer: Visualizing Community for Domain of One's Own"** at the Domains 2017 Conference in Oklahoma City, Oklahoma, in June 2017. They discussed their vision of what a community site for Domains might look like.

Faculty Advisory Board

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

Betsi Hervey Stephen (Chair)
School of Foreign Service

Frank Ambrosio
Department of Philosophy

Yulia Chentsova-Dutton
Department of Psychology

Adam Myers
Department of Physiology and Biophysics

Ricardo Ortiz
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**The Center for New Designs in
Learning & Scholarship (CNDLS)**

Georgetown University
Car Barn Suite #314
3520 Prospect Street NW
Washington, DC 20057