

# the prospect

## TEACHING, LEARNING & INNOVATION

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ONLINE COURSES

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TECHNOLOGY-ENHANCED  
LEARNING COLLOQUIUM

BELONGING AND COMMUNITY  
ENGELHARD FACULTY  
CONVERSATION SERIES





TEACHING  
LEARNING &  
INNOVATION  
SUMMER INSTITUTE  
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May 20-23, 2019

Healey Family Student Center

TLISI 2019 offers the Georgetown University community the opportunity to explore strategies for excellence in teaching and learning. This year's Institute focuses on a variety of teaching topics, including Ignatian pedagogy, inclusive pedagogies, technology-enhanced learning, effective teaching and learning practices, and cross-institutional and cross-departmental collaborations.

#### PLENARY SPEAKERS:



#### DR. SUSAN AMBROSE, Northeastern University

Dr. Susan Ambrose, Professor of Education and History, is Senior Vice Provost for Educational Innovation at Northeastern University. She is an internationally-recognized expert in college-level teaching and learning. Ambrose is co-author of four books, most recently the best-selling *How Learning Works: Seven Research-based Principles for Smart Teaching*.



#### DR. MARC MORJÉ HOWARD, Georgetown University

Dr. Marc Morjé Howard is a Professor of Government and Law at Georgetown University, where he teaches the nationally-recognized "Making an Exonerée" course that re-investigates wrongful convictions. Howard is also the founding Director of Georgetown's Prisons and Justice Initiative (PJI). Under Howard's leadership, PJI recently launched the Scholar Program, which offers credit-bearing and non-credit courses to incarcerated students at the DC Jail. He is one of the country's leading voices and advocates for criminal justice and prison reform.

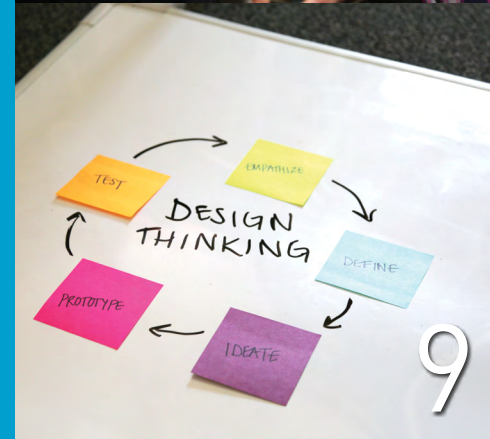


#### DR. BRYAN ALEXANDER, Georgetown University

Dr. Bryan Alexander, Faculty in the Learning, Design & Technology Master's Program and CNDLS Senior Scholar at Georgetown University, is an internationally-known futurist, researcher, writer, speaker, consultant, and teacher. Alexander's recent publications include *The New Digital Storytelling: Creating Narratives with New Media* and the upcoming book *Academia Next: The Futures of Higher Education*.



For more information, including the full TLISI 2019 schedule:  
[TLISI.GEORGETOWN.EDU](http://TLISI.GEORGETOWN.EDU)



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We are pleased to present this issue of *The Prospect*, a  
CNDLS publication designed to highlight innovative teaching  
practices at Georgetown. We invite you to explore these  
articles and also visit our website, [cndls.georgetown.edu](http://cndls.georgetown.edu),  
where you can learn more about our mission, major projects,  
and services to support teaching and learning.

You can find previous issues of *The Prospect* at

[BLOGS.COMMONS.GEORGETOWN.EDU/CNDLS](http://BLOGS.COMMONS.GEORGETOWN.EDU/CNDLS)

Since 2000, the Center for New Designs in Learning and Scholarship (CNDLS) has supported faculty and graduate students with tools, resources, and opportunities for new learning environments. We began with a mission to bridge a historic gulf between pedagogy and technological advances, and today CNDLS integrates a teaching and learning center with the latest educational technology, 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.

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## LETTER FROM THE EXECUTIVE DIRECTOR

Dear colleagues,

Warm greetings from CNDLS, where we are preparing for a busy end of the year. As always, I'm grateful for the passion and commitment of my colleagues, who have continued to provide deep, meaningful, and innovative support for teaching and learning at Georgetown this year.

In this issue of *The Prospect*, we highlight some of the results of this hard work. We're proud, for example, to have intensified our work on the pedagogies of inclusion and equity, particularly in response to current events inside and outside the walls of Georgetown. This spring, we strengthened our partnership with Campus Ministry (p. 7), working with them to explore issues of interreligious understanding in the classroom, further reflecting a commitment to inclusive teaching at Georgetown. Our Mentoring Initiative hosted candid conversations about how we can best help our students—particularly students who have traditionally been underserved in this area—grow as individuals and professionals (p. 18-19). And this fall, with funding from a Curriculum Enrichment Grant, first-generation and low-income students in the class Mastering the Hidden Curriculum attended a thought-provoking play and explored complex, personal topics such as identity and belongingness (p. 6).

At the same time, we continue our committed focus on innovation for teaching and learning. We are excited to have futurist Bryan Alexander with us at Georgetown both as faculty in the Learning, Design, and Technology (LDT) master's program and as a CNDLS Senior Scholar. Dr. Alexander shares his thoughts on the future of higher education—cautions, provocations, opportunities—in an insightful interview in this issue (p. 10-11). Our work in online learning—from freely available MOOCs to full online programs—continues to enhance institutional growth, particularly within the portfolio of Georgetown summer courses. To support faculty engaged in online course development, we recently launched a new cohort of our CNDLS Online Learning Series (p. 14-15), where faculty learn about the unique opportunities afforded by teaching online. Working with the McDonough School of Business, we have had the opportunity to collaborate on the design and development of several new online courses for their Flex MBA program (p. 12-13). As we close out our sixth year of open online course production, we are pleased to feature the accomplishments of Jim Freericks and Ted Supalla (p. 20-21), whose Open Online Courses have proven meaningful to so many learners' lives these past few semesters.

We continue to be grateful for our many faculty and campus partners, and look forward to what the coming year will bring.

With my very best wishes,

Eddie Maloney  
Executive Director, CNDLS



# IMPROVING STUDENT LEARNING THROUGH THE TECHNOLOGY-ENHANCED LEARNING COLLOQUIUM

Now in its third iteration, the CNDLS Technology-Enhanced Learning Colloquium (TEL Colloquium) supports faculty in the design and development of blended learning projects ranging from implementation of technology tools to the development of a digital space within Georgetown Domains.

**Bringing faculty together** across disciplinary backgrounds and Georgetown campuses, the CNDLS Technology-Enhanced Learning Colloquium encourages faculty to brainstorm, develop, and implement a technological innovation to improve student learning outcomes.

Now in its third iteration, the TEL Colloquium focuses on blended learning. So, what exactly is blended learning? And how does it serve teaching and learning at the university? While the definition of blended learning varies across disciplines and institutions, it's generally agreed that blended courses remove some face-to-face in-class time and replaces it with online and/or out-of-class components. To simulate a blended learning experience for participants and model good practices in blended learning design, the TEL Colloquium integrates the traditional classroom space with online tools and technologies. Throughout the seven-month process, faculty meet face-to-face as well as in an online environment to design individual projects.

As one of the key components of technology-enhanced learning initiatives at Georgetown, the TEL Colloquium encourages faculty to first consider their students' course-based learning challenges before they explore potential technologies and learning design interventions. Faculty projects end up looking very different from each other in terms of scope and content, which provides a rich environment for peer-to-peer feedback and iterative design. For example, during the 2018 TEL Colloquium participant Professor Rebecca Tarsa (English)

redesigned a unit in her first-year writing course (WRIT 015) to focus on auto-ethnography. Students used VoiceThread, a multimedia presentation tool, to study discourse communities in a particular social or digital media space. Using the digital sphere as the subject of both analysis and method of instruction supported Tarsa's goal of elevating the importance of both in-class and out-of-class writing. Another member of the 2018 cohort, Professor Yumi Jarris (Family Medicine), focused on a lecture and an active learning session, "The Social Determinants of Health," as part of the Patients, Populations & Policy (P3) course for first-year medical students. Jarris knew that students struggled to identify the social and economic determinants of food insecurity, so she developed multimedia lectures with patient simulations to model how to identify at-risk patients in screening for food insecurity. She found that the multimedia lectures improved the learning experience for students in this topic.

To date, 41 faculty from across the university have participated in the TEL Colloquium and have produced a wide range of blended learning projects. Other faculty projects include:

**Professor Jan Blancato (Oncology)** found that graduate students in her Cancer Genetics course (TBIO 525) had very different levels of knowledge when it came to the requisite building blocks from Human Genetics, Probability and Statistics, Cell Biology, and Molecular Biology. The diverse levels of mastery proved challenging as students advanced through the course content. In addition, Blancato observed intense test and grade anxiety among the student cohort. To even the field in terms of knowledge gaps, Blancato created a series of online examples, including readings and lectures, that targeted fundamental course topics. She also incorporated site visits and digital interviews with industry leaders to shift the course focus to the learning process, rather than the product. Blancato found these experiential learning components de-emphasized grades and created a less stressful learning environment, which allowed her to spend class time on more advanced calculation practices and assignments, rather than explaining background concepts.



Professor Seth Perlow (English) received a TEL Grant in May 2018 for a multi-pronged research project that explores smart pens and handwriting recognition technology as well as the AxiDraw, a pen plotter that consists of a robot writing arm that uses digital image files to guide a physical pen over a piece of paper to reproduce human handwriting. Perlow intends to introduce the tools to students in his Writing 015 class, Workshop in Writing Methods and Equipment, to ask his students to consider how these technologies might be used in both writing practice and when relating to a text.

## Professor Huaping Lu-Adler (Philosophy)

approached her intermediate philosophy course, Critical Thinking (PHIL 150), through two pedagogical lenses: blended learning and backward design. Lu-Adler wanted to deepen her students' engagement in and out of class with up-to-date research on the psychological and sociological aspects of thinking. Her challenge, ultimately, was to make critical thinking relevant and even urgent for her students. Instead of using available Critical Thinking textbooks that focus on abstract theories, Lu-Adler curated existing materials on her course site hosted by Georgetown Domains. Ultimately, she wanted students to work toward creating their own Domains site, so she organized the materials by topic, including websites, articles, video lectures, interviews, and podcasts, and included formative assessment opportunities

for students to engage with the materials. Using their own individual Domains space, students created digital projects that were then subject to a rigorous peer review process before publication to model the experience of publishing responsible, critically-considered content.

Through the exploration and application of technology in the Approaches to Blended Learning TEL Colloquium, faculty from a variety of departments across Georgetown have found new ways to address teaching and learning challenges, improve student learning outcomes, and enhance the student experience in a blended environment.

■ **Adam Leader-Smith and Eleri Syverson with contributors Kim Huisman Lubreski, Lee Skallerup Bessette, Yianna Vovides, and Sarah Workman**



Professors Yumi Jarris (Family Medicine), Glenn R. Williamson (SCS), and Rebecca Tarsa (English) share technology-enhanced learning practices at a TEL Colloquium meeting.



# BEYOND THE CLASSROOM WALLS

## CURRICULUM ENRICHMENT GRANT SUPPORTS EXPERIENTIAL LEARNING IN COURSE

In a new one-credit course for first-generation and/or low-income Georgetown students, a CNDLS Curriculum Enrichment Grant helps students find connections between their classroom learning and personal narratives.

**New research links** college students' sense of belonging to a range of positive outcomes, including improved well-being and other measures. At Georgetown, faculty are exploring a diversity of approaches—from mentorship practices to pedagogical techniques—to strengthen our campus' networks of support. These goals of student belonging and support are at the core of the new one-credit freshman seminar, UNXD-130: Mastering the Hidden Curriculum, which debuted this fall.

Designed for first-year, low-income and first-generation Georgetown students in a partnership between the Georgetown Scholarship Program (GSP) and the Designing the Future(s) Initiative, UNXD-130 illuminates the hidden cultural and social knowledges students encounter at Georgetown. The course, whose syllabus covers everything from reflections on identity and empowerment to study skills and on-campus resources, plugs into Georgetown's robust support network for first-gen and low-income students—this time, approaching the conversation from a curricular point-of-view. It also aims to cultivate a sense of belonging among its first year cohort by engaging students with their campus and DC communities.

In an effort to further connect students to the DC community and course themes, Professor Ricardo Ortiz (English) and Professor Sabrina Wesley-Nero (Education,

Inquiry and Justice; Educational Transformation) recently used a CNDLS Curriculum Enrichment Grant (CEG) to support a trip to Studio Theater in DC for a performance of *The Fall*. The production—performed by a traveling group of student-activists who participated in the 2015 and 2017 “Rhodes Must Fall” and “Fees Must Fall” protests at the University of Cape Town—considers questions of reconciliation, identity and student activism, all foregrounded by the legacy of apartheid in South Africa.

A play with student activism and social change at the center, *The Fall* provoked reflections from students about their roles and membership on college campuses. “The performed narrative [was] a public narrative, or a call to action in itself because it walks through the process of creating a movement, riding the tensions, and leveraging the strengths of a small group to create change,” reflected Alejandra Parra (SFS '19), one of the students in attendance. “As a white Latina,” Parra said, “I reflected on my own role in similar movements as a member of various dominant and oppressed groups. How do you acknowledge nuances in identity and levels of privilege while avoiding the ‘oppression olympics’ they allude to?”

The field trip to *The Fall* operated on several levels for those involved in Mastering the Hidden Curriculum.

Ultimately, said Ortiz, the experiential learning opportunity afforded by the Curriculum Enrichment Grant was fundamental to the core purpose of the course as a curricular inroad for student success in college. “This was the unique quality at the heart of [the course],” he said. “[It’s] the paradox that the best way to teach students how to navigate university life requires bringing the university itself into the classroom, yes, but also taking the class of students out of the classroom and into the spaces on campus where so much of that navigation would necessarily lead them: whether to a professor’s office, or the financial aid office, or the Georgetown Scholarship Program (GSP) office, or all the spaces on campus and off where students gather to pursue the ambitions they bring with them to Georgetown and to their adult lives.”

Encouraging students to seize learning experiences—both formally in the classroom and informally in co-curricular spaces—is central to students’ broader education in college. With the Mastering the Hidden Curriculum course and some experiential learning under their belts, these first-year students will certainly know where and how to start.

To learn more about Curriculum Enrichment Grants visit [cndls.georgetown.edu/grants/curriculum-enrichment-doyle/](https://cndls.georgetown.edu/grants/curriculum-enrichment-doyle/).

■ Erika Bullock

## COLLABORATING — TO SUPPORT — RELIGIOUS INCLUSIVITY

A new partnership with Campus Ministry supports the exploration of issues of interreligious understanding in the classroom, further deepening Georgetown’s commitment to inclusive teaching.

**While rooted in** its Jesuit identity, Georgetown boasts a diverse campus in terms of religious backgrounds. In fact, in accord with the Jesuit value of Interreligious Understanding, Georgetown strives to be a place where all religious traditions thrive. This goal recently brought CNDLS together with the clergy of Campus Ministry—Rabbi Rachel Gartner, Imam Yahya Hendi, and Brahmachari Vrajvihari Sharan—to design a workshop on religiously inclusive teaching.

In CNDLS’ newest collaboration, we partnered with these three faculty leaders to facilitate deep thinking on how to best support interreligious understanding in the classroom, an idea that emerged after students shared stories of feeling unwelcome or misrepresented in classrooms. In the Religious Inclusivity workshop, scenarios helped participants

connect with a variety of real issues facing students who come from many faith backgrounds. It was especially important to consider situations that called for complex, nuanced responses. Through presenting a series of hypothetical situations, CNDLS and Campus Ministry colleagues provided participants the chance to develop ideas for how to support students’ sense of belonging and connection in classrooms. Participants reflected on challenging teaching moments, considered how to design their courses more inclusively, and identified common mistakes in their teaching that might undermine a students’ sense of belonging.

CNDLS offers a range of workshops on subjects such as Difficult Discussions, Principles and Practices of Inclusive Pedagogy, and Implicit Bias in the Classroom. In addition, CNDLS also routinely develops workshops for specific audiences such as the faculty of a single

department, or for broader audiences to allow for a deeper exploration of a particular topic. In addition to the Religious Inclusivity workshop, CNDLS is in the process of designing several other new inclusive pedagogy-focused workshops, which we hope to offer this spring and summer. The workshops will take a deeper look at strategies and approaches to inclusive teaching and learning on topics such as climate and power in the classroom, multi-modal assessments, and content redesign.

If you are interested in designing a workshop in collaboration with CNDLS, or would like more information about requesting a tailored workshop or facilitated discussion for your center or department, please contact Joselyn Schultz Lewis, Senior Associate Director for Inclusive Teaching and Learning Initiatives ([jks38@georgetown.edu](mailto:jks38@georgetown.edu)).

■ Adam Leader-Smith



# MID-SEMESTER TEACHING FEEDBACK: TIMING IS EVERYTHING

With Mid-Semester Teaching Feedback Sessions, faculty can hear feedback from students while there's still time to make changes.

**The strange thing** about the semester feedback cycle is that instructors tend to get the information after the time when it would be most useful. Feedback at the end of a course cannot help improve the experience of the students who actually gave the feedback. Changes can only make the course better for future students, who might not even have the same concerns. Furthermore, final evaluations often lack context and explanation, leaving many unsure what the numbers and comments mean or what to do with them.

These are the reasons why CNDLS offers Mid-Semester Teaching Feedback Sessions. This service is completely confidential, which is why none of the faculty quoted here are identified. Mid-Semester Teaching Feedback Sessions let faculty know what their students are experiencing while the course is in full swing, when there's still time to make adjustments to assignments, the use of in-class time, discussion dynamics, texts, or anything else that might need fine-tuning.

The service starts with a meeting between the instructor and a member of CNDLS' staff, so that the CNDLS staff member can get a sense of what questions to bring into the classroom. Then the instructor brings the CNDLS staff member to class and steps out so that students can give their thoughts on the course, in writing and in a whole-group discussion. Finally, there's a meeting between the instructor and the CNDLS staff member to relay the anonymized feedback, fleshing it out and offering crucial context, as well as suggestions for going forward.

Faculty consistently report that they benefit from these experiences. As one professor recently shared, "I've been able to make concrete changes to the pieces of the unit that students struggled with the most—which were not the ones I would have guessed. And it was equally great to hear what was working, so I could leave those parts of the course untouched." And another professor: "It was great not having to wait until the end of the semester to discover what

"It's hard to get students to tell you what's not working while the course is still in session. By the time end-of-term evals come, it can be too late or too vague."

was and wasn't working. The teaching feedback took only a short amount of time, and the students were very grateful. They really appreciated being asked for their opinions!"

Interested instructors can reach out to us at [cndls@georgetown.edu](mailto:cndls@georgetown.edu) to request a confidential session. ■ **David Ebenbach**

"Getting feedback mid-semester allowed me to adjust my approach to the course, improve outcomes for the students, and demonstrate a willingness to be flexible that they appreciated."

# PROBLEM SOLVING THROUGH DESIGN THINKING

AT THE TEACHING, LEARNING & INNOVATION SUMMER INSTITUTE

Through design thinking—a user-centered approach to problem solving and innovation—participants in the Productive Open Design Spaces (PODS) at the Teaching, Learning & Innovation Summer Institute are tackling pedagogical and curricular questions and challenges.



A PODS participant presents during TLISI in 2018.

**Stanford University's** Hasso Plattner Institute of Design (known as the d.school) has popularized a five step design thinking process for jumpstarting innovation that requires designers to empathize, define, ideate, prototype and test, all while keeping the user at the center of the process. Design thinking has not only started to spread throughout businesses and organizations, but it's also become popular among colleges and universities—including the broader Georgetown community.

The Ethics Lab, for example, combines expertise in ethics and design thinking to develop tools, exercises, and conversations to inspire creative action around complex ethical issues. Their portfolio of work includes curricular collaborations with Georgetown faculty to co-design exercises that can be easily integrated into course syllabi, as well as external partnerships with peer institutions like Harvard University and international companies to analyze ethical questions through design thinking methodology.

And at CNDLS, design thinking is one approach to working with faculty, staff, and students, particularly when designing—and redesigning—courses. Perhaps one of the most illustrative examples of design thinking in action occurs the week of the Teaching, Learning, and Innovation Summer Institute (TLISI), when groups participate in Productive Open Design Spaces (PODS)—a flexible, design-centered studio space where groups of faculty, staff, and students explore a curricular or pedagogical challenge or project together over four days. The work done during PODS is innovative and exciting—and it doesn't end after TLISI. Teams use the design thinking approach to wrestle with their projects long after PODS.

Last year, a team comprised of faculty from the Biology Department sought to design a framework for fostering quantitative literacy in biology majors after concerns arose about the quantitative/mathematical literacy in student theses. Their work is still ongoing, but according to group member Professor Manus Patten (Biology), [design thinking] "helped us when we were figuring out how to revamp our Foundations course, our sophomore-level courses[...]People in the intro and mid-level courses will be a little more thoughtful about what they can do, what they should do."

Similarly, the PODS group on Humanities: Arts, Literature, and Cultures (HALC) explored how HALC might be designed as a more dynamic and effective introduction to the Cultural Humanities at Georgetown. The group's work at PODS resulted in the conceptualization of a faculty cohort experience to support the reimagining of Cultural Humanities. The cohort launched this past spring and has been ongoing. Other PODS teams have built an escape room, explored academic integrity at Georgetown's Qatar campus, designed the new Core Pathways program, created the curricular and pedagogical approach for attaching 1-credit writing studios to sections of the School of Foreign Service (SFS) proseminars, and more.

Though just a snapshot of the work influenced by design thinking on Georgetown's campus, these projects demonstrate the power of problem solving by prioritizing people and their experiences—a familiar concept that resonates with the university's commitment to *cura personalis*.

Learn more about design thinking at PODS by visiting [tlisi.georgetown.edu/productive-open-design-spaces](https://tlisi.georgetown.edu/productive-open-design-spaces), or reach out to us at [cndls@georgetown.edu](mailto:cndls@georgetown.edu). ■ **Alexis Downey**



# Q & A

## BRYAN ALEXANDER ON WHAT'S NEXT FOR HIGHER EDUCATION

How do we support faculty in their ever-changing roles? How can we be inclusive in our approach to technology? Futurist and Professor Bryan Alexander (Learning, Design & Technology) shares his thoughts on what's next for colleges and universities.

**The 2018 NMC (New Media Consortium) Horizon Report identified “cross-institutional and cross-sector collaboration” as one of the long-term trends that will be impacting higher education. What can institutions do to best position themselves to embrace and build partnerships across sectors? Are there particular obstacles, or sites of inertia, that higher education needs to overcome?**

What institutions can do is learn how to select and work with collaborators. Often a similar institution is best, although there are possibilities for complementary colleges and universities. Small projects with realizable goals are best to start with, as they serve as proofs of concept, while initializing an inter-campus collaborative culture. Projects involving teams from identical units (for example, librarians, sysadmins, French professors) are also often easier to realize. Inter-campus teaching can expand a college or university's curriculum while advancing their ability to work with technology.

Additionally, publishing content in open forms (open educational resources, open access scholarly publication) can open up possible avenues for collaboration. Potential obstacles might include: a sense that an institution wastes precious resources by directing a portion of its resources to other entities; the fear of anything “Not Invented Here”; competition for attention; logistical complexities; a strategic posture of competition superseding collaboration. It is also the case that local collaborative partners often displace remote ones.

**According to the 2018 Horizon Report, “the role of educators” is one of the wicked challenges facing us as we look toward the future. While faculty were once primarily expected to be content experts, they are increasingly expected to be fluent in educational technology, familiar with a variety of learning models, adept with both face-to-face and online teaching, approachable as mentors, and more. How do you see this shifting conceptualization of the faculty role changing the spirit of higher education in the future? And more immediately, what structures do universities need to provide to support faculty through such changes?**

Great question. Faculty, like journalists, are increasingly expected to use digital tools in their work—beyond Microsoft Word, of course, into video production, web writing, data mining, and more. They need support in this, including opportunities for professional development, tech support, tech training, curricular integration, etc.

Campuses also need to think carefully about faculty as public intellectuals—people who expand their audience beyond their students and professional peers to the broader society at large. This is a complex issue, involving technology, campus reputation (hence branding, laws, recruitment, development...), a given academic field's practices, and the connection between teaching and scholarship.

Historically, American professors have done this through popular books, radio shows, TV programs, and newspaper



Professor Bryan Alexander (LDT) leads a discussion with Learning, Design, and Technology master's students in the fall of 2018.

pieces; now academics have access to the digital world as a platform with which to speak to the world. At times this can be deliberate, as when researchers like Siva Vaidhyanathan (University of Virginia), Zeynep Tufekci (University of North Carolina; Berkman Center for Internet and Society at Harvard University), and Tressie McMillan Cottom (Virginia Commonwealth University) reach out to influence policy and public opinion. At other times this is accidental, when a student or outside observer records a lecturing professor, or when a social media communication aimed at one audience is transferred to another. Campuses need to support faculty in both situations.

**The AAC&U published its landmark high-impact practices in 2008, highlighting the transformative potential of undergraduate research and first-year experiences, among others. Do you see any developments in learning this past decade, or do you foresee any on the horizon, that you think will make their mark as a high-impact practice?**

I've seen growing acceptance of the High Impact Practice (HIP) ideas across higher ed, if unevenly. Demographic, financial, and degree completion problems are encouraging campuses to pay even more attention to student success, so I expect to see more HIP practices. There's also a lot of room for them to be integrated with technology. The most obvious example is ePortfolios, but also technologies that can support and enable learning communities and so forth.

**Some scholars, such as Chris Gilliard (Macomb Community College), have lately brought to our attention how differential access and bias are actively designed into the tools that we use and into the algorithms that drive our digital lives. How can we ensure that the “great digital future” doesn't just benefit those who have historically benefited?**

First, be mindful of this. As both Chris Gilliard and Cathy O'Neil have argued, data can replicate bias, so we need to take care in assembling and using data.

Professor Gilliard spoke to this subject on the Future Trends Forum in 2018.

You can find the interview here:

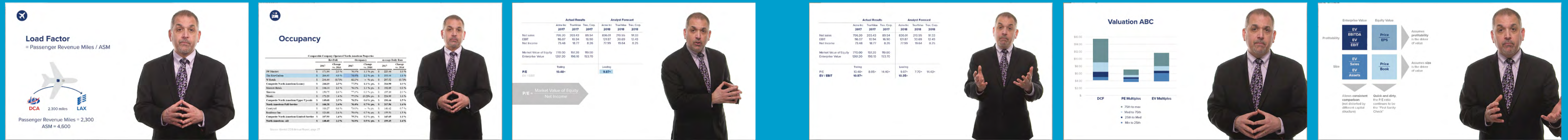
[youtu.be/BE3eeoSVv6w](https://youtu.be/BE3eeoSVv6w)

Second, include such a perspective in computer science curricula, including undergrad and graduate programs. This will have the medium- and long-term benefit of shaping the information technology profession in a positive direction.

Third, address the digital divide. That can mean making class digital content more mobile friendly, working with community groups to expand broadband, and more.

■ **Alexis Downey and Anna Kruse with contributors Shannon Mooney and Lee Skallerup Bessette**





Images from Professor Lee Pinkowitz's (McDonough) course, "Valuation," which launched Spring 2019.

# LAUNCHING A FLEXIBLE MBA PROGRAM

With the increase in demand for flexible, online graduate education, the McDonough School of Business developed a series of hybrid MBA programs for the new Flex MBA program with CNDLS support.

**Online and hybrid courses** constitute a growing component of Georgetown's graduate education. Over the years, CNDLS has partnered with several schools to create both degree and non-credit certificate programs.

Working in close collaboration with faculty, CNDLS' approach to online programs builds on the Georgetown tradition of excellence and innovation in teaching and learning. Each faculty member developing an online course works with a team of instructional designers, who guide the process and identify appropriate instructional strategies, experiences, and varied methods for the online environment. The team includes media specialists, who produce content (from faculty lectures to expert interviews to case studies), and course coordinators, who provide technical expertise and project management support to all involved. The collaborative approach ensures that Georgetown online programs—whatever discipline, department, or school—meet the highest standards of rigor and integrity.

Last spring, CNDLS partnered with the McDonough School of Business to design six-week elective courses in their new Flex MBA program. Flex MBA follows a hybrid design (both on-campus and online) that offers greater flexibility to MBA students in several ways, including degree completion timeline, delivery of courses, and the integration of the use of technology through hybrid electives. The first Flex MBA course, Real Estate Private Equity, launched Fall 2018 and Small Data launched Spring 2019. Professor Lee Pinkowitz (McDonough) will teach

the next course, Valuation, also launching Spring 2019. This course focuses on the core principles of how to value a business enterprise and incorporates lectures, case studies, and hands-on exercises.

The CNDLS course team worked with Pinkowitz over several months to brainstorm and prototype ideas with a variety of technologies. The primary goal of this exploration was to determine which approaches best support Pinkowitz's teaching philosophy and practice. As he articulates, "Faculty in general give a tremendous amount of thought to what we should cover and why. I think we give a lot less thought to how we should cover it. I recognized that just because we know where we're going and why we're doing what we're doing, the students don't. [...] My pedagogy on this now is this idea of collective learning: it's not so much teacher-student as it is a learning group, and I

"I began to realize that a lot of the things that I do in my live course are not optimal [...] once you kind of embrace this, I think it becomes a little more freeing in that it allows you to start with what it is you really want to do."

**Professor Lee Pinkowitz**

need them to be active participants. And I'm going to give them my views on 'here's why we're doing it that way.'"

With input and feedback from CNDLS, Pinkowitz developed the following solutions:

- To maintain active engagement with video lectures, the CNDLS team implemented the use of interactive lectures that included practice questions interspersed between the videos to check for students' understanding of concepts as they are learned.
- To increase participation and check for understanding of course materials, Pinkowitz incorporated activities such as Write a Quiz Question in the Canvas peer-reviewed discussion board environment. Periodically, all students are required to post quiz questions to reflect their understanding of the course concepts. Each student is assigned to review two quiz questions created by their peers and grade the quiz question by its relevance to material covered in class, whether the difficulty of the question is balanced, and how much they learn from the quiz question they answer.
- To support community building and increase networking, the team developed discussion board activities entitled "Valuation Cafe," a virtual, structured yet casual environment where students discuss how course concepts and skills can be applied to their past or current work experience, how the latest news relates to the course concepts, and how to value a real company based on their annual financial reports.
- To hone students' technical software skills for applying the course concepts in the real world, Pinkowitz offered a variety of Microsoft Excel learning opportunities.

His experience with identifying challenges and then solutions in the online environment has inspired Pinkowitz to reflect on his face-to-face teaching as well: "I began to realize that a lot of the things that I do in my live course are not optimal, but I'm doing them because it fits the constraints. And, allowing myself to think outside these artificial constraints [...] was actually a bit

difficult. Once you kind of embrace this, I think it becomes a little more freeing in that it allows you to start with what is it you really want to do."

Through the combination of support from McDonough and CNDLS, Pinkowitz has enhanced his course design and tried more than a few innovative strategies. Prashant Malakiya, Senior Associate Dean of MBA Programs, notes how these changes meet programmatic needs as well: "We are really excited to evolve our part-time MBA into the Flex MBA program and meet the emerging business education needs of the new generation of working professionals. Our partnership with CNDLS has been crucial to our ability to execute on this vision."

■ **Susan Pennestri and Molly Chehak with contributor Yianna Vovides**

## OTHER FLEX MBA COURSES COMING TO A SCREEN NEAR YOU

**F19: Database Development & Management**  
*Betsy Sigman*

**F19: Applied Product Management**  
*Luc Wathieu*

**SP20: Organizational Design Strategy**  
*Arthur Dong*

**SP20: Globalization and Wine Industry**  
*Michael O'Leary*

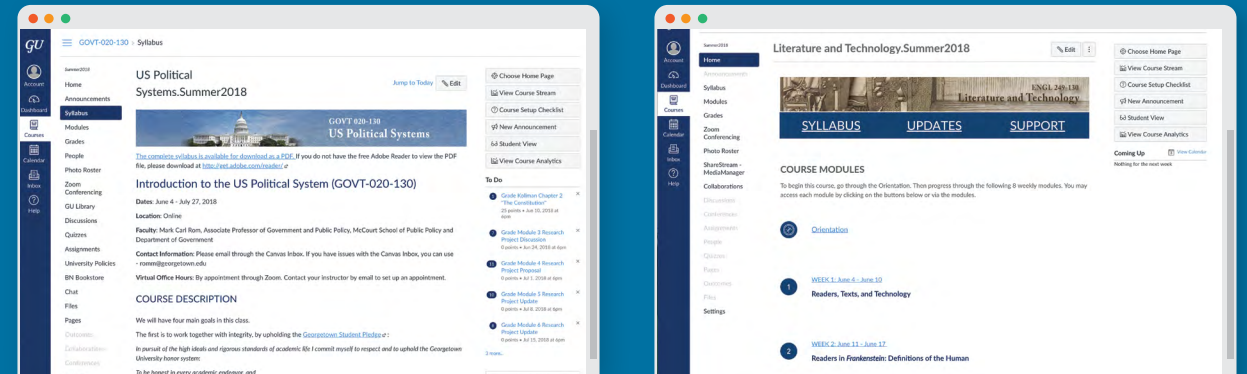
**SP20: Computer-Based Decision Support Systems**  
*Bonnie Montano*

**SP20: Data Mining**  
*Jose-Luis Guerrero*

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# DEVELOPING ONLINE COURSES



To support the institutional growth of summer online teaching and learning at the university, CNDLS offers a cohort-based Online Learning Series, which guides faculty in the design and development of their online courses.

When Georgetown undergraduates scrolled through the online course offerings for Summer 2014, they found five courses offered in five departments. But now, five years later, students find 24 course offerings in 13 departments. And the number of summer online courses is likely to continue to grow as the need for flexibility increases. To support the institutional growth of summer online teaching and learning at the university, CNDLS offers a cohort-based Online Learning Series which supports faculty in the design and development of their online courses.

While summer session courses usually begin the first week of June (and run for eight weeks), members of the cohort and the CNDLS learning and design team begin collaborating on the seven-month design process in December of the previous year. The cohort experience combines six face-to-face design seminar sessions with an online Canvas course.

For faculty teaching online for the first time, it may come as a surprise that the process to design and develop an online course, especially one they may have been teaching in-person for years, starts over six months prior to the first day of class.

Preparing to teach online requires a different mindset for faculty accustomed to the traditional classroom. Professor Mark Rom (Government), who has been teaching online since Georgetown began offering online courses to undergraduates in 2014, explained, “It’s kind of like the difference between going on a road trip, where you can just pull into any park or gas station that you want, as compared to having to plan out your entire adventure in advance. Doing a fully online course through Canvas made me think through every element of the entire semester in advance. That takes work.”

Mapping out this adventure requires faculty to brainstorm ways to encourage student engagement; think through what kinds of activities best align with the learning objectives; plan how they will assess student learning; explore and decide which technologies best support learner engagement for their activities and assessments; identify ways in which pedagogical strategies and technologies can be used to promote inclusive pedagogy and teach to the whole person; and familiarize themselves with copyright and accessibility requirements.



“I had to think carefully about how to get the students to interact with each other, to engage in conversations with each other, and most importantly, how to provide each other valuable feedback on their projects over the course of the semester.”  
Professor Mark Rom

Next, faculty develop their course materials in collaboration with the CNDLS team. Rounding out the process is a rigorous quality assurance process, which involves multiple rounds of feedback and discussion, and, once the course is underway, a mid-semester reflection session, where faculty share challenging and successful moments of the summer session thus far.

For five years running, Rom has taught GOVT 120, US Political Systems, where, among other goals, students engage in diverse explorations in and reflections on American politics and develop their skills as political analysts. “One of the issues that I really want to grapple with in the online course is, How do you create a community of students?” Rom says. While teaching face-to-face, Rom was accustomed to designing team-based projects. “I wanted that same possibility through the online course so I had to think carefully about how to get the students to interact with each other, to engage in conversations with each other, and most importantly, how to provide each other valuable feedback on their projects over the course of the semester,” he reflected.

In order to bring the students together, regardless of whether they were interning in Washington, DC, or traveling to China, Rom created team assignments for every segment of the course, so students were building and sustaining relationships across the session while collaborating on

discussion board topics or developing a semester-long original research project.

Faculty participants in the Online Learning Series have coupled online technology with creative assignments to bring students together in their online courses and create a sense of community that transcends physical space. Professor Barrett Tilney (Art History) turned to VoiceThread, a web-based presentation tool, to create engaging asynchronous conversations around images, documents, presentations, and videos. Others, like Andria Wisler, Executive Director for the Center for Social Justice, Research, Teaching & Service (Justice and Peace) and Amanda Munroe (Center for Social Justice, Research, Teaching & Service), asked students from all over the world enrolled in their course on Intersections of Social Justice to pin their geographic location on an interactive, embedded map and create an introductory narrative around images and text.

The CNDLS team and the Summer Online faculty cohort emphasize clear, consistent communication as a means of supporting student engagement. In fact, Professor Karen Shaup (English) has found that clarifying learning goals in her online course, ENGL 249 Literature and Technology, has in turn impacted her face-to-face teaching. In Literature and Technology, students study how digital technologies inform or affect their reading practices and consider how writers represent and respond to

technology in specific historical, social, and geographical contexts. When she first offered the course in Summer 2016, Shaup reflected on how she connected course activities to learning objects and shared that “part of the process was figuring out what the activities were going to be—whether they were discussion board activities or response paper activities—and then tying those activities back to the global learning objectives but also making clear to the students which particular objective we were focusing on for that module.”

While designing, developing, and teaching an online course for the first time can be daunting, the seven-month Summer Online Learning Series process provides opportunities for faculty to revise and iterate their approach to teaching and learning. Moving beyond a transactional approach where faculty transfer a face-to-face course structure to the online format, faculty are able to grapple with what it means to engage students at a distance in a virtual environment and develop creative approaches that in turn inform their strategies in the face-to-face classroom.

■ Sarah Workman and Kim Huisman Lubreski with contributor Yianna Vovides



# CONNECTING LIFE & LEARNING

## ENGELHARD ENRICHMENT GRANTS

In an effort to strengthen the culture of well-being in Georgetown courses, the Engelhard Project's new Connecting Life and Learning Enrichment Grants support class-related activities that bridge well-being issues on campus with academic content in courses. Sarah Vittone (Nursing) shares how her use of a grant is supporting reflection and intentionality in her course.



**Professor Sarah Vittone**  
Nursing, Engelhard Faculty Fellow

**"To actually stand up** in the face of resistance can be complicated—especially when you're twenty-two and in charge of someone's life," shared Professor Sarah Vittone (Nursing), an Engelhard Faculty Fellow. In her course Introduction to Healthcare Ethics, she often spends time talking with students about the types of critical decision-making required of nurses, and the challenge of cultivating courage and self-confidence to speak up in challenging, high-stress moments. To help develop her students' confidence before heading off into the working world, Vittone believes in the importance of encouraging self-reflection early on.

Infused throughout Vittone's course syllabus are various ways of reflecting, including the practice of journaling. To encourage her students to be diligent in the reflection process, Vittone recently applied for an Engelhard Enrichment Grant to support the purchase of notebooks and pens for her students.

A new component of the Engelhard Project, Connecting Life and Learning Enrichment Grants support class-related activities that strengthen a culture of well-being in courses across Georgetown. Vittone hopes that journaling will reinforce the contemplative process for her students, instill a sense of confidence and clarity in them, and perhaps become long-standing reflective tools for her students.

As part of her Engelhard course design, Vittone partnered with campus health professional Engin Ontiveros, a staff psychologist in Counseling and Psychiatric Services (CAPS), to further infuse reflection into her course. Ontiveros crafted seven different prompts for Vittone to give to her students and asked the students to journal on seven different occasions. While not all of Vittone's students were able to journal all seven days, the intentionality behind the task was often enough to encourage

students to reflect in new ways. For many of Vittone's students, simply remembering that they should be journaling—regardless of whether or not their journal was physically with them at the moment—prompted reflection.

"The gift of the Engelhard project," Ontiveros says, "is the ability to reach a greater number of students and introduce wellness skills proactively. Students at Georgetown are an ambitious group. They are intentional and effortful toward their academics, and with the Engelhard Project, they are learning to be intentional and effortful towards their mental health as well."

Like many wellness practices, however, the largest rewards students may gain from journaling are not always immediate. "The value of journaling is not in the moment—the value of [it] comes later," Vittone says. "When you look back three weeks from now and see what you were worried about or what you were thankful for, that's when the 'ah-ha' moment happens."

For more information about Engelhard Enrichment Grants, visit [engelhard.georgetown.edu/grants](https://engelhard.georgetown.edu/grants).  
■ Gabby Deutsch and Alexis Downey



# BELONGING & COMMUNITY

## THE ENGELHARD FACULTY CONVERSATION SERIES

Over the past two years, the Engelhard Faculty Conversation Series has brought together nearly 40 faculty to talk about connections between their teaching, the university mission, inclusivity, and well-being, fostering a deeper sense of connection and belonging at Georgetown.

**In the fall of 2017**, the Engelhard Project expanded its programming and launched the Conversation Series, which brings small groups of Georgetown faculty together to foster a greater sense of connection to each other, to teaching, and to the mission of the university through discussions. Professor Joan Riley (Human Science), long-time Engelhard Project faculty member, believes that the Conversation Series "was a natural next step in deepening our practice. We wanted to more closely connect what we have been doing in the Engelhard Project to the University mission, and to bring people together in intimate, trusting settings for conversation."

Two years later, nearly 40 faculty have participated in the Teaching to Mission or Inclusivity and Well-Being Conversation Series over dinner or lunch. The Teaching to Mission series' participants read *The Jesuit Guide to (Almost) Everything* by James Martin, which helped structure the conversations week to week with topics like the importance of gratitude in our lives; being a good example; and the role of reflection, contemplation, and discernment in learning.

Professor Randall Amster (Program on Justice and Peace), who participated in Teaching to Mission in Fall 2018, says of his experience, "It's vital for faculty to interact across programs, departments, and fields to build networks of collegiality and community. Doing so while being grounded in the mission of the university provides a unique opportunity to highlight shared

values and explore different perspectives in a supportive and welcoming environment. All of this helps inform our teaching and mentorship of students."

The Inclusivity and Well-Being participants read the book *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* by Cia Verschelden. Conversation topics included disability, how to build anti-racist white educators, decreasing stereotype threat, and self-care strategies for academics.

Professor Sherry Linkon (English) reflects that the most meaningful part of participating in the Inclusivity and Well-being conversation was "... [having] conversations where we were genuinely wrestling with how to think about a complex situation, one where the 'right' answer wasn't clear. Those situations require thoughtful consideration, but to be able to do so in a setting where I felt comfortable articulating my internal conflicts and doubts was a real gift."

One hundred percent of participants responding in fall 2018 said that participating in this conversation contributed positively to their sense of belonging at Georgetown. Through deepening connections with each other—and building trust and openness in conversation—we can tackle difficult issues, wrestle with hard choices, and continue to live out Georgetown's mission.

■ Gabby Deutsch and Mindy McWilliams



## SALLY ENGELHARD PINGREE TO RECEIVE THE 2019 PATRICK HEALEY, S.J. AWARD

CNDLS Fellow Sally Engelhard Pingree received the 2019 Patrick Healey, S.J. Award at John Carroll Weekend in Boston this May. The award is conferred upon an individual who is not an alumnus/a, and whose achievements and record of service exemplify the ideals and traditions of Georgetown. Pingree, a former member of the Board of Regents, is a committed leader and advocate for advancing mental health and well-being issues in higher education. She helped to launch and has continuously supported the Engelhard Project for Connecting Life and Learning, which has positively impacted thousands of Georgetown students, faculty, and staff since fall 2005.



# PRACTICAL STRATEGIES TO IMPROVE DAILY MENTORING

Research shows that meaningful mentoring relationships have a direct impact on student success. But how should one approach, let alone cultivate, these interactions?



Dr. Becky Wai-Ling Packard talks with students.

The **CNDLS-NHS Mentoring Initiative** was founded in the fall of 2017, thanks to the generous donation of Alida and Christopher Latham (Grandparents' 17). Since its inception, the initiative has worked to deepen the Georgetown mentoring culture by providing opportunities to expand upon the skills and behaviors necessary to foster positive, impactful student relationships. Through various guest speaker engagements and a cross-institutional faculty cohort, the initiative's continued efforts focus not only on the lasting influence of successful mentorship, but also on how the integration of mentoring practices into one's everyday work.



During the Fall 2018 semester, the initiative was thrilled to host Dr. Becky Wai-Ling Packard, Professor of Psychology and Education at Mount Holyoke College and a national expert on mentoring, particularly for under-represented and marginalized students in STEM. A multi-racial, first-generation college graduate herself, Packard is a translator of research into practice and has visited more than 50 campuses to lead sessions with faculty, staff, and students. Packard's work has been supported by grants from the National Science Foundation and Google, and in 2005, she was recognized by the White House with the Presidential Early Career Award for Scientists and Engineers (PECASE), the nation's highest honor for early career scientists and engineers. She has published dozens of articles on the topic of mentorship, and her book *Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators* was released by Stylus in 2015.

Over her two days at Georgetown, Packard facilitated sessions for undergraduates, graduate students, faculty, and staff. Her first stop on the Hilltop was a workshop with undergraduate students, where she guided them through ways to approach, maintain, and cultivate relationships with a mentor. Packard noted that undergraduate students' mentorship goals often differ significantly from those of graduate students, even with a shared career or academic trajectory. It's common for undergraduates to initially view mentorship as a transactional relationship: "I need a recommendation letter, so I need to find a mentor." Without an existing faculty relationship, this can be a daunting and intimidating task. Packard guided the students through conversation starters, shared insights into the faculty perspective, and emphasized the importance of authenticity in these interactions. If seeking a recommendation, ask, "What can I do now to help you feel comfortable recommending me?" She reminded students that healthy boundaries aren't always a rejection, and advised students not to hold themselves back for fear of a rejection that hasn't yet, and may not, come.

Packard next met with an interdisciplinary group of graduate students, many serving as course TAs or actively seeking faculty research partnerships. These students navigate a unique "in-between space" between undergraduate student and faculty member, while also balancing academic, research, and teaching obligations. Packard suggested that it can be particularly helpful for these students to reframe "mentoring" simply as a learning inquiry—what is it that you want to learn most? What can you work on now

"We don't remember days, we remember moments."

Dr. Becky Wai-Ling Packard

in order to grow in your field of interest? True mentoring relationships often form organically from these conversations—a discussion of helpful resources can often lead to connections, recommended projects, or even research opportunities. This approach is something graduate students can apply to conversations with their mentors, and they can address the same prompts as they in turn mentor undergraduate students.

Finally, the highlight of Packard's sessions at Georgetown came in the form of an open faculty-staff talk. Entitled "Practical Strategies to Improve Daily Mentoring," Packard focused on small, manageable actions that have lasting impacts on students' sense of belonging and inclusion. These daily mentoring actions emphasize the importance of recognition. Noting individual progress, successes, and growth have an immense impact on student confidence. Simply acknowledging an improved score, a noteworthy comment in class, or an assignment response can meaningfully contribute to students' self-worth and sense of belonging. This "micro tap"—calling attention to something specific to a student—is a way to create an instant connection to help students feel valued and seen. Even critical feedback conveys that you take students' talents seriously and recognize their potential for improvement. While capacity and time constraints can feel limiting, there's always space to make small efforts for

even just a few people. In response, Professor MC Chan (Biology), CNDLS Faculty Fellow, noted that the challenge of finding time for that effort "emphasizes the importance of mentoring as a communal effort, of an entire department or institution, not just the individual. Therefore, there needs to be a culture of encouragement and supportive community. It takes a village."

Through student interviews, shared experiences from attendees, and her own

"The important thing is to let the potential mentee know that they are seen, and that their hard work or brilliance is noticed."

Professor MC Chan

expertise, Packard emphasized that the simple act of recognition is a critical, motivating factor for student well-being and success. What feels like a simple interaction to a faculty member can often be the single, motivating factor that a student needs to continue pursuing his or her goals. Students often collect these mentoring comments like treasures and tuck them away for safekeeping.

You won't know where your small piece of recognition lies along their mentoring trajectory, but the act of contributing pushes students that much closer to success.

Sometimes mentoring is born from the "mentoring of betrayal"—the mentor that didn't come through—that forces a student to seek out additional support, or even completely alters the way that they approach a future mentor. At other times, mentoring becomes part of a positive cycle, with students who have experienced mentoring passing on the gift of mentorship to others. Packard advised campus members to view mentorship as a developmental process that builds over time—at different rates and through different experiences for each person. However, regardless of one's own path to mentorship, being authentic, honest, and trustworthy is invaluable.

Outlining goals, expectations, and even an understood process is disproportionately helpful for first-generation, lower-income, and marginalized students because they are often less familiar with the situational norms of life at a university. Intentionally and authentically recognizing students' effort helps to build the foundation for flourishing student relationships.

■ Caitlin Crafton



# CO-CREATING EDX'S ONLY MOOC ON SIGN LANGUAGE

Conceptualized and created by Professor Ted Supalla (Neurology), the Sign Language Structure, Learning, and Change MOOC explores the rich complexities of sign language. In conversation with CNDLS, Supalla shares his experience creating the only edX MOOC on sign language.

**Your Sign Language Structure, Learning, and Change MOOC seems to address a key gap in the lineup of MOOCs available online today. What challenges were you trying to address in creating this MOOC?**

The linguistic structure and the historical change of American Sign Language (ASL) are complex and rich. There is a range of research, including my NIH and NSF grants and related research, occurring in many places. The objective was to develop a sophisticated course that centralizes research and provides open access to that research in the field.

**How has this challenge evolved since you began work on the course?**

One of the biggest challenges, we realized, was related to a better understanding of our audience. There are people who do not know sign language. Some of them are deaf. To deal with this challenge, we made the course accessible to both signing and non-signing individuals by offering lecture videos taught in ASL, synchronized transcripts, and voiceovers by professional interpreters. By making the MOOC accessible to non-signers, my hope is that it will expose this audience to the breadth and depth of discussions happening in ASL.

**What do you credit with some of the course's achievements?**

This online course allowed me to bring my years of teaching on universal language design principles to a vastly wider audience than would be possible as part of a typical classroom course. There were also two important decisions that were crucial to the success of the course. The first was to have a team of fluent signers for video recording and editing of my lectures, which I present in sign language. The second was to have hearing CODAs



(Children of Deaf Adults) as interpreters for optimal translation and synchronization for the voice-over and captioning.

**What are some of your key takeaways from the experience of creating this course?**

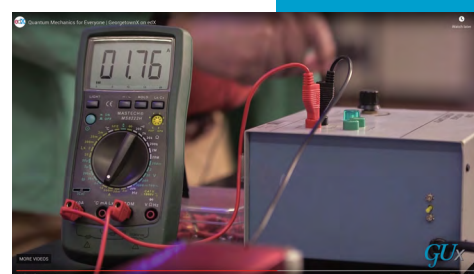
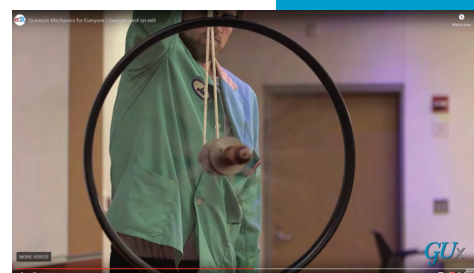
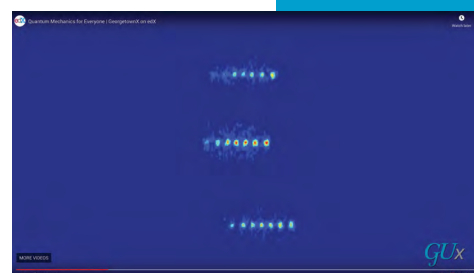
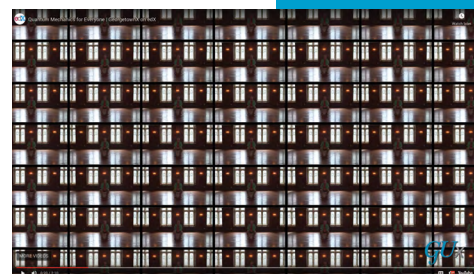
The visual aspect of the MOOC is very significant. While hearing people can rely on both visual and auditory inputs to communicate, deaf people rely solely on visual inputs. This means that the team had to think twice not only about how information was presented but also about the entire process of building a MOOC.

**Are there things you wish you had done differently? What changes do you plan to make to the course now that you have had the experience of running it and gathering feedback?**

Looking back, one thing I would have done differently is represent the MOOC as a new kind of e-book rather than course. Describing it as a book would have set expectations for students more in line with the way I was seeing the MOOC—as a resource to enjoy at one's own pace rather than as a discussion-focused space. Furthermore, I realize how the viewing of lectures delivered in American Sign Language will enable the public to gain exposure to the rich language and intellectual capital of the American signing community. I also recognize how the modules in this course are valuable for medical school faculty and students who seek curricular support for communicating with parents of Deaf children who are making plans for bilingual education, as well as for policymakers who need further information to better serve the Deaf community members and their families. So I intend to devote effort to build on the MOOC to meet this need.

■ Anne Jillian Dumanat

# ENGAGING CITIZEN SCIENTISTS THROUGH A MOOC



Professor Jim Freericks' (Physics) MOOC Quantum Mechanics for Everyone is making quantum mechanics understandable even without higher-level math skills. More impressive is Freericks' approach to creatively engaging MOOC students in a complete research experience to contribute to the field's scholarly work.

**Professor Jim Freericks (Physics) had a problem:** how to make quantum mechanics understandable for those without higher-level math skills. The solution came in the form of an edX Massive Open Online Course (MOOC). Quantum Mechanics for Everyone tackles topics like the two-slit experiment without compromising the depth of the topic. It goes beyond just teaching quantum mechanics. The MOOC is a space for everyone to engage in scientific research, regardless of their background in science.

Through the MOOC, Freericks connects with students, or citizen scientists, who demonstrate not only the capacity for engaging deeply with the material but also a high level of creativity. These citizen scientists are from diverse backgrounds and widely-varied levels of scientific familiarity, with high school students and a retired poker player among the course enrollees. After having a series of dialogues with potential citizen scientists, Freericks matches them with a project he's working on, and a collaboration begins.

Together, Freericks and his students are contributing impressively to scholarly work in the field. One student is working with Freericks to write an article about citizen scientists, while another group of students are providing significant formative feedback on Freericks' algebra-only textbook on quantum mechanics. Challenges abound as many topics in quantum mechanics are easier to describe using calculus.

Doing research with his MOOC students is a very worthwhile experience for both Freericks and his students. He is able to glimpse the world of physics from the eyes of a non-scientist, and his students are given a complete research experience—from formulating the problem to preparing a manuscript for publication. Thanks to his interactions on the MOOC, Freericks is able to create authentic, meaningful research opportunities for his students while increasing the pace of his own work.

■ Anne Jillian Dumanat





We are proud to serve as Georgetown University’s center for academic innovation in teaching and learning. We bring together expertise in teaching excellence, technology, innovation, assessment, learning analytics, research, and the scholarship of teaching and learning to serve the Georgetown community of educators.

Whether you are looking for advice, an opportunity to share stories with colleagues, or want to join us at a teaching and learning-related event, we offer extensive programming to meet you wherever you are. And if you’re just looking for advice or a conversation around teaching, we are always glad to chat. On these pages you’ll find an overview of some of the ways we can help. Please join us!

### GET IN TOUCH

- ▶ [cndls.georgetown.edu](https://cndls.georgetown.edu)
- ✉ [cndls@georgetown.edu](mailto:cndls@georgetown.edu)
- ☎ 202-687-0625
- 📍 Car Barn 314

## WE CAN HELP YOU...

### Give care and attention to issues of inclusivity

Our Inclusive Pedagogy programming explores ways in which we all can work together to create a supportive and open environment that fosters social justice and allows each individual to be fully present and feel equally valued.

- ▶ [cndls.georgetown.edu/inclusive-pedagogy/](https://cndls.georgetown.edu/inclusive-pedagogy/)

### Pursue digital innovation for the classroom

Technology-Enhanced Learning (TEL) programming invites faculty to explore issues in technology and pedagogy as part of a colloquium, a faculty-driven learning community, or a project.

- ▶ [cndls.georgetown.edu/tel/](https://cndls.georgetown.edu/tel/)

### Foster well-being in the classroom

The Engelhard Project invites faculty to partner with health professionals to integrate health and well-being issues into course content, focusing on teaching in a way that supports learning and encourages students to reflect on their own attitudes and behaviors.

- ▶ [engelhard.georgetown.edu](https://engelhard.georgetown.edu)

### Develop online learning experiences

We facilitate a growing body of online courses, including MOOCs, in collaboration with Georgetown departments and schools. We build unique, interactive courses that prioritize the student experience and promote optimal learning by taking advantage of emerging technologies.

- ▶ [cndls.georgetown.edu/services/online/](https://cndls.georgetown.edu/services/online/)

### Fund curricular enhancements

CNDLS offers many ways to support teaching experimentation and innovation, including limited funding opportunities. These opportunities include Curriculum Enrichment Grants to connect students’ learning with experiences beyond the classroom, Doyle Diversity Grants to engage students with difference in introductory-level courses, and more.

- ▶ [cndls.georgetown.edu/grants/curriculum-enrichment-doyle/](https://cndls.georgetown.edu/grants/curriculum-enrichment-doyle/)

### Understand the most effective teaching practices

Our faculty and staff are available to consult on all matters of teaching practice and design. Open workshops and individual trainings are held throughout the year, exploring topics such as inclusive pedagogy and teaching with technology.

- ▶ [cndls.georgetown.edu/events/](https://cndls.georgetown.edu/events/)

## ...AND MORE

## JOIN A COMMUNITY OF COLLEAGUES

Do you want to engage with colleagues from across the university around issues of teaching and learning? Would you appreciate exploring new ideas and approaches you might use in the classroom? One of our community offerings might be right for you.

### Book Clubs

Explore a particular topic area relevant to teaching and learning by reading a preselected book or set of articles and gathering regularly to discuss. Book clubs are facilitated by CNDLS staff and sometimes a faculty facilitator to support conversation, reflection, learning, and community-building amongst the group.

**Recent Example:** Engelhard Faculty Conversation Series on *The Jesuit Guide to (Almost) Everything* | Learn more at [engelhard.georgetown.edu/conversations](https://engelhard.georgetown.edu/conversations)

### Faculty Cohorts

Reimagine an aspect of your teaching or pursue a course redesign in the company of an interdisciplinary group of teaching colleagues. Faculty cohorts are usually a semester (or year) long, comprised of 6 to 18 participants, and focused on a particular theme, such as student well-being, blended learning, or inclusivity.

**Recent Example:** CNDLS TEL Faculty Colloquium on Blended Learning | Learn more at [cndls.georgetown.edu/tel/colloquium](https://cndls.georgetown.edu/tel/colloquium)

### Communities of Practice

Usually extending a cohort experience, CNDLS Communities of Practice events bring together individuals who share a concern or a passion for something they do and an interest in learning how to do it better. Community of practice events are held multiple times a semester.

**Recent Example:** Doyle Community of Practice | Learn more at [doyle.georgetown.edu/doyle-faculty-fellows-program](https://doyle.georgetown.edu/doyle-faculty-fellows-program)

### Faculty-led Learning Communities

Gather together with faculty colleagues to learn more about a topic of interest to all of you. Learning Communities are self-directed, meet regularly, and democratically identify a concrete outcome for the group to achieve. They normally begin with a broad focus that the group together refines.

**Recent Example:** Digital Humanities Learning Community | Learn more at [cndls.georgetown.edu/tel/lc-list](https://cndls.georgetown.edu/tel/lc-list)

### Innovation Design/Sprint

Explore a teaching, learning, assessment, or curricular challenge with colleagues in a short-term lab environment. Groups engage in design-centered work over the course of two-to-four days—and are coached by a CNDLS staff person—culminating in a brief presentation.

**Recent Example:** Productive Open Design Spaces (PODS) at TLISI | Learn more at [tlisi.georgetown.edu/productive-open-design-spaces](https://tlisi.georgetown.edu/productive-open-design-spaces)



# SHARING OUR WORK

## Publications, Presentations, and Notable Work

→ In fall 2018, [Lee Skallerup Bessette](#), CNDLS Learning Design Specialist, published several essays, including: **“W(h)ither DH? New Tensions, Directions, and Evolutions in the Digital Humanities,”** an essay that examines the unspoken, microhistories of digital humanities—who speaks and who is silenced—published in *Disrupting the Digital Humanities*, Punctum Books; **“Adjuncts, Staff, and Solidarity,”** an essay published in *MLA Profession* examining how adjuncts and staff should seek solidarity within the higher education ecosystem; **“The Long and Unnecessarily Winding Road,”** a personal essay published in *Succeeding Outside the Academy: Career Paths beyond the Humanities, Social Sciences, and STEM* about transitioning into faculty development alongside practical advice for those looking to make the transition themselves; and **“Being Myself Online,”** a personal reflection on professional growth on and through Twitter and blogging published in *Managing Your Professional Identity Online: A Guide for Faculty, Staff, and Administrators*.

→ CNDLS Project Manager [David Ebenbach](#) and Academic Technology and Internet Development Coordinator [Brian Boston](#) presented “Strategies for Enhancing Classroom Interaction” at the May 2018 CENTILE Colloquium for GUMC Educators in the Health Professions at Georgetown University. The workshop shared strategies for laying the groundwork for productive classroom interactions, creating effective classroom environments and interactions, and handling challenging classroom interaction issues.

→ CNDLS Instructional Designer [Linda Lemus](#) along with Pablo Camus (Soka University) presented **“A Look into Basic and Higher Language Cognition in Heritage Language Speakers of Spanish”** at the National Symposium on Spanish as a Heritage Language (NSSHL) in February 2019. Their presentation included a review and application of Jan H. Hulstijn’s Basic Language Cognition (BLC) Theory to heritage language learning. [Linda Lemus](#) and CNDLS Instructional Designer [Eleri Syverson](#) also presented at the Online Learning Consortium Innovate (OLC) in April 2018 on **“Developing an Interactive Syllabus,”** where they discussed the design and implementation of a student-centered, interactive syllabus on a website, LMS, or other online platform.

→ [Joselyn Schultz Lewis](#), Senior Associate Director for Inclusive Teaching and Learning Initiatives, presented **“Student Well-Being and the Equity Imperative”** at AAC&U’s 2019

Diversity, Equity, and Student Success Conference—“Engaged Inclusivity: Perceptions, Realities, and Aspirations”—along with Tim Eatman (Rutgers University) and Caitlin Salins (Bringing Theory to Practice) in March. The presentation focused on the importance of student well-being as an equity imperative, particularly around issues of campus climate, community, and emotional support, as well as material need.

→ In March and April of 2019, CNDLS Executive Director [Eddie Maloney](#), along with Dartmouth colleague and CNDLS Fellow Joshua Kim, published two articles in *Inside Higher Ed* online titled “OPMs are Losing the Battle for Hearts and Minds,” and “Social Media, Learning Innovation and Comedy Clubs.” Additionally, Maloney and Director of Faculty Initiatives [Maggie Debelius](#) co-presented **“Be the Change: Launching a Graduate Program for Faculty Developers and Designers”** at the Professional and Organizational Development Network in Higher Education (POD) Conference where they shared their experience in launching a new Master of Arts Program in Learning and Design, the first graduate degree program to be stewarded by a center for teaching excellence. Their talk was followed by a facilitated discussion about curriculum, pedagogy, assessment, and institutional buy-in for graduate training in faculty development. CNDLS Graduate Associate [Ijeoma Njaka](#)—a POD Network Conference Diversity Fellow—presented a poster titled **“How Might We Help Faculty of Color at Historically White Institutions Engage with the Historical Lineage of Educators of Color?”**, which highlighted the reasoning behind the focus on faculty of color, the language of “Historically” versus “Predominantly White” institutions, and the possibilities of representational imagery.

→ CNDLS Online Course Coordinator [Kylie McGraw](#) presented **“Online Student Engagement: Selecting Tools for Asynchronous Online Courses”** at the EDUCAUSE Annual Conference in November 2018. Her presentation explored the selection of appropriate, relevant tools for an online course.

→ At the June 2018 Lilly Conference on Designing Effective Teaching, CNDLS Senior Associate Director for Assessment and Programs [Mindy McWilliams](#), Program Manager [David Ebenbach](#) and Project Coordinator [Erika Bullock](#) presented **“Engaging and Supporting the Whole Student: Well-Being in the Classroom,”** which shared strategies for teaching to

the whole student as well as the Curriculum Infusion model used with in the Engelhard Project for Connecting Life and Learning. Additionally, [Mindy McWilliams](#) presented **“Connecting Life and Learning: Designing Courses to Address Well-Being”** at the November 2018 Symposium on Academic Resilience in Higher Education in Philadelphia where she shared the Engelhard Project’s model for infusing well-being into course curricula.

→ [Ijeoma Njaka](#) presented at the National Conference on Race & Ethnicity in American Higher Education (NCORE) in June 2018, where she was selected as an NCORE Student Scholar. Her presentation, **“Pecha Kucha: On Decolonization of the Mind & Prince,”** described her personal experience with understanding—and ultimately learning—how to decolonize her mind by interacting with and reflecting on Prince’s music.

→ In January 2019, Assistant Director for Programs for Graduate Students and Faculty [James Olsen](#) and [David Ebenbach](#) presented **“Implicit Bias in Our Work: Understanding and Countering Our Hidden Assumptions”** at Georgetown’s Strengthening our Inclusive Community Conference. Their presentation shared strategies to support self-awareness and ways to eliminate unconscious biases from the workplace. [Ijeoma Njaka](#), Assistant Director for Diversity and Inclusion Initiatives [Michelle Ohnona](#), and [Joselyn Schultz Lewis](#) also presented **“Building an Anti-Racist Institution: Examining Beverly Daniel Tatum’s ‘Moving Walkway of Racism,’”** where participants discussed the centrality of whiteness within higher education institutions and examined avenues for future anti-racist action and organizing in their work at Georgetown. [Joselyn Schultz Lewis](#) was also joined by [Ester Sihite](#), CNDLS Diversity and Inclusion Specialist, to present **“Re-Orienting Our Orientation to Working with Minoritized Students: A Community Cultural Wealth Approach,”** which explored the framework of Community Cultural Wealth—a model that takes an asset-/strength-based approach to working with students of color, and students with other marginalized identities.

→ [Yianna Vovides](#), CNDLS Director of Learning Design and Research, presented **“What’s in a Learning Analytics Course? A Program’s Story”** at the Learning Analytics Summit in April 2018. She also presented a pre-conference workshop, **“Enhancing Effectiveness of Collaborative Teams by Engaging Individual Motivation,”** at the May 2018 National Organization of Research Development Professionals Annual Conference, and **“Partnering with Faculty in the Design Process: Approaches to Faculty Partnership”** at the June 2018 UPCEA Summit for Online Leadership and Administration + Roundtable. In 2019, she was co-editor of the book *Optimizing Instructional Design Methods in Higher Education* along with [Linda Lemus](#). They also co-wrote the preface and two

## 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

*Department of English*

Joan Riley

*School of Nursing and Health Studies*

Tanina Rostain

*Law Center*

Betsy Sigman

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