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Edited by Amanda Hagood, Director of Blended Learning

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Thanks, too, to the authors and peer reviewers who contributed much time and effort to the contents of this volume. Our authors, whose innovative teaching is so clearly demonstrated in the following case studies, include Tami Blumenfield (Furman University); Susanna Boylston (Davidson College); Beth Chancy (University of Richmond); Suzanne W. Churchill (Davidson College); Emy Nelson Decker (Atlanta University Center, Robert. W. Woodruff Library); Gabriele Dillmann (Denison University); Kristen Eshleman (Davidson College); Ryan Fowler (Center for Hellenic Studies); Jana Mathews (Rollins College); Anne Meehan (Rollins College); Kristina A. Meinking (Elon University); Kenny Morrell (Rhodes College); Norman Sandridge (Howard University); Diana Stantcheva (American University in Bulgaria); and Bryce Walker (Sweet Briar College). The peer reviewers who helped shape these case studies with their insight and reflections include Diane Boyd (Furman University); Bryan Bibb (Furman University); Lisa Gates (Middlebury College); Aline Germain-Rutherford (Middlebury College); Anna Lohaus (Rollins College); Stacy Pennington (Rhodes College); Carrie Schulz (Rollins College); Kathryn Tomasek (Wheaton College); and Mike Winiski (Furman College).

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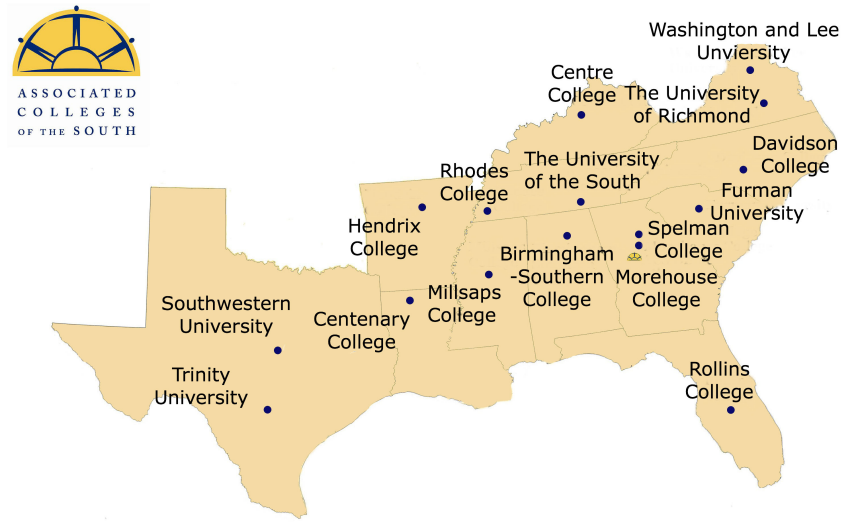
INTRODUCTION

The Associated Colleges of the South, incorporated in 1991, serves 16 distinguished liberal arts institutions including Birmingham-Southern College; Centenary College of Louisiana, Centre College; Davidson College, Furman University; Hendrix College; Millsaps College; Morehouse College; Rhodes College; Rollins College; Sewanee: The University of the South; Southwestern University; Spelman College; Trinity University; the University of Richmond; and Washington and Lee University. The consortium's mission is to strengthen, promote, and showcase the value of liberal arts education through collaboration between its member institutions. We hope, through collaboration, to reduce the cost and improve the quality of higher education. In its 23-year history, the ACS has created and sustained rich collaborative programs in Sustainability and the Environment, Gender Studies, a Diversity Initiative, International Studies, Classical Studies, Faculty Advancement, and a Summer Teaching and Learning Workshop that continues to draw faculty from across the consortium. Through each of these endeavors, the faculty, staff, and institutional leaders involved have embodied the principle that by working together, our institutions can create extraordinary learning opportunities that are not otherwise possible.



THE BLENDED LEARNING PROGRAM

With this history of successful collaborations in mind, the ACS sought to launch a new program in the Fall 2011 that would explore the collaborative dimensions of online learning, a relatively new field for many of our campuses. The aim of the program was both experimental and evaluative: through a seed grant fund generously supported by the Andrew W. Mellon Foundation, the Teagle Foundation, and the Robert W. Woodruff Foundation, ACS faculty and staff would be enabled to experiment with elements of online learning—such as online tutorials, video lectures, videoconferencing, and social media—while assessing their potential value for the liberal arts teaching context. Even as the value of liberal arts institutions has historically been defined by a small, highly interpersonal classroom experience, the consortium pursued a vision in which new technologies would allow liberal arts faculty and staff to forge partnerships with colleagues within and across institutions. The goal was to create a wide spectrum of innovative learning opportunities—from redesigned courses and majors to inter-institutional course sharing.

These initial forays into the world of digital teaching and learning comprised a range of activities from developing fully or partly blended courses, to organizing workshops or discussion groups in technology and pedagogy, to assessing the impact of blended courses on students and faculty. They spanned subject areas from anthropology, to career services, to literature, to the STEM fields. Nearly 60% of the funded projects either launched a new inter-institutional initiative or strengthened an existing inter-institutional project with the use of digital communications technology. With 42 different projects (representing over $200,00 in funding) introduced across the consortium over the course of three years, we are only beginning to understand the impact of this program, and of online learning's potential value (and potential challenges) for liberal arts education—but we have gained a few key insights.

DEFINING BLENDED LEARNING

An important element of our task has been to understand how online learning technologies can successfully combine with the interpersonal face-to-face instruction that has always distinguished liberal arts institutions. Many sources, including Educause (a premier organization in information technology and higher education) base their definitions of blended learning on the degree to which educational technologies can reduce the amount of time students spend in face-to-face classroom environments (a factor known as "seat time"). As such, in a blended course, students might spend between 30-79% of course time in a face-to-face classroom environment.[1] But we see another important question with regard to blended learning: *how* is technology is integrated with classroom instruction? As Rebecca Frost Davis has suggested, preparing a course for online or hybrid delivery often requires a significant reconsideration of course design that takes into account where technology can most enhance the "high impact practices" that characterize liberal arts classrooms—and where it cannot.[2] In that sense, another useful definition of

blended learning can be derived from the Bryn Mawr College, which partnered with 40 other liberal arts institutions in 2011 to begin testing blended course delivery in across the curriculum.

This group uses two criteria to define blended learning: 1) that students receive feedback on learning outside the classroom through computer-based materials; 2) that extra-classroom components alter how instructors teach or use class time.[3] Similarly, we recognize that online instruction's particular value for liberal arts institutions may differ somewhat from its value for larger institutions. Because this value is still in the process of definition and testing, the ACS uses a broad definition of blended learning as "computer-mediated instruction that is combined with the interpersonal and interactive pedagogy that distinguishes the ACS institutions."[4] Though reducing seat time could be an outcome of ACS-supported initiatives, the overarching goals of the Blended Learning Program are 1) to determine how to blend face-to-face and online learning environments most effectively in a liberal arts teaching context; and 2) to encourage digitally-mediated collaborations that expand learning opportunities as well as faculty development opportunities across ACS campuses.

PUTTING PEDAGOGY FIRST

One of the most valuable results of the Blended Learning program has been the discussion that funded projects have sparked within and between our institutions. ACS faculty and staff have experimented with everything from flipped classrooms, digital humanities projects, massive open online courses, online homework and assessments, videoconferencing, and social media in the classroom. As per grant requirements, they have posted the results of these experiments on the ACS website, but many have also shared their findings with their campus communities or presented on their projects at regional and national conferences. In addition to supporting innovations in the classroom—many of which have lived on as adopted elements of the course or as

expanded intra- and inter-institutional projects—ACS-sponsored projects have become springboards for discussion about the best practices for blended learning in liberal arts pedagogy, the role it might take in institutional strategy, and its broader impact on higher education.

An important refrain from nearly all of these conversations has been that, as online learning expands across ACS institutions, pedagogy should lead technology. In other words, technological innovation should not be considered a worthy goal in itself, but rather a means to support the active learning activities favored at liberal arts institutions, a technique for engaging digitally native students while training them in academic uses of technology, and a means for creating inter-institutional learning opportunities not otherwise available. In an effort to identify and promote projects that demonstrate this principle, the ACS began holding regular webinars on pedagogy and technology in Fall 2013. In these open presentations, ACS faculty and staff describe their use of technology in the classroom and reflect on benefits, drawbacks, and lessons learned. These monthly sessions are also archived for later viewing and dissemination to individuals or groups.

PROVIDING EXTENDED SUPPORT

As Blended Learning grant recipients and other faculty and staff leaders have reported on their work over the past three years, we have discovered an important dimension of successful online learning collaborations. While many innovative projects are lead by faculty members or staff who identify ways that technology can address a specific pedagogical or logistical problem, these projects often need the support of staff in educational technology departments, libraries, and/or teaching and learning centers in order to become truly sustainable. These dedicated professionals can help faculty select and learn appropriate technologies, support student work with training and oversight, coordinate technology logistics, and help address issues of data storage and

maintenance. Through these collaborations, support staff often gain a clearer sense of the learning outcomes for a specific project and what makes for a successful learning experience, just as lead instructors learn the capabilities and workings of a new technology. In this sense, many successful online learning projects require an ongoing collaboration between faculty and staff—what Diana Oblinger has called a "team approach"—over and beyond the traditional "one-off" technology training session.[5] These rich, collaborative project-based "teams" can make truly amazing teaching work possible and are particularly well suited for the liberal arts environment. But they can also pose problems for technology departments at smaller institutions, where departments may already be overburdened by the demands of service and maintenance. Looking for ways to sustain these fruitful exchanges is particularly challenging and particularly important, and will likely become more so in future years.

HOW TO USE THIS BOOK

With these lessons in mind, we offer in the following pages six case studies that speak to the value of a pedagogically-informed, collaborative approach to online learning in the liberal arts. Each case study offers a portrait of an ongoing project, with both nuts-and-bolts information on how the project was designed and implemented as well as a bibliography of key pedagogical or technical resources. The case studies are organized around emerging techniques and technologies in the field of online learning—teaching strategies such as flipped classrooms or globally connected courses, or tools such as massive open online courses. The case studies featured here include:

- **How to Flip and Land on Your Feet: Strategies for Empowering Faculty to Use Flipped Classrooms. T**he flipped classroom is a remarkably simple and powerful concept: instructors move "traditional" classroom activities such as

lectures and quizzes online, while creating more class time for engaged learning activities such as problem-solving or group work. But, as Emy Nelson Decker demonstrates in her case study, the successful implementation of a flipped classroom involves more than simply putting lectures online. Rather, it requires thinking carefully about course design, disciplinary conventions, and student expectations. Learning the technology is important, but it is only the beginning. The real challenge–and the real potential for innovation–lies in aligning new classroom techniques with pedagogical goals.

- **Adapting Content from a Massive Open Online Course to a Liberal Arts Setting.** With 2012 widely deemed "the year of the MOOC," massive open online courses (MOOCs) continue to garner a great deal of attention, with many liberal arts faculty members unsure about the role MOOCs could (or should) play in liberal arts education. The authors of this case study–Ryan Fowler, Kristina A. Meinking, Kenny Morrell, Norman Sandridge, and Bryce Walker–regularly participate in the Sunoikisis program of virtually shared courses in Latin and Greek, and they suggest an intriguing use of a Harvard-based MOOC to support collaborative learning across multiple institutions. Paired with guided discussions conducted through synchronous and asynchronous forums, the MOOC provided a highly accessible common text for students in a wide variety of courses and institutions.
- **The Globally Connected Language Classroom: A Case Study of an International Project in Two Intermediate Level German Courses between Denison University and the American University in Bulgaria.** The globally connected uses synchronous communications technologies such as videoconferencing and/or asynchronous technologies such as web forums–to bring together students and faculty across the globe. Gabriele Dillmann and Diana Stantcheva's case study discusses how digital technologies, both

synchronous and asynchronous, ranging from simple email exchanges to interactive Google Hangouts assignments to fully aligned videoconferencing classroom meetings, do not only increase linguistic proficiency, but also support the equally important goal of building students' intercultural competence while enhancing digital etiquette and group leadership skills. As they note, this competence can also include learning to communicate across time zones and navigate cultural practices with regard to communications technologies.

- **It Takes a Consortium to Prepare a Student for Life After Graduation: An Inter-Institutional Blended Learning Career Planning Course.** There are many models for sharing course materials, and learning experiences across institutions using digital technologies. The model described in this case study by Jana Mathews, Anne Meehan, and Beth Chancy has the distinct advantage of building shared curricular resources in an area of high demand while creating opportunities for students to test newly-acquired career-building skills on a network of peers and alumnae. As the authors indicate, the presence of this "friendly audience" encouraged students' confidence, while causing them to think critically about their use of social networks.
- **The Digital Database: A Model of Student, Staff, and Faculty Collaboration.** With liberal arts institutions always searching for new opportunities for undergraduate research–especially in the humanities and the social sciences–the digital humanities (sometimes referred to more broadly as digital studies) offers an enormous potential. But, as Susanna Boylston, Suzanne W. Churchill, Kristen Eshleman demonstrate in the following case study, it can be challenging to adapt the methods and products of digital humanities to the needs of the undergraduate classroom. Their case study follows their project through several iterations, showing how

each of their areas of expertise has, over time, helped to develop a project that provides both a rich learning opportunity for students and a valuable digital resource for researchers.

- **Student-Directed Blended Learning with Facebook Groups and Streaming Media: Media in Asia at Furman University.** Liberal arts institutions have long distinguished themselves with the interactive and interpersonal learning experiences they offer. Tami Blumenfield's case study considers the very important question of how online learning techniques can articulate with, and even enhance, these engaged learning pedagogies through the lens of a general education course in Media in Asia. While in many ways offering a more self-directed experience than might be found in a traditional classroom, the course used Facebook groups and other web-based tools to foster group discussions, reinforcing time spent in the class by developing a rich learning community among students.

We hope that these case studies will provide thought-provoking examples of how online learning can extend and enrich liberal arts teaching, while stimulating new questions about how it might be adapted to your own classroom and institution.

In the Index section, you will find a catalog of all projects funded by the ACS Blended Learning Program listed by project type, with the names and affiliations of principal investigators and a brief description of each project. We hope that this section will provide you some sense of the scope of online learning activities underway within the consortium, and that you will take time to explore the project proposals, reports, and supplementary materials that are archived on the ACS website. We also urge you to reach out to project leaders to learn more about their work, exchange ideas, and gain inspiration for your own projects. Finally, in the Resources section you will find additional

case studies in blended learning, digital collaboration, and the liberal arts, as well as books, studies, and websites for further reading. You will also find a listing of organizations working to support the development of online learning in higher education and a brief look at how other liberal arts consortia are approaching digital collaborations between member institutions.

Notes

1. Allen, I.E., Seaman, J., & Garret, R. (2007). *Blending in: The extent and promise of blended education in the United States* Needham, MA: Sloan Consortium.
2. Rebecca Frost Davis. "Blended Learning at Small Liberal Arts Colleges." National Institute for Technology in Liberal Education. December 5, 2011.
3. Jennifer Spohrer. "Blended Learning in a Liberal Arts Colleges Setting." E-Learning 2.0 Conference, Drexel University (Philadelphia, PA) 29 March 2012.
4. See the ACS's Blended Learning Program guidelines.
5. See Oblinger, Diana G. and Hawkins, Brian L."The Myth About Online Course Development." *Educause Review Online*, January 1, 2006.

CASE STUDY #1: FLIPPED CLASSROOMS

How to Flip and Land on Your Feet: Strategies for Empowering Faculty to Use Flipped Classrooms

EMY NELSON DECKER

ABSTRACT

While the "flipped classroom" model is often appealing to faculty who would like to create a more hands-on experience for their classrooms, gain more "class time" for projects, or simply integrate more technology into their teaching, many faculty are unsure how to get started with flipping their classrooms. During the 2012-13 academic year, the E-Learning Technologies Unit of the Atlanta University Center, Robert W. Woodruff Library offered workshops about flipping the classroom. These workshops centered on technology training and were attended by faculty from each of the four campuses the library supports. However, faculty indicated that this technological training alone was insufficient in enabling them to teach in this format and that they needed help charting more personalized plans for flipping their classrooms. This case study discusses the ways in which initial flipped classroom workshops fell short of empowering faculty to teach in this engaging style and how

library staff subsequently developed targeted methods for "teaching the teachers" how to do a flipped classroom. Readers will glean insight into faculty hesitations in trying this new teaching style and will acquire a model for teaching faculty members in any discipline the information and techniques they need to be successful in this teaching style.

CASE PRESENTATION

The flipped classroom model, as described in this case study, is a teaching method wherein video-recorded lectures are reviewed as homework outside of class so that class time, in turn, can be used for engaging directly with the materials, classmates, and the instructor.[1] As observers have noted, "the flipped learning instructional model is growing in popularity throughout the world."[2] Faculty are adopting the flipped classroom model of teaching because it opens up classroom time that would have previously been taken up with a lecture. The flipped classroom model allows students to do activities with each other and with the instructor that they would not have been able to do under a more traditional lecture-and-homework model.[3] The pedagogical reasons for flipping a classroom address several contemporary challenges. These challenges relate to the need to engage students with new technologies, provide students with opportunities to apply what they learn during lectures, and to allow the instructor to gauge learning outcomes more effectively.[4]

The flipped classroom requires that the instructor organize, plan, and pre-record lectures and post them for student retrieval. It then requires that, in preparation for the in-class activity, students prepare for class by reviewing the video-recorded lectures.

As is true of traditional classroom approaches, quizzes and exams may be used to assess student comprehension. With a flipped classroom, faculty may also employ quizzes at the beginning of the in-class activity in order to motivate students to prepare for class and to increase student performance.[5] This pretesting might also be a means of assessing the amount and type of learning as well, since a student who scores poorly on the pretest, but excels on the post-test would appear to have learned something from the assignment.

While faculty members are most often the focus of flipped classroom discussions, librarians have also harnessed the opportunity to flip instruction sessions. At Towson University's Cook Library, for example, librarians offered flipped information literacy sessions to students in a wide range of subject matter courses taught by faculty at the University.[6] Time is limited, and information literacy is a cumbersome topic, so librarians consulted with faculty members to determine if they might be able to use instruction videos for students to preview at home, along with a quiz and a follow-up activity during the scheduled instruction session to allow for effective library instruction.[7] While librarians have attempted flipped classrooms for information sessions and faculty have flipped their own classrooms, what follows is the collaboration between the library and faculty to flip classrooms.

PROJECT/PROGRAM DESCRIPTION

The Atlanta University Center (AUC), Robert W. Woodruff Library in Atlanta, Georgia serves four separate Historically Black Colleges and Universities (Clark Atlanta University, Interdenominational Theological Center, Morehouse College, and Spelman College). The E-Learning Technologies Unit of the Woodruff Library is charged with keeping abreast of emerging technologies as well as new pedagogical uses of existing technologies. The unit raises awareness throughout the AUC com-

munity about learning technology resources, events, and services available in the library. The E-Learning Technologies Unit also provides support services by instructing faculty, students, and library staff in the use of new technologies and designs creative uses of learning technologies for inclusion in AUC curricular activities.

Faculty members are always seeking to increase their skills in using new technologies in their classrooms in order to meet campus strategic initiatives and to stay relevant in the eyes of their students. To assist them, the E-Learning Technologies Unit began offering workshops about flipped classrooms in order to engage faculty in this style of teaching and to offer them help in learning the technologies needed to flip a classroom. The goals of the workshops were two-fold. First, unit members in the library focused on student/instructor-oriented matters by demonstrating the pedagogical benefits of flipped classrooms as well as relative technological ease of this mode of teaching and learning. Second, unit members set their sights on encouraging faculty to adopt the flipped classroom model for their courses.

These workshops were offered once a semester, fall and spring, during the 2012-13 academic year and lasted approximately one hour per workshop. The workshops began with an introduction to the pedagogical benefits of flipping a classroom. Unit members emphasized to faculty workshop attendees that with a flipped classroom, students would be able to review video segments repeatedly instead of just hearing it one time as is the case with a traditional "real time" classroom lecture. For pupils struggling with a concept, video lectures are helpful because students may review the professor's lecture as many times as needed rather than using limited class time to cover material that a majority of their classmates have already mastered. Further, flipped classrooms address the common faculty complaint of there being so few hours spent per week in the classroom with students. The flipped classroom model extends class time by

allowing faculty to have more "hands on" contact in the classroom helping students since lectures take place outside of class. This approach theoretically maximizes student-teacher interaction as well as peer-to-peer interaction in which learners benefit from real-time exchanges of ideas. Deeper learning can take place when faculty members are able to have more meaningful interactions with students during class time. Students can discover course material on their own, synthesize it, and then ask further questions to deepen their learning experience.

After this introduction to the advantages of flipping a classroom, workshop content focused on the software and equipment the library offers for recording video lectures, which is the essential technological skill needed for conducting a flipped classroom. Unit members demonstrated how faculty could use the stationary video cameras that are available in the Technology Design Studio rooms located on the main level of the library to record themselves giving a lecture or, alternatively, simply recording their voice narrating a PowerPoint slide show with the built-in computer webcams also available in the studio rooms. During the flipped classroom workshops, unit members introduced faculty to Camtasia software for video recording and editing. Camtasia is generally considered to be even more user-friendly than iMovie, has a more limited "dashboard" of editing options (which assists in streamlining training), and all of the library staff in the E-Learning Technologies Unit (professional librarians, library technical assistants, and student employees) are familiar with and able to assist faculty in the proper use of it. While videos can be edited in many different ways with different types of effects, unit members limited the discussion during the workshop to the basics of editing and gave faculty enough of a tutorial that they would be able to edit out mistakes from a recorded lecture.

Five faculty members, representing each of the campuses as well as a range of disciplines from the humanities to the sciences, attended the initial workshop in fall 2012 and expressed their

interest in teaching using the flipped classroom style having previously heard about it, in most cases, from a colleague at another institution. E-Learning Technologies Unit members felt confident that these workshop attendees would attempt a flipped classroom if not by spring 2013, then at least by fall 2013. However, our follow-up survey and assessment demonstrated that of the workshop participants, none of them had actually tried a flipped classroom as of yet and those that were considering flipping their classroom did not have plans to teach in this style in the immediate future.

Noting the incongruity between level of faculty interest in flipping the classroom and actual adoption of the method, the members of the E-Learning Technologies Unit followed up with the workshop attendees to determine why they had not attempted a flipped classroom even though they had been given training on library video recording hardware and software. Faculty responses centered on a common concern; they felt that they needed help charting a more personalized plan for flipping their classroom. Journal articles, blogs, academic conferences, and colleagues are certainly willing to share information about flipped classrooms, but that sharing does not necessarily lead to a clear, scalable model that can be applied to a faculty member's own teaching method, subject, or style.

One particular faculty member, Dr. Triscia Hendrickson, a professor of biology at Morehouse College, approached us after the fall 2012 workshop, requesting additional help from the E-Learning Technologies Unit citing a continued interest in flipping the classroom but indicating additional needs. Dr. Hendrickson was adept at using Camtasia software and did so in her own campus office. She requested our assistance in editing her lectures. Her original take was a seventy-five minute recorded lecture just as she would have presented the material to her students if it had been live. E-Learning Technologies Unit members reviewed her initial lecture and assisted her in determining video

segment length and natural editing points (generally at a division between topics). This allowed her to help plan out video segment lengths and prepare the video lectures accordingly. E-Learning Technologies Unit members met with Dr. Hendrickson multiple times during the end of the fall 2012 semester and worked to determine logistics such as when to flip her classroom, which topics are most conducive to flipping and what she needed to do in order to prepare for the flip. Since this was her first time flipping a classroom, she decided to introduce the flipped classroom approach in a few select lectures in her spring 2013 introductory biology class. She thought the hybrid flipped classroom and regular classroom method would be easiest because she (and her students) would be adjusting to the new flipped classroom activities.

Dr. Hendrickson's flipped classes were a success overall, but she noted some discontent with the level of participation from some of the students. Specifically, some students had not reviewed her video lecture on the course management software and were therefore unprepared for the in-class activity. Working with Dr. Hendrickson proved very fruitful for the E-Learning Technologies Unit. Unit members, having been instrumental in helping a faculty member design and flip a class were now able to consider strategies for better instructing future workshop attendees in how to flip since an actual model had been tried and tested. Monique Earl-Lewis, Director of the Faculty Development Center at Morehouse College, invited Emy Nelson Decker, Unit Head for E-Learning Technologies, Ann'Drea Burns, Library Technical Assistant in the E-Learning Technologies Unit, and Dr. Triscia Hendrickson to speak about their collaborative experience in flipping a classroom at a "Faculty First Friday" roundtable and luncheon on February 1, 2013. Faculty attendees responded very favorably to hearing an actual account of a flipped classroom from a faculty peer and from a librarian representing the team that helped support her in her endeavor. Faculty First Friday participants asked questions of the collaborators and this

interaction rejuvenated faculty interest in flipping their classrooms.

By the following academic year (2013-14), the members of the E-Learning Technologies Unit completely redesigned the flipped classroom workshop. In addition to a brief, but necessary, overview of the lecture-recording technology, the workshop now focuses on showing faculty how to use a customizable flipped classroom planner that demarcates length of time necessary to successfully plan and execute a flipped classroom. These individual and customizable planner-guides ensure that faculty who are attending the workshop will be able to chart a personal timeline of preparation so that they are able to flip their course as soon as the subsequent semester. Having worked with a faculty member to flip a classroom, E-Learning Technologies Unit members were better prepared to consider length of time needed for recording lectures, editing lectures, and designing in-class projects to immediately follow student review of recorded lectures. For example, a fifteen-minute video may take up to an hour to process and render. This timing information is critical to faculty attempting a flipped classroom for the first time.

Additionally, E-Learning Technologies Unit members now provide workshop attendees with an in-depth analysis of potential in-class activities tailored to fit different subject areas. Workshop registrants are asked to provide their academic area of expertise prior to attending because subject matter greatly influences how faculty members might decide to utilize the flipped classroom model. Video recorded lectures for biology, for example, may be best segmented by topic or by the chapters in a textbook whereas English flipped classrooms may relate more to instructional units, such as poetry, novels, or short works. Since the Faculty First Friday venue was so instrumental in allowing faculty to hear from and ask questions of veteran faculty who have flipped their classrooms, the E-Learning Technologies unit has added workshop time to accommodate a faculty guest-speaker who dis-

cusses not only her first time teaching with a flipped classroom, but also wisdom she has picked up in subsequent attempts, and more open forum time for faculty questions and answers.

These improvements to the workshop were fueled by direct faculty requests for more than just an introduction to flipped classrooms and a "how-to" instruction session on using the library's video recording hardware and software. E-Learning Technologies Unit members gained crucial experience in working with a faculty member to flip a classroom that allowed for a better understanding of what, beyond technological know-how, is needed when teaching how to flip a classroom.

EVALUATION AND OUTCOMES

Faculty traditionally request and attend workshops hosted by the E-Learning Technologies Unit that will give them a solid foundation in using new technologies in ways that enhance pedagogy. Whereas workshops about incorporating social media into courses, effective use of the cloud, or an examination of new apps that enhance teaching and learning require specific technology training, according to post-workshop assessment, this style of hour-long technology training workshop falls short of providing faculty with the requisite skills needed to flip their classrooms. The art of doing a flipped classroom requires more than technology skills. Since teaching in a flipped classroom style most often requires a complete reconsideration of lecture material, course assignments, and potentially even learning outcomes, faculty need assistance with planning a flipped classroom, creating a scalable plan of action, and input from trusted colleagues who are willing to share their experiences. By considering faculty interest in flipping their classrooms as well as their feedback about initial workshops not providing the information they needed in order to attempt a flipped classroom on their own, the E-Learning Technologies Unit was able to redesign a workshop

that provides faculty with the critical elements of training that they need.

Similar steps may be taken by members of other institutions working in support roles for faculty interested in flipping their classrooms. The key is in assessing the nature of the help that faculty will require and moving to meet that need with effective instruction. While it is natural to pattern a workshop off of previously successful plans, when planning to conduct a workshop for faculty about an entirely new teaching style, as is the case with flipped classrooms, it is imperative to gain an understanding of the subject matter, the lesson plans and goals, the related in-class activities, and the specific teaching style of the faculty member who will be flipping the classroom.

ANALYSIS, DISCUSSION, LESSONS LEARNED

The critical misunderstanding the E-Learning Technologies Unit had was in believing that faculty would require more technological instruction on how to use the cameras and video editing software than perhaps they actually needed. Many faculty workshop attendees reported that they felt comfortable recording their lectures in their own offices with their desktop computers and never actually intended to use the library's audio-visual equipment. To flip a classroom, faculty needed assistance planning and timing the flip, a production plan tailored to specific subject matter, and the support and encouragement of their faculty peers who were veteran classroom flippers. A factor the E-Learning Technologies Unit did not fully consider during the planning of the initial flipped classroom workshops is the necessity of working with a faculty member from start to finish to really know how to flip and therefore be able to offer adequate advice to other faculty interesting in flipping their classes. Since flipping a classroom is such an involved process from design to implementation, a workshop on the subject requires much more knowledge and experience from unit members than does a more tra-

ditional technology skill workshop. Corollary to this is that this project emphasized the role of assessment in delivering useful faculty workshops. Assessment is always central to library instruction advancement, but so too is asking the correct questions of faculty to determine, in this case, the causal link between not offering the type of instruction faculty members needed and faculty not feeling empowered to teach with a flipped classroom model.

Another lesson learned was that while once-per-semester flipped classroom workshops gather enough faculty attendees to make teaching them worthwhile, the timing of workshop in relation to the actual flipped classroom is an important consideration. Future workshop attendees will be shown how to use the customizable planner and unit members will emphasize that attempts at flipping should happen the following semester, leaving faculty with enough time to adequately plan and prepare their video lectures and related in-class assignments. We expect that incorporating a "notes from the field"- style guest presentation from a faculty member who had experience with flipping a class, coupled with customizable templates for faculty to use while planning to do a flipped lecture or classroom will make more faculty feel comfortable in attempting a flip.

FUTURE PLANS

Provided that the flipped classroom method of teaching continues to experience popularity with AUC faculty (and thus far it has), the E-Learning Technologies Unit will offer workshops each semester to assist faculty in acquiring the technological and pedagogical skills necessary to teach successfully via this method. In subsequent flipped classroom workshops, the E-Learning Technologies Unit will emphasize the strategies faculty need to adopt in order to teach in this style. For example, for faculty accustomed to teaching in a more traditional style with face-to-face lectures and assignments to be completed by students at

home, flipping a classroom requires an overhaul of lecture plan and design; assignments well suited to students working individually at home may not translate well to the flipped classroom model wherein students may work together in groups to develop a shared solution to the assignment. Moving forward, the flipped classroom workshop will also include a discussion of what might be realistic expectations of students as faculty endeavor to teach using this method. Following the first workshop, the faculty member making the initial attempt to flip the classroom anticipated greater participation on the part of students than was perhaps justified. The same students who would fail to complete a homework assignment are often the same students who will come to class unprepared for the activity having not reviewed the professor's pre-recorded video outside of class time.

Since initial attempts to offer technological training did not adequately empower faculty to try a flipped classroom model, training on effective camera use as well as audio/video recording and editing software would be offered to faculty on an "as needed" basis instead of as being the focus of the workshop itself. Faculty-to-faculty discussions about flipped classroom experiences are more valuable and workshop time that would have been devoted to technological training will instead be secured for these important peer discussions. While many faculty would and do benefit from workshops about best practices for creating a well-lit video or learning how to edit mistakes out of recorded lectures, most flipped classroom workshop attendees were more interested in the conceptual discussion of doing a flipped classroom and, at that stage, benefit more from hearing from their colleagues about their experiences. If more AUC faculty attempt flipped classrooms, it is reasonable to expect that the roster of potential faculty speakers for the workshop will increase allowing for a more diversified picture of what a flipped classroom can add to the classroom environment. Different faculty approaches, coupled

with a representation of different disciplines, should allow workshop attendees to extract models and patterns that have worked for their colleagues that can be adapted to fit their own courses.

While the customizable template for doing a flipped classroom was perhaps the largest improvement since the original E-Learning Technologies flipped classroom workshop, unit members will continue to develop it to best reach the needs of faculty workshop attendees. Faculty feedback, collected via printed surveys as well as from follow-up phone calls from unit members, will help indicate where further modifications are necessary. Currently the template resembles a traditional day planner calendar hybridized with questions and a fill in section designed to allow faculty to conceptualize lesson plans and goals. As faculty attend the workshop and make use of the template, it will provide unit members with a clearer idea of how the template can be additionally modified to better assist faculty with organizing their designs and expectations for doing a flipped classroom.

As is always the case with collaborative efforts between units within the library and faculty, outreach and communication of upcoming workshops is essential to attendance and collaboration. Beyond the messaging put forth by the E-Learning Technologies Unit which includes the use of social media (Facebook and Twitter) and well-circulated printed and e-mailed flyers, in the future, unit members will also enlist the assistance of the librarian subject area liaisons to ensure that all interested faculty in all disciplines will be made aware of flipped classroom workshops. When invited by the faculty member, a subject area librarian may also attend (physically or virtually) a flipped classroom and offer on-site help or notify E-Learning Technologies Unit members of issues encountered during a flipped classroom experience. Subject area librarian liaisons can promote this teaching method by encouraging their faculty members to attend flipped classroom workshops and can demonstrate their commitment to help by offering to be present during the actual flipping. Librari-

ans can also flip their own instruction sessions to model a flipped classroom model to both faculty and their students.

CONCLUSION

Flipped classrooms can offer faculty more in-class time to work with students to increase learning outcomes. A faculty member can also demonstrate his or her commitment to teaching with technology (and adherence to campus goals and initiatives) by adopting this pedagogical style. While many faculty members consider conducting a flipped classroom to be a worthwhile endeavor, doing so requires a firm foundation of support from a technology support group (in this case study, the E-Learning Technologies Unit) as well as from their own academic peers. A workshop that focuses on and delivers the specific information and support that faculty need when attempting a new classroom teaching technique will be met by faculty attendees who are more likely to attempt the teaching style or concept that is being espoused.

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Notes

1. Judy E. Gaughan. "The Flipped Classroom in World History," *History Teacher* 47, no. 2 (February 2014): 221.
2. Jon Bergmann and Aaron Sams, "Flipped Learning: Maximizing Face Time," *T D* 68, no. 2 (February 2014): 31.

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CASE STUDY #2: MASSIVE OPEN ONLINE COURSES

Adapting Content from a Massive Open Online Course to a Liberal Arts Setting

RYAN FOWLER, KRISTINA A. MEINKING, KENNY MORRELL, NORMAN SANDRIDGE, BRYCE WALKER

Sunoikisis offered S-Iliad in the spring of 2014, involving faculty and students from an online humanities course of twenty-five students at the University of Southern Maine, a five-person introductory classics course at Elon University, a lecture course with forty-seven students at Howard University, and a seminar for fourteen first-year students at Sweet Briar College. Participating faculty members collaboratively designed the course on Homer's *Iliad*, incorporating and supplementing content from CB22.1x: The Ancient Greek Hero, a MOOC offered by Gregory Nagy through HarvardX. Once underway, students completed reading assignments on their own and met with their respective professors by arrangement or according to institutional schedules. They collaborated as members of cross-institutional working groups and posted written responses to a writing prompt each week, and all students and professors participated in weekly synchronous meetings using Google Hangouts on Air. This case study discusses

efforts to (1) achieve a productive, equitable, and consistent level of participation from each student over the course of the semester, (2) establish *inter-institutional* connections and foster an inclusive sense of community, and (3) generate a meaningful, collaborative engagement with the poetry through moderated conversations, peer-to-peer commentary, and direct feedback from professors.

INTRODUCTION

Sunoikisis began in the spring of 1995 as an inter-institutional initiative to expand the curricula for classics programs among the member institutions of the Associated College of the South. In the summers of 1996 and 1997, with funding from the Andrew W. Mellon Foundation, the project sponsored summer workshops to help faculty members develop expertise in the use of digital resources and the World Wide Web. In 1997, the focus shifted to archaeology as planning began for an excavation, survey, and field school in southwestern Turkey. In the spring semester of 1998, the project launched its first collaborative course, a one-unit archaeological practicum to prepare students for work in Turkey the following summer. In the fall of 2000, the project offered the first course for advanced students of Latin, and has offered one course for advanced Latin students and one for advanced students of ancient Greek every fall since. Beginning in 2009, the Center for Hellenic Studies has served as the home for Sunoikisis, which continues to provide curricular support for small classics programs nationwide and is now in the process of developing courses for beginning and intermediate students of ancient Greek. It is also creating courses on Greek literature for general audiences, i.e., students with no knowledge of ancient Greek. S-Iliad is the first.[1]

S-Iliad builds on the content of Gregory Nagy's course, CB22x: The Ancient Greek Hero offered through HarvardX. Nagy has divided his survey of the topic into twenty-four units, or "hours." The first eight hours focus on the *Iliad*, the topic of S-Iliad, the first of a projected series of courses that will incorporate content from Nagy's MOOC, as described under "Future Plans" below. S-Iliad follows the model Sunoikisis developed for its advanced, inter-institutional courses for students of ancient Greek and Latin.[2] This model calls for participating faculty members to collaborate in producing the syllabus and compiling the course materials, which are available online primarily through a website for the course hosted by the Center for Hellenic Studies (CHS). Each course consists of three main elements: (1) students complete weekly reading assignments and meet with faculty members on their respective campuses; (2) students post written responses to a writing prompt each week, and (3) all students and faculty members participate in at least one weekly synchronous meeting using a Google Hangout on Air. For this pilot version of S-Iliad, the faculty members were Kristina Meinking from Elon University, Norman Sandridge from Howard University, Bryce Walker from Sweet Briar College, and Ryan Fowler from the University of Southern Maine. Consultants for the course were Gregory Nagy from Harvard University and Leonard Muellner from Brandeis University.

DESCRIPTION OF THE PROJECT

In adapting material from HeroesX, essentially a multimedia online textbook, for the version offered by Sunoikisis, we focused on the goal of helping students develop the ability to closely and carefully read a single text, or as Nagy would describe the process, reading *out of*, rather than *into*, the poem.[3] Our challenge was to design a way of delivering the content in a more personalized, highly interactive manner that is characteristic of a student's experience in a residential college of the liberal arts.

As noted above, we followed the established model of developing courses for Sunoikisis, bringing together faculty members from participating institutions with outside consultants to work collaboratively on the syllabus. However, this course was different from those previously offered by the project in three ways. First, the participating institutions were particularly diverse especially with regard to size, location, classification, and gender and ethnicity of students, as the following chart illustrates (Figure 1). Second, ninety-one students participated in the course, making it more than twice the size of the largest course Sunoikisis had ever offered. Finally, the context and goals of the course within each institutional setting was different. At Elon, Meinking worked with five students as part of an introductory level Classics course. At Howard, Sandridge offered the course as two sections of Classics 101: Greek Literature in English, which fulfills the university's general education objective for competency in critical analysis and reasoning. The combined enrollment for the two sections was forty-seven students. At Sweet Briar, Walker offered the course as an honors seminar for fourteen first-year students, and at the University of Southern Maine, the course was listed as Classics 383: the Epic Hero in Ancient Literature and represented one of the twelve, fifteen-week courses offered that semester, which students could count toward an online bachelor's degree in liberal arts; twenty-five students were enrolled through USM.[4]

USM	Sweet Briar	Howard	Elon	
Portland, ME	Sweet Briar, VA	Washington, DC	Elon, NC	**Location**
4-year, public	4-year, private	4-year, private	4-year, private	**Type**
Small city	Midsize suburban	Large city	Midsize suburban	**Campus setting**
Master's L	Bac / A&S	RU/H	Master's S	**Carnegie classification**
7,407	723	6,688	5,357	**Undergraduate enrollment**
44/56	4/96	33/67	41/59	**Gender: Male/female (%)**
61/39	96/4	94/6	97/3	**Status: full time / part time (%)**

Figure 1. Student demographics at participating institutions.

Our aim was to unite these courses and the diverse institutions, departments, and students they represented through a semester-long, simultaneous, and collaborative focus on one text. After taking the various starting and ending dates for the semester and the spring breaks into account, we developed a twelve-week syllabus. Each week would focus on two of the twenty-four books (scrolls or performative units) of the *Iliad*. To foster collaboration among the students across campuses on a weekly basis, we then formed eight groups of twelve students and named each of the groups after a character in the poem: Aineias, Andromache, Briseis, Diomedes, Glaukos, Hekabe, Helen, and Phoinix. We used the letters of the Greek alphabet, which the ancient Greeks also used as number, to designate each of the students. Each week, in collaboration with the others, one of the professors posted a writing prompt, to which each of the working groups were to respond.

We created a separate forum for each group so that students could share ideas and collaboratively develop their responses to

the weekly assignments. To initiate these dialogues each week, we required all of the students listed under the same Greek letter to post first (e.g., in week one, all of the alphas began the discussion). The rest of the students in each group were required to provide at least two responses. Over the course of the week, the resulting exchange of ideas led to a response that ultimately represented the collective view of the group. At times there were more than fifty contributions to the discussion within a group.

The professor who posted the prompt would then "host" a Google Hangout at the end of the week, in which he or she would draw attention to the contributions of the various groups, speak with students in the Hangout who volunteered to join the online conversation, and discuss how the views of the different working groups evolved. Consequently, the Hangouts offered a chance for students to see how the views could differ from group to group and how the processes of reaching those perspectives could vary as well.

Consequently, all of the students belonged to a set of nested communities. First, they retained their institutional identity through time spent in the classroom and face-to-face interaction on their respective campuses. Second, they were members of inter-institutional teams that had specific responsibilities each week. Over the course of the semester, they expressed this role by identifying themselves as members of their respective groups, e.g., "Hector" or "Andromache," rather than as students from a particular institution. Third, through the weekly Hangouts, the common assignments, and interactions with all four instructors, they developed identities as members of the overall course.

EVALUATION AND OUTCOMES

For this course professors were responsible for assigning grades to the students at their individual institutions. Below are brief descriptions of the grading components for each institution and notes on the evaluative process. With regard to writing assign-

ments, professors could track a student's written work by searching the S-Iliad website for his or her comments.[5]

Elon University. Meinking based the students' grades on the following:

40 %	Participation in class meetings
30%	Participation in the forums
15 %	Participation in the common sessions
15%	Final essay

She evaluated the students' written posts weekly, applying a rubric that assessed their engagement with other posts, contributions to the ongoing conversation, and quality of the prose itself. The class dedicated two traditional meetings on Wednesdays and Fridays each week to discussing that week's books and broader thematic questions. These meetings often included in-class writing assignments (e.g. textual analysis and criticism) and collaborative work (e.g. preparation to lead a common session as a class). For the common sessions students gathered in a classroom along with the professor and joined the Hangout; others watched independently and submitted a substantial summary and reflection on the discussion.

Howard University. Sandridge based the students' grades on the following:

20 %	Weekly quizzes
10 %	Weekly "777" reports
30 %	Three cumulative essay exams
20 %	Attendance and class participation
20 %	Collaborative research and presentation

A "777 Report" was a weekly report of seven hours spent outside of class in study (what the student did and when the student did it), seven interesting features of the course, and seven questions.

The final component called for students to make at least twenty-two "engaged posts" (a term we discussed in class) and, where possible, to participate in the weekly Hangouts and chat rooms.

Sweet Briar College. Walker based the students' grades on the following:

20 %	Initial post to the forum
30 %	Two weekly responses to other posts
15 %	Multiple-choice quizzes
20 %	Short close-reading essays
15 %	Attendance and participation in class

Walker provided comments and a grade for the initial post. For the two responses, he applied a rubric that assessed the formal proficiency, content, the effectiveness of the contributions in furthering the conversation in the forum, and whether the posts offered any particularly original insights. He shared these assessments, along with comments and grades on the short essays, with individual students through Google docs. During the weekly meetings on Wednesdays and Fridays, the class discussed one book of the *Iliad*; Monday's class began with a content quiz, which was followed by a summary of various groups' threaded discussions in preparation for the evening common session.

University of Southern Maine. Fowler based the students' grades on the following:

50 %	Participation in the forums
15 %	Attendance at Thursday meetings
15 %	Attendance at common sessions
10 %	Weekly quizzes
10 %	Final paper

Fowler graded the students' contributions according to a posted rubric that included scores for the proper number of responses,

the level of engagement in responding to a post, and whether the comments furthered the conversation. Students also took weekly quizzes on the readings, which were due before the common, course-wide Hangout. Students were required to attend a Hangout just for participants from USM every Thursday and received credit for attendance. During this Hangout students discussed the readings, raised questions, and refined individual interpretive perspectives in preparation for the subsequent course-wide Hangout.

A "FORUM" ABOUT LESSONS LEARNED

Sandridge (Howard): I have come to think of S-Iliad as a course that takes place in four "classrooms," not one. Each has its own platform, pedagogical goals, and constituency.

"Classroom One" is my traditional space in a building on campus, where I meet with students twice per week for three hours total. In addition to giving quizzes and essay exams, I use the time in this space to lecture and discuss whatever topics and questions come from our most recent reading of the *Iliad*. Here I try to make sure that everyone is "getting it" and has a chance to share an opinion. We can talk about and practice slow, close reading.

"Classroom Two" is where the students engage with the text of Homer and the content of Nagy's HeroesX course; I am referring specifically to his online video lectures and book, *The Ancient Greek Hero in 24 Hours*. This classroom, a dorm room or carrel in the library, is "timeless" and solitary, in the sense that the students interact with the course material at their own pace and independently explore questions wherever they lead.

"Classroom Three" is the online forum for each of the groups, where the focus is on the nature of verbal discourse. Students learn, for example, how to complement the approaches of other contributors, maybe by pointing out other passages that may support their claim, ask for clarification when posts are vague,

poorly punctuated, or riddled with typos, or point out, politely, apparent contradictions.

"Classroom Four" takes place every week online in a Google Hangout along with an online Sakai chat room, where students and professors from all four institutions gather. I can report that these four classroom spaces work together to promote, from my perspective, a higher level of engagement with this course throughout the week than would usually be the case. Let me give two examples. I typically assign two or three 1,200-word essays in a Greek literature course. Students in S-Iliad contribute at least twenty-two posts that amount to about 4,500 words over the course of the semester. Not all of their comments are carefully edited or entirely clear, but their posts tend to become more focused over the course of the semester. I also worry less about plagiarism because contributions have to respond to the work of others. The second example concerns socialization. On an obvious level, my students have simply enjoyed talking to one another and hearing the views of students from other institutions. This has deepened their understanding of the poem, but more than this, it has made ancient literature seem relevant, by giving students the opportunity to identify and share their own connection with a work like the *Iliad*. Rather than having an instructor say, "here's why this is important," they have the chance to tell each other what they are getting from the text. It might seem surprising that students from very different institutions would find so much to talk about in a mutually supportive fashion, but this has truly been the case. They have become, as it were, a contemporary micro-community in the reception of one of world literature's most fascinating and enduring poems.

Fowler (Maine): Picking up on Sandridge's point about students' engaging with one another, what has interested me are the results of requiring our students to converse with each other; that is, the very nature of the forum assignment includes the act of listening. So, instead of the usual private exchanges between

students and their professors (which often include only one back-and-forth), students ease into a (hopefully, and importantly, trusted) public space and generate a dialogue with their peers that unfolds over the course of each week. Every written contribution both shapes and responds to the thoughts of the other students who are wondering similar things but who might have a different approach to the same problem. The students see that their ideas matter to their peers but also come to realize that their peers' ideas matter to them. This is the "here's why this is important" moment that Professor Sandridge mentions above. And, in this way, students collectively develop more advanced or sophisticated thinking when answering a writing prompt than they could on their own. In other words, they teach each other, but they might not even recognize that process as teaching at all. This is one important outcome of the "socialization" that Sandridge mentions. At first I was worried about my absence in the forums, since the students do the vast majority of the work with their peers and without faculty guidance; now I think my presence might even impede that process and compromise some of the relationships that develop as the working groups mature and evolve.

However, one challenge has emerged for me that I am anxious to address in the next iteration of the course. Some groups fail to cohere or flourish as well as others. A disparity in the experience or confidence of some participants may be one of the causes. Students of lesser experience often disappear or sometimes feel personally responsible for the shortcomings of the group. Alternatively, stronger or more experienced students can become frustrated and sometimes give up on their groups and even start inquiring about moving to others that seem to function more effectively. I have begun to ask myself how we can work with these weaker groups and help them develop strategies for collaborating more productively and achieving better results, in their eyes, at least.

Meinking (Elon): I wholeheartedly agree with Sandridge's comment about the four-classrooms-in-one model that emerged over the course of the semester. His designation and description of each as a separate space, as it were, parallels my experience, and my sense is that, for the Elon students, all four of these spaces came together in a relatively seamless way — something that I did not anticipate. Due to the different academic calendars, Elon was the last campus to join the class, and students were vocal about their discomfort with starting out "behind" participants from the other three schools. Yet by the fourth week, Elon students were referring to themselves as members of their respective working groups and were bringing points and conversations from the working groups and the common sessions into our face-to-face meetings. To contribute further to something that both Sandridge and Fowler have noted, this was so much the case that I began limiting my role as instructor: yes, there were points to make, lines of text to focus on, and pieces of contextual information to share, but on the whole the questions, which the students themselves brought to the meetings, based on their reading and on what they learned from one another in the working groups and common sessions, set the agenda for our class sessions. To that end, I concur with Fowler on the matter of the working groups: we must learn to limit professorial interference (which, I think, is difficult for many of us but would only do harm in a course like this); we know that peer-to-peer engagement is one of the most authentic and effective ways for students to learn, so the more we can do to support and foster these interactions in future versions of this course, the better.

At the same time, the challenge that Fowler raises concerning the rather haphazard rates of engagement remains. As a closing thought, the participation in all but one of the common sessions of at least two Elon students together in a room with the professor has been, it seems to me, a useful and potentially necessary component of the course. Having a consistent student presence

in the common session each week ensured that the session was student-focused, drew attention away from the four professors (and to the students), and, I think, encouraged other students to join in from their respective remote locations as well as in the chat room.

Walker (Sweet Briar): I completely agree with my colleagues that the four-classroom model came to be how I perceived the way my own course operated. I think there were also ways in which the distribution of attention to each one of the "classrooms" varied from week to week and provided consistent avenues of engagement. However, the levels of this engagement between the different online working groups was perhaps thrown into sharper relief for both the professors and students, and this led to some frustration for the Sweet Briar students. The fact that each institution offered a different type of course within this framework—for example, ours was an honors course—became clear through the students' weekly posts. The question for me is: How do we validate those local, institutional experiences without impeding and interfering with the students' work in the global, cross-institutional forums?

Meinking highlights a crucial point when she discusses the common sessions. As she notes, regular and substantive contributions from the students is critical, so we will need to revise the volunteer system. Let me add that we should also evaluate the technology and seek solutions to some of the complications that detracted from the experience, such as the lag between the Hangout and YouTube stream and having to use another application for the chat instead of the one available in the Hangout, so we can capture and archive the conversation. Finally, as integral and valuable as the common sessions were, we still need to articulate more clearly and precisely what outcomes we hope to achieve in that particular classroom.[6]

FUTURE PLANS

In the near-term, our focus will be on assessment of the course, which will begin near the end of the semester. We will ask students to reflect on and evaluate: (1) the inter-institutional nature of the course and its impact on their learning; (2) how this course compares with face-to-face traditional courses in terms of their learning and accomplishments; (3) the use of technology as a way to communicate with students and faculty on other campuses; (4) the use of technology as a means of working online collaboratively. We will also ask them to think carefully about specific learning goals and outcomes and to evaluate their own individual accomplishments, both in terms of what they learned and how they learned it (for example, whether the online course components felt as productive as those that took place within traditional classrooms). We will then review their written work from the end of the semester to determine whether the course met the specific learning outcomes as outlined in the syllabus.[7] The complete assessment, incorporating both subjective student reflections and more objective measures of performance, will shape revisions to the design of the next iteration.

As noted above, S-Iliad is the first of a five-year series of courses we plan to offer that incorporate and build on the content from Nagy's MOOC, which will be available from the CHS independently of HarvardX. This follows the pattern of the advanced courses for students of ancient Greek and Latin offered through Sunoikisis, which allows institutions to plan and prepare in advance to participate. Here is the current schedule:

Odyssey	2015
Herodotus' *Histories*	2016
Athenian drama	2017
Plato	2018

These will form part of an integrated curriculum for undergrad-

uates, which will include courses in ancient Greek at all levels, courses on the literature in translation, and options for travel-study and archaeological fieldwork. Our overall goal is NOT to replace programming on college campuses. (All of our courses require the participation of a faculty member onsite.) Rather, we seek to provide ways for small programs to complement or supplement their existing courses through collaborative and cooperative inter-institutional arrangements and allow the faculty members at those institutions to focus as much of their energy as possible on addressing more specific local needs. In short, we hope to lower the investment threshold for institutions, so more of them can offer their students an opportunity to understand the origins of their culture, i.e., their language, art, architecture, literature, philosophy, political and legal systems, theatre, and athletics, through the study of classical antiquity.

CONCLUSIONS

We view MOOCs as the next stage in the evolution of what we have known as textbooks. They are now assuming a form that integrates various forms of multimedia and interactivity. And, like textbooks, they can serve as content for courses but cannot really constitute courses by themselves. The digital format and availability of these materials via the Internet leads us to three concluding observations. First, it is easier to adapt (condense, reorder, and reconfigure) and develop (enrich, revise and create) new digital content for very specific purposes and audiences than printed textbooks and other forms of analog materials. S-Iliad not only draws from materials and resources available in Nagy's MOOC but also from the experience we gained through offering—via Sunoikisis—three iterations of the course on Homeric poetry for advanced students of ancient Greek in 2003, 2007, and 2012, and from workshops on Homeric poetry offered by the Center for Hellenic Studies in collaboration with the Council of Independent Colleges in 2006, 2007, and 2013. Second, expanded access to information through the web

requires a different approach from faculty members, who must become less conveyors of content and more surveyors of the information their students encounter. The phenomenon of the "flipped" classroom is nothing more than a reflection of this transformation. Now our job, fortunately, is to help students learn how—and not what—to think, and increasingly this means helping them find, explore, and develop connections. Finally, as a consequence of their increasingly competitive insularity, institutions have focused almost exclusively on building and using their digital infrastructures to access information, not build community. Our focus now should be on directing students to information as it expands and evolves and orchestrating meaningful, personalized, nonlinear, and unique conversations, which textbooks and even their new offspring cannot fully and adequately engineer. As we experienced in S-Iliad, and as Galton observed over a hundred years ago, a group focused on a question or problem is more likely to perform better collectively than individuals are by themselves.[8]

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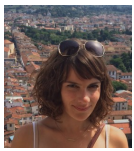

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Notes

1. For a history of the project for the years 1995 to 2000, see Kenneth Scott Morrell, "Sunoikisis: Computer-Mediated Communication in the Creation of a Virtual Department," *CALICO Journal* 18 (2001): 223-234.
2. For examples of courses offered by Sunoikisis see Greek Seminar and Course Archives and Latin Seminar and Course Archives.
3. "And the project that we're joined in together here—and it really is a joint project—is to go through over 250 very carefully selected texts, or passages, from some of the greatest masterpieces of ancient Greek literature and song-making. And what we're going to do with these 250-plus passages, or texts—I like to call them Texts with a capital T—is to read them slowly and to try to figure out what the meaning is by looking at the system that is there and trying to figure out that system. I love the expression 'figuring out,' because it captures, for me, the idea of reading out of the text and not into it, not reading our own values into it," Gregory Nagy, CB22x: The Ancient Greek Hero, transcript from "The Heroes and the Project: An Introduction."
4. National Center for Educational Statistics, accessed March 27, 2014, http://nces.ed.gov/collegenavigator/default.aspx?q=Elon University&s=all&fv=161554 131520 233718 198516&cp=1&sl=198516 131520 233718 161554&xp=1 (3/27/2014). "Net price" refers to the average amount a student paid after receiving "grant or scholarship aid from federal, state or local governments, or the institution." For

Carnegie classifications, see
http://classifications.carnegiefoundation.org/

5. We used WordPress as the development platform for the website. Writing assignments were posts, and responses by the students were comments. Members of the staff at the CHS initially built the website in consultation with the faculty. Once the initial version was complete, Fowler spent approximately two hours a week maintaining the content.
6. As the faculty considers refinements and revisions to the course for next year's version, determining the outcomes for the common sessions will be a major focus and will respond to input from the current team of professors and students, who are just now submitting evaluations for the course.
7. The syllabus, which outlines the learning outcomes for the course, is available at http://sunoikisis-iliad.chs.harvard.edu/.
8. Francis Galton, "Vox Populi," *Nature* 75 (1907): 450-451.

CASE STUDY #3: GLOBALLY CONNECTED COURSES

The Globally Connected Language Classroom: A Case Study of an International Project in Two Intermediate Level German Courses between Denison University and the American University in Bulgaria

GABRIELE DILLMANN, DIANA STANTCHEVA

ABSTRACT

The language classroom is a most fruitful place for intercultural, global learning. Digital technologies allow us to make intercultural connections like never before and in the process language learning benefits from real communication about real issues. Connecting two language courses globally requires overcoming many obstacles and challenges (time difference, collaboration, technology, funding, resources, etc.) but a strong belief that the benefits outweigh the costs serves as a constant source for pushing on. The goal of our project (started in Fall semester 2013) was – and continues to be – to enrich our connected courses with an intercultural perspective through the direct exchange between students and faculty members, as we discuss shared small group assignments via Google Hangout and Google doc shared writing assignments (of course, "traditional" technologies

such as email and Skype compliment the exchanges) all the while expanding and enhancing student's language skills in German. Our paper provides a research summary, describes in detail how we pursued the described goals with a special focus on the digital technologies we used and their pedagogical value, and gives a candid assessment of what worked well and what needs further exploration. We also briefly discuss the next step of the project, namely aligning the courses synchronously via video-conferencing technologies in addition to the Google Hangouts.

WHY GLOBALLY CONNECTED COURSES?

Cross-cultural proficiency and intercultural competence may have become widespread buzzwords of the early 21st century both in business and education, but teaching our students skill sets that allow them to make meaningful civil contributions to our globalized societies demands a hands-on pedagogical approach in the classroom as a site where these competencies can be developed. With digital technologies becoming increasingly ubiquitous at an ever-growing pace, there are both pressing challenges and opportunities that we as educators have a special calling to take on if we want to become active participants in the conversation of how our globalized world changes who we are as individuals and as societies. Doreen Starke-Meyerring and Melanie Wilson in the introduction of their highly useful handbook on globally networked learning environments (GNLE's) speak to the need for visionary approaches to education in a digitally connected world when they emphasize how "[l]ike businesses, [civil society organizations or non-government organizations] increasingly operate transnationally, across nations rather than between, realizing that humanity's most pressing problems

– whatever their nature, economic, environmental, or social – are transnational and require transnational or global relationship building, debate, deliberation, and collaboration."[1]

Learning the language of another culture, or ideally the languages of other cultures, is a first important step towards the goal of reaching intercultural and cross-cultural competence. The convenient claim that "everybody speaks English anyhow" is first of all not true, nor does such a stance reflect appreciation for learning about another culture. Furthermore, many of the cultural nuances students need to understand are learned through the study of that culture's language. Perhaps most importantly, however, learning about and communicating with a member of another culture or cultures holds the potential for heightened self-reflection by seeing oneself and one's cultural environment through the lens of another.

A second important step is becoming an effective member of a learning community in which knowledge is shared to everyone's benefit, in which everyone plays an important role as a contributor to that knowledge base and understands the responsibilities that come with belonging to a democratic community. Dialogue etiquette with the intentional development of a strong empathic stance is a central component of healthy learning communities. Working with individuals and groups from another culture in a "protected" learning environment, the classroom, in globally connected courses and with digital technologies, fosters such learning and prepares students to function as interculturally proficient members of society.

Thirdly, in order to make these connections possible, students need to acquire digital proficiency and understand digital etiquette – and help create it for the future as new technologies emerge. The assumption that, due to their younger age, students can simply work with technologies, and do so intuitively no less, has not proven to be case in our classroom experiences. Stu-

dents may be Facebooking or texting all day long, but that is not synonymous with digital proficiency in learning and working environments. Students need to learn how to effectively use collaborative tools such as Google Docs, video conferencing tools such as Jabber, Skype, and Google Hangouts, desktop sharing tools such as the app that comes with the Google Hangouts platform, as well as networking tools such as Twitter, Facebook, and blogging tools. And let us not forget that we are also always creating the next generation of educators and we do so by being role models and conduits for how good teaching happens.

BACKGROUND TO GLOBALLY CONNECTED COURSES AND GENERAL COURSE INFORMATION

In 2009 the Great Lakes Colleges Association, of which Denison University is an institutional member, launched the Global Liberal Arts Alliance, a multilateral partnership that seeks to exchange knowledge, expertise, and experience among liberal arts institutions. Both Denison University and the American University in Bulgaria (AUBG) are members of the Alliance. In consultation with the COIL Institute (Collaborative Online International Learning), GLCA instituted its Global Course Connections Initiative (2012) with the goal to "enrich each connected course with an international perspective through direct exchange between students and faculty members as they discuss shared readings and assignments" and to "promote international understanding and enhance discussion concerning the economic, political, social, intercultural and other challenges facing societies where Alliance colleges are located."[2] As a key player in responding to the challenges and opportunities of internationalized education, the COIL Institute serves as a research and knowledge exchange base for Globally Networked Learning (GNL) practitioners and researchers. Our own conceptualization of our connected courses as well as our reflections on our pedagogical practices are in many ways inspired by the many colleagues who have contributed to the efforts and goals of this

grassroots movement. With the support of the GLCA, both regarding staff and a shared vision, the project described in this case study has not only been made logistically possible but has become robust enough to be sustainable over time.

In this context, it is also important to emphasize that a digitally mediated, globally connected course project requires the active participation and vested interest of students, faculty, institutional staff—especially IT personnel whose expertise and interests reach beyond the merely technological—as well as the support of visionary administrators. At its core, a successfully globally connected course is the work of a highly engaged collaborative team in which everybody's contribution is equally important, a phenomenon Peters and Besley (2006) describe as "knowledge cultures."[3] Our project strongly benefitted from highly motivated students and very engaged faculty members. We also felt fortunate that we had an instructional technologist at one of our two institutions (Denison University), who supported the project technologically as a whole and communicated technological details directly with IT personnel at AUBG. Thanks to the sustained institutional support, Gabriele's technological skills set has become quite expansive since she has been experimenting with digital tools from the early availability of these in an educational environment. Just as our students develop advanced collaborative skills as learning community members, we as instructors have been growing in our abilities to more effectively work together by actively and intentionally sharing and teaching each other new skills sets that we can then implement to further enhance our pedagogical practices. Still, this imbalance in institutional support continues to be quite a challenge, and if we had not managed to overcome these in a very proactive way, this could have led to the demise of the project as a whole.

The original reason for connecting our two intermediate level German courses was two-fold: to meaningfully enhance our students' language proficiency in German built on the communica-

tive approach to language learning, and to give our courses an international, global dimension. We can now add a strongly intercultural component and digital literacy as third and fourth reasons to support claims of the unique relevance of our connected courses.[4]

We taught the first iteration of our connected courses (Fall 2013) on a highly experimental trial basis introducing components of our greater vision for an eventually fully connected course one step at a time. We started with predominately asynchronous tasks and then progressed to synchronous small group exercises involving students from both courses via Google Hangout. We are currently working on connecting the full course synchronously with Jabber software in addition to these small group exercises. Each class had 13 students, which is a typical class size for this type of course at small liberal arts colleges and at both of our institutions. The equal number of students made it easy to distribute tasks equally and allowed for every student to have an assigned partner. Since the courses were not fully aligned, we each used our own textbooks and other teaching materials and each had our own syllabus and student evaluation system. Both classes were composed of a mix of domestic and international students, but the student body in the AUBG course was nationally more diverse than that at Denison. At AUBG, students in the course came from Bulgaria, Ukraine, Kazakhstan, and the United States. At Denison there was only one international student, from China, in a class of otherwise all domestic students. The AUBG students were all multi-lingual whereas the Denison group, with the exception of the Chinese student, was only just then learning a second language.

Both institutions are American-style liberal arts colleges run on the same semester schedule, which was another key factor in connecting Denison University with AUBG. Most European university schedules differ significantly from those in the United States, with the spring semester (USA) only overlapping a few

weeks with the European "spring" semester. This difference in scheduling can pose a real challenge for globally connected courses and can mean that only fall semester courses can be connected internationally.

In many globally connected learning environments the issue of communicating in two different languages plays a significant role in the success or failure of a connected course. For many, the default language is English, but not all team members necessarily speak and write it. In our case, however, the language of instruction at AUBG is English, so there were hardly any communication issues between American and Bulgarian team members. In regard to student language learning, however, this provided the type of challenge that we face whenever we connect language learners with native or near-native students who speak the learner's own language much more fluently than the learner speaks the target language. For students of German this is especially true, since most German, Austrian, and German-speaking Swiss students have a very high command of the English language. Parity quickly becomes an issue as both sets of students are inclined to switch to the more convenient mode of communication, English. In connecting with students for whom German is also a second or third language, chances are much better that students will remain in the target language when communicating.[5]

Technologically, both universities are equipped with the necessary electronic classrooms, computers, and software, especially with Google Hangouts, and now Jabber, available as commercial, open, and free programs. However, AUBG students have to rely on their personal laptops rather than lab computers since these do not have cameras installed. This is also the case for AUBG's electronic classroom. Wireless on both campuses was relatively stable throughout, but we strongly recommend wired connections for meetings involving more than two students. For an optimal connection, students also need to take high traffic times

into account when they schedule their meetings with each other. Since the next iteration of our connected courses project will include synchronous class meetings via Jabber video conferencing software, we need to anticipate some possible issues in that respect – unless by then further advances in emerging technologies will remedy those types of problems.

COURSE ASSIGNMENTS AND PROJECTS DURING THE FALL SEMESTER 2013

For our initial connected courses project, we designed different common group activities for our classes. It is worth mentioning that these group activities were not part of our initial syllabi. However, we had compared our syllabi beforehand and had chosen similar topics for our courses. Fortunately, our classes were relatively equal in size. We grouped our students into pairs, taking into consideration their major(s)/minor(s), their interests, their age, and their nationality. Because the German course at AUBG met twice a week and the class at Denison four days a week, we decided to plan most of the common group activities as homework assignments. The homework assignments were corrected, but students at AUBG were not assigned a grade since these exercises had not been a part of the original syllabus and students were still experimenting with the digital technology we used for collaboration.

We started the students' interactions with an assignment via email that combined intercultural aspects (how to introduce oneself and how to write a personal email in German) and writing and speaking exercises. In this email, students were asked to introduce themselves, to describe their home countries and cities, their families, their studies and what they find interesting in their subject of study, their hobbies, and their everyday life. In this first email exchange, they also had to write why they study German and what connects them with this language. After receiving an answer from their respective partners, students

reported in class about what they had learned and found interesting about their partners, how their partners' lives as students compare to their own experiences, and about logistical issues and how they resolved these. Since some students had also exchanged photographs of themselves, students shared these in class as well.[6]

The second assignment was of a similar design, also via email, and was related to both home universities. Students wrote a short text about their university in which they described everything they thought would be of interest to their partner, e.g. landscape, buildings, location, seasons, etc., with as many adjectives and details as possible. After this exchange, students provided an oral in-class report about their partners' descriptions. Denison students found it interesting that AUBG's campus was divided into two areas with one of them located in the downtown area – and right amidst cafés, discos, and clubs – whereas AUBG students were intrigued by Denison's bucolic campus setting.

The third assignment was about the German idiom "hässliches Entlein"*(ugly duckling*). The idiom goes back to the fairy tale "The Ugly Duckling" by the Danish author Hans Christian Andersen (1805-1875) and is used in German for something originally ugly, which slowly turns into something beautiful, attractive (not just people-related). The AUBG students learned the idiom together with other German phrases for describing the appearance of a person in relation to the theme "clothing and appearance." After introducing the idiom through a picture illustration by the Bulgarian artist Ishhan Negochosyan (b. 1950), AUBG students discussed the idiom in terms of its meaning, the fairy tale, as well as the contexts of usage of the idiom. As a homework assignment, AUBG students had to explain briefly via email the meaning of the idiom to their partners and to describe the picture illustrating the idiom without showing or sending it to them. After receiving the email from the AUBG students, the Denison students had to describe how they would illustrate the

same idiom as a picture with words and to send this description back to their partners in Bulgaria. This exercise proved to be especially rich for a lesson in intercultural differences. The AUBG students' concept of the *ugly duckling* focused only on the transformation of an "ugly" to a "pretty" person, whereas Denison students connected the *ugly duckling* not only to an "ugly" person, but also to a person who is isolated from his peers because of his physical unattractiveness. Furthermore, Denison students connected the beauty of the now transformed person with success, strength, respect, and admission into society.

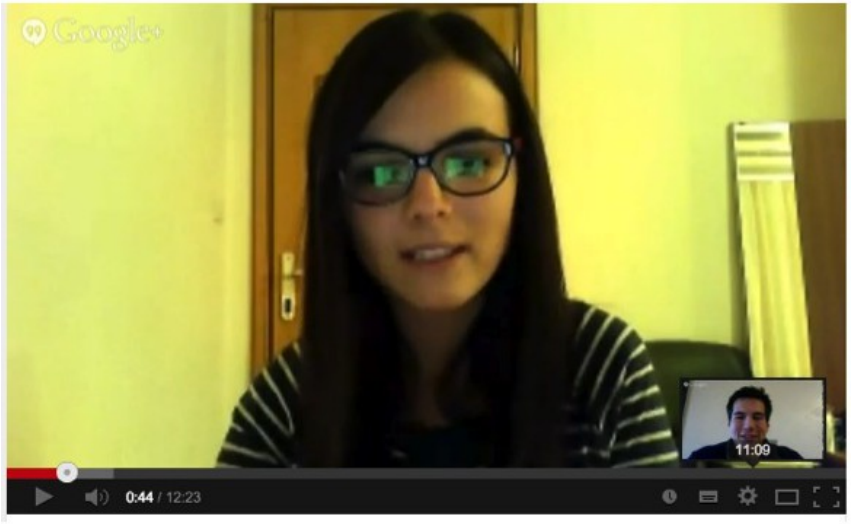
The fourth assignment was a speaking exercise, a conversation between the respective partners about Bulgaria via Google Hangout on air. It included intercultural aspects (what could be significant for the tourist/visitor and what is important for the native Bulgarians in their own country?). Before the talk, the Denison students had to inform themselves about the country, its geographic location, neighboring countries, political structure, language, history, sights, cuisine, etc. and formulate questions. AUBG students were asked to prepare interesting facts about Bulgaria and tips for a trip to Bulgaria. The conversations between the partners lasted about 15 minutes and were automatically sent to Youtube as a Google Hangout video file. To our great delight, many student pairs reconnected after the assignment part was finished in order to continue their conversations. A couple of students even met again online independently from the class project to "hang out."

GOOGLE HANGOUTS PROJECT

At Denison, Gabriele had experimented with Google Hangouts over the previous year in her beginning and intermediate level German language courses. She was intrigued by the potential this platform would have in fostering language learning, but she soon learned that with this teaching and learning tool "the sky is the limit" (a conference presentation that she has since given several

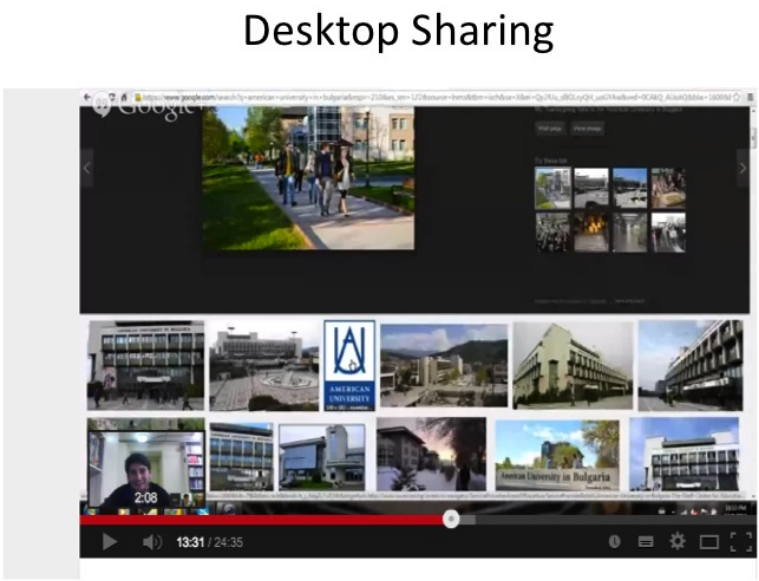
times to very enthusiastic audiences).[7] Google Hangouts is free and works on computers as well as Android and Apple devices, so that "no one gets left out" – as Google advertises its social networking tool.[8] Students have not only used Google Hangouts for discussing a variety of topics, but have also made effective use of some of its tools, such desktop sharing and instant messaging ("what's the word for x again…?"), in their group or partner assignments and projects. Google Hangouts are automatically recorded and sent to Youtube as a video file that can then be changed to the desired sharing and viewing setting from completely private to viewable to anybody. The students then simply share the link of their Google Hangouts meeting with the instructor for review. If a group is not satisfied with the quality of its recorded Google Hangouts session, students can choose to rerecord their conversation. For language instruction this feature is a dream come true: the most dedicated students will rerecord as often as necessary to get it right, which means additional language practice for all members in the group – even those who would have otherwise chosen to be done with the task. Once the conversation is recorded, students are asked to review their completed assignment with the rubric they were given thus they quickly learn what works and what needs revision or special attention for their next Google Hangouts. By the end of the semester, students have gained digital proficiency skills on the professional level for this type of communication tool.

Google Plus Hangout



Screenshot from a Google+ Hangouts conversation.

Hangout Chris T. and Katerina B.



Desktop Sharing in Google+ Hangouts.

Equally important, next to technical abilities, in reaching intercultural proficiency are addressing and enhancing digital and dialogue etiquette, developing group and leadership competencies, and being an effective part of a learning community, in which responsibilities are shared and everyone's contribution counts. Thus in collaboration with Denison's Modern Languages Department's Instructional Technologist, Cheryl Johnson, and Professor John Arthos from Denison's Communication Department, Gabriele created a rubric for her courses that points out specific learning goals and expectations to students in regard to linguistic, social, technical, and pedagogical proficiencies. This same rubric then also serves as an evaluation tool upon completion of the respective group project. In further iterations of the globally connected courses, both courses will be using this rubric for their joint projects.

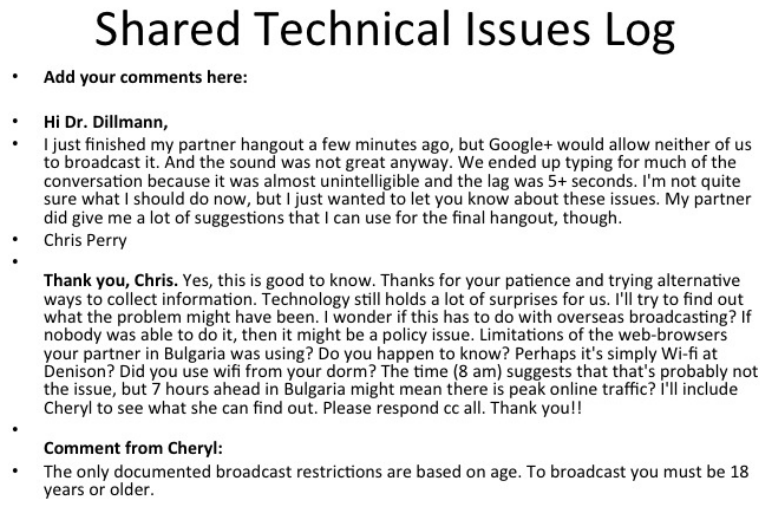
Since our globally connected courses in the Fall 2013 semester

were not yet fully aligned, i.e. we did not have a shared syllabus and common materials throughout the semester, nor did the two classes meet synchronously, we also assigned the Google Hangouts meetings individually to fit our respective course themes and goals. In German 213 at Denison, students' individual Google Hangouts sessions with their partners in Bulgaria would culminate in a final Google Hangouts project, a jointly planned trip to Bulgaria, in which the information gathered about different aspects about Bulgaria during those cross-cultural meetings would directly manifest in the choices and decisions each group made for their trip. (A note for language instructors: this exercise also lent itself perfectly for practicing indirect speech/subjunctive: "My partner said that…"). At AUBG students did not have any particular assignments associated with the final project at Denison because by then the semester had come to an end. In future iterations of our connected courses, we will move this project to the middle of the semester.

Some logistical problems arose due to the difference in time zones and very busy class schedules on both sides. With Bulgaria being seven hours ahead of Ohio, Denison and AUBG students at times found it challenging to find a good time to "hang out." Running successful international projects across time zones requires careful planning well ahead of time to allow for students, especially when more than two are involved, to create workable schedules for themselves. Students should also avoid high traffic Internet times on both sides to avoid transmission interference, which may reduce possible time windows even further. On the other hand, this reality is an intercultural learning experience in and of itself. Students on both sides learned about each other's daily lives as students, they shared strategies on how to best cope with academic and personal challenges in their studies, about time management and how to negotiate deadlines.

From an intercultural perspective, all these moments of negotiation are utterly valuable since in the course of these one's

assumptions about others are regularly challenged. One example illustrates a lesson learned in intercultural communication particularly well. During the students' first exchanges via email, the getting-to-know-each-other and campus description assignments, the Denison students expressed concern about the AUBG students' delayed responses to their email messages, which they had interpreted as a certain lack of interest in them as individuals. The assumption was that AUBG students' time schedules would coincide more readily with theirs, but also that email, like instant messaging, should have a fast turn-around time, consistent with the students' own cultural practice. In reality, AUGB students took longer to respond to the Denison students also because they used email differently. They had much more carefully composed their messages, more like in a letter, whereas Denison students used the medium more like IM where spelling and grammar were subordinate to the message's function as exchanging information quickly and immediately.[9]



Shared Technical Issues Log

- **Add your comments here:**
- **Hi Dr. Dillmann,**
- I just finished my partner hangout a few minutes ago, but Google+ would allow neither of us to broadcast it. And the sound was not great anyway. We ended up typing for much of the conversation because it was almost unintelligible and the lag was 5+ seconds. I'm not quite sure what I should do now, but I just wanted to let you know about these issues. My partner did give me a lot of suggestions that I can use for the final hangout, though.
- Chris Perry
- **Thank you, Chris.** Yes, this is good to know. Thanks for your patience and trying alternative ways to collect information. Technology still holds a lot of surprises for us. I'll try to find out what the problem might have been. I wonder if this has to do with overseas broadcasting? If nobody was able to do it, then it might be a policy issue. Limitations of the web-browsers your partner in Bulgaria was using? Do you happen to know? Perhaps it's simply Wi-fi at Denison? Did you use wifi from your dorm? The time (8 am) suggests that that's probably not the issue, but 7 hours ahead in Bulgaria might mean there is peak online traffic? I'll include Cheryl to see what she can find out. Please respond cc all. Thank you!!
- **Comment from Cheryl:**
- The only documented broadcast restrictions are based on age. To broadcast you must be 18 years or older.

Excerpt from a technical issues log.

INCREASING LANGUAGE COMPETENCY

In a typical 50-minute language class session, the average spoken language production per student amounts to less than a minute in a teacher-centered setting and even in a student-centered classroom it is still less than five minutes. Even with the newest and best textbook auxiliary materials and programs, practicing speaking still falls short in language courses compared to reading, writing, and listening practice. Digital technologies have to some degree made it possible that language students speak with native speakers on a more regular basis, for example via Skype and more recently in isolated instances Google Hangouts, but unless these interactions are scheduled and regular components of a course syllabus, they usually happen too sporadically to be pedagogically relevant. Furthermore, the language produced in a classroom is often unnatural in that students are prompted to speak with each other for the sake of speaking and not for the sake of communicating in a more meaningful way. The modern day natural approach (as opposed to an emphasis on grammar instruction) to language learning[10] challenges the instructor to create authentic communication scenarios for their students, a task that in our experience has become much more effectively realizable with the integration of digital pedagogies in our courses. In their Hangout sessions the students wanted to speak as well as they could in order to communicate their questions and ideas and exchange their thoughts and experiences with each other. Something much more than practicing German was at stake! Often students reconnected immediately right after their online assignment had been completed in order to continue their conversations with each other. On average, in the course of one scheduled assignment, students spoke at least 20 minutes in the target language, some individual students as much as two hours. We know how much they speak and that they stay in the target language (rather than switching to the more convenient language, English) because the assigned Hangout sessions are recorded. A variety of other common assignments, described

below, ensured that the other three proficiencies were regularly practiced as well.

In subsequent iterations of this course and in our pedagogical reflections and practices, we would like to specifically focus on the impact these partner exchanges in cyberspace have on students' speaking proficiency. Until we develop a good assessment tool for measuring increases in linguistic abilities, we can only offer anecdotal evidence. However, our experiences in the classroom strongly suggest that at the end of the semester there was a marked, and in comparison accelerated, improvement in typical intermediate level syntactical and conjugation errors as well as a significant expansion of vocabulary acquisition across the student body in both courses.

COURSE MATERIALS

Through our course connection, we, as professors of German, also had the opportunity to take a look at the course design and course materials of a colleague teaching German in another country. What the connected course made visible in this regard were differences in the methodological tradition of teaching German as a foreign language in both countries. The American textbooks are written bilingually, in German and in English. Vocabulary is translated into English, grammar is explained in English with German examples, and there are translation exercises from German into English in the textbooks. In Bulgaria, as is common in Europe, instructors work with mono-lingual German textbooks published in Germany, in which vocabulary and grammar are explained only in German. Another important difference is that American textbooks more frequently embed digital resources (Internet, videos, computer generated practicing and testing materials, etc.) in the teaching process than textbooks released in Germany do.

For the European user, the American textbooks appear "ethnocentric"[11] in terms of the topics discussed therein. The textbooks

present German culture, history, and society from an American perspective, discussing such topics as fatherland, national pride, patriotism, exile in America, emigration to America, ancestors, genealogical research, comparison between the naturalization systems in Germany and the USA, and the culture of the body, including nudity and permissiveness. Such topics are not presented at all or not so extensively in textbooks released in Germany. American textbooks also very often introduce personalities and facts from Germany related in any manner to America. From the European point of view, such themes are rather irrelevant in the beginners level language instruction and are topics one expects to find in advanced cultural studies or literature courses.

While these observations made it necessary to work with different textbooks in the connected courses during the Fall 2013 semester, for the next step of our project, the synchronously connected classroom, we will have to find a compromise solution in terms of textbooks and course materials. We plan on creating a combined syllabus for both classes with common course materials and assignments, with a special emphasis on intercultural differences.[12]

A PRELIMINARY CONCLUSION

Student course evaluations indicate that students attributed great value to these exchanges. They enjoyed connecting and speaking with each other, which led to an increased time of speaking practice throughout the course. Several students reported that they reconnected after the assignments were officially completed in order to continue the conversation, but now on "their terms." Every single student mentioned that they perceive an increased speaking proficiency, at least four students felt that their self-confidence in speaking significantly improved and another five reported that they were very pleased with their own abilities to communicate effectively – something they may

have not known before they were talking to "real" partners. The students on the American side especially valued learning about a country they "would have otherwise never known anything about," while the students at AUBG appreciated getting a more diversified picture of the "typical American." What we wish to do for the next iteration is to create a more specific assessment tool, one that helps us better understand the perceived increase in speaking and communicating abilities as well as a rubric that specifically focuses on intercultural learning. For the first iteration we relied primarily on our institutions' standard electronic course evaluations, which would be too general for the goals we hope to accomplish and the respective outcomes we want to measure. Overall, students expressed a strong interest in continuing with these types of connected courses and asked that our institutions consider developing these in the upper-level language classroom as well. Moreover, several students have since come up with excellent suggestions for further computer-mediated exercises and exchanges, such as creating Facebook groups and a popular culture club via discussion boards or chat rooms. Their enthusiasm is hopefully contagious enough to spill over to other classroom settings and to get more teaching faculty engaged in investing in globally connected courses!

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APPENDIX

To view the Google Hangouts assignment rubric described in this case study, see
https://blcollaboration.files.wordpress.com/2014/07/google_hangout_rubric.pdf.
This document can also be accessed, along with an electronic version of this case study, at
http://www.academiccommons.org/collaboration-and-blended-learning/.

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Gabriele teaches German language, German, Swiss and Austrian literature and culture and special seminars on psychoanalytic theory in the Modern Languages Department at Denison University, a residential liberal arts college near Columbus, Ohio. In her teaching she makes use of newest technologies to enhance not only student learning in regards to all things German, but also for my students to learn skills in intercultural competencies and global learning. She is very dedicated to CLAC pedagogy and team-teaching as a pedagogical approach. Her scholarly interests are increasingly vested in how digital technologies shape how we

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Diana Stantcheva earned her M.A. in German linguistics, Spanish studies, and New German literature at Humboldt University in Berlin, Germany and received her PhD degree in German linguistics from the same university. Dr. Stantcheva has also an additional teacher qualification for German as a Foreign Language from Humboldt University in Berlin and is a certified and sworn translator and interpreter of German and Bulgarian. Dr. Stantcheva has taught at Humboldt University in Berlin, at Goethe-Institute Sofia, and was a research fellow at Berlin-Brandenburg Academy of Sciences, Germany. Since fall semester 2005, she has been teaching at the American University in Bulgaria. She teaches all levels of German, from beginners to advanced, as well as specialized language courses. Diana Stantcheva has published two books and several scholarly articles and chapters in the areas of phraseology, lexicography, corpus linguistics, and linguistic historiography. Her current research interests are in foreign language didactics, phraseology, lexicography, corpus linguistics, language and gender, translation studies, terminology, and linguistic historiography.

Notes

1. (2008) *Designing Globally Networked Learning Environments: Visionary*

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2. For a brief history of the COIL Institute and its initiatives visit: http://coil.suny.edu/page/brief-history-suny-coil-center. See here for more of GLCA's Global Alliance Initiative: http://www.liberalartsalliance.org/.
3. Peters, M. and Besley, T. (2006) *Building Knowledge Cultures: Education and Development in the Age of Knowledge Capitalism*. Lanham and Oxford: Rowman & Littlefield.
4. See also: Furstenberg, G., Levet, S., English, K., Maillet, K. (2001). "Giving a Virtual Voice to the Silent Language of Culture: The Cultura Project." *Language Learning & Technology*, 5(1), 55-102. Check also the Cultura Website developed by the authors above: http://cultura.mit.edu/.
5. Again, see Furstenberg, G., Levet, S., English, K., Maillet, K. (2001) "Giving a Virtual Voice to the Silent Language of Culture: The Cultura Project." *Language Learning & Technology*, 5 (1), 55-102. Also useful: O'Dow, R. (Ed.) (2007) *Online Intercultural Exchange: An Introduction for Foreign Language Teachers*, Clevedon: Multilingual Matters Ltd.
6. Two students, Chris T. from Denison, and Katerina B. from AUBG, each sent an almost identical photo of themselves with both of them next to a brass animal sculpture taken in the center of their respective home cities. Somebody in class then suggested that they were a "match made in heaven." Moments like this one contributed significantly to the students' motivation to do the extra work throughout the semester.
7. E.g., "The Sky is the Limit: Google Hangout as an interactive teaching and learning tool," workshop/presentation, ACTFL, Orlando, FL, November 21-24, 2013.
8. http://www.google.com/ /learnmore/hangouts/. Also good to learn from and help troubleshoot: Ronnie Bincer, The Hangout Helper, https://www.youtube.com/watch?v=TnHWDOxDYY0.
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10. See Stephen Krashen and Tracy Terrell (1983). *The Natural Approach* and Richards, Jack and Rodgers, Theodore (2001) *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press. Savignon, S., and Berns, M. S. (Eds.) (1984) *Initiatives in Communicative Language Teaching.* Reading, PA: Addison-Wesley. Oxford, R. L., et al. (1989) "Language Learning Strategies, the Communicative Approach, and Their Classroom Implications." *Foreign Language Annals, 22*(1), 29-39. Pica, T. P. (1988) "Communicative language teaching: An aid to second language acquisition? Some insights from classroom research," *English Quarterly, 21*(2), 70-80. Rosenthal, A. S., & Sloane, R. A. (1987). "A communicative approach to foreign language instruction: The UMBC project," *Foreign Language Annals, 20*(3), 245-53.
11. According to D.S. Bosley's observation, "all cultures tend to be ethnocentric; [..] all tend to cling to the belief that their own culture is the standard by which others are to be judged." "Cross-cultural collaboration: Whose culture is it, anyway?" *Technical Communication Quarterly*, 1993, 2, 51-62. 52.
12. A possible guide for these exercises could be the Cultura project mentioned above as well as materials that result from a study in different approaches to language learning textbooks as outlined in the textbook section of this article that Diana Stantcheva and Gabriele Dillmann plan on conducting.

CASE STUDY #4: COLLABORATIVE COURSES

It Takes a Consortium to Prepare Students for Life After Graduation: An Inter-Institutional Blended Learning Career Planning Course

JANA MATHEWS, ANNE MEEHAN, BETH CHANCY

ABSTRACT

In UCLA's 2012 national survey of college freshmen, 87.9% of respondents named "getting a job" as their top reason for going to college. While the current economic climate has put all institutions of higher learning under increased pressure to make the case for the marketability of their curriculum, the mission and values of liberal arts colleges currently are subject to some of the most intense and public scrutiny. This project proposes an innovative and inter-institutional approach to preparing liberal arts students for life beyond graduation. Specifically, it combines the faculty and technological resources of two distinguished liberal arts institutions who are also members of the Associated Colleges of the South (ACS) consortium—Rollins College and the University of Richmond—to generate several blended learning modules designed to develop and hone students' skills in personal branding, professional networking, and interviewing.

INTRODUCTION

In *The Coming Jobs War*, Gallup CEO Jim Clifton argues that the most pervasive social desire in the world is to have a good job—outranking family, freedom, peace, and personal happiness.[1] UCLA's 2012 national survey of college freshmen seemed to buttress this claim when a whopping 87.9% of respondents named "getting a job" as their top reason for going to college.[2] While the current economic climate has put all institutions of higher learning under increased pressure to make the case for the marketability of their curriculum, the mission and values of liberal arts colleges currently are subject to some of the most intense and public scrutiny.

The growing pervasiveness of the sentiment that liberal arts majors are oversaturated and their degrees unmarketable is reflected in the titles of several recent national news articles and op-eds on the subject: "Who Killed the Liberal Arts? And Why We Should Care"; "As Interest Fades in the Humanities, Colleges Worry"; and "Jobs: The Economy, Killing Liberal Arts Education?"[3] The metaphor of morbidity illuminates the dramatic and pre-scripted fate frequently assigned to the liberal arts. At the same time, the insistence on describing the status of the liberal arts through the vocabulary of decline, decay, and death illuminates a truism identified by English professor James Axtel back in 1971: the liberal arts education as it was originally known is already extinct, and has been since the educational reforms of the mid-nineteenth century. Axtel's essay—cheekily titled "The Death of the Liberal Arts College"—reminds us of the evolving nature of liberal arts education over place and time and makes the case that a liberal arts education is defined by its nimbleness and adaptability.[4]

The inherent flexibility of the liberal arts education—to stretch and bend to accommodate new ideas and worldviews over time—is one of the hallmarks of this educational model, and, for

many, the primary source of its enduring appeal. Criticism of the liberal arts has been countered by a vociferous and public defense. The main argument against liberal arts majors—that they are not vocational enough—was challenged by Peter Cappelli from the University of Pennsylvania's Wharton School. In a recent article for the *Wall Street Journal*, Capelli noted that the problem with the current trend in higher education to ramp up the vocational training of its future graduates is that "it probably won't work. The trouble is that nobody can predict where the jobs will be—not the employers, not the schools, not the government officials who are making such loud calls for vocational training."[5] A related irony is that a growing number of employers—74 percent according to a 2013 study conducted by Hart Research Associates—are looking to hire graduates with skill sets explicitly cultivated at liberal arts institutions. Of the 318 employers interviewed, an impressive 93 percent agree that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major."[6] A study conducted by the National Association of Colleges and Employers in 2014 similarly reported that the skill sets that employers ranked most valuable in job applicants include strong communication and problem solving skills and the ability to work well in teams.[7]

Despite this optimism, there is still reason to worry. In 2007, *Newsweek* hailed Centenary College as "the hottest liberal-arts school you've never heard of."[8] Just two years later, the college's endowment had fallen by 20% and was forced to eliminate half of its 44 majors. Earlier this year, a host of other small colleges and universities—including East Stroudsburg, Marquette, and Johnson C. Smith universities—experienced faculty and staff layoffs and early retirement initiatives. The struggles of such colleges has not gone unnoticed by *The Chronicle of Higher Education*, which in March 2014, reported that an increasing number of colleges are "growing more vulnerable as economic recovery lags."[9]

The challenge facing all institutions of higher learning in the United States, and especially the small liberal arts college, is to make the case for the marketability of its majors and degrees within the rapidly evolving global marketplace. While liberal arts students are historically well trained, well read, and thus well rounded, we have found that many struggle to articulate the value of their major and degree to family, friends, and prospective employers. Adding to this challenge is the fact that over the past decade, the job search and application processes have moved largely online and with greater emphasis on professional branding and networking, making career prospects more accessible, but also more competitive.

The participants in this project take seriously the value of a "strength in numbers" approach to problem solving and thus believe that the process of helping students to transfer their liberal arts education into a viable postgraduate career path is no longer just the responsibility of the student's home institution, but also that of all liberal arts institutions, including and especially the schools comprising that institution's regional consortium. This project was born out of the fascinating and powerful realization that while each of the sixteen liberal arts colleges and universities in the ACS consortium cannot compete with the budget or size of alumni networks at larger institutions, we can, if we collectively pool our resources, have the capability to generate a portfolio of services and resources that can exceed the size, breadth, and geographic scope of many state universities.

Naturally, the inherent possibilities of such an initiative greatly excite us.

PROJECT DESCRIPTION

This project represents the first incremental step of a much larger and longer process that involves the deliberate and conscious linking of career and life planning-related resources at ACS institutions. Currently, institutions within the consortium

house and operate their own independent career-related service centers, and while these offices maintain friendly working relationships with related offices at other institutions, there is no formal mechanism for resource sharing and collaboration. The natural starting point for inter-institutional collaboration within the consortium was the two preexisting careers courses taught at Rollins College and the University of Richmond. Our most basic goal was to link the courses—and, by extension, the student groups who populated them—using several blended learning modules related to professional networking and interview practices. In doing so, we aimed to provide students with the opportunity to engage in career-related activities with peers at a sister institution, thus modeling and preparing them for the kind of collaborative, inter-institutional work they will be doing in their professional careers. At the same time, we sought to create a way for students to expand and share their professional contacts with individuals at another ACS institution. Building these networks would, in turn, help students to develop and hone their networking etiquette as well as broaden the scope of their job searches. Since most ACS institutions currently do not have careers courses on the books, we also envisioned our project serving as a portable course template that could be appropriated easily by other ACS institutions. Expanding the breadth of career planning courses offered throughout the consortium over time will promote increased exchange between institutions, their students, and alumni networks.

PROJECT DESIGN AND IMPLEMENTATION

In the Fall 2013 semester, students enrolled in Jana Mathews and Anne Meehan's Career Planning course (Rollins) collaborated with students enrolled in Beth Chancy's Life and Careers course (Richmond) on a number of blended learning assignments. The first cluster of assignments worked to help students develop a personal brand to enhance future marketability using LinkedIn. With over 277 million users in over 200 countries, LinkedIn

is the world's largest online professional networking website. Through a series of linked assignments, students at Rollins and Richmond a) created professional LinkedIn profiles, b) critiqued and offered feedback on their peers' profiles, c) learned and honed online networking etiquette by connecting with students at each other's respective institutions, d) joined relevant alumni groups, the ACS Networking Group, and other industry groups, e) took part in a series of ACS Networking Group online discussions on career-related topics, and f) competed in a team-based LinkedIn scavenger hunt covering job search and career-related topics.

The second group of assignments used an innovative online, practice interviewing system known as *InterviewStream*. *InterviewStream* pre-records professionals asking interview questions and has over 300 options in its question bank. Five pre-recorded questions were selected by the instructors to use in both classes. Using *InterviewStream* technology, each student used a webcam and a computer to record a one to two minute answer for each question. The activity mirrored a Skype interview by enabling students to see what a video interview would be like. A completed interview for the activity totaled six to nine minutes. Once complete, a link to the interview was sent directly to each of the class instructors for review and distribution to their respective classes. In each class, an instructor assigned each student one or two student interviews from the peer institution. Each student watched the interview(s) and completed an interview assessment, which was given back to the interviewee as feedback to help improve future performances. By collaborating between schools, this model a) replicates the experience of being interviewed by someone who you do not know and thus enables both participants to be more open and honest with their performance and feedback; and b) models and thus prepares students for the kind of virtual interviews they likely will encounter dur-

ing their job or internship search (i.e. phone, Skype, YouTube interviews).

Our team worked throughout the summer months of 2013 to design the assignments and hammer out the logistics of implementing them into the respective courses. During the semester, we ran separate courses (each with its own distinct syllabi and teaching materials) albeit ones that covered the same topics and in largely the same order. The Rollins course met on Monday and Wednesday afternoons for 75 minutes, while the Richmond course met on Thursday mornings for 85 minutes. Class sessions that involved blended learning activities were coordinated so that both student groups participated in each activity within the same window of time. While having our course times slightly off kilter sometimes worked to our advantage (the instructor/s that piloted each activity had time to make some quick adjustments before passing it on to their colleague/s), the asynchronous course schedule also created several logistical challenges.

Two Rollins students experienced some trouble recording their *InterviewStream* videos (the sound on both files did not work properly) and in order to submit the videos to their Richmond peers in a timely fashion, one was forced to redo her video in the less than desirable setting of a professor's office immediately after class, while wearing less than professional attire. A related challenge involved adjusting the assignments to account for the different number of students enrolled in the courses (13 Rollins, 21 Richmond). In most cases, the number differential did not create any significant obstacles or inconveniences, but the situation did mean that some Rollins students had to conduct peer reviews of multiple Richmond students' *InterviewStream* interviews (which they did, happily).

SUPPORTING TECHNOLOGIES

The two main technologies used in this project were LinkedIn

and *InterviewStream*. LinkedIn is the largest and most comprehensive free online professional networking site, and as a recent *Washington Post* article points out, is dramatically changing the landscape of the contemporary job search. Citing a 2013 study by the Society for Human Resource Management, the *Post* article reports that 77 percent of employers are using social networks to recruit prospective employers.[10] Among the recruiters using social tools, the number is even higher: the 2013 *Jobvite Social Recruiting survey* reports that an astounding 94 percent of hiring managers use LinkedIn to find, track, and hire employees.[11]

Students in both courses learned about the importance of personal branding, promoting their skills/expertise as well as showcasing academic, leadership and internship/job experiences in developing their LinkedIn profiles. Despite being proficient and comfortable with other social media platforms (i.e., Facebook), some students initially struggled to embrace LinkedIn. While they found the site simple to navigate and their individual profile pages easy to construct, many expressed trepidation over the idea of making connections with even "warm" contacts such as alumni, especially those whom they did not know personally. In order to connect with people on the site, users must send a brief email containing up to 300 characters that explains who they are and why they want to be contacts. Previous teaching experience had taught us that the content of this email constitutes a source of a surprising amount of stress and anxiety for our students. Front and center in their list of concerns was what to say—and, by extension, not say—in these emails to alumni and industry professionals.

What surprised us was that even with the help of written templates and suggested prompts, students still found the exercise to be too intimidating. When we asked them to explore why they did not feel self-conscious posting scantily-clad photos of themselves on Facebook but simultaneously felt paralyzed at the thought of introducing themselves to an entry-level corporate

recruiter on LinkedIn, students vocalized a strong fear of failure and anxiety about "putting yourself out there" with the chance that their request will be turned down or ignored. The almost primal urge to bury one's head in the sand at the expense of missed opportunity alerted us to the realization that the most important work that we do in career and life planning courses is not the conveyance of concrete skills sets, but the building of self-confidence. Ultimately, it was through turning the tables and putting ourselves in our student's shoes that we were able to identify a solution to this problem. Specifically, once we realized that our students have the same anxiety about professional networking sites like LinkedIn that we have about Facebook, Twitter, and Instagram (i.e. the thought of posting *any* swimsuit photo to a social media site is the stuff of nightmares), we were able to address the emotional obstacles that were preventing them from fully engaging with LinkedIn and view them with compassion and understanding. This, in turn, enabled us to restructure student expectations and rewrite outcomes. Specifically, we invited our students to rethink the role of connections on LinkedIn: rather than see other users as people who had the capability to either "make or break them," we encouraged students to see connections as genuine supporters, advocates, and allies of their job search process. As we reminded our students over and over, the worst thing that a connection can say to their request for advice, information, or a connection request is "no." And while the sting of rejection may hurt, it is not the end of the world.

To reinforce this message and provide an opportunity for students to dip their toes into the proverbial waters of professional networking, we invited students to make their first LinkedIn connections with students in their sister course. Although not nearly as stressful as reaching out to a corporate recruiter or business executive, this activity enabled students to forge professional connections with individuals who could potentially mobilize their professional social networks and resources to help their

new friends learn about and acquire jobs and internships. It also provided a safety net and a place to take risks and make mistakes. While students found professional networking to be inherently awkward, at least at first, most agreed that it was much better to say the wrong thing (or say the right thing in the wrong way) to a peer than a future employer. "It gave me the space to screw up," commented one student. "I figured out real quick that I can't start out a conversation with someone by asking them to help me get a job. I have to get to know them first."

Despite preaching this message up and down until we were blue in the face, it did not really sink in until one or two students in our courses used the skill sets learned in class to forge connections on LinkedIn, and shared the results. In one case, this involved a student connecting with the HR manager of a company that was scheduled to conduct an on-campus recruiting visit in the near future. When that individual came to campus, the executive specifically inquired about that student, commended her initiative, and offered her an interview with that company. In another instance, a student's posted resume garnered attention from several recruiters and she suddenly found herself in the happy position of being courted for a number of jobs. These successes, in turn, inspired other students to take greater risks on LinkedIn, causing a ripple reaction that resulted in overall enthusiasm for and confidence in the resource.

Once students had the skill sets and confidence necessary to network and conduct successful job searches, the next step was to prepare them for the interview process. InterviewStream is a subscription-based online mock interview program whose cost is linked to the size of each college's student body (Rollins and Richmond each paid $1500 for a year's subscription). The aim and purpose of this program is simple: using a web cam, participants record themselves responding to a series of custom-designed interview questions and then play their interviews back to review their skills. While there are other program options on

the market, we chose InterviewStream because of its ease of use and the flexibility that it provided our diverse student bodies that include part-time and evening students who may not have the time to schedule a mock interview with a career advisor. The product stood out among competitors because it allowed us to automatically send the interviews as they were completed to a professor or faculty member without the faculty member having to login into the system.

Working together, we devised a customized set of interview questions for the classes. We agreed on the same five questions and set the same length of answer time for each question. We set up the interviews so that Beth (Richmond) would receive the links to the completed interviews for Anne and Jana's (Rollins) students and vice versa. Students in both classes were asked both to review their own interview and then conduct a formal review of at least one of their peers. The effectiveness of this module is discussed in the next section.

EVALUATION AND OUTCOMES

Thanks to strong strategic planning and good fortune, we are pleased to report that we accomplished all of our targeted goals. Both courses administered pre and post assessments, which were designed by the course instructors to evaluate the career skills related knowledge acquired throughout the term. The following reflects the combined data gathered from both student populations:

I know how to create a professional LinkedIn profile.

55% Movement in desired direction
0% Movement in non-desired direction
45% No movement

I know how to use LinkedIn to network and connect with peers, alumni and industry professionals.

65% Movement in desired direction
3% Movement in non-desired direction
32% No movement

I know how to join groups on LinkedIn and take part in online discussions with group members.

81% Movement in desired direction
3% Movement in non-desired direction
16% No movement

I know how to find alumni on LinkedIn.

77% Movement in desired direction
3% Movement in non-desired direction
19% No movement

I know how to find jobs using LinkedIn.

81% Movement in desired direction
0% Movement in non-desired direction
19% No movement

I feel confident in my ability to perform well in an interview for an internship or job.

48% Movement in desired direction
13% Movement in non-desired direction
39% No movement

We are extremely pleased with the results of this assessment. Demographic differences between the student populations in the two courses account for the percentage of students who answered "no movement" in their confidence in their interview skills and familiarity with LinkedIn. Specifically, while the majority of the Rollins students were freshmen or sophomores, the bulk of the University of Richmond students were junior and senior business majors, who had already learned interview and professional networking skills in other courses required for their major.

The post-assessment also included text responses. In the interest of space, what follows consists of selected responses pulled from both courses (full responses are included on the website):

1. What did you learn as a result of creating your LinkedIn profile, joining alumni/industry groups and networking with peers/ professionals?

- I learned how to find alumni and that I have a lot more resources at my fingertips then I expected.
- There are many people that I am able to connect with for my specific interests. I didn't realize the diversity and the availabilities of opportunities until using LinkedIn.
- I really learned how to navigate the site. Previously, I had a profile but did not know how useful LinkedIn could be.
- I don't think I would have had the courage to make a LinkedIn profile without the guidance of the class. Upon looking at other profiles, it is hard to tell what the norm is for making the profile so this class helps set the standard.
- I'm not super comfortable with spending lots of time on group pages, etc. I'd rather network in real life; however LinkedIn seems like a good resource for maintaining some of those relationships.
- Networking isn't as hard as it seems anymore. LinkedIn is such a great resource for networking and job searches. Alumni and professionals are willing to talk to college students.

2. What did you learn as a result of conducting a pre-recorded mock interview and critiquing your peers' performance?

- I learned that I need to practice and think about specific questions more. I learned a lot about the visual aspects of an interview by critiquing peers.
- I learned that I need to work on my confidence and verbal pauses.

- I realized how nervous I get! I have some nervous habits I need to break. From watching others, I was able to see what I liked and didn't like as an interviewer.
- I learned that preparation is important, but so is being genuine and fluid and the interviewer needs to see what makes you an individual.
- I learned what areas I need improvement in such as sitting still and expanding my answers and I learned what I should and shouldn't do by reviewing other's interviews.
- Doing the mock interview, it was very scary and uncomfortable. I know that it's going to take some practice to feel comfortable with this process.
- I learned that personality goes a long way. You have to be specific and highlight why you are the best. Be memorable to the interviewer.

3. What did you gain from conducting the interactive peer activities with Richmond and Rollins students?

- It helped to see how other people responded to the same questions and what it looks like when someone is nervous etc…
- I got to see the impression I give to others in an interview.
- I'm going to connect with the one I reviewed because I was impressed with his professionalism.
- I gained the experience of evaluating someone and insight into the interview's mind as they are interviewing someone.
- A good grasp on the levels of preparedness and skill of other students.
- I gained interview practice and insight to how other university students are prepared.

- I learned a lot from watching others about how I can improve myself and how interviewers might perceive me.
- I was able to see myself in an interview setting without the stress of an actual interview.
- It really took me out of my comfort zone.
- It was fun working with other students and getting their feedback.
- What others seek is not what I'm looking for, so in order to step out from the pool of applicants, I must be strong in the basics but really be personable and present.
- I gained more connections and learned from their interviews.
- I think it was cool because it is just more people to know.
- I saw that for the most part everyone was in the same boat as I was. It takes practice.
- I learned a lot about my presentation style. I tried to be warm and inviting while professional and I think I've found that balance or I'm developing it.

Once students were alerted to the vast array of opportunities opened up by professional networking, we could almost palpably feel their frustration and anxiety be replaced with hope and confidence. We were particularly encouraged by the relationships formed between our students via digital technologies. Several students reported that they planned to utilize connections with peers to either explore job and internship prospects in the Washington D.C. or Orlando areas. One unexpected but welcome outcome involved increased opportunities for self-reflection. Studying their peers' LinkedIn profiles and reviewing their *InterviewStream* mock interviews served as a self-professed wake-up call to many students on both sides of the fence. One Rollins student commented how impressed he was with the professionalism and poise of his Richmond counterparts. "That's my competition," he

observed. “These people are applying for the same jobs as me. Now I know that I need to step up my game.” While these exercises were designed to reduce pressure and anxiety not exacerbate it, for several students who had taken a somewhat lackadaisical approach to the job search process before this experience found the motivation they needed to take the tasks in front of them more seriously.

On the flip side of the coin, one of the most powerful aspects of these kind of blended learning activities is the potential for recognition and validation of student achievement from an audience outside of their home institution. In most traditional academic courses, students are conditioned to seek the approval and praise of their instructors. In career and life planning courses, we quickly discovered, instructor praise often is viewed suspiciously. Frequent refrains heard throughout the semester included “You’re just saying that I did well on my resume/cover letter/LinkedIn profile because you are my teacher,” and “You’re supposed to say nice things about my interview skills because it’s your job to be supportive.” While it is important to position ourselves as supportive cheerleaders and tireless advocates of our students, appropriating these roles sometimes generates a lack of trust of positive feedback.

Our students’ reluctance to take our praise seriously stands in striking contrast with the way that most viewed the praise that they received from peers at their sister institutions. Much to our amusement (and sometimes frustration), many of the same students who shrugged their shoulders at our compliments also beamed ear to ear after hearing and reading the affirming words of their peers. While this phenomenon generated some initial head scratching on our part, we learned to recognize and value the fact that individuals who do not have a personal investment in our students’ success are sometimes more effective educators (insofar as being an educator means providing motivation and context for learning) of our students than we are.

To this end, teaching a blended learning careers course that authorizes students from another institution to assess the learning and skills mastery of one's own students requires acceptance of a certain level of professional vulnerability, for in evaluating our students, the students at our sister institution were also indirectly evaluating us. Anne and Jana learned this lesson the hard way when they forgot to tell the students enrolled in their Rollins course to dress professionally for their *InterviewStream* mock interviews. While this misstep would have gone unnoticed in a traditional classroom setting, it was memorialized in the mock interview videos for all to see.

While pedagogical goofs and snafus may be more visible in a blended learning format, so are the rewards of inter-institutional collaboration. This experience provided immense opportunities for professional growth and development for all project participants. One of our collective concerns going into this project was that we would not be able to meld our three very distinct teaching philosophies and styles into a coherent and mutually agreed upon form. By adopting a divide and conquer approach to course and material preparation, we were able to infuse our personal best practices into the courses while being exposed to and learning from the expertise of our colleagues. An additional benefit of partnering with another institution in the development of this project is that all participants gained access to a treasure trove of new resources, ideas, and perspectives. As our friendship blossomed, our conference calls grew longer, and the topics of conversation often bled into related topics. In addition to offering valuable insight into the workings of another career services program, these discussions—about subjects ranging from academic advising to experiential learning initiatives to innovative uses of emergent technologies in career planning curricula—have planted the seeds of several exciting inter-institutional collaborative projects that we hope to pursue in coming years.

FUTURE PLANS

We hope that other institutions both build upon what we have started and take this initiative in new and innovative directions. To facilitate and encourage this process of collaborative teaching and learning, we created a publicly accessible information-sharing website. In addition to containing a description of our courses, and their relationship to the ACS Blended Learning grant, this blog also includes all relevant course documents, including lesson plans, assignments and assessment reports.

http://social.rollins.edu/wpsites/acsblended/

While we wholeheartedly embrace the spirit of collaboration across the broader field of higher education, our primary targeted audience for the website is other ACS institutions, with the hope that interested schools can use our documents as templates for future blended learning career courses. Our long-term goal is to expand the network of participation in this project to other ACS partner institutions, thus enabling students to expand their professional contacts beyond their home institutions to students, alumni, and associates from all ACS schools. While many ACS institutions have robust student and alumni networks for institutions of their size, combining the collective resources of all of institutions in the consortium in the future will allow us eventually to develop a network whose size rivals that of many large state schools.

In an effort to work toward our collective larger goal of expanding the network of ACS blended learning careers courses, Rollins and the University of Richmond will be pairing up again during the 2014-2015 academic year to teach an additional round of our linked courses. Overall, we are exceptionally pleased with how our pilot worked out, and thus, the second iteration will focus on tweaking and honing existing assignments, expanding the

blended learning components and fine tuning assessment models.

Top on our must-do list is the addition of a short set of questions on both courses' pre and post-tests that evaluate students' confidence in the value of the liberal arts degree.

I understand the value of earning a liberal arts degree.

Strongly disagree | disagree | agree | strongly agree

I feel confident in my ability to articulate the value of my liberal arts degree to future employers.

Strongly disagree | disagree | agree | strongly agree

I feel confident in my ability to mobilize the knowledge and skills gained through my liberal arts degree in a specific occupation/career path.

Strongly disagree | disagree | agree | strongly agree

Adding these questions will enable us to better evaluate our students' ability to contextualize their academic and co-curricular experiences and package it into a compelling personal narrative.

Other plans for the future involve increased technological training. Most of the students navigated the process of generating an *InterviewStream* mock interview just fine, but a few less experienced students experienced some technological hiccups. To alleviate this problem, we plan to build some technology help sessions into the syllabus in order to ease student anxiety and stress. In addition, we will be trimming the number of in-class periods that we spend walking students through LinkedIn's features and functions, and swapping that time out with instructional webinars on the topic produced by Anne Meehan and LinkedIn. The obvious benefit to putting this content in pauseable, repeatable,

and rewindable form is that students will be able to access this material at their own speed of learning, and multiple times if necessary. This pedagogical experiment will help us better gauge "how far we can go" with blended learning modules in this course. While our students viewed the blended learning assignments favorably, many said that they would not support a careers course that employed extensive use of online learning modules, citing perceived violations of the ethos of a liberal arts education. Our anecdotal surveys support the information acquired in our qualitative course assessments, which identify the ideal course model to be one that utilizes digital learning, but not at the expense of the personalized classroom experience that defines the liberal arts education. Playing with the quantity and quality of blended learning assignments and instructional modes will help us find the "sweet spot" that makes teaching these courses pedagogically effective and financially sustainable.

While our team will be hard at work honing the form and content of the course, we are grateful for the assistance provided by Amanda Hagood (Director of the ACS Blended Learning Program), who has generously agreed to take administrative ownership over the ACS Students and Alumni Network group that we started on LinkedIn. Currently, this group houses 82 members including Rollins and Richmond students, the 3 instructors, Amanda Hagood (ACS) and Georgianne Hewett (NITLE) but has the capability to grow to include other ACS students, faculty, and staff members. Additional future items on the agenda include the development of a blended learning curricular training program, a learning webinar through NITLE and ACS as well as the construction of an ACS video library of student internship informational interviews.

CONCLUSION

This project mobilizes technology to provide students with the skills and confidence necessary to articulate the value of a liberal

arts education to their family, friends, and potential employers. Although the project is still in its infancy and the data that we have obtained is largely anecdotal, what is coming back to us is highly encouraging. Among our most notable success stories is a sophomore religious studies major who enrolled in the careers course because she was unsure about the marketability of her major and was receiving parental pressure to transfer to a large state university that offered more vocational majors. Using the connections she forged on LinkedIn with her peers at our sister institution, this student was able to track and study the career trajectories of other individuals who shared a similar academic background. The knowledge she acquired through this exercise instilled in her the confidence necessary to continue pursuing her degree at our institution as well as the knowledge necessary to make strategic choices about her short and long-term future plans.

Another positive outcome involves a junior English major who wanted to work in fashion journalism, but had never had a job in the field prior to enrolling in our course. Through the advice and encouragement of her peers and networking skills she acquired through LinkedIn, this student started small, and took an unpaid position as a staff reporter for her college newspaper. That experience led to a short internship with a local wedding magazine, which in turn led to a longer internship with a prominent London fashion website. In February 2014, this student sent us video footage of her interviewing a fashion designer on London Fashion Week's red carpet. In April 2014, she was awarded the Emerging Leader Intern of the Year Award from Rollins College.

While these stories represent exceptional student outcomes, they accurately reflect the ability of students enrolled in these courses to speak boldly and proudly about the marketability of their major and the value of their liberal arts education beyond the walls of the classroom. We attribute the success of our endeavor to the collaborative blended learning component of our courses,

for it is the strategic employment of technology that enabled our students to arrive on our proverbial doorsteps with no idea what they are going to do with their major and leave our courses armed with the tools and confidence necessary to design meaningful and productive career pathways for themselves in the industries and fields of their choosing. We feel fortunate to have the opportunity to work at the forefront of an initiative that has the potential both to positively impact our individual campuses and strengthen the larger liberal arts community in such a dramatic way. While many liberal arts institutions may be small in size, they are also great in number. We believe that the key to our collective success and long-term vitality is collaboration and resource sharing. Just as it takes a village to raise a child, it takes a consortium (or more) to prepare a college student for life after graduation.

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CASE STUDY #5: DIGITAL STUDIES / DIGITAL HUMANITIES

The Digital Database: A Model of Student, Staff, and Faculty Collaboration

SUSANNA BOYLSTON, SUZANNE W. CHURCHILL, KRISTEN ESHLEMAN

ABSTRACT

Liberal arts colleges seem like ideal environments for the digital humanities because of their emphasis on small classes, student-faculty relationships, and interdisciplinary study. Yet these institutions often lack the resources needed to generate and sustain digital humanities projects. Recognizing these limitations, Bryan Alexander and Rebecca Frost Davis recommend that small, liberal arts colleges forge a "separate path" in digital humanities, one that emphasizes the learning process rather than the digital product. At Davidson College, however, we have forged a path that combines a collaborative learning process with a publicly shared digital product: a student-authored, online, open-access bibliographic database. The Index of Modernist Magazines serves as model for how faculty, librarians, and instructional technologists can collaborate to create, support, and sustain undergraduate digital research projects that promote

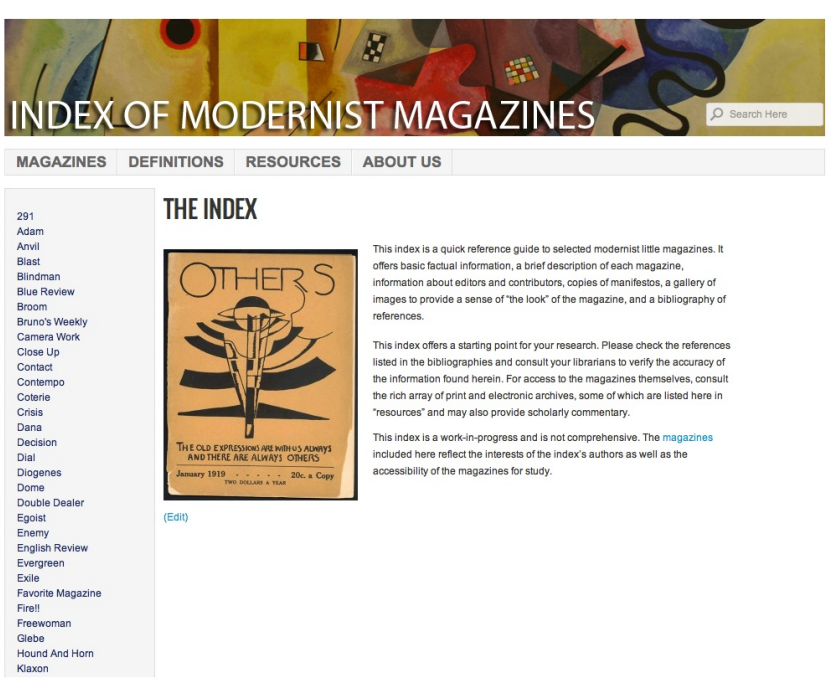
undergraduate learning while furthering scholarship in new areas of study. It also attests to the value and importance of bibliographic research in an era of proliferating digital information and archives. This case study discusses the pedagogical practices that make the Index a model of sustainability, scope, rigor, and impact for undergraduate work in the digital humanities.

CASE STUDY

With their emphasis on small classes, student-faculty relationships, interdisciplinary study, and undergraduate research, liberal arts colleges seem like ideal environments for the digital humanities. Yet as Bryan Alexander and Rebecca Frost Davis point out, liberal arts campuses often lack the resources, infrastructure, and emphasis on research needed to generate and sustain digital humanities projects. Alexander and Davis recommend that liberal arts colleges should forge a "separate path" in digital humanities: "one based on emphasizing a distributed, socially engaged *process* over a focus on publicly shared *products*."[1] Working at Davidson College, a small, private, liberal arts college in North Carolina, we appreciate their recognition of the specific challenges we face in the field of digital humanities. Like the small colleges they discuss, we do not have a "center" or department of digital humanities and have only recently hired our first tenured faculty member specializing in the field. Our primary focus is on teaching, and the liberal arts commitment to a broad-based education means that our students are more likely to diversify their interests than to specialize: their commitment to a given topic or project may last only a semester, until the next set of courses demands their time and attention. Yet even without the benefits of a digital humanities center, department, or grad-

uate student body, we have forged a path that combines a collaborative learning process with a publicly shared digital product. Our experience suggests that digital products need not be sacrificed in service of the learning process, but can be tailored to complement and enrich undergraduate education. Moreover, given their potential broader impact, digital projects should be afforded the same dedication to rigor that we apply to the marriage of process and product in writing instruction. The key to the successful union of process and product in digital humanities is collaboration.[2]

Since 1999, several generations of Davidson College students have contributed to an online, open-access bibliographic database, the Index of Modernist Magazines, as part of a collaborative research seminar on modernism in magazines. Working closely with a professor, a librarian, and an instructional technologist, students in the seminar identify little magazines to research and add to the database.[3] The student-authored *Index* now includes sixty magazines and has become a research tool used by professors, graduate students, and undergraduates in the U. S., Canada, the U.K, and Australia. The *Index* offers a model of how faculty, librarians, and instructional technologists can collaborate to create, support, and sustain undergraduate digital research projects that promote student learning while furthering scholarship in new areas of study. It also attests to the value and importance of bibliographic research in an era of proliferating digital information and archives. As Jerome McGann argues, in the digital age, "textual and editorial work are once again being seen for what they are and always have been: the fundamental ground for any kind of historically-oriented intellectual work."[4] This textual and editorial work of philology, which includes bibliographic research, is intellectual effort eminently suited to undergraduates and readily fitted to digital products.



The Index of Modernist Magazines (2012 – present), http://littlemagazines.davidson.edu

PARTNERS

The success of our project is due to the innovative design of the seminar and the ways in which a librarian (Susanna Boylston), an instructional technologist (Kristen Eshleman), and a professor (Suzanne Churchill) partner to support it. We each draw upon our respective areas of expertise to help students learn how to conduct primary research, organize bibliographic data, and use new digital media to share their findings. In this paper, we discuss pedagogical practices that make the *Index of Modernist Magazines* a model of sustainability (the project is ongoing and ever-expanding), scope (it is manageable for students while also requiring significant research), impact (it allows students to contribute original work to a vibrant, expanding field of scholarly inquiry), and rigor (it sets high standards for scholarly accuracy, stylistic consistency, and visual design). But the success of this

project may be less instructive than the obstacles encountered along the way. Research in positive psychology shows that if you only see a successful outcome, you are likely to conclude that the venture is unattainable for you. But according to psychologist Ellen Langer, "[b]y investigating how someone got somewhere, we are more likely to see the achievement as hard-won and our own chances as more plausible."[5] This paper recounts the story behind the *Index*, including mistakes made and lessons learned along the way. By demonstrating that our achievement has been hard-won, we hope you will see your own goals as more attainable.

DESIGN

In his manifesto for "Post-Artifact Books and Publishing," Craig Mod observes that, "Everyone asks, 'How do we change books to read them digitally?' But the more interesting question is, 'How does digital change books?'"[6] The *Index of Modernist Magazines* was born out of Churchill's desire to see how digital could change one particular book—Frederick J. Hoffman, Charles Allen, and Carolyn F. Ulrich's *The Little Magazine: A History and a Bibliography*. Cary Nelson asserts that this 1946 volume "remains the single most useful source for the study of modern literary magazines," and Mark Morrisson hails it as "an indispensable resource for anyone delving into the sometimes arcane world of modernist magazine publication."[7] Conscious of the book's strengths (so much information in one compact, searchable volume), as well as its weaknesses (the neglect or exclusion of women, African Americans, and political radicals), Churchill envisioned an online, expandable, hypertext version that would not only fill these gaps, but also supply color illustrations of the rich visual culture contained in little magazines and create hyperlinks between them, digitally mapping the intricate web of modernism. Like the celebrated Homer Multi-Text, this digital project originated in a revered work of print scholarship, seeking to use digital tools to overcome the limitations of a print refer-

ence and teach undergraduates that they can make genuine contributions to scholarship.

IMPLEMENTATION

Phase 1: "On Lines: The Web of Modernism" (1999)

Churchill did not have much technological expertise at this point, and she knew she could not realize her vision on her own. She sought out Susanna Boylston for help locating and getting access to little magazines, and Kristen Eshleman for advice and assistance with the website construction. To recruit a team of student workers, she designed a new seminar called, "On-Lines: The Web of Modernism," with a focus on poetry and the goal of using little magazines to recover links between Anglo-American modernism, the Harlem Renaissance, and leftist political poetry. The course was a fairly traditional seminar, with a strong literary focus and a large packet of readings. Although the seminar thematically linked the construction of the website to the goal of tracing lines of connection between disparate modernist movements, structurally, the digital database was an add-on to a traditional course design.

In this first attempt, Churchill did not have a clear vision of what the website would look like. She conceived it as a repository of factual information, but thought the students should have freedom to express the styles and personalities of the individual magazines in the designs of their respective web pages. At the outset, she required each class member to be responsible for composing two informational web pages: one about a little magazine and one about a related writer. Once they created these pages, they would collaborate to create hyperlinks between them. To provide students with necessary technical training, she set aside one three-hour seminar meeting for a workshop on "introduction to web-authoring."

Modernist Little Magazines HomePage

Broom
Camera Work
Contempo
Close-Up
The Crisis
The Glebe
The Egoist
The Liberator
The Little Review
The Masses
Opportunity
Others
Poetry
Seven Arts
Transatlantic Review
Transition

This website will provide information about modernist little magazines, linking three contemporaneous traditions that are usually studied as separate and distinct: Anglo-American modernism, the Harlem Renaissance, and political poetry from the 1920s and '30s. The website will address key figures from each movement--modernists such as T.S. Eliot, James Joyce, Mina Loy, Ezra Pound, and Gertrude Stein; Harlem Renaissance writers such as Sterling Brown, Countee Cullen, Langston Hughes, and Jean Toomer; and political activists such as Edna St. Vincent Millay, Carl Sandburg, and Genevieve Taggard. It will also include information about such transitional and unclassifiable figures as Kay Boyle, Bob Brown, Nancy Cunard, Lola Ridge, Carl Van Vechten, and the notorious Baroness Elsa von Freytag-Loringhoven, whose Dada performance art defied not only the boundaries between artistic traditions, but also the very division between modern art and life. By returning to the little magazines that provided the publishing base for these revolutionary writers, we will recover "links" between diverse modernist movements. Using technology to support our theoretical aims, our website will demonstrate how common influences, aesthetic affinities, political sympathies, and unorthodox attitudes and behaviors entangle disparate writers, artists, and activists in the complex "web" of modernism.

This website will be written and designed by students participating in the seminar, "On Lines: The Web of Modernism" (ENG 487, Fall 99) in consultation with Suzanne W. Churchill, Assistant Professor of English, Davidson College.

View syllabus for "On Lines: The Web of Modernism" (ENG 487, Fall 99) | Return to S.W. Churchill's home page

The Index of Modernist Magazines (1999 – 2004).

Phase 1: Lessons learned

1) Collaborate with librarians to gather relevant resources. Boylston was able to acquire microfilm collections of little magazines that expanded our library's holdings exponentially, allowing students to select from a broad range of magazines. Today, searchable digital archives such as the Modernist Journals Project, the Modernist Magazines Project, and the Blue Mountain Project provide access to more and better quality reproductions of little magazines, but librarians are still valuable partners for researching new digital resources. In fact, the sheer proliferation of digital information available today makes partnering with librarians more essential than ever.

2) Budget more time for repeated sessions dedicated to technical training and support. Although students are catching on faster every year and some now come with experience in web-authoring, their skill levels are inconsistent. They may also have techno-

logical fluency, yet lack crucial digital literacy skills in evaluating and designing online resources.

3) Scale back on literary content to allow time to discuss and theorize web content: teaching three branches of literary modernism, poetry reading skills, methods of periodical studies, and digital writing was simply too much to cover in a single seminar. The problem of syllabus overload is articulated by Alexander and Davis when they ask, "How can digital humanists assemble the combination of skills and technology infrastructure needed to conduct digital humanities work such as coding, media production and aggregation, and the creation and development of information architecture, not to mention conducting the essential work within a humanities subject?" Their answer involves scaling back in order to "limit the scope and scaffold the learning process." For Alexander and Davis, that means establishing a "process-over-product focus,"[8] but we were able to balance process and product by limiting the humanities content and scaffolding the technology learning curve. Having well-designed information architecture in place allows students to contribute to a digital humanities product, as they gradually acquire understanding of its infrastructure.

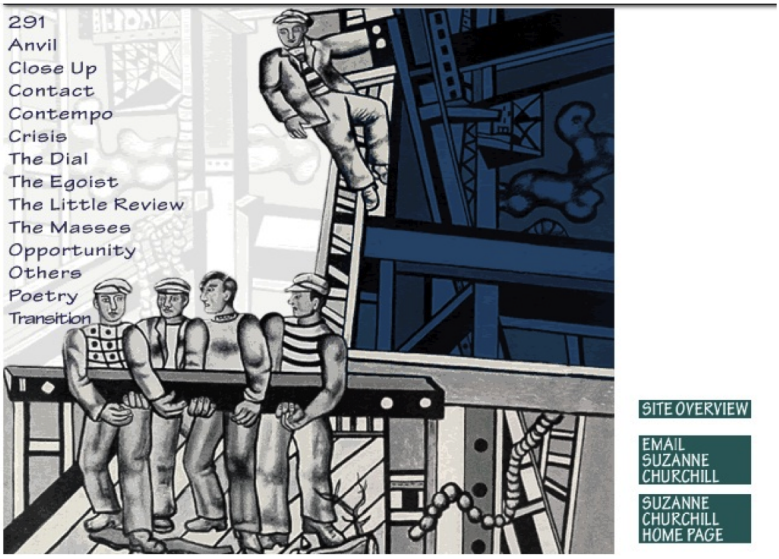
4) Establish a clear rubric and set manageable technological goals. To be useful and legible, an online, multi-authored database requires consistent formatting, style, and content. When students tried to reflect the individual aesthetics and ethos of their respective magazines in their web pages, the result was visual chaos in the collective website. Churchill also had to drop the idea of author pages, because getting the magazine pages created, written concisely, and formatted consistently was sufficiently challenging. Making and maintaining links between pages proved too complicated and served a function more easily fulfilled by a search engine.

5) Rather than trying to anticipate and prevent such "mistakes," expect them and welcome them as part of the discovery process.

Phase 2: The Web of Modernism (2004)

In the second version of the seminar, Churchill moved little magazines front and center, reducing the emphasis on poetry. In an attempt to recreate the tangible pleasures of reading and handling little magazines, she made spiral-bound photocopies of single issues of selected little magazines. For example, students read Mina Loy in *The Little Review*, Claude McKay in the *Liberator*, and Langston Hughes in the *Crisis*. In this second attempt, Churchill had a clearer vision of the website as a bibliographic database, called "Housing Modernism: A Bibliography of Selected Little Magazines."

The college hired local freelance web designers to re-design the site on a Dreamweaver platform, and they came up with what at the time was a sophisticated, professional-looking layout. To develop students' digital literacy skills, Churchill and Eshleman scheduled a "design workshop," a "training workshop," a "computer lab session and conference," as well as several optional lab sessions. Hoping to link the work on the website more closely to their students' research papers, they also added a journal of undergraduate research to the website, where students would publish their final research papers.



The Index of Modernist Magazines (2004 – 2007)

Phase 2: Lessons learned

1) A professor teaching full-time should not try to run a small press. The spiral-bound, photocopied magazines failed to capture the thrill of reading little magazines. The print quality was poor, aesthetically unappealing, and difficult to read. The increasing availability of full-color digital facsimiles only heightens the inadequacy of bound photocopies for capturing the aesthetics of little magazines.

2) A professor teaching full-time should not try to edit a journal of undergraduate research single-handedly. *ELM* (*Essays on Little Magazines*) was attractive and functional but lacked necessary peer review mechanisms. Churchill did not have the time to edit and fact-check the students' research papers. When a respected colleague complained that a student had misrepresented his work, she decided to take the journal down and focus the site exclusively on bibliographic data about the magazines. Although misrepresentation of scholarship may be endemic to the humanities profession, the potential for gross misinterpretations is

greater among amateurs. Christopher Blackwell and Thomas R. Martin recommend that, instead of asking our students to take on "a diluted version of professional scholarship," we are better off having them "undertake the too often ignored task of ascertaining and explaining primary evidence"[9]—or in our case, the tasks of locating, researching, interpreting, describing, and presenting print artifacts. Instead of trying to turn undergraduates, most of whom will not go on for Ph.D.s, into miniature professional scholars, we can set them to work on information gathering, analysis, and synthesis—tasks well within their ken, yet still intellectually challenging.

3) Bibliographic research is just as valuable as critical essays. To embrace the value of bibliographic research, we must, as D. F. McKenzie argues, broaden our definition: "bibliography is the discipline that studies texts as recorded forms, and the processes of their transmission, including their production and reception."[10] Bibliography thus involves the study of not only print objects, but also their history and the cultures that produce and consume them. Bibliography is increasingly important in the digital age, when the sheer volume of data available at our fingertips makes the task of curating and organizing information more crucial than ever. Undergraduates have the ability to gather, organize, and present such data, and in the process, they acquire skills in digital literacy, including the importance of metadata. By undertaking bibliographic research, students can contribute to scholarship while learning practical, portable skills that can be applied outside academia.

4) Collaboration with instructional technologists is essential. The extra technical support paid off doubly, because Kristen Eshleman taught both the students and the professor to use Dreamweaver, to understand metadata, and to write appropriately for web publication.

5) A well-designed, well-researched, and well-organized data-

base is a valuable resource, and investment yields surprising dividends. The professional-looking website attracted notice across the country. Out of the blue, Churchill received an email message, flagged "important," from a man who had original copies of *Close Up* and *The Mask* from 1927-30. The magazines had belonged to his deceased father, and he was looking for a library to donate them to. He was even willing to pay shipping expenses. Alexander and Davis assert that "undergraduates can play an important role translating our digital humanities work to the general public";[11] in this case, their digital project also allowed someone from the general public to give resources back to humanities research.

6) Communication and collaboration with librarians is essential. As much as these magazines seemed like manna from heaven, libraries cannot accept unsolicited donations without considering the costs, maintenance, and storage needs to house the acquisitions. Fortunately, our library was willing and enthusiastic. This unexpected donation sparked the beginning of a growing collection of original issues of little magazines, an effort driven by Boylston (see below), which proved to be a far better way to ignite student interest in the materiality of little magazines than the spiral-bound photocopies.

Phase 3: Modernism in Black & White (2007)

In the third iteration, Churchill redesigned the course completely, based on a model developed by John Wertheimer, a history professor at Davidson College. Wertheimer taught a collaborative research seminar on legal history and had published a collection of essays based on his collaborative research with undergraduates. He generously supplied his syllabus and accrued wisdom, which Churchill adapted to the topic of modernist little magazines. Perhaps it was the excitement of thinking that her own research interests might dovetail with her students' investigations, but she forgot the lesson about the need to scale back on

literary content. She designed her most ambitious seminar yet: "Modernism in Black & White," a course investigating both the print culture and the race issues that shaped modernism. Utilizing modernist magazines to challenge the "color line" dividing modernism and the Harlem Renaissance, the seminar had four main components:

1. critical reading and student-led discussion of modernist texts, periodicals, and criticism;
2. a collaborative research paper written jointly by members of the seminar;
3. an individual research paper;
4. expansion of the student-authored web-site, "Little Magazines and Modernism: a select bibliography."

The collaborative paper(s) were to be submitted for presentation at an aptly timed scholarly symposium on "Modernism Beyond Little Magazines," hosted at the University of Delaware later that semester. The ultimate aim, after further collaboration with the professor, was to generate a publishable article.

The weekly, three-hour seminar meetings were divided into two parts: the first half focused on masterworks of modernism and the Harlem Renaissance, and the second half was devoted to the collaborative research project, with carefully sequenced assignments, including a topic proposal, an exploratory "think piece," primary and secondary source note cards, a scholarship review essay, section drafts, a full draft, and a final paper. Each week, students would read the assigned texts and complete the next step in the research paper. In theory, the two halves of the course would fuse into a harmonious whole, with the readings providing a foundation in modernism and the Harlem Renaissance, and the collaborative research unearthing connections between the two movements. In practice, the two parts often competed for attention. Scarcely had the class begun to scratch the surface of *Souls of Black Folks* or *Jacob's Room*, when it would be time to turn

their attention to periodical studies and collaborative research. The digital component also was not sufficiently integrated into the course. The students did not choose research projects related to their work on the website, so here again the two enterprises competed with one another. Although the seminar ultimately met its goal of producing a published, multi-authored article, it was splitting at the seams, straining under the weight of its own ambitions.

The Index of Modernist Magazines (2007 – 2012)

Phase 3: Lessons learned

1) Collaboration remains essential, and works even better when students are involved and collaborating with each other. They can do so much more. The research topics this semester were original and ground-breaking: youth culture in *Crisis* and *Fire!!*,

and the rise and fall of Japan as an influence on American modernism. Although the study of youth culture in *Crisis* and *Fire!!* eventually got published, at the end of the semester, everyone was exhausted, and the course evaluations were cranky.[12]

2) You cannot simply add on periodical studies to a traditional great books course on modernism. You cannot build a modernist canon and break it down with the magazines, all in one semester. Set realistic goals, especially when forging new territory.

3) IT staff and librarians are not just technical support; they are intellectual partners. Churchill would have given up on the *Index* if it were not for Kristen Eshleman, the director of instructional technology. She provided vital intellectual energy when Churchill felt most depleted. Eshleman introduced Churchill to the bourgeoning field of digital studies and helped her see that the project was not marginal, isolated, or futile, but part of a growing trend in humanities. On a small campus, it is easy for professors to feel as though they are lone practitioners of digital humanities. Instructional technologists bring important professional knowledge to the table that can help link professors to a broad, interdisciplinary community of educators. And of course, instructional technologists also provide practical expertise and knowledge of new platforms and tools in a rapidly changing digital environment. Eshleman suggested simplifying the website design and title, and migrating it to a blog platform, which made the work of expanding and maintaining the site much more manageable. It also enabled us to scaffold the technology side of the learning process: with a WordPress platform, students can learn to post without needing to know how to code. Finally, Eshleman also supported Churchill's effort to get funding for a summer research assistant to fact-check and edit the site for accuracy and stylistic consistency.

Susanna Boylston was also a crucial ally, trolling eBay and "winning" originals of the *Liberator*, and forming contacts with rare

booksellers who notified her when they came across magazines that might be of interest to us. The original issues she acquired, now preserved in Davidson's Special Collections, offer students the tactile pleasures of handling individual little magazines, as they turn to ever expanding digital archives to examine the full runs. We are fortunate because the Davidson College library is not organized like many research libraries, with separate budgets or line items for acquisitions of periodicals. Instead, we have one big budget that enables us to take advantage of acquisition opportunities. The opportunity cost for acquiring original copies of little magazines is quite small. It typically costs $100 – $250 for a single issue, which is comparable to the cost of an academic book or a video with public performance rights. Acquiring original print copies requires no investment in equipment for reading it (and relieves us of the misery of poring over microfilm). The magazines can be digitized but do not have to be. As a small library, we are also not burdened by the expectation that we acquire complete runs. In fact, we are more interested in individual copies and are developing a collection with samples of a broad range of modernist magazines. We want students to get their hands on originals—to have a tangible access to history. Working with originals also encourages students to think about differences between the print and digital forms when they turn to digital archives to further their research. Using digital archives thus does not have to mean losing touch with print artifacts, but can actually emphasize their value.

Working Model: "Modernism, Magazines, and Media" (2012)

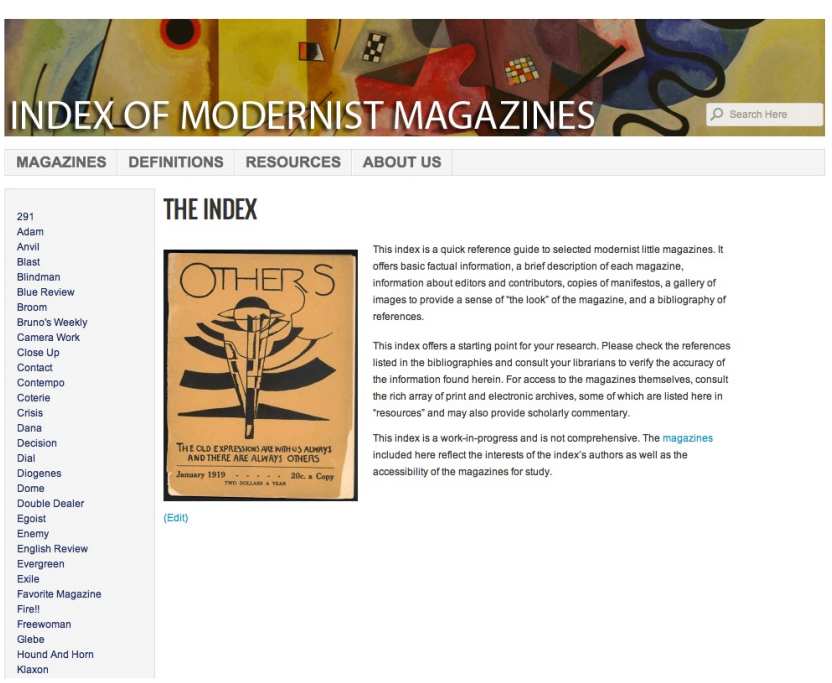
In the most recent iteration, we think that we have arrived on a model that works. Migrating the entire seminar to WordPress was an important move, because it enabled us to successfully integrate the website expansion into the coursework, all of which is now conducted on a WordPress website. Churchill used to dismiss blogs as "blah, blah, blah"—vehicles for self-indulgent blather—but prodded by Eshleman, she came to recognize the

intellectual potential of blogging. As Kathleen Fitzpatrick points out, "the blog is not a form but a platform… [It is a] stage on which material of many different varieties—different lengths, different time signatures, different modes of mediation—might be performed."[13] The blog has become the stage not only for the retitled, redesigned *Index of Modernist Magazines*, but also for the course work leading to the collaborative research project.

The seminar, now called "Modernism, Magazines & Media," begins with a six-week mini-course on modernist periodicals and digital media, in which students post short assignments to a website, and add a new journal to the *Index of Modernist Magazines*. The first half of the course introduces students to modernism, methodologies of periodical studies, digital media, and bibliographic research. That is still a tall order, but Churchill is no longer teaching a modernist canon and then asking students to subvert it. Instead she lets them discover and define modernism on their own. Students purchase copies of modernist magazines currently available in reprint editions: *Blast*, *Fire!!* and *Survey Graphic*. They also work with the originals in our library collection and use digital magazine archives.

The second half of the course is devoted solely to the collaborative research projects. Students propose research paper topics, vote on them, form teams, and embark on a collaborative research project on modernist magazines. With this arrangement, the bibliographic work on the *Index* lays a foundation of research, writing, and technology skills that they continue to develop through their collaborative research projects. Although students may aim to collaborate with Churchill to produce a publishable article, they can also seek out online publication venues that do not require the same level of research, revision, and professional peer review. Indeed, students may use their heightened digital literacy skills to discover publication opportunities and platforms that their professors are not aware of. They may also be discovered by other scholars, as when an undergrad-

uate in the seminar received an invitation to submit an essay she had published on the course blog for inclusion in a scholarly volume.



The Index of Modernist Magazines (2012 – present), http://littlemagazines.davidson.edu

Working Model: Lessons Learned

1) Let go of the controls. Entering the world of modernist magazines requires you to go into unchartered territory, where you are no longer the expert. One group wrote about the pulp magazine, *Ranch Romances*, which was way out of Churchill's field. The bourgeoning field of modern periodical studies is also new and vast enough that an undergraduate has the capacity to contribute original research. In entering this field, the students not only produced "popularizing" scholarship—what Blackwell and Martin describe as work "aimed at bringing a topic to the less-informed masses"[14]—but also investigated popular cultural

forms that have historically been denigrated and neglected by scholars.

2) Allow digital tools to transform what you do. Instead of simply asking, "How do we change our scholarship to publish it digitally," we should follow Mod's lead and ask the more interesting question: "How does digital change scholarship?"[15] In this case, Churchill realized that going digital meant letting go of the "hierarchies of expertise" that limited the path to publication to collaboration with her.[16] It was Kristen Eshleman who prodded her to let go of her academic and print cultural biases, asking: "Why do students have to seek publication through collaboration with you?" In attempting to answer this question, Churchill realized that she wanted control over the students' final product in order to guarantee a certain level of expertise before their work would be made public. But once students started publishing their research findings on the course blog, Churchill was contacted by a professor who was editing a volume on pulp magazines and wanted include a student's essay on *Ranch Romances*. By delving into the rich but understudied realm of the pulps, this student had acquired knowledge and expertise Churchill and many other academics lack—and her research was publication worthy without professional intervention.

ENG473 companion course hub (2012), http://sites.davidson.edu/modmags/

CONCLUSION

Digital platforms are changing the nature and process of scholarly publication, opening up new possibilities. Reflecting the networked structure of the Internet, digital scholarship moves education toward "connectivist" learning. As George Siemens argues, "learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing."[17] As digital networks alter consumption of information and creation of knowledge, the roles of educators and students change as well. Siemens describes this as "blending the concept of educator expertise with learner con-

struction."[18] The blending of the roles of teacher and student transforms a once hierarchical relationship into a more collaborative one. Cathy Davidson and David Goldberg observe that, "the relative horizontality of access to the Web has …flattened out contributions to knowledge making, …making them much less the function of a credentialed elite and increasingly collaboratively created."[19] Scholarship in a digital age is no longer a hierarchical enterprise governed by experts with Ph.D.s and institutional titles, but a democratic, open exchange of ideas, in which all creative, intellectual minds are welcome, regardless of reputation or credentials. Come to think of it, the digital age of modernist studies is starting to resemble the print culture of modernist little magazines. Then, as now, collaboration across disciplines stimulated creative production and generated hundreds of new publication platforms of all shapes, sizes, and dispositions. These public platforms fostered artistic alliances and intellectual networks, generated new forms and genres, and transformed processes of knowledge production and exchange.

To document the full range and diversity of modernist little magazines, we look forward to collaborating with other colleges and universities, allowing their students to work with their own professors, librarians, instructional technologists, and archives—and with us—to expand to the *Index*. In this way, we might extend what Davidson and Goldberg call "participatory learning"[20] beyond the borders of our small college campus. Partnering with other institutions would allow us to grow the *Index* at a faster pace than we can with a single seminar offered every other year, which adds, on average, six magazines per year. It also opens up possibilities for undergraduate peer review and exchange across institutional borders. Davidson and Goldberg argue that academic institutions should be rethought of as "mobilizing networks" that stress "flexibility, interactivity, and outcome,"[21] but if we want our digital scholarly products to have credibility, we must balance openness and flexibility with a commitment to schol-

arly rigor and consistency. While it is tempting to reimagine the *Index* as a Wikipedia-like public collective, such a model has limitations for an undergraduate digital humanities product. An undergraduate project has greater chance of success if its scope is limited, but a narrow focus reduces the number of participants available to provide quality checks and corrections. The *Index* is currently designed to give individual authors ownership of their pages, with a by-line at the bottom of each page. This by-line not only holds individual students accountable for upholding the scholarly standards of the *Index*, but also allows them to get academic credit for their work and to showcase that work to future employers, fellowship providers, and graduate programs. In the future, we may want to let go of this system of acknowledging individual authors and instead embrace a self-regulating network of anonymous collaborators. We proceed with cautious optimism, however, because, just as we seek to marry a sustainable digital product with the undergraduate learning process, so we seek to balance our desire to innovate and expand our horizons with a commitment to preserving academic rigor and integrity.

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Notes

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2. We would like to thank Kathryn Tomasek for joining the collaboration by reviewing this essay and providing excellent insights and suggestions, and Amanda Hagood for facilitating the exchange. This special issue of *Transformations* is itself a model of innovative collaboration in digital humanities scholarship, and we are grateful for the opportunity to be a part of it.
3. Suzanne Churchill and Adam McKible define little magazines as: "non-commercial enterprises founded by individuals or small groups intent upon publishing the experimental works or radical opinions of untried, unpopular, or under-represented writers. Defying mainstream tastes and conventions, some little magazines aim to uphold higher artistic and intellectual standards than their commercial counterparts, while others seek to challenge conventional political wisdom and practice." Churchill, Suzanne W., and Adam McKible, eds. *Little Magazines and Modernism: New Approaches*. Aldershot: Ashgate, 2008, p. 6.

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CASE STUDY #6: HYBRID COURSES

Facebook Groups and Student-Driven Learning in a Hybrid Course: Media in Asia at Furman University

TAMI BLUMENFIELD

ABSTRACT

This case study examines practical and logistical elements of teaching a flipped-classroom, hybrid version of a general-education, Asian Studies course at Furman University, a liberal arts institution that emphasizes faculty-student interaction. The case study delves into student responses to the freedom provided by the course requirements and the implications of using Facebook as a learning management system. Finally, the case study analyzes the role of courses like Media in Asia at a residential campus like Furman University and the broader role of hybrid pedagogy in the liberal arts context. It concludes with recommendations for institutional support of hybrid course initiatives.

INTRODUCTION

Furman University prides itself on being an engaged learning, liberal arts institution with extensive faculty-student interaction. 96% of students live on campus, leading some to question

whether reducing face-to-face instructional time makes any sense pedagogically. Coming from a large public university that encouraged faculty to create hybrid courses, and seeing the creativity and freedom that offered both students and faculty, I wanted to experiment with the format in this new institutional environment. Would it still be effective? What adaptations would be necessary, and how would students react to this different course format?

This chapter explores these questions by examining Media in Asia, a blended learning course I taught first in the International Studies program at Portland State University in 2011 and significantly adapted in 2013 for the Asian Studies program at Furman University. The class size decreased from 35 to 25, the number of weeks increased from 10 to 16, the learning platform changed from Desire2Learn (D2L) to Facebook, and the assessment activities were transformed, incorporating rubrics, self-assessments, and peer assessments. The overall course structure remained the same, with one class meeting each week and students assigned to choose their own media selections to meet learning objectives.

The following section delves into some pedagogical assumptions behind the blended learning movement and presents some claims about its effectiveness.

BLENDED LEARNING, COURSE DESIGN, AND PEDAGOGICAL ASSUMPTIONS

> *"The focus of instruction in most hybrid development programs is on course design or course redesign. For hybrid, focusing on design is very important since a significant portion of learning takes place outside the classroom." (Caulfield 2011: 61)*

Many advocates of hybrid pedagogy emphasize that a course must be extremely well designed to survive the transition from face-to-face to online, even partially online, instruction. This was a central organizing principle for the hybrid-teaching workshop

I participated in at Portland State University in 2011. Facilitated by Janelle Voegele and Michael Chamberlain, with Aifang Gordon, Vincent Schreck, and Mark Terui at Portland State University, the quarter-long workshop was a required part of an Academic Innovation Mini-Grant and was an extremely important catalyst to develop a first iteration of the Media in Asia course discussed in this article.[1]

The workshop emphasized that instructors must ensure that learning objectives are clear. They must carefully think through what preparation students must undergo before a class session, planning assignments and class sessions well in advance. Though important, logistical elements like developing online calendars and creating redundancy in online learning platform layouts so that students can clearly (and quickly) know where to find information on upcoming deadlines and course activities were given secondary priority in the workshop.[2] These technical elements could fall into place relatively easily, but creating a robust, coherent, effective course could not happen without a thorough reexamination of pedagogical strategies. With this in mind, blended learning becomes not only a new way to organize a class, but also represents an opportunity to radically reorganize instruction (and hopefully improve it).

In a blog post, Mike Winiski from the Furman Center for Teaching and Learning also emphasizes that blended learning discussions are fundamentally discussions about something broader:

> There's been a great deal of chatter recently about the "flipped classroom" and "blended learning." If we're to have deeper dialog, I think it's important to note that the real conversation is about design. Effective teachers strive to design environments (whether physical or digital) that set the stage for in-class interactions that are rigorous, robust, analytical, dynamic and lead to deeper learning. (Winiski 2012)

Winiski goes on to note that the Learning Cycle of "exploration,

reflection, conceptualization, and application" (see Kolb 1984) offers a good framework for designing courses that promote these interactions (2012).[3]

Figure 1. The Kolb Learning Cycle. Image developed by Clara Davies and Tony Lowe, http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php.

THE CONSENSUS ON COURSE DESIGN AND LEARNER-CENTERED PEDAGOGY

What are effective course design strategies? According to the teaching and learning consultants who have guided my early teaching career, they include learner-centered pedagogy and draw heavily on L. Dee Fink's course design principles (Fink 2003).[4] These principles involve designing a course around long-term learning goals, with shorter-term learning objectives crafted to make achieving the longer-term goals possible. They involve careful consideration of student-centered instructional strategies tailored to individual disciplines. And they require meaningful course activities.

One suspects that many college teachers remain in the transmission mode of 'covering' material, although this approach does not

lead to long-lasting knowledge retention. Persellin and Daniels address this as they explain the rationale for learner-centered instruction:

> Learning is not necessarily determined by what a teacher 'covers' in class, but also by students actively building an understanding of core concepts in their own minds. People learn most effectively when they are engaged in a meaningful and challenging activity. Students need to work, to solve problems so that they can teach themselves and construct a new understanding of the material. By being challenged and actively grappling with ideas, students learn more deeply. (Persellin and Daniels n.d.: 3)

Hacking Your Education (Stephens 2013) provides another perspective. A young man whose parents adopted an unschooling approach to his education and who subsequently found university education deeply disappointing, the author criticizes university undergraduate courses because they do not ask students what they wish to learn. Stephens argues that learning is more meaningful when students can shape their learning trajectories. While I suspect the uncollege approach he advocates would be better suited to some learners than others, his basic argument makes sense. Blended learning holds the promise of facilitating the student-directed learning he encourages.

I built significant flexibility into the course design for Media in Asia, offering even more choices for students after reading Stephens' book. I planned to take advantage of students' familiarity with sharing and commenting on information by incorporating Facebook into the course. Before I elaborate further on the design for this course, some notes on institutional support will provide the context for Media in Asia at Furman.

INSTITUTIONAL SUPPORT AND CONTEXT

Furman University has been a strong proponent of engaged learning for over a decade. Often, this takes the format of student-faculty research projects or internship opportunities,

but faculty are also encouraged to form close teacher-student relationships. Capping class sizes at 25 makes this instructional engagement more feasible than at an institution with large lecture courses, but getting to know 25 students well is often precluded by the limited time spent together during busy class sessions. As an assistant professor in an Asian Studies Department where courses must fulfill general education requirements and maximizing enrollment is a priority, I wanted to explore alternative ways to engage with students.

From March 2013 through July 2014, I participated in a Faculty Learning Community with other Furman faculty that explored promising practices for blended learning in liberal arts contexts, funded by an Associated Colleges of the South (ACS) grant.[5] Unlike the Portland State hybrid course workshop, with its carefully designed objectives and team of expert facilitators and instructional designers determined to shift a significant number of courses to the hybrid model, the Furman learning community was more discussion-based and exploratory. In different ways, all participants spent time rethinking what happens during the class session to maximize interaction during class.[6] I was the only member of the group who decreased face-to-face instructional time, partly out of recognition of the 'course-and-a-half' syndrome discussed in the Portland State workshop sessions: as faculty develop new ways to incorporate technology into courses but do not reduce readings or other class preparation requirements, the overall workload for both students and faculty can increase to unmanageable levels.

A major barrier to the development of hybrid courses is the time investment required, and support for curricular innovation from the Humanities Development Fund at Furman helped overcome that barrier by enabling me to dedicate time to planning the course. Additional resources that enabled me to develop the Media in Asia course included a weeklong course design workshop facilitated by Diane Boyd, which helped me make signifi-

cant changes to the course flow and assessment techniques, and support from university administrators.[7] Not all faculty at all institutions enjoy this level of philosophical, curricular, administrative, and practical support, and I consider myself fortunate to have developed the course under these conditions.[8]

COURSE EXPERIENCE: THE PRACTICAL AND LOGISTICAL ELEMENTS OF TEACHING A HYBRID, GENERAL-EDUCATION, ASIAN STUDIES COURSE

COURSE GOALS AND INNOVATIONS

Media in Asia met once weekly for two hours in Fall 2013 and offered students extensive choices for meeting the course and unit learning objectives, using Facebook groups to report on and discuss their progress and communicate with their peers. Two main course goals were to educate students to think critically about media and representation, including developing a better understanding of genres; and to familiarize them with some contemporary Asian societies through immersion in distinct Asian media forms. Also, I wanted students to enjoy learning about Asia, so that they emerged from the course still wanting to explore more and learn more. With these broad goals, untethering the students from the standard requirements to all watch the same films helped expand the amount of media that we collectively consumed. This broadened the viewpoints that we could collectively bring to the discussion in what Diane Boyd has called the "proliferation and accumulation" model of learning.[9]

Many weeks, students made their own choices about what Korean drama series, Chinese martial arts film, Japanese anime, or Bollywood film they would watch. After completing their viewing, they posted screenshots of the original media and analysis of what they watched in their designated Facebook group. Weekly class meetings involved discussions of the smaller group conversations and themes that emerged across groups, short introductions to new topics, opportunities to practice ana-

lyzing media components, self-assessments and peer assessments of assignments and projects, and time to collaborate with classmates on projects.

Learning Objectives:

By the end of this course, students should be able to:

- **Articulate connections between popular culture genres in various countries with distinct forms, national contexts, and histories.**
- **Learn about a range of contemporary Asian societies through watching media from those places, developing context and background for future interactions in Asia or with people from Asia**
- **Critically analyze arguments and associated claims in media and in discussions about media works.**
- **Develop media analysis skills.**
- **Critically analyze current events as reported in popular media.**

Figure 2. Media in Asia Learning Objectives. Detailed course description and goals are available here.

COURSE LOGISTICS

Media in Asia included independent and shared components that spanned the range of the Kolb Learning Cycle (Kolb 1984), presented in Table 1 and Figure 3.[10] My goal was to facilitate student learning in the constructivist style while keeping student contributions central (cf. Finkel 2000). But how did students per-

ceive the course experience? Could a hybrid course with Facebook groups, flexible assignments, and an emphasis on peer-peer interaction instead of instructor-centered teaching achieve its objectives?

Example #1	**Activity**	**Learning Cycle**
Independently	Students explored media, often choosing what they would watch or read.	Exploration
During Class Meetings	As a class, we discussed the smaller group discussions and themes that emerged across groups.	Conceptualization
Independently	After completing their viewing they posted screenshots and analysis in their designated Facebook group, along with links to additional information. Students commented on peers' posts and drew comparisons with their own viewing.	Reflection and conceptualization
During Class Meetings	I provided short introductions to new topics, asking those familiar with the topics to share their perspectives and viewing recommendations.	Conceptualization
Example #2	**Activity**	**Learning Cycle**
Independently	Students had opportunities to practice analyzing media components.	Application
During Class Meetings	I showed short clips, demonstrated how to analyze them, and gave students opportunities to practice.	Application
Independently	Students continued analyzing media components.	Application
During Class Meetings	We viewed and discussed clips that students brought to share with the rest of the class.	Reflection and Conceptualization
Example #3	**Activity**	
Independently		
During Class Meetings	Students had time to collaborate with classmates as they developed projects.	Application
Independently	Students prepared assignments, including comparison manga, concept maps, and PechaKuchas.	Conceptualization and Application
During Class Meetings	Students did self-assessments and peer assessments of assignments and projects, sometimes through gallery walks that showcased student work.	Conceptualization and Reflection

Table 1. Course activities conducted independently and during class sessions.

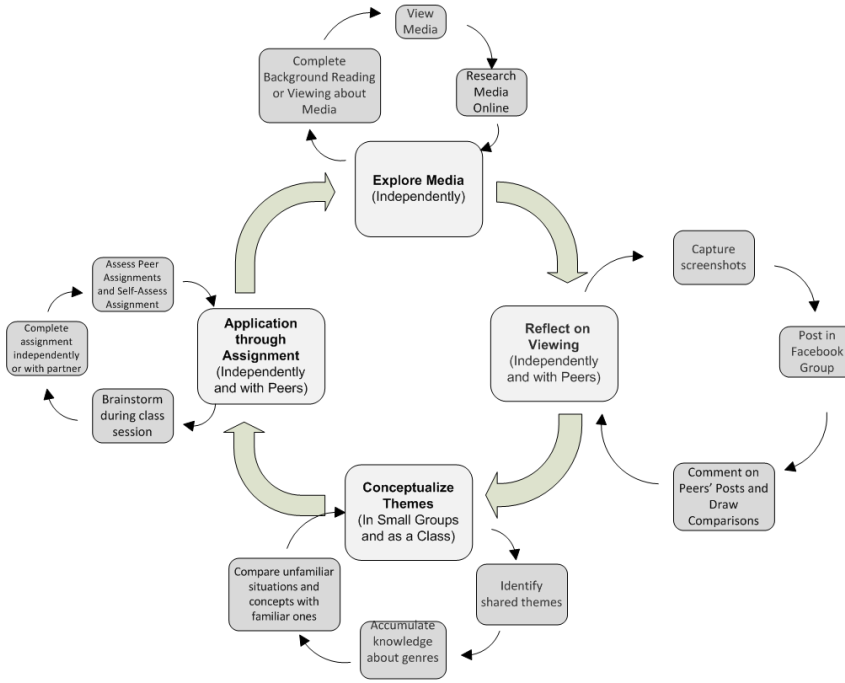

Figure 3. Applying the Kolb Learning Cycle

COURSE OUTCOMES:

USING FACEBOOK AS A COURSE MANAGEMENT SYSTEM

> *By using technologies that students are comfortable with like Facebook, faculty can create a powerful learning environment through the merging of the creative, collaborative, social, and interactive capabilities of this powerful platform.*
> (Fontana 2010)

In her discussion of hybrid learning logistics, Caulfield explores ambivalence among faculty about using social network tools like Facebook and Twitter as instructional tools (2011: 158-160). Opinions among both faculty and students range widely on this topic. I carefully considered the decision to use what is to many a distracting, purely social platform as a learning tool (Madge et al. 2009: 148-149), then decided that for a media course where

many of us watched different selections each week, the ability to see previews or thumbnails of images and videos would be extremely useful. Furthermore, the 'like' button and overall link functionality could be effective components of our discussion forum. As Fontana emphasizes above, Facebook is a powerful platform on many levels. Hocoy (2013) also found that using Facebook in a course offered unique engagement and a "different way of knowing."[11]

STUDENT OPINIONS ABOUT FACEBOOK: QUALITATIVE AND QUANTITATIVE FEEDBACK

> *I always give my best effort in this course. I try to analyze a media form as deeply and thoroughly as I can. I talk in class when I have something to say, and I probably could speak more often, but I think I am a lot more comfortable with discussing media through online Facebook groups than in class. Online, I am able to have more time to think before I type my opinion.*

Reactions to the Facebook Groups varied. Some, like the student whose midterm feedback is quoted above, found they provided a better way to express oneself than participating in face-to-face class discussions. Another student wrote on her midterm course evaluation, "Please please don't use Facebook groups. It makes everything confusing."[12] The vast majority of students, though, declared the groups to be either somewhat helpful or extremely helpful to their learning, as their responses to anonymous mid-semester and end-of-semester feedback survey questions indicate (see Table 2).

Qualitative data taken from introductions to students' Facebook portfolios, designed to reflect on their semester-long contributions and learning at the end of the semester, illuminate the quantitative survey data.[13] Three examples are given below.[14]

> This course utilizes Facebook in order to allow students to interact with each other real time away from the class. Because the majority of college students are active social media users, Media in Asia noti-

fications are visible to us in a form we prioritize. Our Facebook groups are made up of five to six individuals and serve as a platform to have casual discussions throughout the week on reading and viewing assignments. *The use of social media definitely integrates class material into our out-of-class lives in a more organic way than I've experienced before.* The groups are small enough that dynamics form throughout the class, and each member learns about fellow members' areas of interest. (MG, introduction to Facebook post portfolio)

I have to watch a movie/drama/anime, etc. for homework then I turn in my assignments via Facebook." This was the most refreshing statement I could repeat all semester. Aside the hearty laughter, though, there was more than just "watching" and "posting."

The watching took me behind the scenes, behind the camera and behind the director. While still viewing the same screen, I took notes of camera angles, how that specific angle made me feels [*sic*] as a part of a general audience. "Watching" allowed my eyes to become sensitive, color sensitive and prop-sensitive, noticing how the protagonist and antagonist are portrayed. "Posting" let me articulate my ideas and opinions of the films as I usually talked about culture and how culture affects the media style. It also allowed for good conversation with my classmates, again usually about culture, the economic culture, multi-culture, etc. *I was amazed by the different opinions people had the experiences they were willing to share and even just how they viewed the exact same media piece. I realized that just one viewpoint on anything, but especially media, must be cumulative instead of a narrow, one-sided viewpoint.* (JL, introduction to Facebook post portfolio)

I have written in total 19 posts! And each is half a page long! Dr. Blumenfield commented on every one of my posts and I have comments from my group members on Korean drama, martial arts films, and animation. *I feel so surprised as looking back, I have kept all my feelings and reactions in these Facebook posts along the way.* I think this is a wonderful experience to me. (LS, introduction to Facebook post portfolio)

Many students thus found the Facebook platform to be an effective way to engage with their classmates and articulate their own

ideas, and one they could take pride in at the end of the term. Further student comments, grouped thematically, are available here.

QUANTITATIVE FEEDBACK

To what extent have the use of Facebook groups and the emphasis on independent work affected your learning in this class?[15]

	Midterm Feedback (n=19)	Midterm Feedback Percentage	End-of-term Feedback (n=21)	End-of-term Feedback Percentage	Average Percentage
Very positive effect on my learning	9	47.4%	7	33%	40.2%
Somewhat positive effect on my learning	7	36.8%	8	38%	37.4%
Neutral	2	10.5%	4	19%	14.8%
Somewhat negative effect on my learning	1	5.3%	0	0	2.7%
Very negative effect on my learning	0	0	2	9.5%	4.8%

Table 2. Student opinions of Facebook and independent work. Note: percentages have been rounded to the nearest tenth.

Sixteen students reported that Facebook and the independent emphasis of the course had a very positive or somewhat positive effect on their learning at the course mid-point, and 15 students reported this at the end of the course. Given the small sample size and the increase in number of respondents for the final feedback, the percentage declined from 84.2% at the course mid-point to 71% at the end of the course. Two additional students joined the 'neutral' category and two moved to the 'very negative effect' category. Since 25 students were enrolled in the class, it is unclear whether the same 19 students responded the second time and were joined by two new students or whether a different subset of students responded. With these caveats in mind, however, the trends are clear: the majority of students appreciated the use of Facebook, and a smaller but significant minority found it did not help them learn.

COURSE OUTCOMES: STUDENT REACTIONS TO FLEXIBLE COURSE REQUIREMENTS

The combination of Facebook use and schedule flexibility contributed to deeper student engagement, meaningful peer-to-peer learning, and an accumulation of ideas that the class could develop and critique together. Students developed more sophisticated understandings of media, genres, and Asia. In an unexpected yet welcome outcome, the use of Facebook gave international students more opportunities to speak up and gave U.S. students more opportunities to listen.

DEEPER STUDENT ENGAGEMENT AND PEER-PEER LEARNING

The diversity and range of experiences that my students brought to Media in Asia surprised me. Although the entire campus had only 103 international students—less than 4% of the Furman student population—this class had 6 international students. Put another way, international students, all from Asia, comprised 24% of the class.[16] Indonesian, Korean, Russian, and Vietnamese transnationally raised students joined several Chinese students in the class. Several other U.S. students brought expertise as Japanese Studies, Chinese Studies, or Asian Studies majors; of these, a few had traveled to Asia. Other students contributed little relevant geographic knowledge, but shared disciplinary expertise in Communications Studies or other related fields.

Admitting that I did not know everything about all the course topics destabilized my authority and left me more vulnerable to student perceptions than if I had assumed an all-knowing air, but I felt it important that I explain this in part to encourage students to look to other students as sources of insight and knowledge.[17]

Some researchers of blended learning (Hocoy 2013) have noted that it can bolster peer relationships among students on large campuses where many students commute and have fewer oppor-

tunities to befriend classmates. While a residential liberal arts college offers numerous opportunities for students to get to know their classmates, the course still made a contribution. It encouraged collegial relationships, if not deep friendships, among members of groups that may remain distant across certain identity categories (Greek life participant or not, U.S. citizen or international student, etc.).

The other students' presence, and willingness to share how they felt, was felt most acutely when we studied documentaries created by Asian-American filmmakers. Students who shared that background offered their experiences and perspectives. For example, a Chinese student related how certain friends and classmates would walk up to him in the cafeteria, then make pretend kung-fu movements. Illustrations of this type of racist stereotyping really surprised the other students, and these powerful moments stayed with us following that day's class discussion: students referred back to them in subsequent Facebook discussion posts and informal discussions.

Some international students at Furman have voiced frustration that because of their emerging English language skills, they have felt treated like burdens inconveniencing their professors. Furthermore, they complained that U.S. students never took much interest in them, assuming they had little to contribute.[18] In this class, they had a lot to contribute and their contributions were highly valued. One of the international students commented:

> Throughout the semester, I have learned of various Asian media types and got to share some of my experiences with them. Being born and having grown up in Jakarta, Indonesia for half of my life, and being able to travel there every summer to visit my family, I was very fortunate to be able to share my experiences with my fellow classmates in this class. Not only did I grow up with some of these media types and thus grew accustomed to them, but I also got the rare chance of being able to seem them change over time. Being in the class not only pushed me to enhance my experiences and learn about these media types even more than my own personal knowl-

> edge, but also allowed me to share these experiences that I otherwise would not have realized I had.

Unfortunately, the instructor-centric design of many other courses, with synchronous discussions the primary opportunity for sharing ideas, precluded international students from developing the same levels of comfort in other courses. Many students faced either language barriers, timidity, or deeply socialized expectations that students should remain quiet in class while instructors lectured.

In Media in Asia, the asynchronous Facebook discussions gave students time to digest classmates' posts and develop responses with less anxiety. This contributed to the deep reflection advocated by the Kolb learning cycle. Being able to learn from international students also benefited students from the United States. One U.S.-born student commented: "I really like group discussion and when we discuss as a whole class. I really learn a lot from others who know more about the cultures of the various places we are learning about."[19] The peer learning permitted by de-centering the instructor's role and providing class time for students to share their thoughts thus contributed to fulfilling the objective about developing context and background for interactions with people from Asia.[20]

CONTENT FLEXIBILITY, SCHEDULE FLEXIBILITY, AND STUDENT ENGAGEMENT

> *Students whose style preferences are routinely ignored in the classroom are more likely to disengage from new learning. By failing to reach out to different learning styles, teachers increase the ranks of unmotivated, uncomfortable students in their classrooms. Conversely, students become more committed to learning when their styles are validated in the classroom.* (Silver et al. 2013)

Most students appreciated the freedom of being able to choose what to watch. (A list with suggested viewing options was provided, and students with knowledge of the media form were

urged to share recommendations with their peers.) One student commented that she learned to value her classmates' suggestions over her own haphazard choices.

At the beginning of the term, students took learning style assessments and posted about the results by way of introduction, along with some thoughtful reflection about how they would adapt their learning style to the course, for the group.[21] Eleven students presented as visual learners, five as tactile/visual, three as visual/kinesthetic, and only one as an auditory learner. That means twenty of the twenty-one students demonstrated visual learning preferences, albeit sometimes mixed with other modalities. With this information in mind, I sought to provide visual options for student work wherever possible.[22]

Even at a residential liberal arts college, the majority of students appreciated having class only once a week. Although they all lived on campus, they were busy with other classes, campus organizations, and part-time jobs or volunteer work; the format gave them added flexibility. Requiring evening media viewing sessions, as most film classes do, invariably results in some students being unable to attend and poses subsequent challenges in circulating media to those students. In Media in Asia, students could usually choose what to watch and when to watch it.[23] Some chose to complete viewing together, while others viewed it on their own. (Many discussed roommates wondering what they were doing, often jealous that they could watch dramas, anime, or Disney movies for their homework.) On two occasions when streaming media were relatively unavailable and DVDs required, I held screening sessions on Thursday afternoons; these were poorly attended but did have 3 or 4 students (out of 25).[24]

During the class sessions, we viewed some excerpts together. I used these opportunities to demonstrate the attentiveness and detailed analysis I expected from students during their independent viewing. Thus despite the flexible schedule, students

knew they were accountable for completing assigned viewing and reading. The Facebook posts and screenshots, following detailed prompts I gave each time, demonstrated their engagement with the assigned material.

Other faculty, upon learning of the flexible schedule I implemented, have expressed concerns that loosening control of synchronous instruction diminishes collective and concentrated learning. To these concerns, I respond that each instructor designs learning activities that best meet the objectives of the course. Since core objectives of Media in Asia are developing a greater understanding not of particular films and television episodes, but about genres themselves, and learning about contemporary Asian societies through examining their media, it was more important that the class accumulate broad knowledge of many films and episodes than that we intensely examined several media works together. Once students had completed their viewing, they shared what they learned through their Facebook posts, compared their material with others in small groups, then discussed it during class sessions with the larger group in the "proliferation and accumulation" model discussed above: students could better conceptualize genres after sifting through the knowledge accumulated by the entire class.[25] Furthermore, that knowledge became more meaningful precisely *because* it was generated by the students themselves.

End-of-term portfolio introductions and student comments demonstrated that this model of proliferation and accumulation, conducted in a way that gave students choices about what they viewed, helped students master the objectives described above. Students wrote:

> Over the course of the semester I have both expanded my knowledge of Asian media, as well as delved into the themes within them. As the class progressed I was able to notice frequent patterns within the different types of media and interpret them in different ways.

> I like the fact that this class gave us the flexibility to engage in areas we are most interested in.

Certainly, this course design, in terms of both the schedule and the assignment format, would not suit every class, but it worked well for this particular course.

SPECIAL CONSIDERATIONS FOR USING FACEBOOK: PRIVACY, LIABILITY, AND LOGISTICAL RECOMMENDATIONS

Using Facebook as a learning management system, a purpose for which it was not designed, takes some creativity and some tweaking. Maintaining student privacy requires special attention. Unlike Parker (2012), I am not comfortable using open groups on Facebook for required assignments, because requiring students to post publicly may violate the Family Educational Rights and Privacy Act (FERPA).[26] I started by creating "secret groups," then temporarily made them public until every student had found the group and joined. At that point, I changed the settings so that others could not see group members or the content of posts.[27]

I do not share the same fear of liability espoused by Mendez et al. (2014), who fretted about students appealing course grades because of perceived slights related to Facebook use.[28] After describing these situations, the authors caution:

> While Facebook can conceivably connect college students in group discussions, interact remotely, communicate with these classmates, and receive notification of upcoming assignments, most students do not find these very beneficial (Parry & Young, 2010) due to the nature of the SNS. Although a large number of college students are using Facebook, it remains a social, not academic, median [*sic*], enabling them to communicate with friends, relatives and other students. SNSs like Facebook show no indication of lower popularity. Given the dynamics, faculty may be tempted to meet students on their turf to facilitate engagement, but at what costs and liability? (Mendez et al. 2014: 7)

Although these authors seem to steer faculty away from Facebook use, I believe the costs are minimal and the liability can be mitigated. First of all, having all the instructor-student reactions recorded on Facebook would serve as a protection for the instructor in contested situations. Second, with Facebook increasingly becoming a tool for professional communication, it represents a form of digital literacy that is essential for young professionals.[29] Thus any problems that occur with Facebook use in the class could become teachable moments, where we discussed appropriate online etiquette and problem-solved together. Finally, because Facebook was an integral part of the course, I made it clear to students that they were welcome to withdraw from the class immediately without any consequence if they did not wish to participate in that system.[30]

I have been careful to maintain privacy by registering both my personal Facebook account and my official Furman University Facebook account. I use the latter for Media in Asia. I keep boundaries very clear: I established a separate Facebook account for university-related use, and I do not seek to 'friend' students. This became somewhat awkward when students sent requests to my personal account, but I am comfortable accepting friend requests on my professional account.[31] Outside of the Media in Asia Facebook Group, I rarely posted my own, personal status updates; those that I did post related to official university-related topics (e.g., upcoming campus events or departmental news) or, more rarely, academic information.

After an initial period with the entire class posting in one Facebook group, a process that became overwhelming nearly immediately, I divided students into four separate groups of 6 or 7 people. (I also retained the full-class group, using it to make announcements and to share key posts with the entire class.) One student later commented, "I am glad we decided to make smaller groups because I don't feel like I would have gotten the full ben-

efit because I would have been overwhelmed by all of the posts and would miss something important."

In the future, I will continue to use a full-class discussion in a limited way and have students post comments in smaller discussion groups of 5-7 people. I will also continue a practice begun about halfway through the course: a rotating member of each group was tasked with summarizing the group's posts and sharing them with the entire class, thus letting everyone gain some insight on the other groups' discussions.[32] I will begin this earlier in the term next time.

Finally, I will ask students to generate a class contract regarding Facebook use and etiquette after they complete a 'Facebook Groups Literacy' tutorial into the beginning of the class. (Not all students were familiar with the Facebook Group features.) This will address timely responses to posts and general protocol for using Facebook, something that may be particularly useful for students from countries like China that block access to Facebook. In addition to the class contract and the tutorial, in the future I will have points tied directly to timeliness of posts, because some students complained that classmates often posted late. This made it difficult for their classmates to respond as required.[33]

CONCLUSION

> *The assumed goal of higher education [is] learner-centered, empowering education that prepares students to be engaged, informed, lifelong learners and citizens. (Voegele 2013: 102)*

Designing and teaching Media in Asia has transformed my approach to education. Certainly, as with any first iteration of a course, certain elements worked more smoothly than others.[34] The next time I teach the course, I will know how to modify assignments and rubrics based on the first experience using them. I will soft-pedal my criticism of Disney films like *Mulan*,

which many of my U.S. students viewed as a personal attack on something they held dear. And I will better set expectations for my role on Facebook, explaining my timeframe for responding to student queries and posts and working with a student from the previous class to respond to student comments as well.[35] (Millenials expect "excellent customer service from the institution as well as its teachers" [Caulfield 2011: 128], something that can conflict with the busy lives of early career faculty.)

Can a hybrid of a face-to-face and asynchronous course be effective in a liberal arts setting? Absolutely. By giving a voice to students who frequently feel unheard, including international and introverted students, and by asking students to demonstrate and apply the knowledge of material they selected themselves by sharing it with their peers in a Facebook group, Media in Asia approached the lofty goals of higher education described by Voegele, above. As one student commented:

> Participation in all of these media forms let me know that I need to understand the background of a country before I even begin to judge its culture. What I wanted to understand the most is why Asian media is different from ours and how it is similar. The answer I have gathered is that each country has its own unique needs. It is my responsibility to appreciate these needs and compare them with those of my country. In the process, I will hopefully avoid misrepresenting a foreign culture myself.

Students thus left the class better prepared to be engaged, informed, lifelong learners and citizens. As an added benefit, now they know how to find Korean drama series and Bollywood films to watch in their spare time, too. I suspect Dale Stephens, the author of *Hacking Your Education* and advocate for "uncollege," would be pleased.

I would hesitate to move all instruction in a liberal arts format to an online format, because then students really miss out on the advantages of residing near their peers and being able to get

to know the instructor in person. But as Garnham and Kaleta (2002) have emphasized in their study of faculty experiences with hybrid instruction, the overall experience of student learning in that format is much stronger:

> Our faculty participants almost universally believe their students learned more in the hybrid format than they did in the traditional class sections. Instructors reported that students wrote better papers, performed better on exams, produced higher quality projects, and were capable of more meaningful discussions on course material. These qualitative assessments of better student learning are supported by quantitative data from the University of Central Florida, which show that students in hybrid courses achieve better grades than students in traditional face-to-face courses or totally online courses. (Garnham and Kaleta 2002)[36]

With this successful track record in mind, liberal arts institutions can rest assured that adopting well-designed hybrid course formats can be a step for improved student learning overall. The institutions can take certain steps to support instructors willing to dramatically redesign their courses and teach in this new format:

- Support course redesign, whether in the form of pedagogy consultants and instructional designers, or via intensive workshops;
- Recognize the significant time investment required to create effective hybrid courses, whether through summer stipends or teaching releases;
- Recognize the additional time necessary to effectively teach a hybrid course, through a reduced teaching load or by funding student teaching assistants to help with the course;
- Encourage creative experimentation, recognizing that blended learning courses take time to perfect and often result in lower than usual student evaluations for the first several iterations.

- Provide technical assistance, ideally by a dedicated person paired with the instructor, along with trainings and support for software and learning platforms that universities may not typically support;
- Strengthen infrastructure, including campus Wi-Fi networks, software packages and licenses, computer hardware, and streaming media subscriptions.

The innovative teaching that results will no doubt enrich the institution, fostering engaged learning and helping it remain attractive to students accustomed to integrating social media into their lives.

In short, institutions can offer some form of recognition for the additional effort in the form of publicity, acclaim, professional development, training, travel funding, stipends, reduced teaching loads, refreshments, or even token gifts like coffee mugs and notepads. Funding amounts need not be high for these initiatives to incentivize faculty.

How can liberal arts colleges encourage creative blended course projects?

- Hold course redesign workshops
- Develop a Faculty Technology Institute (see Lewis & Clark for an outstanding example[37])
- Offer teaching releases for course development
- Offer teaching releases for first semester teaching a hybrid courses
- Offer preferential scheduling for hybrid courses

- Create a cohort of instructors redesigning courses together who can help brainstorm and troubleshoot; fund refreshments for cohort group meetings
- Pair instructors with instructional designers or technology specialists who can assist with technical course elements
- Offer professional development funding (e.g., make additional conference travel funding available to instructors who develop hybrid courses)
- Fund technology purchases by hybrid course instructors, since current technology is a crucial component of effective hybrid teaching
- Develop Hybrid Teaching mini-grants like the Faculty Fellows for Innovative Course Design Program at Portland State University[38]
- Partner with consortia like the Associated Colleges of the South who offer their own Blended Learning Grants[39]
- Seek donor support for innovative technology projects, like the Furman iPad Initiative, that could expand student access to necessary resources[40]
- Publicize hybrid teaching efforts

Figure 4. Institutional Support for Hybrid Teaching.

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Notes

1. The Academic Instruction Mini-Grant from the Center for Academic Excellence (now the Office of Academic Innovation) included a

professional development stipend made available in installments: the final installment was allocated only after the hybrid course developed during the workshop was taught, with mid-semester evaluations done by the Center for Academic Excellence staff. Four sessions with an instructional designer were also required. See Voegele 2013 for a discussion of other courses developed through this program.

2. See Caulfield 2011: 72 for a discussion of effective communication strategies in hybrid courses, including a calendar, emailed reminders the day before class meets, and redundancies in information dissemination to meet different learners' needs.

3. Winiski refers readers to the graphic and tutorial about the Kolb Learning Cycle cycle developed by Clara Davies and Tony Lowe: http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php.

4. They include consultants from the Center for Instructional Development at Research at the University of Washington (now the Center for Teaching and Learning) who advised me as a doctoral student instructor, consultants at the Center for Academic Excellence (now the Office of Academic Innovation) at Portland State University who advised me in my first full-time teaching position, and their counterparts at CTL—The Center for Teaching and Learning at Furman University. When Diane Boyd, who led the Furman University summer workshop on course design where I adapted Media in Asia for a liberal arts context, gave me a copy of Fink's book, I could suddenly trace the genesis of many concepts communicated to me as I developed my teaching practices.

5. The ACS grant, funded in Spring 2013, was called, "A Faculty Learning Community on Blended Learning: Developing and Implementing Best Practices at Furman University." See http://www.colleges.org/blended_learning/funded_proposals.html and https://sites.google.com/site/furmanblendedlearning/ for more information about this initiative. Other participants in the grant included Dennis Haney, Randy Hutchison, Alison Roark, Mike Winiski, and Chris Blackwell. The group met three or four times a month for over a year and became

a voice for blended learning at Furman, though we were not the only faculty experimenting with that instructional format. A Fall 2013 ACS grant proposed by Sean Connin and Mike Winiski, "Developing Shared Expertise for Blended Learning Instruction Through Institutional Collaboration" continued these discussions in partnership with Trinity University, with a summer 2014 workshop.

6. Each person adopted a somewhat distinct approach to blended learning, with Haney and Roark developing screencasts with embedded quizzes as components of Introduction to Biology course modules, Winiski developing video lectures for a GIS course, and Hutchison incorporating flipped classroom activities and quizzes on streaming media into an introductory Health Sciences course. See https://sites.google.com/site/furmanblendedlearning/ for details on each person's approach.
7. Generous funding enabled me to add a stopover in South Korea, home to Korean drama series and the K-pop music phenomenon, to the end of a summer 2013 China research trip. Additional funds helped me acquire relevant books and a few DVDs on Bollywood, anime, manga and Korean popular culture, areas outside my primary expertise. Finally, a taxable stipend helped me pay for a Netflix account (not an expense the university was willing to fund directly) and recognized the time spent developing the class. I am grateful to Margaret Oakes, chair of the Humanities Development Fund, for enthusiastically supporting my proposal and for working with me to split the course development award into travel, course materials, and stipend support.
8. Support for a unique time structure from Asian Studies Department Chair Shusuke Yagi, encouragement of innovative teaching from Furman Dean and Vice President for Academic Affairs John Beckford, and willingness to modify the standard schedule by Associate Dean and University Registrar Brad Barron enabled the course to come into existence at Furman. Feedback and ideas from Ilka Rasch, associate professor of German and fellow course redesign workshop participant, were very helpful as well.
9. Personal communication, May 7, 2014.

10. Note that in Table 1, Gallery walks involve students displaying their work in a hallway, on tables or desks or on the classroom, while their classmates circulate around the room viewing the work, often using color-coded sticky notes to write comments. I used gallery walks for a comparison manga assignment.
11. "All [Project X] faculty appreciated the quality and unique type of engagement with students on Facebook, as well as the visual resources that permitted a different type of knowing and learning" (Hocoy 2013, n.p.).
12. I sympathized and worked to clarify where to find various elements after receiving this comment. Next time, I will also adopt the advice of Parker (2012) for more effective organization of the Facebook Group, including activating the group email account and distinguishing between the 'Photos' and 'Files' document storage areas. Unfortunately for that student, not using Facebook was not an option.
13. The Facebook post portfolio assignment required students to compile every post they had made throughout the semester into a single document, then write a two-page introduction to the portfolio. Click here for additional information about the assignment goals.
14. Rather than modify the idiosyncratic grammar of the students, many of whom are non-native English speakers, I have chosen to leave the text as they wrote it. Please excuse any unusual grammar.
15. Midterm feedback was collected anonymously via a Google Forms survey and via a paper passed out in class. End-of-term feedback was collected anonymously via a Google Forms survey. Students were given class time to complete the end-of-term survey while the instructor was out of the room.
16. Data on student enrollment is drawn from http://www2.furman.edu/About/About/FactsandFigures/Pages/default.aspx and the Powerpoint presentation, "INTERNATIONAL STUDENTS ON YOUR HALL…Friend or Foe?" In 2013-14, Furman enrolled 103 international students from 33 countries; 71 of the students are from Asia. With 2662 students total, international students comprised less than 4% of Furman's student population, but the university has experienced a

nearly 600% increase in the numbers of international students compared with four years ago and integration has been a bumpy road at times. By contrast, Portland State University's 2000-plus international students formed nearly 7% of the campus population (http://www.pdx.edu/portland-state-university-facts, http://www.pdx.edu/international-students/, accessed March 20, 2014).

17. Huston (2009) encourages faculty to be candid about their backgrounds and knowledge limitations when teaching in less familiar areas, but I suspect that students evaluate instructors who are open about this differently according to age, gender and race.
18. Many liberal arts colleges are targeting international students for recruitment, viewing them as an opportunity for increasing tuition revenue. However, the campus cultures are often slow to adjust.
19. The student wrote this comment on the mid-semester feedback survey.
20. Another student reflected:"I think that the Facebook assignments were helpful to me as a learner because I was able to express my thoughts in a new arena, while using outside sources freely as a reference, and I could even use screen shots from the actual pieces to show off my thoughts. I especially like working with Facebook because it allowed me to see what my classmates were watching, and what they thought about the different genres."
21. Having students post self-introductions is an important practice in blended learning courses (Caulfield 2011: 204), and I wanted students to start posting meaningful responses to specific prompts and directives from the beginning of the term.
22. I am aware of the recent debates about learning styles, presented through a study that criticized earlier studies for flawed experimental design and found that learning outcomes did not improve when teachers catered to student learning styles (Pashler et al. 2009). I do not doubt that students can learn in ways that do not suit their learning preferences. However, my experience as a learner and as a teacher has convinced me that creating options for students instead of forcing them to function in less preferred styles is critical. (See Glenn 2009 and

Chasteen and Fuchs 2011 for evaluations of the merits of the Pashler article; note that Pashler participated in the podcast by Chasteen and Fuchs.) I am also a strong proponent of meta-cognition, a concept instilled in me as a high school student by Dr. Julia Stewart Werner: thinking about how we think and learn is an important part of the learning process. Finally, I strive to implement the universal design principles aiming at making education inclusive and accessible to all students, without requiring them to request special accommodations (Burgstahler and Cory 2008). Thus regardless of the new scrutiny and doubt cast on learning styles by Pashler and his co-authors, I continue to teach students to identify their own learning preferences and articulate how they will develop strategies based on these preferences in settings where they cannot choose.

23. In most cases, students were able to access media at no charge on Hulu.com, Drama Fever, YouTube.com; with a streaming subscription from Netflix.com (one month free trial or 7.99 per month); or by purchasing 'rentals' from Amazon.com or YouTube.com for around 2.95. The Films on Demand platform available through the library at both Furman and Portland State Universities offered many educational documentaries that provided overviews of Asian media genres. In general, students were highly reluctant to watch DVDs from the library and preferred to find online versions of media, regardless of the legality of those online versions.
24. I had offered to arrange additional screening sessions earlier in the term, but students had not expressed interest until that point.
25. Diane Boyd, personal communication, May 7, 2014.
26. For a discussion of social media and FERPA laws, see Orlando 2011.
27. Parker, an enthusiastic proponent of Facebook Groups, provides an extensive discussion of the different group settings and the logistics for adding students to the groups (2012: 48). See also https://www.facebook.com/help/www/220336891328465 for a chart that compares Open, Closed, and Secret groups. Anyone can see the members of a Closed group.
28. In one case, the student never signed up for Facebook and complained

about missing course-related communications. In another, a student posted drunken comments late at night and felt these poor decisions were reflected in his grade (Mendez et al. 2014).

29. Several of my scholarly listservs have been disbanded and are reconstituting themselves as Facebook Groups. I now count Facebook as an important venue for sharing and commenting on scholarship and intellectual ideas. This transformation is occurring in many other professions as well.

30. For students concerned about privacy, like the one discussed by Mendez et al. (2014), I encourage them to register a second (or first) account using an alias. Using two different web browsers (e.g., Google Chrome and Internet Explorer) permits users to remain logged in to both accounts simultaneously. Some students are absolutely opposed to Facebook, though: One student, after learning that Facebook group participation was a required course element, asked whether it could be waived since she did not have an account. After learning it could not, the student dropped out of the class before the second class session. I suspect there were other elements of the course design that also spooked her.

31. Still, I rarely comment on student-friends' newsfeed posts.

32. Here is an example of the summary shared in the full-class Facebook Group: "I found everyone's posts really interesting because everyone seemed more invested into what they were saying and posting because they got to choose a topic that was interesting to them. For example, even though M and I watched Heirs, we talked about a lot of different things because different things within the series interested us. Also, I found the screenshots that S posted about Mononoke really interesting and intricate. J's animation sounded also an area we could look into though because it seemed to be slightly different than the typical animations that we watched in this class."

33. With the course meeting on Tuesday afternoons, students generally found the Friday afternoon deadline manageable. Several commented that they did not like either Sunday night deadlines or Monday night

deadlines for the second posting of the week, which usually included requirements to respond to classmates' posts.

34. Technically, it was my second time teaching the course, since I had taught Media in Asia at Portland State University in 2011, but the significant overhaul, expansion from 10 weeks to 16, and incorporation of Facebook Groups as a central element made it essentially a new course.

35. The student will be funded as a Furman Advantage Teaching Fellow. Another example of institutional support, this fellowship "is designed to promote effective teaching and learning through innovative course design, development, and delivery and to give Teaching Fellows substantive experiences through their involvement in these activities. Each fellowship assumes four to five hours of activity per week during fall or spring term." See http://www2.furman.edu/sites/ur/Pages/default.aspx for details.

36. A large-scale meta-study conducted by researchers from the Department of Education made similar findings: in universities, quantitative measures of student learning outcomes improved when students engaged in blended learning, compared with control groups that only met face-to-face or with groups that met online (Means et al. 2010).

37. For more on Lewis & Clark's Faculty Technology Institute, see http://www.lclark.edu/information_technology/client_services/faculty_technology_institute/.

38. For more information about Portland State University's Hybrid Teaching mini-grants, see http://www.pdx.edu/oai/faculty-fellows-programs.

39. For more information about the Associated Colleges of the South's Blended Learning Grant Program, see http://www.colleges.org/blended_learning/index.html.

40. For a description of an iPad-enhanced class, see http://furmannewspaper.com/2013/03/11/ipads-aid-students-learning-in-marketing-principles-class/.

INDEX OF ACS BLENDED LEARNING GRANT AWARDS, 2011-2013

The following list includes all projects funded by the ACS Blended Learning Grant program between 2011-2013. The list is indexed by project type, including projects related to:

- collaborative courses (6)
- digital studies, digital humanities, and undergraduate research (4)
- flipped classrooms (6)
- globally connected learning (2)
- massive open online courses (MOOCs) (2)
- online educational resources: collections (3); self-directed learning (2); design (3)
- professional development: course design (3); workshops and learning communities (4); virtual workshops (2)
- shared courses and shared course modules (2)
- social media (1)

Each entry lists the names, contact information, and subject areas for the principal investigators of each grant. Entries may also include links to any resources developed by principal investigators for consortial use. We encourage you to read the proposals

and final reports for any projects that are of interest to you and to reach out to principal investigators to discuss follow-up questions or potential collaborations.

COLLABORATIVE COURSES

1. Blended Learning and Place-Based Pedagogy

Principal Investigators: Amanda Hagood (formerly of Hendrix College),
Carmel E. Price (formerly of Furman University)

Contact Information:
hagood@colleges.edu,
carmelp@umich.edu

Subject Areas: English, Sociology, Environmental Studies

Date Funded: Winter 2012

Project Description: In two interrelated projects—*Literary Landscapes: Writing the Natural State* (Hagood) and *Sister Classrooms: Connecting Through Blogs and Grounded in Place* (Price)—principal investigators combined student blogging and shared videoconference sessions to connect two distant classes simultaneously engaged in place-based studies in literature and sociology. See final reports from Hagood and Price.

Course Blogs (2):
https://naturalstate.edublogs.org,
https://popandev.edublogs.org

2. Collaborative Learning Across Symposium Schools (CLASS)

Principal Investigator: Nathan Stogdill (formerly of the University of the South)

Contact Information: n/a

Subject Area: English

Date Funded: Fall 2012

Project Description: Principal investigator collaborated with Dr. Dustin Mengelkoch (Lake Forest University) to develop a syllabus for a course in the works of John Milton, launch a course sharing platform for the course, and create a virtual symposium for students. See final report.

Course Website:
http://www.milton-class.com

3. Collaborative Online Teaching Module for Music and Religion Courses

Principal Investigators: Li Wei (Rollins College),
Jay McDaniel (Hendrix College)

Contact Information:
lwei@rollins.edu,
mcdaniel@hendrix.edu

Subject Areas: Religious Studies, Music

Date Funded: Fall 2011

Project Description: Principal investigators used videoconferencing to link two classes at Hendrix College and Rollins College, and included a series of online seminars that focused on the religious relevance of rock and roll and cultural appropriation in Tibetan Buddhist inspired world music. See final report.

4. Educational Technology: Modeling a Blended Course

Principal Investigators: Michael Kamen (Southwestern Univer-

sity),
Candace Wentz (Centre College)

Contact Information:
kamenm@southwestern.edu,
candace.wentz@centre.edu

Subject Area: Education

Date Funded: Fall 2013

Project Description: Principal investigators will analyze the materials and teaching techniques used in the courses in Education Technology at their respective institutions. They will develop and implement shared online modules, exploring opportunities for students to communicate using educational technology. See project proposal.

5. Interdisciplinary Learning Project on Environmental Studies and Landscape Art

Principal Investigators: Laura Hobgood-Oster (Southwestern University),
Rachel Simmons (Rollins College)

Contact Information:
hoboster@southwestern.edu,
rsimmons@rollins.edu

Subject Areas: Environmental Studies, Visual Arts

Date Funded: Spring 2012

Project Description: Teaching two separate courses on the theme of environmental and landscape (Environmental Justice and Animas, Landscape Art), principal investigators shared common content including readings, video lectures, and a common blog, allowing students to take advantage of the expertise of fac-

ulty at both campuses. See final report and an ACS-hosted discussion of this project with the principal investigators.

6. Preparing Students for Life After Graduation: An Inter-Institutional Blended Learning Career Planning Course

Principal Investigators: Jana Mathews (Rollins College),
Anne Meehan (Rollins College),
Beth Chancy (University of Richmond)

Contact Information:
jmathews@rollins.edu,
asmeehan@rollins.edu,
bchancy@richmond.edu

Subject Area: Career Planning

Date Funded: Spring 2013

Project Description: Principal investigators developed an innovative inter-institutional approach to preparing liberal arts students for meaningful career paths, using several blended learning modules designed to help students collaboratively improve their skills in personal branding, professional networking, and interviewing. See final report and a case study based on this project.

Course Website:
http://social.rollins.edu/wpsites/acsblended/

DIGITAL STUDIES, DIGITAL HUMANITIES, AND UNDERGRADUATE RESEARCH

1. Mapping the Cumberland Plateau's Springs and Creating an Internet Forum and Archive for Community Engagement

Principal Investigators: Celeste Ray (University of the South),

Daniel Carter (University of the South),
Chris Van de Ven (University of the South),
Eriberto (Fuji) Lozada (Davidson College)

Contact Information:
cray@sewanee.edu,
dccarter@sewanee.edu,
chvandev@sewanee.edu,
erlozada@davidson.edu

Subject Area: Anthropology, Environmental Studies

Date Funded: Spring 2013

Project Description: The principal investigators planned to create a website with hyper-linked maps derived from project research and develop discovery-based modules for multiple undergraduate courses in anthropology, environmental studies and landscape analysis that center on the website and made use of a Moodle platform. These activities expanded faculty skills and allowed them to explore new possibilities for engaging other ACS faculty with research and teaching interests in Cumberland Plateau subjects and in GIS applications. See final report.

2. Increasing Writing Competency Using Virtual Writing Assistants

Principal Investigators: Kinnis Gosha (Morehouse College),
Daniele Bascelli (Spelman College)

Contact Information:
kgosha@morehouse.edu,
dbascelli@spelman.edu

Subject Area: Computer Science

Date Funded: Fall 2012

Project Description: The proposal aims to reduce the stress on

the Writing Centers' services and expand their offerings by providing students with web-based assistance using an Embodied Conversational Agent (ECA), a program capable of emulating face-to-face interactions with people, including the use of hand gestures, facial expression, body posture, and speech. See final report.

3. Visualizing Emancipation: Blended Learning

Principal Investigators: Scott Nesbitt (formerly of the University of Richmond), Robert Kenzer (University of Richmond), Timothy Huebner (Rhodes College), Lloyd Benson (Furman University), Stephanie Rolph (Millsaps College)

Contact Information:
lloyd.benson@furman.edu,
huebner@rhodes.edu,
rkenzer@richmond.edu,
rolphsc@millsaps.edu

Subject Area: History

Date Funded: Fall 2013

Project Description: Principal investigators will build upon the innovative digital exhibit, Visualizing Emancipation, creating the opportunity for students at four ACS institutions to contribute a significant piece of generative scholarship and, through virtual meetings, to learn from each other about their new research into the end of slavery in the United States. See project proposal.

4. Urban Dreams and Urban Disorders: Transforming Travel Study and Undergraduate Archival Research with Collaborative Interdisciplinary Digital Tools

Principal Investigators: Lloyd Benson (Furman University); Mike Winiski (Furman University); DebbieLee Landi (Furman

University);
Julian Chambliss (Rollins College); Mike Gunter (Rollins College);
Robert Nelson (University of Richmond);
& Scott Nesbit (formerly of the University of Richmond)

Contact Information:
lloyd.benson@furman.edu,
mike.winiski@furman.edu,
debbielee.landi@furman.edu,
jchambliss@rollins.edu,
mgunter@rollins.edu,
rnelson2@richmond.edu

Subject Area: History, Spatial Analysis

Date Funded: Spring 2012

Project Description: The goal of this initiative was to develop and test a model set of frameworks for inter-campus and interdisciplinary collaboration around a set of common themes and places, giving faculty the tools to preserve and share archives-based travel study and local community research projects. See final report.

Project Website:
http://dsl.richmond.edu/dreamsanddisorders/

FLIPPED CLASSROOMS

1. Adding Blended Learning Concepts to Transform the General Chemistry Undergraduate Experience

Principal Investigators: Maha Zewail-Foote (Southwestern University),
Emily Niemeyer (Southwestern University)

Contact Information:
footezm@southwestern.edu,
niemeyee@southwestern.edu

Subject Area: Chemistry

Date Funded: Spring 2013

Project Description: Principal investigators created interactive learning modules to "flip" portions of the instructional process in General Chemistry courses, leaving additional class time to facilitate a deeper understanding of course topics through group discussion and problem solving activities created by the instructors. See final report.

2. Blended Learning in Statistics

Principal Investigators: Andrew O'Geen (Davidson College), Patrick Sellers (Davidson College)

Contact Information:
anogeen@davidson.edu,
pasellers@davidson.edu

Subject Area: Political Science

Date Funded: Spring 2012

Project Description: Principal investigators evaluated the effectiveness of innovations in teaching statistics to undergraduate students, replacing the course textbook with a set of online resources, including readings and videos, and evaluating the relative effectiveness of traditional classroom lectures versus more interactive classroom activities. See final report.

3. Developing Shared Expertise for Blended Learning Instruction Through Institutional Collaboration

Principal Investigators: Sean Connin (Trinity University), Mike Winiski (Furman University)

Contact Information:
sconnin@trinity.edu,
mike.winiski@furman.edu

Subject Area: STEM Fields

Date Funded: Fall 2013

Project Description: The goal for this project is to promote shared expertise and peer-to-peer support for blended instruction within STEM disciplinary contexts, addressing key factors—such as the paucity of discipline-specific examples, a lack of time to prepare online course materials, and uncertainty regarding alternatives to traditional lecture for in-class instruction—which impede faculty experimentation with blended learning. See project proposal.

4. Efficiency of Using Online Homework and Web-Based Grading in Calculus Classes

Principal Investigator: Hoa Nguyen (Trinity University)

Contact Information:
hnguyen5@trinity.edu

Subject Area: Mathematics

Date Funded: Fall 2012

Project Description: After introducing WebAssign, an online homework and grading tool, into her Calculus I classes, the principal investigator compared the grades and student survey

responses for these classes to those of earlier sections which were offered in a conventional format. See final report and an ACS-hosted discussion of this project with the principal investigator.

5. An Intra-Campus Initiative for Blended Learning Across the ACS: Environmental Hazards and Social Risks

Principal Investigators: William Holt (Birmingham-Southern College),
Vincent Gawronski (Birmingham-Southern College)

Contact Information:
wholt@bsc.edu,
vgawrons@bsc.edu

Subject Area: Urban Environmental Studies, Political Science

Date Funded: Spring 2013

Project Description: Principal investigators created a course in environmental hazards and urban social risks that helped students develop the skills to use electronic tools—including hazard identification, mapping, and Geographic/Geo-Spatial Information Systems—to understand how environmental hazards and urban social risks interact in different contexts. See final report and a case study based on this project.

6. The Visual Journal Project: Developing a Liberal Arts Model for Blended Learning Course Design in Studio Art

Principal Investigator: Rachel Simmons (Rollins College)

Contact Information:
rsimmons@rollins.edu

Subject Area: Visual Arts

Date Funded: Fall 2013

Project Description: The principal investigator will place elements of a typical studio art class—including the demonstration of techniques and the discussion of materials—in an online environment, developing a "flipped" studio art class in which students can spend more time with hands-on learning exercises. See project proposal.

GLOBALLY NETWORKED LEARNING

1. Blending Preparation with Travel for Improved Study-Abroad Experiences

Principal Investigator: Ann Willyard (Hendrix College)

Contact Information:
willyard@hendrix.edu

Subject Area: Biology

Date Funded: Fall 2012

Project Description: The principal investigator created online modules to prepare students for international study in Tropical Field Botany and to enhance their on-site experience. See final report.

2. Blended Learning for Global Players: Leadership, Football, and Intercultural Learning in Germany

Principal Investigators: Erika Berroth (Southwestern University),
Joe Austin (Southwestern University)

Contact Information:
berrothe@southwestern.edu,
jaustin@southwestern.edu

Subject Area: German

Date Funded: Fall 2013

Project Description: Principal investigators introduced blended learning to a May Term study abroad program—featuring a pre-departure component, components delivered during the experience abroad, and elements of the re-entry seminar—to transform the learning experience for a group of up to 80 student-athletes through flexible, self-organized, problem-based, and mobile forms of teaching and learning. See project proposal.

MASSIVE OPEN ONLINE COURSES

1. Blended Learning Across Institutions

Principal Investigators: Thomas Smythe (Furman University), Jane Reimers (Rollins College)

Contact Information:
jreimers@rollins.edu,
thomas.smythe@furman.edu

Subject Area: Accounting & Finance

Date Funded: Fall 2013

Project Description: Principal investigators are developing a set of mini courses in personal finance that will be marketed to Rollins and Furman faculty, staff, and alumni, and will test the viability of online courses as a tool for institutional development. See project proposal.

2. An ACS-Wide Conversation About Massive Open Online Courses and the Liberal Arts College

Principal Investigators: Mark Lewis (Trinity University),

Aaron Delwiche (Trinity University), Dennis Ugolini (Trinity University),
Forrest Stonedahl (Centre College), Chris Campolo (Hendrix College),
Gabriel Ferrer (Hendrix College), Zhengbin Richard Lu (Spelman College),
Bryan Bibb (Furman University), Mary Fairbairn (Furman University)

Contact Information:
mlewis@trinity.edu

Subject Area: Multiple Disciplines

Date Funded: Fall 2012

Project Description: Nine principal investigators (drawn from ACS faculty and staff) enrolled in massive open online course (MOOCs) and reported about their experience via a group blog, online forum, and virtual meetings, yielding a better understanding of the MOOC phenomenon and allowing faculty to advise their institutional leaders about whether and how to venture into this new educational space. See final report.

Project Blog:
http://acsmooc.blogspot.com

ONLINE EDUCATIONAL RESOURCES: CREATING COLLECTIONS

1. Exploring Applications of Linear Algebra

Principal Investigator: Tim Chartier (Davidson College)

Contact Information:
tichartier@davidson.edu

Subject Area: Mathematics

Date Funded: Fall 2011

Project Description: Principal investigator developed a blended course that explored the applications of linear algebra through a series of shared webinars on topics such as Google's PageRank algorithm and sports ranking methods used by the Bowl Championship Series. Portions of the course were offered to 72 participants from 7 ACS institutions. See final report.

Video Lectures:
http://lifeislinear.wordpress.com

2. Resources for the ACS Sustainability Blended Learning Library

Principal Investigators: Mary Finley-Brook (University of Richmond),
Carmel E. Price (formerly of Furman University),
Melissa Johnson (Southwestern University), Brett Werner (Centre College),
Daniel Kirchner (Centre College), Jon Evans (University of the South),
David Ribble (Trinity University), Barry Allen (Rollins College)

Contact Information:
mbrook@richmond.edu,
meljohn@southwestern.edu,
brett.werner@centre.edu,
dribble@trinity.edu,
ballen@rollins.edu

Subject Area: Environmental Studies

Date Funded: Fall 2013

Project Description: This collaborative, inter-institutional project is part of a five-team effort to create, identify, develop, col-

lect, and curate a wide variety of original and existing online resources for an ACS-wide digital library focused on environmental sustainability in the U.S. south and beyond, which will support current and future learning experiences for ACS students. The collection focuses on five critical areas: Climate Change and Energy (Finley-Brook); Environmental and Social Justice (Price & Johnson); Food and Environmental Studies (Werner & Kirchner); Biodiversity / Ecosystem Services (Evans & Ribble); & Political Ecology (Allen). See proposals from Finley-Brook, Johnson, Werner, Ribble, and Allen.

3. Training ACS Undergraduates in the Responsible Conduct of Research

Principal Investigators: KatieAnn Skogsberg (Centre), Dennis Ugolini (Trinity University)

Contact Information:
katieann.skogsberg@centre.edu,
dugolini@trinity.edu

Subject Area: Psychology, Physics

Date Funded: Fall 2011

Project Description: Principal investigators increased accessibility to responsible conduct of research training requirements for educators at smaller, primarily undergraduate institutions (PUIs) by developing a repository of flexible training modules that use a blended learning approach. See final report.

ONLINE EDUCATIONAL RESOURCES: SELF-DIRECTED LEARNING

1. Improved Calculus Preparation Through Assessment and Customized Blended Learning

Principal Investigator(s): Suzanne Buchele (formerly of Southwestern University), Alison Marr (Southwestern University), Therese Shelton (Southwestern University)

Contact Information:
marra@southwestern.edu,
shelton@southwestern.edu

Subject Area: Mathematics

Date Funded: Spring 2013

Project Description: This project represents a novel approach of differentiated assessment and guided learning tools to determine areas in which students need to improve their pre-calculus knowledge, and to empower students to learn the material and skills required for success in Calculus I on their own, with the aid of worksheets and accompanying videos. See final report.

2. Moving Technology Training Online for Applied Math and Statistics Courses

Principal Investigators: Hoa Nguyen (Trinity University), Eddy Kwessi (Trinity University), Jeremy Donald (Trinity University)

Contact Information:
hnguyen5@trinity.edu,
ekwessi@trinity.edu,
jdonald@trinity.edu

Subject Area: Mathematics

Date Funded: Fall 2012

Project Description: Principal Investigators designed, developed, and launched a technology tutorial website for undergraduate students in Statistics and Applied Mathematics, facilitating students' learning about essential computer technologies for their math classes through both instructor-assigned used and self-directed inquiry. See final report.

Course Website:
http://php.trinity.edu/mathtut/

ONLINE EDUCATIONAL RESOURCES: STRATEGIES FOR DESIGN

1. Beyond the (Online) Handbook: Writing Resources Designed for the Digital Environment

Principal Investigators: David Wright (Furman University), Joe Essid (University of Richmond)

Contact Information:
david.wright@furman.edu,
jessid@richmond.edu

Subject Area: Writing

Date Funded: Fall 2011

Project Description: This collaboration between the Writing Center at the University of Richmond and the Center for Teaching and Learning at Furman University supported the development of robust, informative, and interactive writing resources for students and instructors that go beyond the traditional "handbook" model. See final report and an ACS-hosted discussion of the project with principal investigators.

Web Resources:
http://writing2.richmond.edu/writing/wweb.html

2. Blended Learning: A Design-Based Approach

Principal Investigators: Mike Winiski (Furman University), Jeremy Donald (Trinity University)

Contact Information:
mike.winiski@furman.edu,
jdonald@trinity.edu

Subject Area: Spatial Analysis

Date Funded: Fall 2011

Project Description: Principal investigators created a set of digital learning modules focused on understanding and creating maps using Geographic Information Systems, including screencast tutorials, guided writing exercises, group discussions, and hands-on activities. See final report and an ACS-hosted discussion of the project with principal investigators.

Web Tutorials:
https://sites.google.com/a/trinity.edu/acs_grant_gis/

3. Engaging Students in the Mathematics Education: Creating a Wikiversity

Principal Investigators: Jeffrey Beyeryl (formerly of Furman University)

Contact Information: n/a

Subject Area: Mathematics

Project Description: Principal investigators worked with students to develop a model for using Wikiversity in a mathematics

classroom, empowering students to use the scholarly side of the Web more effectively. See final report.

Course Website:
http://en.wikiversity.org/wiki/
Selected_topics_in_finite_mathematics

PROFESSIONAL DEVELOPMENT: BLENDED COURSE DESIGN

1. Blended Learning Faculty Certification: A Model for Faculty in the Liberal Arts

Principal Investigators: David Richard (Rollins College), Eileen Gregory (Rollins College), Meribeth Huebner (Rollins College)

Contact Information:
dcrichard@rollins.edu,
mhuebner@rollins.edu,
egregory@rollins.edu

Subject Area: Instructional Technology

Project Description: Principal investigators worked to develop an internal faculty certification program in blended learning course design, helping to ensure that faculty follow best practices and the achieve relevant student learning outcomes. See final report.

2. Blended Learning in Higher Education: A Controlled Evaluation of Student Learning Outcomes and Course Evaluations with Non-Traditional Learners

Principal Investigators: David Richard (Rollins College), Meribeth Huebner (Rollins College), Dianne Bennett (Rollins College)

Contact information:
dcrichard@rollins.edu,
mhuebner@rollins.edu,
dbennett@rollins.edu

Subject Area: Psychology, Instructional Technology

Date Funded: Fall 2013

Project Description: Principal investigators conducted a controlled study of blended learning in the adult learning context that utilizes student course evaluations, student learning outcomes, and faculty reactions from roughly twenty blended courses in multiple disciplines during Spring 2014. See project proposal.

3. Preparing Faculty to Teach in a Blended Learning Environment

Principal Investigators: David Richard (Rollins College),
Scott Hewit (Rollins College)

Contact Information:
dcrichard@rollins.edu,
shewit@rollins.edu

Subject Area: Instructional Technology

Date Funded: Spring 2012

Project Description: Principal investigators developed a core group of mid- to senior-level Faculty Fellows to incorporate blended learning modules into a current course and to serve as mentors to their colleagues. See final report.

PROFESSIONAL DEVELOPMENT:

FACULTY LEARNING COMMUNITIES AND WORKSHOPS

1. Acquiring Technological Skills and Establishing a Collaboration with Dr. Jorge Rodrigues in the Department of Biology at the University of Texas, Arlington

Principal Investigator: Min-Ken Liao (Furman University)

Contact Information:
min-ken.liao@furman.edu

Subject Area: Biology

Date Funded: Fall 2012

Project Description: The principal investigator collaborated with Dr. Jorge Rodriques to advance a research program established at Furman University. They developed discovery-based laboratory exercise modules for undergraduate soil microbiology courses at Furman and University of Texas-Austin. See final report.

2. Blended Learning

Principal Investigators: Kim Burke (Millsaps College), Damon E. Campbell (Millsaps College)

Contact Information:
kim.burke@millsaps.edu,
damon.campbell@millsaps.edu

Subject Area: Business

Date Funded: Fall 2013

Project Description: This project presents a framework for increasing the capacity for faculty in the Else School of Man-

agement for incorporating technology in the classroom by identifying the potential areas where technology can improve our learning environment, working with individual faculty members to address their needs, and providing the services of an expert in educational technology to guide the faculty through the process. See project proposal.

3. A Faculty Learning Community on Blended Learning: Developing and Implementing Best Practices at Furman University

Principal Investigators: Dennis Haney (Furman University), Randy Hutchinson (Furman University), Alison Roark (Furman University),
Mike Winiski (Furman University), Tami Blumenfield (Furman University),
Chris Blackwell (Furman University)

Contact Information:
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randolph.hutchison@furman.edu,
alison.roark@furman.edu,
mike.winiski@furman.edu,
tami.blumenfield@furman.edu,
christopher.blackwell@furman.edu

Subject Area: Multiple Disciplines

Date Funded: Spring 2013

Project Description: The goal of this project is to develop guidelines for best practices in integrating blended learning pedagogies into the classroom, taking a holistic approach through which faculty will focus on both the development of paired online resources and of in-class activities that emphasize the application of knowledge. See final report and a case study of Tami Blumenfield's course, developed in cooperation with this faculty learning community.

Project Website:
https://sites.google.com/site/furmanblendedlearning/home

4. Virtual Collaboration Workshop to Facilitate Blended Learning across ACS Campuses

Principal Investigators: Pamela Hanson (Birmingham-Southern College),
Laura Stultz (Birmingham-Southern College)

Contact Information:
phanson@bsc.edu,
lstulz@bsc.edu

Subject Area: Biology, Chemistry

Date Funded: Fall 2012

Project Description: Principal investigators hosted a workshop that brought together 30 faculty members from fifteen institutions (including seven ACS institutions) to explore model pedagogies that emphasize engaged learning and collaborative digital tools, working both as a large group and in small groups based on research interests. See final report.

PROFESSIONAL DEVELOPMENT: VIRTUAL WORKSHOPS

1. ACS World Language Webinars

Principal Investigators: Paul (Dick) Kuettner (Washington and Lee University), Stephanie Knouse (Furman University), Carl Robertson (Southwestern University), Sharon Scinicariello (University of Richmond)

Contact Information:
kuettner@wlu.edu,

stephanie.knouse@furman.edu,
robertsc@southwestern.edu,
sscinica@richmond.edu

Subject Area: Modern Languages

Date Funded: Fall 2013

Project Description: This project provides advanced online and in-person professional development opportunities for current and future language educators as ACS institutions, creating a collaborative ACS blended foreign language methods course based on the Methods for Foreign Language course already taught at Washington and Lee University. See project proposal.

Project Website:
http://www2.wlu.edu/x61117.xml

2. Developing a Cross-Institutional Blended Learning Certification Program

Principal Investigators: Carrie Schulz (Rollins College), Anna Lohaus (Rollins College), Tim Lepczyk (Hendrix College), Wendy Trenthem (Rhodes College)

Contact Information:
cschulz@rollins.edu,
alohaus@rollins.edu,
lepczyk@hendrix.edu,
trenthemw@rhodes.edu

Subject Area: Instructional Technology

Date Funded: Fall 2013

Project Description: In this project, principal investigators at Rollins, Hendrix, and Rhodes piloted a faculty training program—tested through several generations of Rollins fac-

ulty—that addresses course redesign for blended delivery. See project proposal and a case study based on earlier phases of this project.

SHARED COURSES AND SHARED COURSE MODULES

1. Interdisciplinary Learning in Business Administration with Enterprise Systems

Principal Investigator: Ruben Mancha (Trinity University)

Contact Information:
rmancha@trinity.edu

Subject Area: Business

Date Funded: Fall 2012

Project Description: This project engaged five faculty members and the project coordinator in the development and adoption of interdisciplinary content through the teaching of enterprise systems, and the compilation of pedagogical resources. See final report.

2. Gen-Ed Cancer Biology Learning Module Development for ACS Institutions

Principal Investigators: Jonathan King (Trinity University), Mary Miller (Rhodes College), Pamela Hanson (Birmingham-Southern College), Renee Chosed (Furman University)

Contact Information:
jking@trinity.edu,
millerm@rhodes.edu,
phanson@bsc.edu,
renee.chosed@furman.edu

Subject Area: Biology

Date Funded: Fall 2011

Project Description: Principal investigators from four ACS institutions assembled to develop learning modules for a general education cancer biology course, focusing on four major areas: learning outcomes, lessons learned, learning modules, and assessment. See final report.

SOCIAL MEDIA

1. The Creation of an Evening Video and Text Chat Tutorial Service

Principal Investigators: Kinnis Gosha (Morehouse College), Yolanda Rankin (Spelman College)

Contact Information:
kgosha@morehouse.edu,
yrankin@spelman.edu

Subject Area: Academic Support

Date Funded: Fall 2013

Project Description: Principal investigators will launch a program that uses online video and text chat to connect students to peer tutors, as well as appoint an undergraduate teaching assistant to create a web-based form that will allow students to make appointments with tutors and to gather evaluation data about online tutoring experiences. See project proposal.

RESOURCES FOR EDUCATORS

ADDITIONAL CASE STUDIES

In addition to the case studies featured in this volume, the Associated Colleges of the South, in collaboration with the National Institute for Technology in Liberal Education, has published ten additional case studies in blended learning and digital collaborations in the liberal arts.

Launching the Digital Humanities Movement at Washington and Lee University: A Case Study
Jeff Barry (Washington and Lee University), Julie Knudson (Washington and Lee University), Sara Sprenkle (Washington and Lee University),
Paul Youngman (Washington and Lee University)

Digital Projects and the First Year Seminar: Making Blended Learning Work at a Small Liberal Arts College
Pete Coco (Wheaton College), Leah Niederstadt (Wheaton College)

Broadcasting Science Writing: Media Translations in Liberal Arts Pedagogy
Andrew Fiss (Davidson College), Matthew Vest (University of Virginia)

The Professor and the Instructional Designer: A Course Design Journey

Adrienne J. Gauthier (Dartmouth College), Thomas Jack (Dartmouth College)

Blended Learning: The "Hazards & Risks"
Vincent Gawronski (Birmingham-Southern College), William Holt (Birmingham-Southern College)

The Lecture Hall as an Arena of Inquiry: Using Cinematic Lectures and Inverted Classes (CLIC)
David J. Marcey (California Lutheran University)

Combining a High Touch Vision with High Tech Practices in Teacher Education
Nakia S. Pope (Texas Wesleyan University), Carlos A. Martinez (Texas Wesleyan University), Lisa Hammonds (Texas Wesleyan University)

A Catalyst for Change: Developing a Blended Training Model for the Liberal Arts Institution
Carrie Schulz (Rollins College), Jessica Vargas (Rollins College), Anna Lohaus (Rollins College)

Discipline-Specific Learning and Collaboration in the Wheaton College Digital History Project
Kathryn Tomasek (Wheaton College), Scott P. Hamlin (Wheaton College), Zephorene L. Stickney (Wheaton College), Megan Wheaton-Book (Wheaton College)

Teaching with Twitter: Extending the Conversation Beyond the Classroom Walls
David R. Wessner (Davidson College)

BOOKS

Bowen, José Antonio. *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning.* Jossey-Bass, 2012.

Caufield, Jay. *How to Design and Teach a Hybrid Course.: Achieving Student-Centered Learning through Blended Classroom, Online, and Experiential Activities*. Stylus Publishing. 2011.

Davidson, C.N. and Goldberg, David Theo. *The Future of Learning Institutions in a Digital Age.* MIT Press, 2009.

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Creating College Courses, Revised and Updated*. Wiley, 2013.

Garrison, Randy and Vaughan, Norman D. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Jossey-Bass, 2007.

Glazer, Francine S. *Blended Learning: Across the Disciplines, Across the Academy*. Stylus, 2012.

Kamenetz, Anya. *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education*. Chelsea Green, 2010.

Nanfito, Michael. *MOOCs: Opportunities, Impacts, and Challenges Massive Open Online Courses in Colleges and Universities*. Available as e-book only:
http://www.amazon.com/dp/B00HBG8XNW

Online Education: More Than MOOCs. A selection of *Inside Higher Ed* articles and essays. December 2013.
http://www.insidehighered.com/content/online-education-more-moocs#sthash.7aOMCU3b.dpbs

Persellin, Diane Cummings and Mary Blythe Daniels. *A Concise Guide to Improving Student Learning: Six Evidence-Based Principles and How to Apply Them*. Sterling, VA: Stylus Publishing. 2014.

Picciano, Athony G., Dziuban, Charles D., and Charles R. Gra-

ham (Eds). *Blended Learning: Research Perspectives.* Volume 2. Routledge, 2013.

STUDIES

Dahlstrom, Eden; Walder, J.D.; Dziuban, Charles; and Morgan, Glenda. *ECAR Study of Undergraduate Students and Information Technology*. Educause Center for Analysis and Research, 2013.
http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2013

Means, Barbara; Toyama, Yuki; Murphy, Robert; Bakia, Marianne; and Jones, Karla. *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Center for Technology in Learning, U.S. Department of Education, September 2010.
http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

WEBSITES

7 Things You Should Know About

A searchable database of brief reports on emerging technologies and practices from Educause, one of the leading organizations in technology in higher education.
http://www.educause.edu/eli

The Academic Commons

A publication and networking platform from the National Institute for Technology in Liberal Education. The Academic Commons hosts *Transformations*, a web publication with case studies and articles on technology in liberal arts education.
http://www.academiccommons.org

Blended Learning Toolkit

A resource developed by the University of Central Florida, including effective practices, evaluation resources, and model courses in blended learning.
https://blended.onoline.ucf.edu

How to Redesign a College Course Using NCAT's Methodology

A step-by-step guide to redesigning courses for blended delivery, designed for faculty and administrators by the National Center for Academic Transformation (published in 2014).
http://www.thencat.org/Guides/AllDisciplines/TOC.html

ONLINE EDUCATIONAL RESOURCE COLLECTIONS

Multimedia Educational Repository for Learning Online Teaching (MERLOT II)

MERLOT is a free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy. MERLOT is a leading edge, user-centered, collection of peer-reviewed higher education, online learning materials, catalogued by registered members and a set of faculty development support services. Sponsored by the California State University System.
http://www.merlot.org/merlot/index.htm

Open Learning Initiative

OLI is a grant-funded group at Carnegie Mellon University which offers a variety of free online courses for use by teachers, classes, and individual learners, as well as a platform for building courses. Courses form the basis for OLI's systematic study of online learning.
https://oli.cmu.edu

ORGANIZATIONS

Educause

A non-profit organization providing research, community building, and professional development for IT leaders and faculty in higher education.
http://www.educause.edu

National Institute for Technology in Liberal Education

An organization helping liberal arts colleges integrate inquiry, pedagogy, and technology through web-based seminars, publications, and subject area specialists.
http://www.nitle.org

DIGITAL COLLABORATIONS IN LIBERAL ARTS CONSORTIA

Associated Colleges of the Midwest's Online Learning Project

The ACM's Online Learning Project is designed to explore the ways in which online learning could be used to enhance the educational missions of small, residential liberal arts institutions. The ACM recently launched a successful online summer course in Applied Calculus.
http://acm.edu/our_collaborations/
Online_Learning_Project.html

Next Generation Learning Challenge at Bryn Mawr College

This site hosts Bryn Mawr College's program in blended learning, which works in collaboration with nearly 40 other liberal arts colleges to develop and assess new blended courses in liberal arts classrooms.
http://blendedlearning.blogs.brynmawr.edu

Five College Digital Humanities

With support from the Andrew W. Mellon Foundation, the Five

College consortium recently launched an inter-institutional initiative to support digital scholarship in the humanities and social sciences.
http://5colldh.org

Great Lakes Colleges Association's Global Liberal Arts Alliance

The Great Lakes Colleges Association hosts a consortium of 27 liberal arts colleges worldwide who work together to exchange knowledge, expertise, and experience. A highlight is the *Global Course Connections Project*, which facilitates direct exchange between students and faculty in participating schools.
http://www.liberalartsalliance.org

Sunoikisis

Since 1999, the Sunoikisis consortium of classics programs has offered shared courses in Latin and Greek, as well as other academic enrichment opportunities, for students at member institutions across the nation. Originally a program of the Associated Colleges of the South, Sunoikisis is now housed at Harvard University's Center for Hellenic Studies in Washington, D.C.
http://wp.chs.harvard.edu/sunoikisis/

Texas Language Consortium

The Texas Language Consortium includes five liberal arts colleges in Texas (Schreiner University, Texas Lutheran University, Lubbock Christian University, Concordia University, and Texas Wesleyan University) that offer synchronous language courses via videoconference to students at all member institutions. Languages include French, Spanish, German, Portuguese, and Mandarin.
http://txlc2012.wordpress.com