

Technology Fellows Program Sees Growth, Innovation

THE TECHNOLOGY FELLOWS

PROGRAM is growing its learning community as it welcomes its third cohort of faculty fellows starting this semester. The one-and-a-half-year-old program invites faculty to explore, experiment with, and implement technology, with the overall goal of improving teaching and learning at the College.

Fellows engage in discussions, attend workshops, test new ideas, redesign assignments and course materials, collaborate with librarians and instructional technologists, and develop methods of assessment. They share their experiences and knowledge with the wider College community by publishing articles on the *Engage* blog, serving as discussants in Teaching with Technology workshops, and acting as technology and pedagogy leaders on campus.

The program benefits from the support of the Office of the Dean of Faculty, and from a strong collaboration between faculty and Information Services staff. Fellows themselves benefit from the experiences of two faculty head fellows, Anthony Graesch and Karen Gonzalez Rice, who have themselves participated in the program, as well as from members of the Instructional Technology team skilled in instructional design, technology and information sciences.

Faculty participating in the program have diverse experiences with technology, student learning objectives, teaching philosophies and styles. There is no one-size-fits-all solution to solving pedagogical problems or designing new classroom activities or assignments. Following are several examples demonstrating how faculty have integrated technology in new and diverse ways during the first two years of the program:

ANN MARIE DAVIS, assistant professor of history, worked with librarians Ben Panciera, Becky Parmer and Ashley Hanson to design a historical lab that allowed students to experience the work of a historian. Stu-

dents transcribed and annotated the Cornelius Gold diary, held by the Lear Center for Special Collections & Archives. Then, using the Omeka platform, the class created a professional online digital exhibition that has attracted thousands of viewers from around the globe.

GINNY ANDERSON, assistant professor of theatre, incorporated InDesign — a technology new to her and to her students — into a long-established project in a theater history course. The resulting student

writing to a digital exhibition that will promote their work — and one of the College's unique collections — to a wider audience.

JOSEPH SCHROEDER, associate professor of psychology, experimented with replacing a multiple-choice test with a video assignment in which students used video to show neurophysiological processes. Students who completed the video project reported a better understanding than they would have gained by studying for the test. Since undertaking this experiment, Schroeder has integrated similar video projects using claymation into his courses.

In numerous ways, the Technology Fellows Program has proved successful and beneficial to the teaching and learning mission of the College. In addition, we have shared our work beyond the campus community through presentations at regional conferences, including the Bryn Mawr

Annual Conference on Blended Learning in the Liberal Arts (May 2015) and the Connecticut Information Literacy Conference (June 2014). Thanks to the efforts of many — especially Anthony Graesch — the Office of the Dean of Faculty and Information Services have promised to support the program for three additional years, ensuring continued growth of our learning community of innovative teaching faculty. — *Jessica McCullough*



AT A KICKOFF MEETING FOR THE THIRD COHORT OF TECHNOLOGY FELLOWS, FACULTY AND INSTRUCTIONAL TECHNOLOGY STAFF DISCUSSED PLANS FOR IMPLEMENTING TECHNOLOGY INTO THE CURRICULUM.

projects were professional looking and gave students meaningful experience with an industry-standard software.

Two faculty members in foreign-language departments experimented with Twitter.

HISAE KOBAYASHI, senior lecturer in Japanese, used the social media platform to foster dialogue in Japanese with students in Japan. **LUIS GONZÁLEZ**, associate professor of Hispanic studies, asked students to tweet regularly in Spanish about news from Spain and around the world. Tweets provided the content for discussion on current events in Spain, and offered another outlet for students to practice and refine their Spanish skills outside the classroom.

KAREN GONZALEZ RICE, Sue and Eugene Mercy Assistant Professor of History, has used Wordpress, the blogging and website creation platform, several times. In one course, students created digital exhibitions that required them to interact with lesser-known works of art from the Connecticut College Wetmore Print Collection. Students applied knowledge of art history to unfamiliar artists and works, then contributed their

Current and Past Technology Fellows

Anthony Graesch (TFP Head Fellow)	
Karen Gonzalez Rice (TFP Head Fellow)	
Ginny Anderson	Hisae Kobayashi
Rachel Black	Karolin Machtans
Ann Marie Davis	Jen Manion
Leo Garofalo	Emily Morash
Luis González	Wendy Moy
Candace Howes	Joseph Schroeder
Suzuko Knott	