2004-2005 - Individual Faculty Fellows

Overview

Applications for the 2004–2005 Fellows were accepted in January 2004 and the program ran from May 2004 to April 2005. Applications included a written statement of the educational change the applicants would like to enact through participation in this program, an outline of their technology skills, and an endorsement from an academic dean or department chair.

Fellows were expected to attend three full day orientation sessions for to do independent project work and consultation with CIT staff on the remaining two orientation days. The orientation sessions ran from 8:30 am to 4:00 pm each day with morning sessions focusing on project planning and designing course materials and activities with Blackboard. Afternoon sessions included small group technical training targeting specific interests of individual participants. Followup meetings for the Individual Faculty Fellows group were held approximately once each month during the academic year and Fellows had to attend at least three in order to receive a stipend in the program.

Participants

Matt Cohen, Assistant Professor
Graduate Student Partner – Allison Dushane
English
With graduate student partner Allison Dushane, Cohen constructed and deployed tutorials and a Blackboard course website to assist students who edited an electronic version of Horace Traubel’s biography, “With Walt Whitman in Camden”; the work was published at the Walt Whitman Archive (http://jefferson.village.virginia.edu/whitman/).

Daniel Foster, Assistant Professor
Theater Studies
For the course, The Theater of the Mind: American Radio 1920–1960, Foster created an online collection of digitized radio shows and scripts that will outline the history of radio theater and form a basis for student study. During the course, students also experimented with creating their own radio shows for the Web.

Deborah Gold, Associate Research Professor
Graduate Student Partner – Jocelyn Bailey
Sociology
Gold and Bailey explored how Blackboard can be used to improve access to materials and student participation in Sociology 164, Death and Dying. Group features of Blackboard, along with discussion boards and a class service journal, were used during the course.

Sucheta Mazumdar, Associate Professor
History
Mazumdar and graduate student partner Zihui Tang created a Blackboard course website for History 172B, China and the West, and 172C, China from Antiquity to 1400, featuring images and film clips. Blackboard evaluation tools were used to gauge student background knowledge at the beginning of the course and to explore how the course affected their perceptions of the subject matter.

Alyssa Perz-Edwards, Lecturing Fellow
Biology
For Biology 205L, Experiments in Development and Molecular Genetics, Perz-Edwards created digitized movie clips that her students used to explore experimental methods and embryo development.

Nestor Schmajuk, Associate Professor
Psychological & Brain Sciences
For Animal Learning and Cognition: A Neural Network Approach, PSY 223, Schmajuk and graduate student partner Jose Larraui created a web-based simulation of a neural network model that reproduces some of the learning processes that take place in the mammalian brain during classical conditioning.
Ulrike Stroszeck, Visiting Assistant Professor  
Department of Romance Studies  
Interactive web exercises using multimedia were created for the course French 76, Advanced Intermediate Grammar and Culture to allow a tighter integration of the grammatical exercises and readings and other cultural materials used in the course.

Ingeborg Walther, Assoc Prof of the Practice  
Department of Germanic Languages & Literature  
A Blackboard course site using multimedia was developed to increase the quantity and quality of the linguistic and cultural content of beginning, intermediate, and advanced German language courses.

Aaron White, Assistant Research Professor  
Medical Psychiatry  
White manages the logistics for PSY 102, Alcohol: Brain, Individual and Society, a course that is taught by a number of faculty members through the semester. Using Blackboard, White hoped to better organize faculty lecture materials – Powerpoint presentations, lecture notes, calendars and assignments – and integrate new types of multimedia resources and activities to help the students achieve a deeper understanding of the subject. (Withdrawn from the program.)

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