• What recent technology learning projects have you been involved in?
• What were the project goals, and who was involved in the project?
• What were some of the issues you faced in the design, implementation, development, and/or sustainability of the project(s)?
• How did you and project team members seek to resolve these issues?
Integrating Instructional Technology in the English Studies Curriculum

Heidi McKee
Miami University
mckeeha @ muohio.edu
Miami University (Oxford Campus)

- 15,200 undergraduates
- 1,700 graduate
- Large four-year
- Research University (High)
- Mission emphasizes undergraduate education
- General education component: The Miami Plan
Assessing the Context

College Composition

• Core Component of Miami Plan (3% of all courses taught at Miami)
• Approx. 3,000 students
• 120 sections per semester
• Staffing:
  • 60% Graduate students
  • 30% F/T or P/T non-tenure faculty
  • 10% Tenure-line faculty
• Facilities prior to Fall 2006
  • All sections taught in non-computerized classrooms

Here is a quote from a student's interview: "If she (the other participant) had just, like, explained herself more and explained why she felt that way maybe somebody like me would understand it that this is how she feels. And then I could put myself more, maybe I'd try to push myself inside instead of just judging."
Comparison of First-year composition taught in computer classrooms *(as of spring 2006)*

- Arizona State University 20% of sections
- Florida State University 15% of sections
- Illinois State 100% of sections meet at least 1/3 of time in computer classrooms
- Kennesaw State University 100% of sections (120 sections per semester)
- **Miami University of Ohio (Oxford Campus) NONE**
- Northern Illinois University 100% of sections
- Ohio State University 15% of sections
- SUNY Buffalo 29% of sections
- U of Colorado 100% of sections
- University of Illinois 47% of sections
- Washington State University 100% of sections spend some time in computer classrooms
Writing has Changed
&
Teaching and Learning Opportunities Must Change
Digital technologies have changed the processes, spaces, and products of writing.
Digital media allow for the increased integration of images and audio into texts.
Networked connectivity presents new rhetorical situations and potentially global audiences for communicating.
An overabundance of (mis)information on the Web requires increasingly sophisticated research skills.
Students need direct instructional opportunities to learn to be critical writers, readers, and researchers in a variety of rhetorical & technological contexts that they may face in their academic and professional careers.
Locating the Rationale

Basic Needs for Technological Integration

• Access to Computerized Technologies & to Appropriate Spaces for Learning
• Instructor Recruitment & Development Opportunities
• Curriculum (Re)Visioning
• Sustainable Learning Communities
• Ongoing Assessment Programs / Studies
Building Connections

• Mapping the Resources & the Networks
• The Power of the Personal, the Partial, and the Persistent
  • Collective & individual efforts
  • Adaptable & consistent vision that can be developed in increments
  • Focus on students and student learning
The Department of English, the College Composition Program, and the students and teachers in the Digital Writing Collaborative thank the many individuals and programs at Miami University who made possible the Laptop Classroom (BAC 256), the New Media Classroom (BAC 254), and the learning opportunities these classrooms support.

- Jeffrey Herbst, Provost and Executive Vice President
- Reid Christenberry, Vice-President for Information Technology
- Richard Pettitt, Associate Dean and Special Assistant to the Provost
- Carolyn Gard and the staff in Academic Technology Services, including Gail Campbell, Randy Mikesell, and Tim Reisert
- Robert Howard and Kathie Brinkman of Support Services and Campus Partnerships
- David Franckro, former Associate Dean, College of Arts and Science
- Raymond Gorman, Associate Dean, School of Business
- The members of the Classroom Enhancement Council
- Mary Fuller and The Ohio Writing Project
- Glenn Platt and the Center for Interactive Media Studies

Open House & Reception, September 19, 2006
The Miami Notebook Program

The Miami Notebook: hassle-free computing that supports your lifestyle - in class and out

The Miami Notebook is more than just a laptop. It's hardware, software and services designed to make computing at Miami work for you.

Imagine a world in which...

... your laptop is delivered to your home, pre-configured for Miami's network environment.
... on-campus repair options are just a few steps away from classes and residence halls.
... repairs are free and loaner computers are provided.
... any virus/spyware problems are resolved free of charge. The Miami Notebooks with Microsoft Windows XP come with virus/spyware protection pre-installed so viruses are mostly a thing of the past.
... Miami stands behind the models we recommend.

The Miami Notebook delivers all this and more. While the Miami Notebook is a completely voluntary offering, we think you will find that the total package is an exceptional value.
“Supporting the English Department initiative is a no brainer because of how strategic the plan is. It’s not just tech for tech’s sake, and it’s not just a Lone Ranger initiative.

“We can support it because it is so strategic, transforming a course and a curriculum. And being a Miami Plan course it will impact a huge number of students.”

--Carolyn Gard
Senior Director, Academic Technology Services
Creating Community

If you build it, will they come?
Creating Community
Over 400 students in 20 sections of Digital Writing.

14 Instructors in the lead cohort
14 Instructors in next cohort

- Invite everyone
- Welcome/seek dissenting views
- Reward pioneers
- Create events & learning opportunities
- Address techno stereotypes & fears
- Provide ongoing support
Miami University English Department
Digital Writing Collaborative
founded 2006

The Digital Writing Collaborative seeks to develop and sustain a culture and community of writing, learning, and teaching in all areas of English studies.

Comprised of undergraduate students, graduate students, full-time faculty, and part-time instructors in the English Department at Miami University, the DWC also supports digital writing collaboration across departments and divisions.
Creating Community

Mission Statement

The mission of the Digital Writing Collaborative is four-fold:

- To support instructors and students as they teach and learn with digital technologies and digital texts in a variety of English courses;

- To develop robust curricula for the integration of digital technologies and digital texts and to best prepare students for writing in the 21st-century;

- To advocate for increased access to curricular and material resources for teachers and students; and,

- To build connections with other digital initiatives across campus and across the country.
Creating Community

To achieve its mission, the DWC pursues several avenues. The DWC:

• Offers workshops to the English Department focusing on various pedagogical and technological issues.
• Holds pre-semester orientation sessions and brown-bag discussion sessions for instructors teaching in or interested in teaching in the Laptop Classroom (BAC 256) and the New Media Classroom (BAC 254).
• Co-sponsors attendance for two or three instructors at national summer institutes on digital pedagogies and composition.
• Hosts a Digital Writing/Digital Humanities speakers’ series, bringing in national experts to speak to the Department and the University (funded by an Altman Grant).
• Hosts a Digital Writers’ Gala for showcasing student writers.
• Sponsors with Bedford St. Martin’s a Digital Composition Prize.
• Reports and presents on computers and writing research at national conferences and in national, peer-reviewed journals.
(Re)Visioning Curricula

The importance of classroom design & IT collaborations

“When you meet with Randy [the lead classroom designer], talk with him about your ideal teaching environment, your curricular goals, and how you teach. Don’t begin with technology. If you begin with technology, you will only get what you already know.”

–Carolyn Gard, Senior Director, Academic Technology Services
(Re)Visioning Curricula
# (Re)Visioning Curricula

<table>
<thead>
<tr>
<th></th>
<th>Miami</th>
<th>Labor</th>
<th>Electric/conduit/wiremold and mounting of projector</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NOS</td>
<td>Misc cables and connectors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Misc Cables**

|Total| $16,568.32|

## Additional Wireless Classroom Items: Technology & Wiring

<table>
<thead>
<tr>
<th></th>
<th>Plasma Displays</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Panasonic TH-42PHD9UK</td>
<td>High Resolution Plasma</td>
<td>$2,265.00</td>
</tr>
<tr>
<td>2</td>
<td>Chief PTC</td>
<td>Portable Plasma floor stands</td>
<td>$650.00</td>
</tr>
<tr>
<td>2</td>
<td>Chief PAC-150</td>
<td>Shelf for Portable Stands</td>
<td>$180.00</td>
</tr>
<tr>
<td>2</td>
<td>Panasonic TH-42PHD9UK</td>
<td>High Resolution Plasma</td>
<td>$2,265.00</td>
</tr>
<tr>
<td>2</td>
<td>Chief PSM-2051</td>
<td>Landscape static wall</td>
<td>$107.00</td>
</tr>
<tr>
<td>4</td>
<td>Chief PAC-135</td>
<td>Locking Kit</td>
<td>$25.10</td>
</tr>
</tbody>
</table>

|   | Hitachi SEBEMPNL1         | 15” Starboard (MAC or IBM) | $2,058.00 |
|   | Peerless LCT-100          | Articulating Arm | $250.00 |
|   | Peerless ACC-901          | Stationary Base | $31.00 |

<table>
<thead>
<tr>
<th></th>
<th>Document Camera</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Samsung UF-80</td>
<td>Digital Document Camera</td>
<td>$2,099.00</td>
</tr>
<tr>
<td>1</td>
<td>A/V Contractor Labor</td>
<td>Installation</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Miami Labor</td>
<td>Electric/conduit/wiremold and mounting of projector</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

**Total**

$17,772.40

**Combined Room Total for Technology**

$34,340.72

## Additional Wireless Classroom Items: Furniture & Equipment

|   | 24 360 degree swivel desk/charis |   |   |

$234.15 $5,519.60

**Total**

$234.15 $5,519.60
Student Learning Outcomes for First-Year Composition Courses
(Adapted from the Writing Program Administration Outcomes Statement for First-Year Composition)

Composing Skills:
By the end of the first year, composition students should be able to:

♦ Develop flexible strategies for inventing, researching, drafting, getting feedback on, revising, and editing writing.
♦ Analyze their own and others’ writing effectively.
♦ Collaborate with others to develop writing projects.
♦ Recognize the purpose of assigned writing and discover their own aims in writing.
♦ Choose appropriate conventions of form, structure, voice, tone, and diction and appropriate technologies that assure accessibility to a range of audiences.
Student Learning Outcomes for First-Year Composition Courses cont.
♦ Find, evaluate, analyze and synthesize appropriate primary and secondary sources.
♦ Integrate others’ ideas in developing an argumentative thesis.
♦ Practice appropriate and ethical ways of documenting sources.
♦ Refine their style, and gain increased control over surface features such as grammar, punctuation, and spelling.

Rhetorical Knowledge
By the end of the first year, composition students should understand:
♦ How particular audiences, genres, and technologies shape reading and writing.
♦ How multi-modal elements of texts (images, sound, design) can have rhetorical effects.
♦ How to choose, critique, and experiment with multi-modal elements, genre, or a mix of genres, for a rhetorical purpose.
♦ How to use writing and reading for inquiry, learning, thinking, and communicating.
♦ The rhetorical, collaborative, social, and technological aspects of writing processes and products.
♦ The power of language to shape perceptions and construct knowledge.
(Re)Visioning Curricula

A Continuum for Integration
(and, perhaps, a bit of bait & switch)
(Re)Visioning Curricula

Range of Assignments (& Technologies)

• Traditional Essays (8½ X 11, Times New Roman, Double-Spaced, MLA Format)
• Printable Documents with Multimodal Elements
• Web-Based Communications (Wikis, Blogs, Web Sites, etc.)
• Multi-modal Compositions (Audio Essays, Videos, etc.)
The Awards Committee considers compositions in the following categories:

OXFORD COPY SHOP AWARD: for a reflective narrative composition

MIAMI CO-OP AWARDS: two prizes of equal merit for explanatory or persuasive composition

DUBOIS BOOK STORE AWARD: for literary analysis composition

MIAMI UNIVERSITY BOOK STORE AWARD: for literary analysis composition

BEDFORD / ST. MARTIN’S AWARD: for an outstanding digital composition (to be published on the Miami University Composition website <www.muohio.edu/composition>).
Preparing Instructors

**Digital Writing Instructors: Lead Cohort 2006-2007**

- Bickel, Phil
- Carsey, Kerrie
- Dubisar, Abby
- Ehritz, Andy
- Fedeczko, Wioleta
- Landrum, Denise
- Lewiecki-Wilson, Cynthia (Director of College Composition)
- McKee, Heidi (Coordinator of Digital Writing Collaborative)
- Moore, Kristen
- Patterson, Gina
- Peters, Bryan
- Polak, Michele
- Russell, Marilyn
- Wahlin, Leah
Preparing Instructors

Summer Workshop & Semester Practicum

DIGITAL WRITING INITIATIVE

PRE-SEMESTER WORKSHOP
AUGUST 15, 2006
12:30-4:30

I. ROOM ORIENTATION: TIM REISERT, SUPERVISOR FOR CLASSROOM FACILITIES

II. BREAK & MOVE TO KAMM CLASSROOM IN KING LIBRARY 110

III. OVERVIEW & DISCUSSION OF WORKSHOP GOALS

IV. DISCUSSION OF DWI (CHANGE TO DWC? C=????)

V. SYLLABUS REVISIONS: COURSE DESCRIPTION, POLICIES, SEQUENCE OVERVIEWS
Preparing Instructors

Summer Workshop & Semester Practicum

DIGITAL WRITING COLLABORATIVE

PRE-SEMESTER WORKSHOP
AUGUST 17, 2006
12:30-4:30

I. INFORMATION LITERACY: LISA SANTUCCI, DIRECTOR, CENTER FOR MEDIA STUDIES

II. BREAK

III. EXPECTATIONS & QUESTIONS

IV. SYLLABUS REVISIONS: SEQUENCE I, SEQUENCE II, SEQUENCE III

V. GRADING/EVALUATION CONSIDERATIONS

VI. ASSESSMENT UPDATE

VII. RETURN TO BAC 256 FOR WALKTHROUGH
English 600B: Teaching Writing in/with Digital Technologies
Wednesday 11-11:50, BAC 256 & BAC 254

This two-credit practicum is open to anyone interested in teaching writing in/with digital technologies.

The goals for this practicum will be to develop and assess pedagogical and curricular approaches for integrating the use and critical analysis of digital technologies in English Studies courses, particularly English 111 and English 112. Topics to be addressed include research and composing practices with computers, the use of networked connectivity to foster collaborative writing and peer response, and the analysis and composing of multimodal texts. Course requirements include participation in curricular development and assessment projects and attendance at some of the digital technology and pedagogy workshops to be offered in the fall.
Preparing Instructors

New Digital Section to *Teacher’s Guide*

**Composition in Digital Contexts**
- Digital Writing Initiative: An Overview
- Arrangement and Contents
- Planning for Teaching with Technology
- Overview of Technologies
- Composition in Digital Contexts: English 111
- Composition in Digital Contexts: English 112
- Evaluating Student Work in Digital Contexts
- Web and Print Resources
- Copyright and Fair Use Issues
- Free/Shareware Technologies and Software
Preparing Instructors

Blackboard Site

- Discussion Board
- Document Sharing
- Annotated Resources
- Multimedia Tutorials
Digital Writing Collaborative Workshops: Fall 2006

These workshops are open to all graduate students, faculty, and staff in the English Department. For more detailed descriptions, please contact Heidi McKee (mckeeho@muohio.edu). All workshops will be held in BAC 254, the New Media Computer Classroom.

Opportunities for Sound Essays in the Classroom: An Interactive Introduction to Audacity
Date/Time: Sept. 6 @ 11-12:30
Facilitators: Abby Dubin & Wioleta Fedeczko

Writing for the Web (two-part workshop)
Dates/Times: Sept. 12 & 21 @ 4-5:30
Facilitators: Heidi McKee & Michele Polak

Photo editing in the composition classroom
Date/Time: Sept. 20 @ 11-12:30
Facilitators: Gina Patterson & Leah Wahlin

Blogging: Why Two Recovering Technophobes are Considering It for the Classroom
Date/Time: Oct. 20 @ 11-12:30
Facilitators: Kerrie Carsey & Kristen Moore

Doctoring Truth Narratives or: How I Learned to Stop Worrying and Love the Wiki
Date/Time: Oct. 25 @ 11-12:30
Facilitators: Denise Landrum & Bryan Peters

The Least You Need to Know to Use Video in the Composition Classroom
Date/Time: Nov. 3 @ 11-12
Facilitators: Phil Bickel & Heidi McKee

iMovie Killed the Radio Star: How to Teach Composition with Video
Dates/Times: Nov. 8, 10, 17 @ 11-12
Facilitator: Phil Bickel
Preparing Instructors

iMovie Killed the Radio Star
How to Teach Composition with Video

What you need to know about the camera

There are a few really basic things. Many of them involve getting to know your camera. Since you might use any of a host of different video cameras, the directions here will be specific (if you find yourself in need of assistance with a specific camera feel free to hunt me down and ask). But these are general things you need to know:

1. Make sure that you carry a pair of headphones and check the sound level of your camera each time you start recording. Different cameras have different microphones, and sometimes it might seem obvious to you that you’re picking up sound when you aren’t.

2. Also related to sound: if you’re interviewing someone, don’t conduct the interview while holding the camera unless you have an external microphone you can place between the two of you. You will see, if you work with our department, that if you talk to someone you are taping, your voice will be significantly louder than the other person.

3. Check your battery charge before you start filming. If the camera dies, you are stuck.

4. Make sure you have tape(s) with enough time to cover what you’re recording.
Preparing Instructors

New Media-ing: The Relationship of “Word” to “Image”

Thursday, November 2
Bachelor Reading Room
4:15 p.m.

Anne Frances Wysocki
Associate Professor of Visual and Digital Communication
Humanities Department
Michigan Technological University

Funded by the John W. Altman Humanities Scholar-in-Residence Program and by the Miami University English Department & Digital Writing Collaborative
Hi, Everyone,

This Wednesday from 11-11:30 in Bachelor 256 the instructors teaching in the Digital Writing sections of English 111 will be available to discuss their experiences teaching and learning in the new, you have specific questions or are simply curious, just a few minutes or, if you have time, for three.

Also, there's a new bulletin board about the Digital Writing in Bachelor 256 on the third floor of Bachelor outside the English Department. A statement, goals, course schedule and pictures of the tools we are using are posted.

Thanks,

Heidi
Sharing Perspectives

• Need to continue to promote DWC (within department, across campus, and to the wider community)
  • Audiences to address include: parents, students, teachers, administrators, instructional support staff, potential donors

• Seek additional material resources
  • New classrooms, curriculum development, administrative positions, etc
Sharing Perspectives

- Pursue multiple avenues of assessment
  - Pre/Post surveys of students
  - Pre/Post surveys of instructors
  - Video interviews with students and instructors
  - Comparative evaluations of digital and non-digital assignments and assignment prompts
Ongoing Issues to be Addressed:

- Access to Computerized Technologies & to Appropriate Spaces for Learning
- Instructor Recruitment & Development Opportunities
- Curriculum (Re)Visioning
- Sustainable Learning Communities
- Ongoing Assessment Programs / Studies
I would be glad to share any materials related to the Digital Writing Collaborative (e.g., equipment specifications, grant applications, curriculum materials, workshop agendas, etc.)

Just email me at: mckeepha @ muohio.edu