APPLICATION FORM
IUP Center for Teaching Excellence
2019 Faculty Recognition Awards

FACULTY NAME(S) _____

DEPARTMENT(S) _____

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‰ I AGREE with this submission that if awarded, I permit submitted materials to be shared via posting on the CTE website or other university promotions.

AWARD CATEGORY : Note: Faculty are permitted to apply for an award in one category only and may only submit one application.

‰ ACCESSIBILITY

‰ ADVISING

‰ COLLABORATIVE PRACTICE

‰ CONTENT PEDAGOGY

‰ EXPERIENTIAL EDUCATION

‰ INCLUSIVE EXCELLENCE

‰ INNOVATION

‰ INSTRUCTIONAL TECHNOLOGY

‰ JOHN WOOLCOCK TEACHER/SCHOLAR AWARD FOR REFLECTIVE PRACTICE

‰ LIVING -LEARNING

‰ PEDAGOGICAL RESEARCH

‰ TEACHING ASSOCIATE

‰ TEACHING WRITING

DESCRIBE: How does your application fit this category?

ABSTRACT: Provide a summary of your accomplishments in 300 words or less (Note: this abstract may be used on CTE website and as part of the program for the annual CTE Recognition Dinner)

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Mary K. Stewart (English Department) designed a fully online section of ENGL 202 that utilizes asynchronous and synchronous modalities to facilitate an engaged and interactive community of learners. Students work in research teams to locate sources, draft annotated bibliographies and literature reviews, engage in IRB-approved field research, draft methods and findings, create data visualizations, and then revise and compile all of the elements into a 15-

Three-Page Rationale

The primary goal of ENGL 202 is to engage students in a sustained inquiry project, such that they develop the ability to integrate sources and synthesize multiple perspectives. I opt to teach ENGL 202 as a fully online course because research in the field of online writing instruction indicates that writing students benefit from learning in textual environments that require them to write-to-learn as well as learn-to-write (Hewett, 2015). Research additionally indicates that writing, like learning, is a fundamentally social activity (Bruffee, 1999), and that online courses have tremendous potential for facilitating interactive learning, given the appropriate instructional design (Garrison, 2017). This rationale explains how my sections of ENGL 202 integrate a combination of asynchronous and synchronous activities to guide my online students towards collaborative, community-based learning that supports their achievement of the ENGL 202 learning outcomes. I will particularly highlight the ways I leverage instructional technology to facilitate: 1) an accessible and organized course, 2) research teams, and 3) peer review.

Accessible & Organized Course. One of the tenets of effective online pedagogy is an accessible and clearly organized course site (Blythe, 2001). Before we can help online students achieve learning outcomes, they must be able to easily navigate the course and comprehend expectations. To facilitate this in ENGL 202, I created a custom navigation bar in D2L (see Appendix A) that renames D2L's Content Page to "Weekly Modules" and includes a "Syllabus and Major Assignments" tab that links students to related Google Documents. I also added a "Course Home" tab that brings students directly to the announcement page, where I frequently post multimodal messages. These seemingly small details have a big impact on the student experience, and I credit the site layout to students' frequent reports that the course is well organized and easy to use (see Course Evals).

The weekly modules are especially effective in supporting student learning. The modules open at 8am on Mondays and contain three activities: a full group discussion (due Thursdays at 2:30pm), a research team discussion (due Fridays at 2:30pm), and an individual assignment (due Sundays at 11:59pm). I respond in writing to one-third of the forum posts each week and also post a video that offers a more general verbal response to the discussions. These videos reference particular students who have performed well in the forums,

video chat. To enable these synchronous sessions, I requested that the registrar reserve one hour (Fridays from 2:30-3:20pm) in the students' schedules. During the weeks in which we do not have full group meetings in Zoom, I offer students the opportunity for additional office hours. Zoom has proven to be a particularly effective tool for conferencing. Appendix B features screenshots from these video calls, as well as a link to a recording of a conference. As you'll see, I ask students to share their screen when we meet, so that they are projecting their papers, scrolling through them and asking questions, and beginning to revise in real time as a response to our conversation.

Research Teams. In addition to developing a more tangible online student-instructor relationship, one of the major benefits of the video chats is that it allows me to organize the students into small groups, which I call research teams. At the beginning of the semester, I group the students based on their area of interest (e.g., Team Education, Team Politics & Social Justice). They meet with their teams every week, either asynchronously in research team discussion forums or synchronously via video chat. These meetings give students an opportunity to regularly interact with and get to know a smaller population of students (7 instead of 28), thus enacting the emphasis on social learning in online pedagogy (Garrison, 2017).

Grouping the students into interest-driven teams also allows them to share resources, and I employ a variety of instructio