



CLAS INSTRUCTIONAL TECHNOLOGY MINI-GRANTS SHOWCASE GRANT RECIPIENTS

Showcased here are the projects of CLAS Instructional Technology (IT) Mini Grant recipients since the inception of the grants in 2007. Grant recipients provide a brief synopsis of their IT mini-grant projects. Their project descriptions include information about the following:

1. The instructional need(s) that led to the development of the project;
2. Project goals, scope and timeline;
3. Instructional design elements;
4. How the project was implemented;
5. Feedback and reactions from students; and
6. Evaluation of the project.

By showcasing these CLAS IT Mini-Grant projects, we hope to inform other faculty planning similar projects in the future.

RECIPIENTS	DEPT.	PROJECT TITLE
2008		
Margo Bowman	Psychology	Incorporating a Hybrid Instructional Format into an Experimental Psychology Lab Course
Ramzi Salloum Li Way Lee	Economics	Moving a Basic Economics Course to Online
Jean Andruski Karen O'Leary	Communication Sciences and Disorders	Incorporating Screen Capture Software to Address Gen Ed Computer Proficiency Requirements
Monica Brockmeyer	Computer Science	Incorporating Tablet/Inking Technologies in Early Computer Science Education
2009		
Margo Bowman Patricia Siple	Psychology	Developing Instructional Material to Compliment a Shift in Technology
Guerin Montilus Mary Durocher	Anthropology	Material Culture in the Study of Religion - "A picture is worth a thousand words."



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Nan Liening	Communication Sciences and Disorders	The Use of the Nasometer 6450 in Coursework and Clinical Methods
Allen Goodman Ramzi Salloum	Economics	Online Course in Health Economics
David R. Bowen	Physics and Astronomy	Web-Based Intelligent Tutor for General Physics
Jennifer Sheridan Moss	CMLLC	Charting a (Digital) Path Through Latin Literature
2010		
Karen Lindsey Myhr	Biological Sciences	A Personalized Automated Trainer (PAT) that leads Students to the Pathway of Success
Mark VanBerkum	Biological Sciences	Clickers and Mobi's: Do they Really Stimulate Classroom Interaction?
2011		
Margo Bowman Patricia Siple	Psychology	Curriculum Development for a Student Requested Honors Class
Gwen Gorzelsky	English	Drupal in Writing Instruction and Assessment
2012		
Gwen Gorzelsky	English	Expanding e-portfolio Creation and Assessment in Introductory College Writing and Intermediate College Writing
John F. Sase	Economics	The Making and Implementation of <i>Wall Street Greed: This Time is NOT Different</i>
David Fasenfest	Sociology	Labor sociology and history podcasts: Interviews with authors and scholars
Jennifer Ward-Batts	Economics	Online course in Economics of Race and Gender
Rie Masuda	Classical & Modern Languages, Literatures, and Cultures	Creating online grammar and vocabulary practice modules for students of beginning Japanese



Margo Bowman, Department of Psychology

This project shifted approximately half of the content of the PSY 3070 Learning and Memory Experimental Lab to an online format. The grant was used to fund three graduate students to assist in developing the instructional materials for this teaching format. Overall, the hybrid instructional format was a positive experience for both the instructor and the students. According to assessments conducted during and at the end of the semester, combining the best features of the traditional face-to-face instructional format with the best features of the online format has improved student engagement, increased active learning, and led to better student learning and satisfaction. The majority of the students stated that they not only liked the format, but also that they learned more because of it. Many of the strategies and procedure used to develop and deliver the instruction for this hybrid course have subsequently been applied to developing hybrid sections of PSY 3050 (perception lab) and PSY 3090 (cognitive lab).

Margo Bowman & Patricia Siple, Department of Psychology

This project developed the instructional materials needed to facilitate teaching and learning in the lab portion of the PSY 3010 Statistics course. The focus of the statistics lab had shifted from predesigned instructor-presented lectures and calculating problem solutions, to the more hands-on approach of using SPSS to analyze and interpret data sets. While this represented a more active learning process, the GTAs were not prepared to teach their students without some form of instructional guidance. Although proficient in both the content of the course and the application of the software, the GTAs had a difficult time linking theory and application in a way that was meaningful to their students. While working on this project, three experienced stats GTAs produced an instructor's manual that linked statistical theories with actual hands-on practice in using SPSS. This manual provided the GTAs with a description of the objectives and course materials for each lab session, practice problems to be completed in class, homework assignments, and teaching tips for dealing with specific content and skills known to be problematic for students. The GTAs also developed an electronic tutorial for students that explained the basic features of SPSS and how to use them, as well as a comprehensive week-by-week manual illustrating all of the SPSS processes needed to complete assignments during the semester. Many stats instructors and students have benefited from the development of these materials.



Nan Liening, Communication Sciences and Disorders

The Mini Grant was used to purchase the Nasometer 6400 for use in the Voice Disorders class as well as in the clinic. The Nasometer is used to measure nasalance in patients with resonance disorders (such as in the case of cleft palate). Previous to the purchase, students could only learn about this important assessment tool through pictures, books and the course instructor. Students often demonstrate confusion in determining the difference between hypernasality and hyponasality. The Nasometer is a real time, hands on source of instruction.

The goal was to obtain the machine and make it available in class labs as well as in the clinic. It is now available in the teaching lab in the department. Pre and Post tests were designed to measure knowledge base of resonance disorders, prior to exposure with the Nasometer and after exposure. The Nasometer was presented in a lab and all students had an opportunity to use the Nasometer to obtain measurements on other class mates. They were instructed on interpretation of results. They were able to formulate reports on their class mates. Several of the students were able to use the Nasometer on their patients in Wayne State University Speech and Language Center.

Students reacted favorably to being exposed to the Nasometer. They enjoyed working hands on with an assessment tool and were better able to visualize the concept of hypernasality. In placements outside of the speech and language center, they were able to use the equipment competently. All students performed significantly better on the post test for resonance disorders.

Jennifer Sheridan Moss, Department of CMLLC

My project, entitled "Charting a (digital) Path through Latin Literature," was developed to assist students in making the difficult transition to reading ancient literature in the original language. In class, I used a tablet computer to record the thought process involved in deciphering the grammar and syntax of Latin. The recorded files were then available to student via Blackboard; they could consult the files as they prepared for exams.

By all accounts, the project should have been a success. By adding a visual dimension to the learning process, translating became concrete rather than abstract. Students reported that they used the files and were sure that they were learning more Latin. Unfortunately, a statistical analysis of student outcomes found that students did not learn any more using this method than using traditional classroom methods; the overall GPA of the class, and the distribution of grades, was completely consistent with those of previous semesters.



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While this project did not produce a desirable outcome, it did prove that expensive technology does not necessarily improve student learning, even when logic tells you that it should. Students who do well in a Latin literature class do so because they engage with the material frequently; whether that is done with a pencil or a computer does not appear to matter.

Karen Myhr, Department of Biological Sciences

The instructional need(s) that led to the development of the project:

The instructional needs that led to my project were the need to develop biology study skills for a very large lecture group of pre-introductory and non-major students (667 students in BIO 1050). I did not have graders or other support, so I needed to develop tools for the students to learn to self-assess. Although student self-assessment was a necessity of the situation, it also was a primary goal because students have been shown to need to be taught to know what they do and do not know (metacognition). The personalized automated trainer (PAT) helped them learn study skills including self-assessment with homework assignments and training on how to use exams to reset goals and strategies.

Project goals, scope and timeline

The project goals were to help students learn to self-assess and get some personalized feedback on their progress in a class where I could not do that individually. The project was designed for me to use in the fall semester and to transfer to another professor teaching the same class in the winter semester (2010-2011).

Instructional design elements

The instructional design elements were the homework questions and the feedback on goals. This was done within the Blackboard course management system with assignments due for credit before every lecture.

Project implementation

I implemented the project with the help of Christine Walker, who was a computer science student I hired with the funds from the mini-grant. She was experienced in Blackboard and helped me transfer my ideas to Blackboard and keep the system operating once students started using it.

Feedback and reactions from students



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Many students like the homework system. It was set up so that the students earned credit for completion, not mastery, so some just wanted the easy points. Other students embraced and benefited from the goals, strategies and reassessment emphasis. Many students benefited from the homework tools themselves.

Evaluation of the project

Overall the students benefited from the system, and it transferred to the second semester with Dr. Parkin teaching the course. Changes that have been made for PAT for fall 2011 have been moving it out of Blackboard into the publisher's course management system (Pearson's MasteringBiology). The publisher's site is set up for giving homework assignments and handling the number of graded items without slowing down and generating errors for the students and professor like Blackboard did.

In addition, the publisher's site has excellent additional content and homework questions and allows me to add my own material. Neither Blackboard or MasteringBiology has all of the features I would like, but I am talking to the publisher about adding some of those features. Transferring the homework to another course worked somewhat, but it was sometimes difficult for me to match the materials I prepared to Dr. Parkin's lectures. For winter semester we are trying applying some of the principles I have implemented to another professor's version of the course, instead of having me add the homework system to her course. I will attempt to help her incorporate the PAT system in her own way instead of adding my version to her course. In fall of 2011 we also added a learning community structure to the course, in which every 15 students were assigned a peer mentor who sat with them in lecture to help with active learning in the large lecture hall and met with them one hour a week in addition to lecture. This combination of technology and more personal interaction (high tech plus high touch) has made BIO 1050 in fall 2011 a great success. I anticipate more students passing the class and performing better as they continue their studies.

Mark VanBerkum, Biological Sciences

Enhanced Active Learning by Integrating Audiovisual Requirements Using an Interwrite Pad.

Funds were requested to purchase an Interwrite Mobi Pad and its associated software, "Interwrite Workspace" in order to develop its use as a portable electronic chalkboard (smart board) in a large lecture theater. Basically, I missed a chalkboard and the ability to develop an idea on the fly via questions and answers during my lectures to 200 or more students. I sought a platform that provide this kind of function while still retaining



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my ability to use existing PowerPoints, CPS clicker system and the internet-based video. In theory, the software associated with the Mobi pad allows you to use it as a chalkboard, while also controlling all other electronic features of your laptop.

To date, I used the Mobi for two semesters. The first semester basically gave me insight into the do's and don'ts and established what kind of drawings/schematics would work well in these large lecture halls. I also tended to over use its electronic functionality thus disrupting the class. Thus, full integration remains challenging. The second semester saw its use on a fewer occasions, and with the specific purpose of having a "chalkboard lecture." It was ideal for wrapping up a long chapter spanning multiple lectures, especially if student took some time to read the chapters and begin their studying. Using a series of questions and answers, the class worked with me to develop a set of diagrams designed to rebuild the big picture (you are advised to practice this in your office before class). It was exciting to see students actually begin to take notes again, and to place the details back into context. Incorrect answers also provided insight into the thought processes of students and professor - always a good thing. The program allows you to upload the final products as a PDF on Blackboard (and I did), but students complained that they were unintelligible if they were not actually present during the lecture (even with audio recordings). Certainly, the final product is messy, although students who were present did not complain. Thus, this format might have an unexpected feature of drawing students back into the lecture halls, especially if they are forewarned that such a lecture will be occurring.

If you really only want to draw a few things, a tablet PC, or perhaps the Sympodiums now available in many lecture halls, would probably suffice. However, the software associated with the Mobi has some very useful features (screen capture, recording features, import of images etc.) that make it very helpful in designing these kinds of interactive lectures.

Margo Bowman and Patricia Siple, Department of Psychology

The instructional need(s) that led to the development of the project:

This project proposed to develop an honors section of an experimental lab course that would combine aspects of the three existing experimental lab courses (PSY 3050, 3070, and 3090). The experimental labs fulfill both the university Writing Intensive and Computer Competency II requirements, making them challenging for most of the students. Because many of the students are not prepared to think and write at the level expected in these labs, the course curriculum has been developed to offer a



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tremendous amount of guidance to students. The stronger students do not need this level of instruction and would benefit from less instructor guidance and more student-initiated explorations.

The project goals, scope, and timeline:

Honor students are capable of investigating a research questions more in depth than typically covered in these experimental lab classes. With this need in mind, we developed an honors section of the experimental lab course geared at preparing our top students to move on to the next level of their educational experience. Specific goals for this honors class include:

- Teaching students to become actively involved in locating and assessing information, as well as developing and expressing their opinions to others.
- Providing collaborative research-related activities that would allow students to experience the research process at a more intense level than what is available in the non-honors experimental labs.
- Putting learning activities online to permit students to determine how much time is needed to master the task at hand.
- Requiring students to critically analyze the theories under investigation by locating, reading, and explaining research studies that support and challenge the current view.
- Requiring students to gain proficiency in a variety of computer and technological skills.

The timeline for the project is as follows

- Course development during the 2011 spring/summer semester
- Pilot of some aspects of the new course during the 2011 Fall semester
- Full implementation of the honors section during the Winter 2012 semester

The instructional design elements

The honors experimental lab is a hybrid course, in which students complete experiment prep and wrap-up work on their own so that they can spend class time working on the actual experimental methods and statistical analyses. The online components have been incorporated into Blackboard, a system that the students are already familiar with. Online activities can offer a much wider range of possibilities than the traditional instructional format:

- Students have access to narrated lectures which they can review as necessary.
- Students are given topics to research on the Internet and are required to actively seek information on their own and report back to other members of their groups.



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- Students participate in online demonstrations, then discuss their results and thoughts through group discussion forums.
- Through online discussions and homework assignments, students evaluate and interpret the results of experiments completed in class and apply these results to the theory under investigation.
- Students conduct library searches, locate relevant journal articles, read the articles and discuss the content of specific articles with other members of their group

How the projected was implemented (so far)

Two experienced experimental lab TAs assisted in developing the instruction and procedures for this lab according to the schedule that the units were covered during the Spring/Summer 2011 semester. All instructional materials have been developed and organized. A preliminary trial of some of the components of the newly developed honors course has been piloted in the non-honors labs during the fall 2011. Full implementation of this section will take place during the winter 2012 semester.

Student feedback and reactions

Students have responded positively to the piloted additions to the lab. The results of the full implementation will not be available until the end of the 2012 winter semester.

Evaluation of the project

The evaluation of the project will be available at the end of the 2012 winter semester. There is a lot of interest in this course, as indicated by the fact that the honors section of the lab filled within the first few days of registration. There are currently several more students waiting to get into this course.

Gwen Gorzelsky, Department of English

WSU Composition Program 2011-2012 Mini Grant Project

Instructional needs underlying the project:

The Composition Program is in the midst of a multi-year assessment project designed to evaluate and improve instruction in all of its courses, particularly the three-course sequence with which most WSU students fulfill their Basic Composition and Intermediate Composition general education requirements. These three courses are Basic Writing (ENG 1010), which enrolls students who are not adequately prepared to take freshman writing, Introductory College Writing (freshman writing, ENG 1020), and Intermediate Writing (ENG 3010), which most directly prepares students to fulfill their



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last writing requirement, a Writing Intensive course in the major. Because portfolio evaluation has been shown to significantly improve both the quality of writing instruction and the level of students' engagement with writing-related skills, and because it has the highest degree of validity as a means of assessing writing, the Composition Program is undertaking portfolio evaluation, first with pilot sections of each course in our sequence and eventually across all sections of each course. When conducted electronically, portfolio evaluation has several important advantages. First, it is more cost-, time-, and space-efficient. Second, it allows for more extensive, flexible forms of evaluation, for instance, by making possible search functions designed to examine students' use of key conventions in academic writing, such as citation of source texts. Third, it enables the development of multi-media student projects that demonstrate students' abilities in multiple forms of digital and civic literacies, as well as in academic literacy. The third benefit is particularly significant, as it continues the Department of English's ongoing Digital Literacy Initiative for increasing instruction in writing and document design using digital technology. Therefore, the Composition Program is implementing electronic portfolios, or e-portfolios, as a central feature of its ongoing assessment plan.

Project goals, scope, timeline and instructional design elements

The key components of this project involve creating a Drupal-based system for storing and manipulating assessment data and generating instructional materials and design documentation for using Drupal as an instructional technology. As Drupal is a free, open source Content Management System (CMS) and the department owns appropriate documentation and design software (e.g., Adobe Creative Suite, Camtasia) the purchase of existing software or hardware was not necessary. The Department was awarded a new server for use with this project as part of a summer 2011 CLAS instructional technology grant, so we have adequate server space to store assessment data. Specific project components include:

- creating and installing a Drupal-based CMS for storing assessment materials (portfolios, assessment scores) and manipulating statistical data,
- authoring written and multimedia documentation and tutorials for instructors using Drupal in the classroom,
- designing Drupal-specific classroom projects for ENG 1020 with multimedia tutorials geared toward undergraduate students using Drupal, and
- training instructors to use Drupal during a late Summer 2011 workshop.

All of these objectives were to be completed by a Graduate Teaching Assistant (GTA) who is familiar with instruction in ENG 1020 (having taught multiple sections of the course) and is skilled in the use of Drupal as a CMS between May and August of 2011. Project deliverables were to include 1.) instructor tutorials and documentation for using



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Drupal in ENG 1020, tailored to our curriculum and instructors' level of technological expertise (completed August 2011, implemented in fall 2011 and winter 2012 courses), and 2.) templates and detailed instructions for generating queries and reports needed to analyze portfolio score data (completed August 2011, implemented in fall 2011 and winter 2012).

Project implementation

Because the Composition Program's assessment began with ENG 3010 and involves implementing portfolio evaluation in eight sections (out of roughly 30 total sections) in fall 2011, we decided to align the first three semester of the Drupal project with assessment of ENG 3010. Per the description in the section just above, the GTA assigned to the Drupal project has created and installed the Drupal-based CMS system for storing and assessing ENG 3010 portfolios; has produced multimedia documentation for instructors using Drupal in the classroom, including multimedia tutorials for students; and has trained instructors to use Drupal. He is teaching one of five pilot sections of ENG 3010 this semester, and he will participate in our first portfolio evaluation this coming December. Although he is no longer officially assigned to the Drupal project, he has continued to work with the Program to train administrators, portfolio readers, and others involved in implementing portfolio evaluation and to provide assistance to his peers who are also teaching sections participating in portfolio evaluation. The Composition Program is now soliciting feedback from instructors on what resources they believe they will need to implement portfolio evaluation in fall 2012 across roughly half of that semester's ENG 3010 sections (that is, in approximately 15 of an expected 30 sections), as well as in four pilot sections of ENG 1020. In the winter and summer 2012 semesters, the Program will develop the necessary support materials requested by instructors. In subsequent years, we will extend portfolio evaluation to ENG 1010, which enrolls half of WSU's incoming freshmen.

Student/instructor feedback and reactions

Because we are still implementing our first round of portfolio evaluation, we have only very preliminary responses from students and instructors to date. However, all instructors teaching sections that will participate in portfolio evaluation in fall 2011 report that they understand clearly how to teach their students to prepare portfolio documents and how they themselves will upload documents into Drupal's storage space. They have also confirmed that materials produced to demonstrate related skills to students are clear and accessible. The Composition Program has recruited students in all eight sections undergoing portfolio evaluation to participate in a research study related to its assessment of the pilot ENG 3010 sections. Roughly half of the students in these courses have chosen to take part in the study, which suggests that they see the portfolio evaluation as an educationally useful endeavor. However, more substantive feedback on the value of the project for students will be gained through the portfolio



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evaluation itself, which will allow the Composition Program to quantitatively analyze students' portfolio scores in four rubric categories, as well as from our longitudinal study, which will track students' grades, writing, and writing processes in courses they take after completing ENG 3010.

Project evaluation

Once we have completed two semesters of portfolio evaluation in 2011-2012, we will email surveys to students and instructors to assess the Drupal system's accuracy, flexibility of data use, and labor time. We will also conduct reflective debriefing sessions with portfolio readers after each portfolio evaluation. Emailed surveys will ask respondents to answer the following questions:

- How difficult was it for instructors and students without previous expertise in the use of a Drupal-based CMS to master the system using the documentation and tutorials provided?
- In which ways was a Drupal-based CMS superior and/or inferior to the use of a proprietary CMS such as Blackboard?
- Did student creation of and/or contribution to a Drupal-based CMS allow more effective instruction in multimedia composition and document design as compared to courses using Blackboard or operating without the use of a CMS?
- Do students acquire transferable skills in CMS design that will be useful in upper-level courses?
- Reflective debriefing sessions will ask portfolio readers to answer the following questions:
- How difficult was it for readers without previous expertise in the use of a Drupal-based CMS to navigate and assess students' portfolios (which average 50 to 60 pages each)?
- In which ways was a Drupal-based CMS superior and/or inferior to evaluating a comparable set of print texts?
- Did using the Drupal-based CMS make portfolio evaluation more accurate and time-efficient, as compared to the evaluation of comparable print texts?
- Did students use appropriate CMS design skills in assembling and packaging their portfolio documents?

Gwen Gorzelsky, Department of English

Expanding e-portfolio Creation and Assessment in Introductory College Writing and Intermediate College Writing



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Project Overview

This project was funded by a 2012-2013 CLAS Mini-Grant, which provided funds to develop online resources to expand e-portfolio creation and assessment across additional sections of Intermediate Writing (ENG 3010) and in pilot sections of Introductory College Writing (ENG 1020). e-portfolio assessment is a centerpiece of the Composition Program's ongoing assessment, which began with ENG 3010 in winter 2011. This project used the results of that assessment and outcomes from ENG 3010 pilot sections taught in AY 2011-2012 to develop resources to support instructors in implementing both portfolio instruction and one of two required approaches to ENG 3010, Writing Across the Curriculum (WAC) or Writing About Writing (WAW). While the WAC curriculum has been required since AY 2010-2011, the Program assessment has suggested that many instructors encountered difficulty implementing it effectively. Assessment findings also underscored the need to provide support for instructors in both basic aspects of course design, such as effective sequencing of assignments, and in newly required (and related) curricular features, namely portfolio assessment and reflective assignments designed to foster metacognition, as well as in the alternate WAW approach introduced successfully in the 2011-2012 pilot sections. The primary goal of the Mini-Grant project was to expand the number of ENG 3010 instructors teaching effective WAC or WAW approaches and participating in portfolio assessment in AY 2012-2013.

Implementation

Two English Department Graduate Teaching Assistants (GTAs) collected materials from instructors and generated material used to develop a Web site that provides instructors with extensive resources for teaching both WAC and WAW versions of ENG 3010. To do so, they each worked an average of 8.5 hours per week in summer 2012. The faculty facilitator spent one to two hours per week coordinating and providing feedback on their work. Producing the Web site required planning its content, designing its architecture, obtaining and producing new materials, including a substantive revision of the common syllabus for ENG 3010 and an extensive set of sample teaching materials. It also entailed generating guidelines and a template to help instructors redesign their syllabi and assignment sequences in alignment with the revised curriculum, as well as a scheduling tool for developing a course calendar.

Results

The project produced a web site that provides instructors with extensive resources for teaching ENG 3010:

<http://wsuenglish3010.wordpress.com>

These resources include the following items:



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- A revised common syllabus, developed as part of the project in consultation with the Composition Program's Curriculum Committee;
- Instructor profiles that describe the teaching approaches used by instructors who had taught pilot versions of the course during the preceding year and that present examples of instructors' teaching materials;
- A course materials sampler, which includes example syllabi, assignments, course schedules, and in-class materials for each of the two approved approaches to teaching the course (WAC and WAW);
- Information and readings related to each approach;
- Information on using reflection to prepare students to produce final portfolios;
- Tools for constructing a syllabus that meets Program requirements; and
- Links to teaching circle sites being used this fall semester by ENG 3010 instructors new to portfolio teaching and the WAC and WAW approaches.

Three experienced ENG 3010 instructors (one of whom helped design the site) led a fall 2013 teaching circle to facilitate other instructors' use of the site in teaching the revised curriculum. Five instructors new to the curriculum participated and attested to the significant value of both the teaching circle and the site itself. Because most of these instructors taught multiple sections and because the teaching circle facilitators and the faculty facilitator also taught the revised curriculum, 13 of the 27 ENG 3010 sections offered in fall 2012 were taught using the new curriculum (which will be implemented in all sections in fall 2013). In contrast, only four ENG 3010 sections offered in winter 2012 were taught using the new curriculum. In response to a recent invitation to participate in a similar winter 2013 teaching circle, several more ENG 3010 instructors have expressed interest. The site has also been used by members of a teaching circle for pilot sections of ENG 1020.

John Sase, Department of Economics

The Making and Implementation of Wall Street Greed: This Time is NOT Different

I have been making short educational videos for my classes and other purposes for four years. Most of them are three to ten minutes in length. Given the opportunity of the CLAS Mini-Grant, I decided to produce a full-length documentary on a major topic in the field of Economics for use in my Money and Banking course as well as the money and banking chapters in Principles of Macroeconomics and the Survey of Economics. In



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addition, I conceived of the content to appeal to the interests of the wider range of liberal arts and science students.

As the expectation was to create a long feature—one that has emerged as a ninety-minute video—I wrote a grant application to enable me to hire an assistant to help with the tedious, though creative, chore of searching for video elements and assembling them into a digital timeline using Sony Vegas Movie Studio HD Platinum software (available on academic license through journeyed.com for \$99.00). My model for production was the documentary format and techniques used by the History Channel and others channels with educational presentations.

We obtained the video elements from a variety of sources including Wiki Commons and other public domain sites, as well as royalty-free footage and stills licensed through FootageFirm.com and VideoBlocks.com (flat price annual license fee of \$99.00 held by consulting and production firm SASE Associates, LLC). In addition, I created animations using MS PowerPoint and converted them to video using *PPTtoVideo* software from www.Wondershare.com (full license, \$49.00). In addition, with the help of my grant-supported assistant, Becky, and her colleagues, we videotaped live interview segments.

The background audio tracks include royalty-free production music licensed through FootageFirm.com/VideoBlocks.com. Voice-overs using the vocal talent of a half-dozen readers whose services were contracted through SASE Associates, LLC (SA). The voice-overs were recorded, edited, and processed in the Pro-Tools studios of SA.

For the past fourteen years, I have written a monthly column for the *Detroit/Oakland County Legal News* “Expert Witness” page. The column addresses economic topics of interest to attorneys and a wider audience (copyright in the articles is retained by SA). To structure the CLAS project, we recognized the need of starting with a good script. Therefore, I wrote a three-part (three-month) column on the subject of Wall-Street Greed: Economic Crises throughout History and How This Time is Not Different. This 14,200-word document was edited and transformed into a working script for the video. In emulation of famed newscaster Walter Cronkite, I set that voice-over pacing in the timeline at 125 words-per-minute (with adjustments as necessary). This allowed for the placement, editing, and processing of multi-layer video tracks and elements before the vocal and music tracks were added.

Commencing production, I converted the script into large-font PowerPoint slides saved as jpeg files. We inserted this sequence of jpeg “storyboard slides” into the digital timeline of Sony Vegas. I turned this file over to my assistant Becky along with suggestions for key images within various segments. As she began to compile images, I



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developed various PPT animations as needed and in response to her requests. As the project proceeded, I was impressed increasingly with her talent and skills and promoted her to director/editor on the project, while defining my own role as producer. During all phases of production, we held weekly meetings in addition to daily update discussions. As the video production progressed, the storyboard was edited slightly in order to maintain flow and rhythm. Once the video portion of the project reached 90% completion, we commenced recording the voice-overs and live video interviews. Once the raw tracks were recorded, I proceeded to edit out breath marks and glitches while adjusting phrasing for improved rhythm and dramatic effect. In addition, I added Compression and Equalization before mastering the tracks to a file format that could be integrated into the video timeline.

Once the video and voice-overs were in place, we added the production music tracks. Building upon a foundation track of rhythm and harmony (with limited melodic line), changes and additions were made to enhance the overall impact of the production. A clean-up of edits and balances was accomplished. Then a final pass was made to the completed project to add "polish." Then, the final mix was rendered into a viewable, portable file format for burning to DVD and for posting to various online sites. Given the current, common technology of YouTube and alternate Internet sites, annotations continue to be made to establish interactive links to related detail on the Internet. Currently, I am formatting the final production for use in the relevant sections of ECO 1000 taught in winter of 2013, Survey of Economics, ECO 2020, Principles of Macroeconomics, and ECO 5700/6700, Money and Banking. In addition, DVD copies of the completed work will be available to other instructors in the various departments of the CLAS who wish to use the content for their own courses.

David Fassenfest, Department of Sociology

Labor sociology and history podcasts: Interviews with authors and scholars

The grant was to enable the development of 7 audio podcasts on Labor History and Sociology. These would be used to augment labor education in a variety of disciplines. Appropriate departments across the campus were notified that they are available on the Department of Sociology Website, at: <http://clas.wayne.edu/Sociology/SageCriticalSociologyLaborScholarsSeries>

In addition, these podcasts have now been uploaded and are available on the *Critical Sociology* website, including a transcription of each podcast in a PDF file that can be downloaded. These are at http://crs.sagepub.com/site/Podcast/podcast_dir.xhtml



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The following is a brief description of each podcast of 10-12 minutes on average, indicating scholar interviewed and the topic of discussion.

Podcast 1: Chris Rhomberg of Fordham University discusses the Detroit Newspaper Strike of the late 1990s and material from his book about the strike, 'The Broken Table.

Podcast 2: Dan Clark from Oakland University discusses the struggles Detroit autoworkers faced in the 1950s.

Podcast 3: Fran Shor, Professor of History at Wayne State University, discusses the racialized social system in the United States.

Podcast 4: Jennifer Klein, Professor of History at Yale University, discusses her new book, written with Eileen Boris, 'Caring for America: Home Health Care Workers in the Shadow of the Welfare State.

Podcast 5: Ruth Milkman, Professor of Sociology at CUNY Graduate Center, discusses the sociological study of the Occupy movement.

Podcast 6: Ruth Milkman, Professor of Sociology at CUNY Graduate Center, discusses the current state of organized labor in the United States and some possible paths labor organizing might take in the future.

Podcast 7: Troy Rondinone of Southern Connecticut State University, and Graham Cassano of Oakland University, discuss their work on labor republicanism in U.S. history.

Jennifer Ward-Batts, Department of Economics

Online course in Economics of Race and Gender

This project developed online instructional materials for the Economics of Race and Gender/Advanced Economics of Race and Gender (Eco 5410/6415) course. This course is often sought by students not only in Economics, but also both undergraduate and masters students in several other programs, including education, labor studies, and others, including the MA in Employment & Labor Relations. Offering the course online addresses the needs of students who are interested in the topic but who have scheduling difficulty in taking the course on campus due to conflicts between this and other courses, work schedules, practicum responsibilities, or family responsibilities. This project is expected to increase enrollment in Economics of Race and Gender by



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attracting students who may otherwise not be able to attend this course at the time it might be offered on campus.

This course is much more conducive to discussion than many other economics courses. This project addresses the reluctance of some students to openly discuss, in a traditional classroom environment, some issues regarding race and gender that they may find sensitive, as well as allowing for more thoughtful and deeper discussions on the topics covered, and for more complete participation by all students. Students may be more willing to join the discussion in an online environment, and also have more time to research and organize their responses than in a traditional course setting. Finite class meeting time in traditional courses can cut discussions short, whereas there are no such time constraints online, allowing all to participate.

Preliminary results

The course is currently in progress, so end results are not yet known. Thirty-three students are enrolled (23 undergraduates and 10 MA students). This is way up from the average of 16.3 over the last 3 offerings (Winter 2008, 2010, 2011). So far, I have found discussions to far exceed those in previous traditional offerings of the course, both in terms of depth and thoughtfulness, and in the degree to which all students participate.