

Welcome to



Innovations 2013



Marymount University

October 30th 2013

8:30am – 3:00pm

THIS IS OUR COMMON GROUND

A comprehensive Catholic university, Marymount is distinguished by a culture of engagement that fosters intellectual curiosity, service to others and a global perspective.

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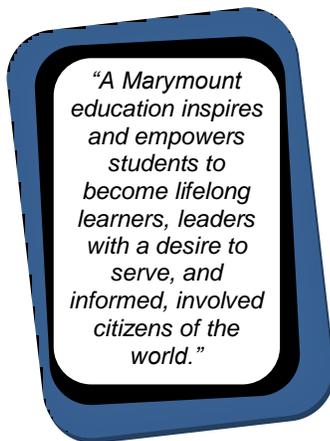
This Is Our Common Ground

In 2012, Marymount University launched a rebranding campaign which sought to clarify who we are and what Marymount is all about. This campaign identified three core values that we have attempted to focus this Innovations 2013 mini-conference around:

1. Intellectual curiosity
2. Service to others
3. Global perspective

Intellectual Curiosity

As an academic institution, Marymount University values the pursuit of learning with a primary bias towards intellectual curiosity. The essence of learning is questioning. Once you stop asking questions, you have stated that you no longer wish to learn. At Marymount University the faculty pursues knowledge through questioning of what is known and focusing on investigating that which is yet to be known.



This journey of exploration is one that the faculty not only invite their students to take with them, but they actively engage students in co-learning experiences as they study course material, develop and carry out experimental research studies and constantly seek to further knowledge. The heart of Marymount, be it in faculty or students, beats with intellectual curiosity.

Service to Others

The tradition of the Order of the Religious of the Sacred Heart of Mary, the founding order of Marymount University encapsulates this core fundamental of service to others. A tradition is useless if it is just a relic from the past occasionally remembered in a commencement speech or some written document, however a tradition continues to live and direct action as it is continuously revisited and passed on to generation after generation of student and Marymount employee.



Service to others is a foundational value that is not the purview of a solitary segment of the university but crosses roles, job descriptions and status to engage the entire campus in actively seeking to serve others in any way possible.

Global Perspective



The world is a shrinking place, and being positioned a short distance from Washington DC, often referred to as the capital of the free world, there are tremendous opportunities for faculty and students to engage society on a global scale. Seeing the world from another's perspective, learning even a few phrases in a new language, navigating different customs, trying exotic foods – all of this helps you grow, both as a person and as a professional.

These opportunities are available through travelling to a foreign land, or simply crossing the Potomac river and heading downtown. Global experiences help students become more self-reliant, sophisticated in their thinking, and confident in unfamiliar settings.



Plenary Session – 9:30am

Rowley G209

“Failure Is An Option: If We Do Not Try We Will Never Succeed.”

Presenter: Sherri Hughes

“Failure—never sought, always dreaded, impossible to ignore—is the specter that hovers over every attempt at exploration.” – Hannah Bloch, National Geographic

No-one wants to fail. Every person that sets out on a task does so with only thoughts of success in their mind. Regardless of our belief in our ability, there are occasions when success is elusive. What do you do at that moment? How do you handle failure? Have you cocooned yourself with such a risk-averse life that you rarely taste defeat? Are you missing out on the chance to learn from mistakes, correct askew thought processes and ultimately succeed in your adventures? There are countless ‘failures’ that are commonly used items today. Things like Post-it notes were a botched attempt at making super-glue and yet have made 3M countless millions of dollars. Failure is not an option if the only thing you ever try has no risk. As soon as we try something different, there is a chance we might fail. Let’s be a University where we can fail because we tried, but when we fail we learn from the errors of our way and grow stronger as we continue to move forward. “Success and failure in cutting-edge exploration is a very fine line.” – Kenny Broad (cave diver/explorer).

Let Your Inner Voice Out

We have created a number of locations where there are large sheets of paper and we want to know your ideas for the future at Marymount. We want to know where you would like to INNOVATE with regard to your teaching, your research, your service – everything. If we do not know where the itch is, how can we be expected to scratch it?

Please take some time during the day to write your thoughts on INNOVATION for the future at MU and help us plan ahead.

The rooms are located across the hallway from the meeting rooms in the Rowley G200 level.

Track 1 – Intellectual Curiosity

Rowley G209



Build Global Communities: Leveraging Social Media Tools to Enhance Social Learning in the Multicultural Classroom

Presenters: Cindy Roman and Michelle Liu

Globalization has continued at an unprecedented pace and our classrooms are becoming more diverse than ever. As faculty members at Marymount, we have observed a variety of subtle yet distinctive differences in our students' learning motivations and behaviors, their interactions with peers and instructors, and their class participation patterns. Although many factors could play important roles in these differences, this study will examine such phenomenon from the cultural perspective. Using Hofstede's global culture model as our research framework, we first seek to understand what the different cultural expectations are for learning. Further, we explore whether and how social media tools can be integrated in our classrooms to enhance social learning. Finally, we assess whether this enhanced social learning in the classroom will bridge culture differences and increase interactions and collaborations in the classroom. At this conference, we will facilitate an open discussion with the audiences and put forward suggestions for our future research.



The Pyramid Method Of Teaching Information Literacy

Presenters: Marcia Dursi and Mason Yang

Participants will be shown the Pyramid Method of Library Instruction in which students are taught to search using the advance search screen in Google. From there students move to Google Scholar, general academic sources and finally to targeted scholarly resources. The Association of Collage and Research Libraries' Information literacy standards are still applicable with this method as are various forms of one-shot assessments.



Mirrors And Windows: Using Young Adult Literature Reflective Of The Diversity Of The World To Explore Self And Others

Presenters: Lois Stover

Put yourself back in 8th grade. Imagine you come home from school and find out that you and your family are moving to another country. What will you miss? What are your fears? What might prove exciting about such a move? How might reading young adult novels from that other country help you to prepare for such a move?

Even if a student never faces the prospect of having to immerse him or herself in another culture, how can the use of literature reflective of other cultures help promote a global perspective? This session will describe the power of using literature from other countries written specifically for young adults to help them explore their sense of individual identity and to become more open to others' world views. We will model some teaching strategies while also reflecting on some of the research on the power of story as a way of knowing both self and the other.

Room Change – Room G221 – Computer Lab



TEI and XML for Humanists: A Report from the Digital Humanities at the Oxford Summer Seminar (60 minutes)

Presenter: Dr. Tonya Howe

How and why do humanists use programming? XML (eXtensible Mark-up Language) is an accessible but robust syntax for making texts machine-readable, and the Text Encoding Initiative has developed standards for describing texts through XML. These mark-up syntaxes, in conjunction with XSLT (Extensible Stylesheet Language Transformations), allow the humanist to make primary source materials accessible to new kinds of scholars who use technology to see connections in large datasets.

Examples of scholarship using these technologies include the [London Lives](#)

project and the [Electronic Enlightenment](#) project; both are built on encoding platforms that originate in XML to provide relational data among interconnected documents, often in visual form. This presentation—a report from the 2013 DHOxSS—will contain a hands-on component to introduce faculty to the concept of TEI/XML for projects in the humanities. Resources will be available at cerosia.org (search for “innovations” or “DHOxSS”).



Lunch in the Main Dining Room

Track 1a – Intellectual Curiosity (continued)

Rowley G211



Teaching Textbooks: Helping Undergraduate Students Navigate Academic Texts

Presenters: Jennifer Gray, Ana Lado

In this workshop, we will discuss strategies for professors to use to help support undergraduate students as they attempt to navigate and comprehend the academic texts that are assigned as required reading in their courses. We will also discuss features that professors might consider when selecting textbooks for their courses. Additionally, we will discuss features of academic texts that are likely to support non-native English speakers' navigation and comprehension of textbooks and other academic texts.



How Intellectually Satisfying And Linguistically Adequate Are Traditional English Grammar Rules?

Presenter: Raja Nasr

British grammarians devised English grammar rules in the 18th century, basing them on translations of Latin and French grammar rules that were developed in the 16th and 17th centuries respectively. The presentation illustrates the intellectually baffling basis of this grammar and gives many specific examples of the inadequacy of the rules when applied to actual English language usage.



The Dynamics of American Entrepreneurship

Presenter: Behnaz Quigley

This session will attempt to answer questions such as: why American entrepreneurship is so special? Why American entrepreneurs are among the most successful entrepreneurs in the world?

Despite all its current economic issues, America remains a beacon of entrepreneurialism. By almost any measure, the U.S. entrepreneurial economy leads the world. One of the world's largest companies, Wal-Mart, was founded in 1962 and did not go public until a decade later. This company started as a small business by Sam Walton, the amazingly talented entrepreneur.

Multimillion dollar companies such as Google, Facebook, Apple all started as small companies by hard working and smart American entrepreneurs. Those who thought modern corporation had replaced “The entrepreneur as the directing force of the enterprise with management” were proven wrong. As the growth of big business turned into stagnation, a huge number of innovators, particularly in the computer and finance industries, launched a wave of new entrepreneurship. In America the rewards for success can be huge and the punishments for failure are often trivial. In some countries, bankruptcy spells social death. In America, particularly in Silicon Valley, it is a badge of honor! Americans are comfortable with the risk taking that is at the heart of entrepreneurship.

Among the reasons for the success of American entrepreneurs are mature venture capital industry, close relations between universities and industries, immigration and venturesome consumers. Challenges facing American entrepreneurs are also discussed in the paper.



Using Robust Statistical Methods to Amplify the Accuracy and Power of Research (60 minutes)

Presenter: Gerard Steube

Classic parametric statistical methods are based on a number of assumptions including normality. Another key assumption is that the population variance are equal (homogeneity of variance). In practice these assumptions are rarely met. If these assumptions are not met, how should the research proceed to analyze the data? One solution is the use of robust statistical methods. How can the research proceed with robust statistics when SPSS does not include robust modern methods even in the September 2013 release of version 22?

This workshop will discuss problems with classic parametric statistical methods and provide a demonstration in using R to perform robust modern methods. The use of Winsorized variance and bootstrapping will also be reviewed.



Lunch in the Main Dining Room



My Sabbatical as a Trip in Time

Presenter: Adam Kovach

My sabbatical research project on the American philosopher Josiah Royce (1855-1916) was a voyage to the dawn of academic professionalization in America. Royce lived and wrote while present disciplinary boundaries took shape, professional organizations and journals were established, and graduate education became a necessary credential for academic employment.

Royce was at the forefront of these developments, as the recipient of the first PhD in philosophy from the newly established Johns Hopkins University in 1878, as a contributor to early volumes of journals that remain leading outlets for philosophical research, and as a distinguished member of the premier department of philosophy and psychology in America at the turn of the century. Yet Royce lectured and wrote his books for an informed popular audience and he sought to address the moral needs of a public concerned about conflict between religious faith and scientific progress. The result is a literary style of philosophy that is at once familiar and strange to a contemporary philosopher. Though my narrowly defined project was to compare some of Royce's work to contemporary work in the philosophy of language, it increased my awareness of what it means to work as a philosopher today.



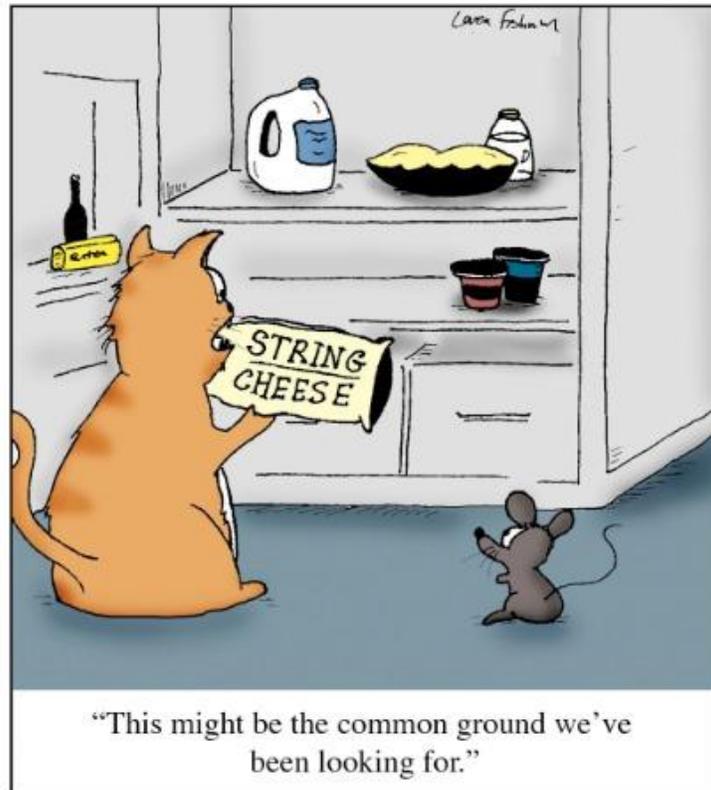
Exploring the World Begins at Home: Mobile Mapping (60 minutes)

Presenter: Elizabeth Langran & Janine DeWitt

The complexity that makes experiential learning in urban areas rich for learning can create challenges for educators, with results that are hit or miss. For students, translating from experience to conceptual understanding can be a long journey full of distractions, wrong turns and dead ends. Mobile devices such as smartphones and tablets offer tools that support experiential learning. In Spring 2013, we conducted a pilot project with one graduate and one undergraduate class as they integrated mobile technologies (phones, tablets, digital cameras, and iPod touches) to capture and post raw data to an online map for analysis.

Our research examined the ways mobile devices and online mapping shaped the students' learning experience, and how we perceived this assignment to be different from previous iterations completed without mobile technologies. In this presentation we will provide a brief overview of the pedagogical potential mapping offers, describe the structure of the student assignments and present our pilot findings, with tips for how to potentially avoid the pitfalls we

encountered. Session participants will have a hands-on opportunity to experiment with this approach by posting photos and comments to contribute to an online campus map using provided iPads.



Track 2: Service to Others

Rowley Room G208



Supervision And Training Of Counselors Working With Clients With Eating Disorders: A Phenomenological Study

Presenters: Ioana Boie & Anna Lopez

Clinical therapeutic work with clients with eating disorders has numerous rewards and challenges. As a result, counselors have to become both specialized and effective in addressing the unique challenges associated with this population. To date, there are no studies exploring the strategies to build therapeutic effectiveness through training and supervision.

The purpose of this phenomenological research study is to explore the essence of the effective supervision and training strategies seasoned mental health clinicians have used in their supervision and training of counselors working with clients with eating disorders. The interviews for this study have been analyzed with NVivo Qualitative Research Software, purchased with the Faculty Development Grant. The findings have been accepted to be presented at the Association for Counselor Education and Supervision Conference in Denver, CO, and will be submitted for publication in The Clinical Supervisor journal.



Balance Training for Individuals with Alzheimer's Disease

Presenter: Julie Ries

Individuals with Alzheimer's disease experience more falls and have greater morbidity and mortality from falls than their age-matched peers. Historically, individuals with Alzheimer's disease were excluded from research, and sometimes denied access to rehabilitation because of the assumption that their cognitive deficits would prohibit fruitful participation. Recently; however, the feasibility and effectiveness of exercise interventions with this population have been demonstrated.

The purpose of this study was to determine the impact of a balance training protocol on balance and falls in community-dwelling individuals with Alzheimer's disease. The balance training intervention was designed specifically for this population, with attention toward the communication and interpersonal needs of the participants, appropriate level of balance challenge, and structure of each practice session driven by motor learning principles relevant to individuals with cognitive deficits. While participants did not

remember the exercise classes or instructors, their balance improved significantly over the course of the 12-week intervention: Although participants did not maintain a cognitive memory of balance training, their bodies maintained a motor memory. This work was supported in part by Award No. 13-2 from the Commonwealth of Virginia's Alzheimer's and Related Diseases Research Award Fund, administered by Virginia Center on Aging, Virginia Commonwealth University.



Engaging Young Adult Catholics in D.C.

Presenter: Kathleen Garces-Foley

What kinds of churches do young adults attend? Why do they go? How involved are they? How do churches engage young adults in meaningful ways? As part of the Changing Spirituality of Emerging Adults Project (www.changingsea.org), Dr. Garces-Foley has been asking these questions of Catholic young adults in the DC metro region. More specifically, she has collected data on the religious engagement of Catholic young adults, ages 18-39, in the Diocese of Arlington and Archdiocese of Washington DC through interviews, survey, and observations. In this short presentation she will share the preliminary findings of this research, which was supported by a research assistant grant from the Faculty Development Committee of Marymount University in 2012-2013.



A Panel Discussion Of Graduate-Level Capstone Projects: Sharing Our Current Projects And Envisioning The Future? (60 Minutes)

Panel Moderator - Rita Wong

Panelists

| | |
|--------------------------|-------------------------------|
| Diane Murphy - | Information Technology |
| Uma Kelekar - | Health Care Management |
| Bridget May - | Interior Design |
| Catharine Kopac - | Nursing |
| Ana Lado - | Education |

A graduate program level capstone project is an integrative project completed toward the end of the program of study. The capstone project provides a vehicle for students to demonstrate 1) mastery of the body of knowledge inherent in their degree program and 2) competence in key requirements of the professional field. Marymount's graduate programs offer a wide range of effective, creative, and strategic capstone projects.

The presentation will begin with a brief overview of the graduate-level capstone experiences currently employed at Marymount. Then, 4 panel

members will each describe their program's capstone project/activity including the scope of the project, outcome expectations, assessment methods, and how the capstone is embedded into the curriculum.

Audience interaction and questions/comments are encouraged. As a group, we can strategize ways to refine capstone activities for continued advancement of excellence in program outcomes and efficiency in delivery. Panelists will share their insights into the rationale for the choice of capstone activity, facilitators and barriers to success in implementing the capstone projects, and any plans for the future. Examples of completed capstone projects and grading rubrics will be available.



Lunch in the Main Dining Room



Behind The Scenes On The Production Of *Moochula: Giving Hawksbills Hope* – A Short Form Documentary

Presenters: Barry Erdeljon and Sarah Gulick

Join the residents of the remote village of Gales Point, Belize on an immersive film experience celebrating their efforts to help conserve hawksbill sea turtles. Like many species of sea turtle, hawksbills are critically endangered due mostly to human impact. The beach at Gales Point Wildlife Sanctuary is littered with trash, which makes nesting for the hawksbills extremely difficult. Local predators including skunks, foxes, and raccoons eat the sea turtle eggs and destroy their nests. From June to November, Gales Point turtle trackers conduct regular beach patrols protecting nests, rescuing turtles, and assisting hatchlings in making a safe journey to the sea.

On their annual visit to Gales Point, Dr. Todd Rimkus and his students from Marymount University join the community in rescuing Moochula, a stranded hawksbill seas turtle, and furthering conservation efforts by fitting her with a satellite tag and making her location data available for global tracking.

This global perspectives project involved the collaborative efforts of faculty,

students, and Gales Point, Belize villagers to conserve the highly endangered hawksbill sea turtle.

Gales Point Villagers say, “sea turtles were here before us, millions of years before us...they should not leave before us.” Marymount students and faculty agree!



An Eye Health Promotion Campaign And Prevention Of Pterygium In Peru – Critical Issues

Presenters: Uma Kelekar and Alyson Eisenhardt

Most of the blinding conditions in the world are on account of easily treatable or preventable eye conditions including cataract, glaucoma, and pterygium. This paper focuses on one such condition - pterygium. At least one out of every two people in the Piura region of northeastern Peru is known to have pterygium. It is a superficial, external mass that forms over the eye – a common cause of impaired vision and can result in a complete loss of vision, if left unattended.

Limited research has been conducted on the health promotion interventions dealing specifically with reducing or eliminating such eye health conditions. Within a social marketing campaign, this paper provides an overview of this community eye health campaign called *Ojos Saludables* started in the Chulacanas town, in the Piura region. Several issues and challenges surrounding the campaign are also discussed.



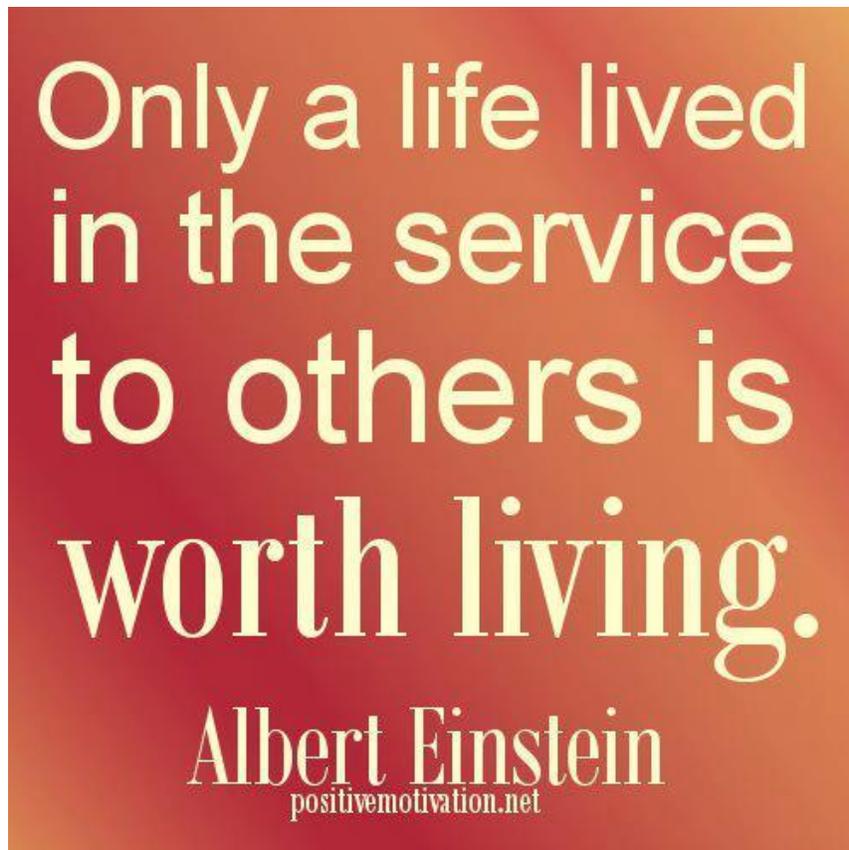
Active Learning and Engagement - History in Nursing

Presenter: Teresa LaMonica

Active-learning is certainly not new in colleges, nor in Nursing, where didactic information is enhanced by extending learning beyond the classroom, such as in clinical practice, simulation, or laboratory experiences. How do you use the same principles of active learning when it comes to a rather dry introductory course in Nursing? As much of this course is looking at nursing’s history and how it grew as a profession, the focus of a reflection paper assignment was on the ‘history of nursing’. Opportunities for a visit to a medical history museum, civil war site, and even, a civil-war re-enactment, where Clara Barton bandages soldiers’ wounds, help make nursing’s history alive. Further reflection helps the student to bridge past and present. An assignment connected to a reflection paper where students choose from a suggested list of opportunities, including a class tour to a historical site, motivates students, helps make history alive and provides a link to their own profession’s past. This assignment encourages the student to make use of an extended learning campus through opportunities in the rich metropolitan and outlying areas and

to reflect on how the past influences the profession of nursing today.

Active learning – moving beyond the classroom for an Introduction to Nursing Course: Combining choices for an out-of-classroom learning experience with an assignment –writing a Reflection paper, supported by current literature that brings in a historical or scholarly aspect, as well as allowing for their own viewpoint – allows for further reflection and academic support. Students' enthusiasm for this assignment speaks for itself. With permission, excerpts from students' *Reflection Papers* will be shown. Questions & suggestions will follow.



Track 3 – Global Perspectives

Rowley Room G207



“You Didn’t Tell Us About The Mud”: Experiential Learning On The Camino De Santiago

Presenter: Katie Peebles

What’s the most interesting way to teach travel writing? Traveling with students. We shared experiences of sore muscles, backcountry comforts, and blowing ice as well as wonder, camaraderie, and lots of conversation when the members of EN-303: Literary Nonfiction went to Spain during spring break this year. I’ll discuss the ways I prepared students for different aspects of the trip, their own planning and engagement with the project, and what they and I discovered after a week on the road together.

I’ll also demonstrate some of the technology we used to record and communicate, including a Wordpress blog, Flickr, and (inevitably) Facebook. I welcome questions and suggestions as I plan for a future return!



Marketing Frugal Innovations – A new innovation paradigm for the West

Presenters: Soumya Sivakumar and Theresia Wansi

Designing and giving the market what it needs has been the hallmark of producing and marketing of goods/services in the West. But designing more for less and offering a demanding domestic market what they need keeping in mind what they can truly spend is called Frugal Innovation. Described as “good enough” products, these frugal innovations meet the needs of millions who produce and use these products in resource-constrained environments. Many of these frugal innovations have the potential to be commercial successes in the West as well, driving down the cost structures of major industries like healthcare and transportation.

This paradigm shift has not only upset the direction of innovation flows (traditionally from the developed nations to the emerging economies) but has also increased the urgency with which rich countries may have to learn a lesson or two from the bottom of the pyramid. This study aims to compare the similarities in business models and organizational structures between the West and the East that could be conducive to the adoption of frugal innovation in the

West. We believe that in a resource constrained natural environment, following the lead of the bottom of the pyramid in satisfying a global population will in the long term ensure the economic survival and technological leadership of the West.



Incorporating International Human Rights Standards Into Work With Children In The United States

Presenter: Mary Lindahl

The incorporation of international human rights standards into work with children in the U.S. offers new research and practice opportunities for a number of professions such as mental health, research, ethics, education, criminal justice, sociology, policy studies, advocacy, and law.

The “new sociology of childhood” emerged in the mid-1980’s when a group of scholars argued that the dominant view of children as passive recipients of adult socialization should be replaced by the realization that children are capable of interpretation, reflection, decision-making, and active participation in their social world. In 1990, this paradigm was incorporated into an international treaty, the U. N. Convention on the Rights of the Child, which lays out an unprecedented array of civil, political, economic, social, and cultural rights. Broadly categorized as provision, protection, and participation rights, they are legally binding, have been widely incorporated into law, and inform much of the research and policy decisions concerning children in the Western world.

The CRC has been ratified by every country in the world except Somalia and the United States, where awareness and debate are limited. Although the American Psychological Association has advocated for ratification and encouraged psychologists to work to implement its provisions, there has been little discussion among the professions dealing with children, where most research is carried out without interacting directly with children, policies forbidden by the treaty such as corporal punishment have not been addressed, and children enjoy limited participation in the legal system or the democratic process.

The current research project, at the beginning stages, focuses on participation rights; it envisions the extension of children’s voices into the ongoing diversity dialogues of Arlington County. Diversity dialogues bring together adults of different backgrounds, ages, cultures, interests, lifestyles, careers, and perspectives to discuss ways to improve the community in which they live or work.



Learning Challenges and Preferred Pedagogies of International Students

Presenter: Pramila Rao

This empirical research was conducted at Marymount University from Oct 2012 through May 2013 (fall and spring semesters) with undergraduate and graduate international students. International students for this study were defined as students who were on an international student visa status (F1). A total of 111 students responded to an online survey providing a response rate of 33%. The IRB process and guidelines was followed for this study. This research will provide students' responses to several themes from the survey, such as: 1) their learning challenges, 2) their learning needs, 3) students' recommendations, and 4) their preferred pedagogies. This research provides a holistic picture of the learning challenges of the international student community that may help guide both faculty and institutions in understanding these students better.



Peacemaking in an Angry World: Contrasting Case Studies of Northern Ireland and South Africa

Presenter: Hanora O'Sullivan

Too often a discussion of global affairs in our classrooms focuses on the failed efforts at international conflict resolution. Textbooks in multiple disciplines discuss theories of conflict management rather than conflict resolution because it is easier to discuss models of containment and abatement. Also, because there are few models of ending armed conflicts and civil wars. The peace process has held in Northern Ireland and South Africa up to now. Here is an opportunity to learn about contrasting models of peace building in a conflict ridden world that you can bring to your classroom. Enrichment resources will be provided for you to explore.



Lunch in the Main Dining Room



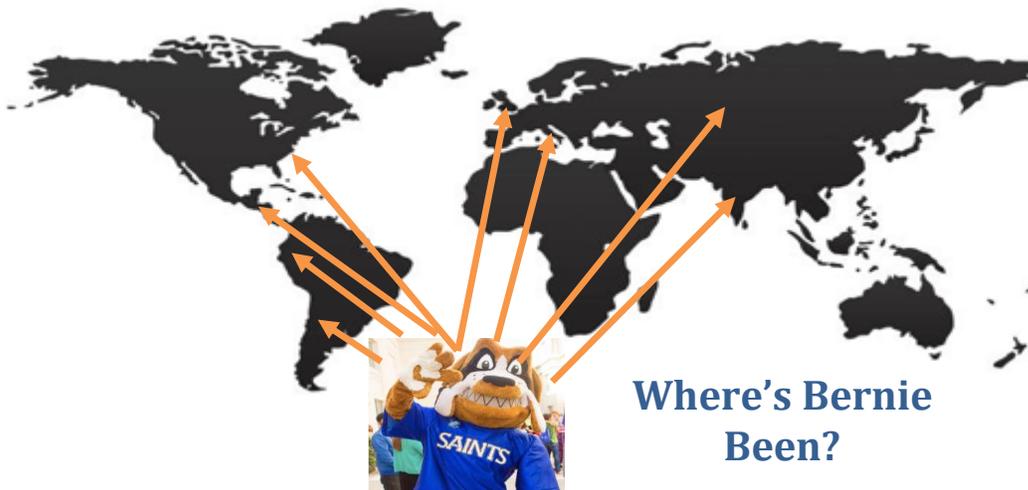
Leading a Short-Term Faculty-Led Study Abroad Program – What Faculty Need to Know (90 minutes)

Presenter: Victor Betancourt

The purpose of the workshop is to share information about Marymount's Short-Term Faculty-Led Study Abroad Programming. We will explain the proposal development process, hear some best practices from experienced MU faculty, and provide a broad overview of the program design, implementation, and evaluation process.

This workshop is mandatory for all faculty interested in implementing their first short-term study abroad program during the Spring and Summer 2015 semesters.

Can You Name All the Places Marymount Faculty Have Led Study Abroad Courses?



Track 4 – Reacting to the Past

Rowley Room G209

What is Reacting to the Past?

(the following information is taken from the *Reacting to the Past* website which can be accessed at <http://reacting.barnard.edu/about>)

Reacting to the Past (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills.

Pioneered in the late 1990s by [Mark C. Carnes](#), Professor of History at Barnard College, RTTP has undergone considerable development and expansion. In addition to the eight games currently published by Pearson Education, another twelve games are being developed by teams of faculty from across the nation.

All of the games are set in the past, and thus might be regarded as history, but each game also explores multiple additional disciplines. Part of the intellectual appeal of RTTP is that it transcends disciplinary structures. In addition to games currently published in the RTTP Series, the Reacting Consortium Board seeks to expand the curriculum by supporting faculty workshops and collaboration on new game designs that explore a variety of historical moments in the humanities and sciences.

Between 2001-2002, Barnard College, Loras College, Queens College, Smith College, Trinity College, and Pace University collaborated to develop, implement, and assess the RTTP pedagogy with a grant from FIPSE, U.S. Department of Education. The current Reacting Consortium (RC) grew out of these initial efforts. The RC Board, the Consortium's governing body, is composed of 15 members including the Executive Director and Administrative Officer *ex-officio*, the Chair elected from amongst the members, as well as others drawn from senior scholars and administrators from institutions located throughout the United States. For those interested in developing their own games, the Consortium also has an Editorial Board that provides guidance and oversight during the game development process from concept to official designation and publication. Through the main program office at Barnard, the Consortium provides faculty development support through an interactive web site, regional workshops, social media, and an annual conference to introduce the pedagogy to new faculty and to build a network of scholar-teachers.

RTTP was honored with the 2004 Theodore Hesburgh Award for pedagogical innovation. The project has received developmental support from the Christian A. Johnson Endeavor

Foundation, Teagle Foundation, and FIPSE, U.S. Department of Education. RTTP has also been featured in *Change magazine*, the *Chronicle Review*, the *New York Times*, the *Chronicle of Higher Education*, the *Christian Science Monitor*, and elsewhere.



Using Reacting to the Past as a Pedagogy of Engagement

Presenter: Abigail Perkiss, Ph.D.

Assistant Professor of History at Kean University in Union, New Jersey

Abigail Perkiss is an assistant professor of history at Kean University in Union, New Jersey. Her research centers on the history of race, ethnicity, and urban identity in post-WWII American cities, and has been guided by questions of identity creation, community cohesion, and historical memory. Her first book, *Making Good Neighbors: Civil Rights, Liberalism, and Integration in Postwar Philadelphia*, is forthcoming with Cornell University Press in March 2014.

Perkiss has been using Reacting in the Past in her classes for the past three years.

She serves as the development co-editor for the Civil Rights Series and is serving a three-year term on the planning committee for the national Game Development Conference. She is also collaborating on two Reacting modules: the first, immersing students in the controversy surrounding the construction of the Vietnam Veterans Memorial to understand questions of historical memory and monument building, and the second, using an American university in the mid-1990s as the setting to explore questions of gender equity and the role of sports in society through the implementation of Title IX.



Lunch in the Main Dining Room



Feedback from the French Revolution Game and Steps for Future Use of RTTP Games (60 minutes)

Presenter: Abigail Perkiss

This session will focus on debriefing the pre-lunch French Revolutionary War game that was played, helping faculty see how learning can occur and how learning can be developed through the game. There will be further discussion on how faculty can use Reacting to the Past in their courses and faculty will be able to ask questions that will benefit them as they develop this idea for future courses.



Diving into the Past: Short Format Reacting Games in the Classroom (60 minutes)

Presenter: Eric Bubar

Engaging students in a course that they have little interest in can be a daunting prospect. How can you make students apply critical thinking skills and care about a subject that conjures feelings of fear and ambivalence? A potential approach lies in the “Reacting to the Past” approach to coursework. The concept of RTTP is deceptive in its simplicity: students learn history by reliving events that they would otherwise read about. In this way, history comes to life and students engage in intrigue and competition in the interest of “winning” while simultaneously learning! This approach, however, does not need to be limited to only historical scenarios.

The basic idea of assigning roles to students and introducing competition into a classroom can benefit a variety of subjects. In this session I will share my experiences with designing and implementing a variety of short Reacting to the Past-style games in Introductory Astronomy. I will share a basic framework as a starting point for anyone interested in creating their own games. I will provide examples of how I’ve designed “games” of varying complexity, share student feedback and opinions, provide video clips of students in action and maybe we can play a short game ourselves!

| MORNING SESSIONS | | | | | |
|------------------|--|--|---|--|--|
| Time | Rowley G209 Track 1 | Rowley G211 Track 1A | Rowley G208 Track 2 | Rowley G207 Track 3 | Rowley G206 Track 4 |
| 8:30 | Registration and Coffee – Rowley G200 Level | | | | |
| 9:00 | <p align="center">“Failure is an Option” Dr Sherri Hughes – Rowley G209</p> | | | | |
| 9:30 | Build Global Communities: Leveraging Social Media tools to Enhance Social Learning in the Multicultural Classroom Cindy Roman & Michelle Liu | Teaching Textbooks: Helping Undergraduate Students Navigate Academic Texts Jennifer Gray & Ana Lado | Supervision and Training of Counselors Working with Clients with Eating Disorders: a Phenomenological Study Ioana Boie & Anna Lopez | “You Didn’t Tell Us About the Mud”: Experiential Learning on the Camino De Santiago Katie Peebles | |
| 10:00 | The Pyramid Method of Teaching Information Literacy Marcia Dursi & Mason Yang | How Intellectually Satisfying and Linguistically Adequate are Traditional English Grammar Rules? Raja Nasr | Balance Training for Individuals with Alzheimer’s Disease Julie Ries | Marketing Frugal Innovations – a New Innovation Paradigm Soumya Sivakumar & Theresia Wansi | |
| 10:30 | Mirrors and Windows: Using Young Adult Literature Reflective of the Diversity of the World to Explore Self and Others Lois Stover | The Dynamics of American Entrepreneurship Behnaz Quigley | Engaging Young Adult Catholics in D.C. Kathleen Garces-Foley | Incorporating International Human Rights Standards into Work with Children in the United States Mary Lindahl | Using Reacting to the Past as a Pedagogy of Engagement The French Revolution – short game |
| 11:00 | TEI and XML for Humanists: A Report from the Digital Humanities at the Oxford Summer Seminar | Using Robust Statistical Methods to Amplify the Accuracy and Power of Research | Graduate Level Capstone Projects: Sharing Our Current Projects and Envisioning the Future | Learning Challenges and Preferred Pedagogies of International Students Pramila Rao | Abigail Perkiss |
| 11:30 | *ROOM G221* Tonya Howe | Gerard Steube | Rita Wong (panel discussion) | Peacemaking in an Angry World: Contrasting Case Studies of Northern Ireland and South Africa Hanora O’Sullivan | |
| 12:00 | LUNCH Main Dining Room | | | | |

| | AFTERNOON SESSIONS | | | | |
|-------------|--|--|--|---|--|
| Time | Rowley G209 Track 1 | Rowley G211 Track 1A | Rowley G208 Track 2 | Rowley G207 Track 3 | Rowley G206 Track 4 |
| 1:00 |  | My Sabbatical as a Trip in Time Adam Kovach | Behind the Scenes on the Production of <i>Moochula: Giving Hawksbills Hope</i> – a Short For Documentary Barry Erdeljon & Sarah Gulick | Leading a Short-term Faculty-Led Study Abroad Program – What faculty Need to Know Victor Betancourt | What is Reacting to the Past and How Can You Use It In Your Classes? Abigail Perkiss |
| 1:30 | | Exploring the World Begins at Home: Mobile Mapping Elizabeth Langren & Janine DeWitt | An Eye Health Promotion Campaign and Prevention of Pterygium in Peru – Critical Issues Uma Kelekar & Aly Eisenhardt | | |
| 2:00 | | | Active Learning and Engagement – History in Nursing Teresa Lamonica | | How Can / Are We Using Reacting to the Past at Marymount? Eric Bubar |
| 2:30 | C | L | O | S | E |