College of Arts and Sciences Course Success Group Results: Spring 2016

Groups who participated:

English- Peer-review or drafting sessions in classroom: Louise Krug, Jennifer Pacioianu, Dennis Etzel, Jr., Eric McHenry, Tom Averill

BI 102 & BI 103- Open Access Materials: John Mullican, Matt Arterburn, Jason Emry, Rodrigo Mercader, Takrima Sadikot

MA 116 College Algebra- Open Access Materials: Beth McNamee, Stephanie Herbster, and Sarah Cook

PY 231 Abnormal Psychology- Open Access Materials: Julie Boydston, Angela Duncan and Terry Falck

BI 100 – Improving Student Success: Heather Snyder, Matthew Cook, Erica Jackson, Duane Hinton, and Kellis Bayless

CN 150 Public Speaking- Assessment: Mary Pilgram, Tracy Routsong, Jim Schnoebelen, Kathy Menzie, and Grace Hildenbrand

Modern Languages- Textbooks and English grammar: Sonja Fay, Marda Messay, and Courtney Sullivan

HI 111/112- Assessment: Rachel Goossen, Anne Hawkins, Kerry Wynn, and Kelly Erby

History/Art- Open Source Materials: Kim Morse, Tony Silvestri, Danielle Head, and Tom Prasch

Core Success English Department Group: Louise Krug, Jennifer Pacioianu, Dennis Etzel, Jr., Eric McHenry, Tom Averill

Our group dealt with the challenges of peer-review or drafting sessions in the classroom. Below are some tactics for success, which include implementation plans.

A two-step tactic to begin the writing process

Step One—once a second or third essay assignment has been made, ask students to break into small groups for a conversation about ways they might approach the topic/task. Each group must designate someone to take notes, and then that person will report to the whole class toward the end of the class period.
Step Two—without telling them in advance, on the very next class period ask the students how many have begun writing. None will have started the process, so have them spend the hour drafting—outlining, sketching out ideas, finding quotations to use, etc. Travel around the room helping them see what they can be doing. At the end of the hour, copy their notes so they will see they are being taken seriously.

These two steps are implemented as they are practiced in the classroom. They can be evaluated by comparing their first paper with the one that comes out of having taken the two steps above, and by asking, for subsequent assignments, to see their notes that indicate brainstorming and drafting have taken place. If students like this addition to the process, it is worth the class time to repeat it as part of their next paper assignments.

Role Playing

One form of peer review I'm now eager to introduce in my composition classes is the sort of "role-playing" process described in Peter Smagorinsky's *English Journal* article "The Aware Audience: Role-Playing Peer-Response Groups." In this activity, the interaction between student writers and their peers simulates a real-life situation in which writing is evaluated, with real-life consequences for the writer. Smagorinsky describes an assignment in which high school juniors were asked to write in response to a typical college application essay question. (In my classes, I might use a graduate-school application essay or a job application letter.) The professor then submitted each essay to an "admissions committee" comprising four other students in the class. Each played the part of a specific member of the committee, evaluating the essay based on pre-determined criteria. The committee decided whether to offer the student admission to an honors program, admission to the college, or a spot on the waiting list, or to reject the application. They then produced a written justification for their decision, with suggestions for revision.
Smagorinsky believes that this process is useful to all of the students involved. The feedback is helpful to the writer, while the role-playing activity teaches the members of the peer-review group to see writing from the audience's point of view, to read closely and critically, and to respond substantively and with focus; it "helps make them more autonomous critics of their own work." The role-playing aspect also makes the interactions among students feel less personal, more objective.

Take home Peer Reviews in two steps

Step One --- Students will bring one hard copy of their draft to class, thinking that there will be an in-class Peer Review (this would work equally well for a composition class or a creative writing class). Instead, plan something else for the class period and instruct the students to complete their Peer Review at home. You may send them home with question prompts (probably a good idea for a composition course, since what they will be looking for differs widely depending on the assignment).

Step Two --- The next class period, have the students meet with the peer whose paper they reviewed. Hopefully, since they were able to review the paper outside of a classroom setting, they took a little more time reviewing the paper in another environment.

The effectiveness of these strategies can be evaluated by assessing the response sheets of their peer reviews and comparing them to the response sheets of the traditional in-class peer reviews. Also, we can ask the students what method of peer review they prefer.

Model and Interact with Peer Group Review Groups

For the first peer group review: create a glossary of terms for students to use when reviewing essays: "thesis statement," "global issues," etc. Stress the most important issues, including reading as an empathetic reader, not a malicious critic. Also, have students participate in a mock Peer Group Review before the actual review. A professor can chime in with vague suggestions like "There is not a real introduction" and offer advice for specific comments.

Also, a professor can, as Heather Byland suggests "actively participate in the students' peer response conferences by moving from group to group, reading their critiques, and providing suggestions when asked." If there is an issue that needs clarification, it helps for a professor to stop and comment on a major concern, like pointing out if "critiques sound similar to summaries. Stopping the students and providing that insight before moving too far into the discussions benefited the students" (Byland).

Finally, to have students role-play and learn as if they are writing center consultants, as Byland explains, "students are more apt to use consultants' suggestions over or in addition to peers' comments, . . . students in classrooms need to undergo the same kinds of training for work in their peer groups as writing center consultants do in preparing to tutor in the writing center."

(Quotes are derived from"EDUCATING STUDENTS ABOUT PEER RESPONSE" by Heather Byland)

Revise Peer Review Sheets and Use Gateway Activities

Mark Hall ("Politics of Peer Response") reminds us that the way we present peer review can either invite students in or make them feel alienated. He encourages us to turn a critical eye on our own peer review sheets/instructions and to attempt to read them from the students'

perspectives. In doing so, we might find ways to revise, finding flexibility in our approaches to peer review.

One way to further encourage flexibility is to incorporate "gateway activities" that lead up to peer review.

<u>One example:</u>

1. Have students write about past experiences with peer review.
2. Have students discuss these in small groups and then as a class.
3. As a class, compile a list of do's and don'ts. (***Do*** *acknowledge where the writer is doing well.* ***Don't*** *be vague by using comments like "awkward" or "give more detail."* And so on.)
4. Remind students of their do's and don'ts on peer review days.

This not only moves the instructor away from the position of making all the rules, but also holds the instructor responsible for adhering to the same set of guidelines when responding to students' writing.

BI 102 & BI 103 Course Success Group – Summary Report

John Mullican (facilitator), Matt Arterburn, Jason Emry, Rodrigo Mercader, Takrima Sadikot

May 13, 2016

The BI 102/103 Success Group was developed to address "Option 3," exploring the possibility of reducing costs of college attendance by switching from traditional text books to open access materials. The above listed faculty members teach the lecture sections of our majors-level first-year biology courses taken as a two-course sequence. BI 102 General Cellular Biology (5 credit hours), a general education course, is taken first by students and is taught by MA, JM, and TS. BI 103 General Organismal Biology (5 credit hours), taught by JE and RM, requires successfully completing BI 102 with a grade of C or better. To reduce the cost to students, the two courses currently share the same text book (detailed below), which contains 56 Chapters in 1279 pages, plus another 200 pages of appendices and a glossary. BI 102 covers material found in roughly the first half of the book, with BI 103 covering material in the second half of the book. Our three sessions were on April 1, 15, and 22.

Session 1 (April 1, 2016): Discussion of current course materials.
BI 102 and BI 103 both share the same text book from Pearson (Campbell Biology, 2014, 10th Edition, by Reece, Urry, Cain, Wasserman, Minorsky & Jackson. ISBN-13: 9780321775658.

Strengths and Weaknesses: The "Campbell" book is one of a few books that most colleges and universities use for their majors-level introductory biology courses. It is also used by many AP Biology courses across the nation, so it is heavily used in the U.S., with numerous global editions available around the world. The BI 102 instructors like the first half of the text (Chapters 1-21, plus parts of 22-25) in terms of organization and writing. The depth of coverage is fine for a major's text and the illustrations are very nice. The BI 103 instructors are not impressed with the latter half of the book's organization and lack of some important content. The main weakness of the text that all instructors agree upon is its high cost to the students and the relatively small changes from one edition to the next, which occur about every 3 years artificially inflating the cost for students. Many of the older editions could still be used if they were available through online sources. The resources for the instructors are nice because they have great figures and every image is available individually and/or pre-loaded into PowerPoint for easy manipulation. Some instructors use the test bank questions for a variety of reasons (quizzes, exams, clicker-style questions in class, etc.). None of the instructors require our students to pay for the PearsonHigherEd interactive text book website, which requires a code at an additional cost to the student.

Cost: The suggested retail price (SRP) for the hardcover book is $257.00. By sharing one text book for two successive classes, students are saving a good deal of money. Table 1 below depicts comparative costs to the SRP of Campbell Biology. The rental is a reasonably priced option, but would need to be rented twice, doubling the cost to $53.00 before taxes. We are not sure if the E-book "expires" after one semester or if one can download the book for long-term usage.

Table 1. Various Prices of Campbell Biology
from Select Sources.

Vendor/Type	List Price

Pearson-SRP $257.00
Bookstore-New $251.95
Bookstore-Used $188.95
E-book $102.99
Amazon-New $201.54
Amazon-Used $92.00
Half.com-LikeNew $92.00
Rental-125day $26.50

An initial survey of this Spring's BI 102 class was done to get an idea of how important the text book is to students taking these courses (see survey results in Appendix I). The sample size is quite low (n=12), but the survey does provide some insights into students' usage and perception of the text. All 12 respondents mentioned that the book was not worthwhile for the Spring BI 102 course. All but one student either purchased or rented the book, and two of three who purchased it mentioned that they would keep the book for use after BI 103. Half of the students were willing to pay between $50-100 for a text for these two classes, and two of those who rented the book would not want to pay more than $50. This survey will likely be modified and performed over several semesters to garner a larger sample size.

Critical materials/information that students need: Students need to come to class every day to take good notes from lecture material. The text book readings are recommended prior to coming to class, but many students do not take the initiative to do so and/or never purchase the text book. This is one reason we decided to pursue the open access resources. Further, students are already given plenty of critical, supplemental materials via D2L from a variety of sources outside the text book.

Session 2 (April 15, 2016): Explore Open Access/Print on demand options.
Amanda Luke, Mabee Open Access Librarian, provided us with a link to some resources for consideration [Libguide: http://libguides.washburn.edu/OpenWU], along with an informational sheet on Open Access [Infographic: http://www.washburn.edu/mabee/files/Open-Access.pdf]. As it turns out, the primary open access majors-level introductory biology text book for a two-course sequence is the Biology text offered through Rice University's OpenStax College (openstax.org) written by six primary authors. The text, first published in 2012 and revised in March 2016, is governed by the Creative Commons Attribution 4.0 License. The book is free to download as a PDF. It may also be downloaded on appropriate computers and mobile devices for use with iBooks for $4.99.

Despite many different resource listings in the Mabee Libguide, all of them point back to the OpenStax text, as have many Internet Searches for open source biology texts. Thus, it appears that there is only a single open access biology text book at present. Not surprisingly, several other groups (namely book publishers) have already begun reformatting the free text book into online learning environments analogous to D2L where the text may be "customized" for each instructor, student learning outcomes may be assigned to certain chapters and/or exam questions, etc. Of course, this means that these "versions" of the same book will come at an additional cost. For example, one such "OpenStax partner," John Wiley & Sons, Inc., provides an online learning environment (WileyPLUS) for the OpenStax book for a base price of $54/student. This is

certainly an attractive price, but a student could rent the Campbell Biology book for two semesters at about the same price ($53; please refer to Table 1). We invited the Wiley reps to campus to showcase their WileyPLUS version of OpenStax, which is essentially taking the PDF version of the book and placing it in an online interface. There are some nice features in that it is customizable (e.g., move content around, add/delete content, add/delete learning outcomes, etc.), interfaces well with D2L (e.g., grade import), and does not expire, so students may continue to have access to the text.

Other resources provided for free to instructors include: Instructor Getting Started Guide, Sample Syllabus Language, Instructor Answer Guide, Supplemental Test Items, and PowerPoint Slides. Online Partner Resources, providing "low-cost" resources for the OpenStax book are: CogBooks, ExpertTA, Memory Science, Odigia, Sapling Learning (Macmillian Learning), Simbio, Top Hat, and the aforementioned WileyPLUS.

Understanding the cost issue, it was imperative that we determine the quality of the OpenStax edition and whether or not it would serve our needs. All group members read several chapters and reported back the pros and cons of the book. Overall, the book was determined to be "adequate," and covers most of the important concepts. For us, the organization of the latter half of the book is better than Campbell Biology. The main downside of the text is that the writing lacks depth for many subject areas, and we were left wondering if students who read the book would understand the concepts being presented. For example, several times a term was used but no clear definition was found in the accompanying text. The glossary defines terms vaguely, which compounds the problem. This lack of clarity can be a problem for beginning biology students and some of us found it frustrating while reading the text. The artwork, illustrations, and animations have relatively low resolution, lack detail, are more limited in scope and depth, and generally do not present the material as clearly as those found in Campbell Biology. One advantage of going with a book from a high volume publisher is that the artwork, images, videos, and animations of sophisticated biology concepts are generally of high quality and plentiful. Having said that, the Internet is now rich with open access artwork and images that can be used to supplement any text book, not just the OpenStax book. High quality videos and animations are not as widely available. This might be expected from an open access book, but until the clarity of the writing and the artwork is improved, we are not likely to adopt the text for our students.

Session 3 (April 22, 2016): Implementation/Recommendations.
What materials did you find that you would adopt for your courses? For the aforementioned reasons, the Success Group members determined that we would not adopt the OpenStax book during the Fall 2016 semester, but will "pilot" its use during Dr. Arterburn's Spring 2017 BI 102 course. We will continue to use Campbell Biology during the Fall 2016 semester for both BI 102 and BI 103, but only for BI 103 in the Spring 2017 semester, during which time we will pilot the OpenStax book for BI 102. If the pilot indicates the OpenStax book is inadequate, the Campbell Biology rental option will allow students in the Fall 2017 BI 103 course to avoid having to purchase an expensive text solely for the second semester of the first year series.

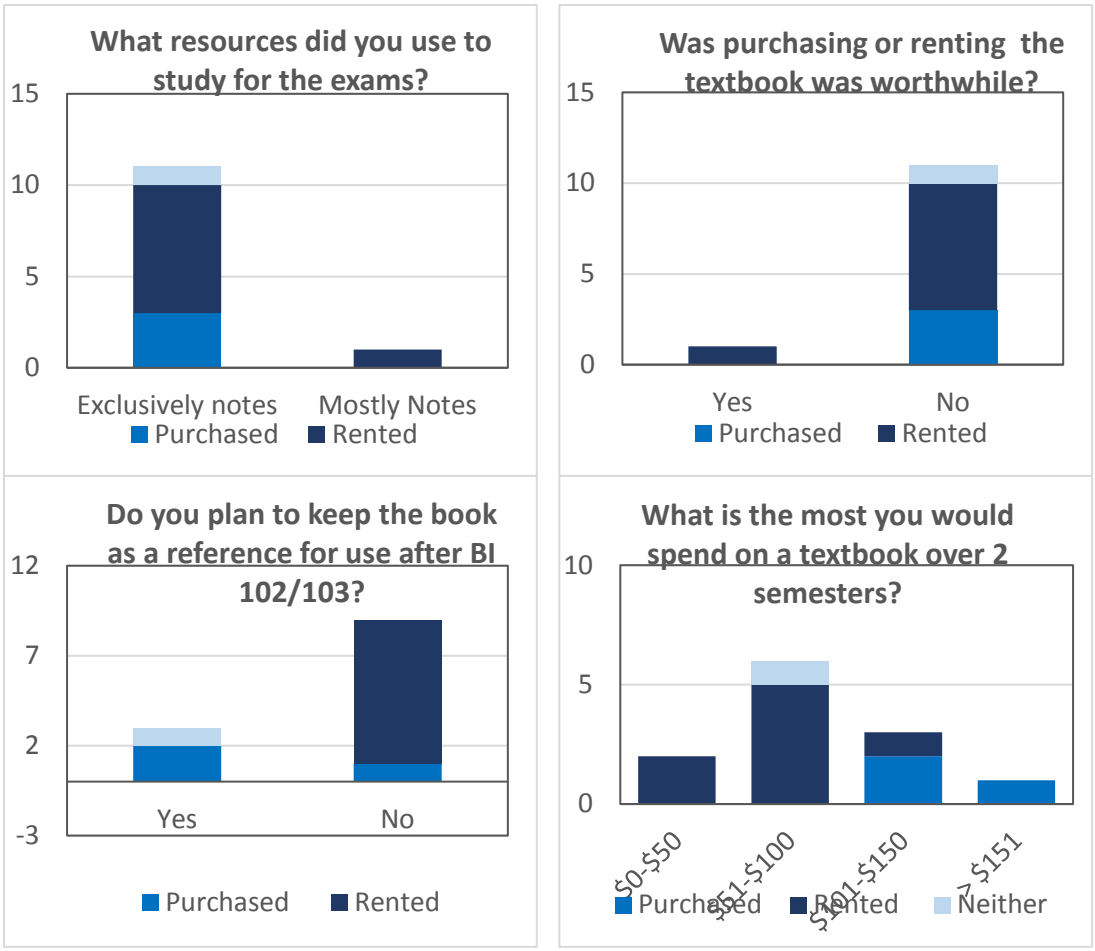
Could they substitute for materials students must currently buy? N/A

How do you change your course to accommodate any shifts away from text books? Because we have chosen not to adopt an open access text book for these two courses at this time, the course will not be changed with respect to how the text book is currently used. The BI 102 Spring 2017 pilot might provide some insights as to how the course might change to accommodate a shift to an open access text book. Even if we decide to adopt an open access text or gravitate away from a required text book altogether in the future, we will still suggest that students purchase one of the older editions (or new, if they so choose) of either Campbell Biology or another majors-level text from a different publisher. This would provide them with a high quality book that has been thoroughly scrutinized and reviewed by thousands of scientists.

One final thought, after analyzing the cost of the Campbell Biology text via different modes (e.g., purchase, rental, ebook, etc.), it seems logical that we could continue to use Campbell Biology for BI 102 and another similar text for BI 103 at a relatively low cost to students. For example, if a student rented the texts for 125 days they would be spending about $53 for both classes, which is about the price of the printed version of the OpenStax biology text.

We thank the CAS Dean's Office for providing the opportunity to participate in an organized group to assess the feasibility of choosing open access resources in lieu of traditional text books.

Appendix 1. Results of Survey on Campbell Biology Text Book Usage, Spring 2016 BI 102 Students (n=12).



College Algebra Course Success Group

Beth McNamee, Stephanie Herbster, and Sarah Cook met on three separate occasions to explore open source resources.

Wednesday, March 9: Discussed strengths/weaknesses of our current text. We also looked into costs of purchasing our current text as new and used, e-text, and rental texts. In addition we discussed costs of graphing calculators and brainstormed ideas to defray this cost.

Wednesday, April 6: Prior to this meeting, we had contacted Amanda Luke in Mabee Library to inquire about open source documents. Amanda provided us with links and all members researched different texts from this selection. We brought our feedback regarding various texts to the meeting.

Wednesday, April 27: The group agreed that of the open source options we have found, the best is from Rice and OpenStax. The text is missing some topics which will need to be covered with supplements or from other open source texts. The text is also lacking PowerPoints which many of our faculty currently use from our text publisher.

Course Success Group Spring 2016: PY 231: Abnormal Psychology

Option 3: Open Access/Print-on-demand materials

Group members: Julie Boydston, Angela Duncan, Terry Falck

SESSION 1: Current Course Materials

Our group met on 3/7/16 for 1 hour. We updated on current state of SLOs for abnormal psychology and stated that students did best with the area of Treatment and worst with Diversity and Diagnosing. Also, compared to other depts., our expectations appear to be very high. Therefore, we will be changing expectations to be more similar to other departments and may also lessen the number of goals we have for SLOs to focus on those particular goals. Strengths of open access books are finding good information (academic resources) for low/no cost, ability to print, may work better for those taking class as Gen Ed (not psych majors). Weaknesses are that there are students not as comfortable with online materials, they may not be updated as regularly, and open access has limited resources for printing. However, we have heard the library has made a request for a computer that can be used for printing online/open access information at a better cost. All of the books we have looked at have a different focus. Our goals is to examine open access possibilities and also lower cost alternatives (lower cost book or case study books or study guide books).

SESSION 2&3: Explore open access/Print on demand options

We met on 3/28/16 for 1 hour. Discussed information we received from the Open Access librarian. In reviewing that information, it looked like the materials were set up for Intro to Psychology with a few chapters on Abnormal. Although this information covers Abnormal Psych, it doesn't cover to the extent we need for our abnormal course. We emailed the librarian about other possible resources and she referred onto other possible people to look at information. Julie attended a REVEL focus group through Pearson and found that it is similar to their MyPsychLab but not as many resources available or ability to change quizzes. It appears to be cheaper but not as flexible for professors. Angela attended an APA focus group that asked questions regarding resources for teaching; she discussed TeachPsych through Society for Teaching through APA. They were looking at ways to improve services for teaching of psychology. From what we have seen so far, it looks like the Open Source are not sufficient for our purposes at this time. For next time, we will do some more googling and collaborating with our library reps about online materials. However, we will also look at lower cost books and possibly using materials without a book (looking at materials in a package, or one place).
We met on 5/2/16 for 1 hour. We further discussed possible online resources and how the few available we found for abnormal aren't updated for DSM-5. In addition, the library reps have not gotten back to us about possible resources. Also discussed the SLOs and our change regarding requirements starting in the fall for SLOs and other possible changes we may want to do such as which disorders to focus on and how this might be reflected in the online materials we might find; discussed how we should focus on the primary disorders and not as much on the more rare disorders. Discussed a particular lower cost book that may be a good alternative to our present books. Also started to discuss other possible materials such as case studies, summary sheets of DSM, and videos. Discussed how we may be able to still use part of an online wiki (not updated to DSM-5) for case examples. For the last session, we will summarize what we have at this point and make suggestions for next steps.

SESSION 4: Implementation/Recommendations

Our last meeting was 5/9/16 for 1.5 hours. After further investigation with possible resources through the library and wikiresources, it was confirmed that there aren't current resources available for Abnormal Psychology. However, a professor who oversees the wiki through University of Central Oklahoma stated he would be updating his materials in the next couple of years so it could be a possibility in the future. In addition, we found good resources for Intro to Psychology so there may be more available soon for Abnormal Psychology. Then our discussion turned to other possible resources to use now. Overall, we found at least one lower cost textbook that appears to be similar quality to the other books and has instructor resources that we are willing to look at more closely. In addition, we'll continue to explore other options and survey students about resources they are using (e.g. getting new book, used, renting, etc.). We will also look more creatively about using videos or other resources for students to obtain background information in abnormal and use class time more for active learning (as we discussed in our course success group last year). Also, continued to discuss using other resources such as summary or study guides, case books, and case study materials from the internet, to incorporate into the course in addition to or instead of textbook materials.

BI 100 Course Success Group – Spring 2016

Faculty Involved:
-Heather Snyder
-Matthew Cook
-Erica Jackson
-Duane Hinton
-Kellis Bayless

Meeting Dates:
-Session 1: April 8th
-Session 2: April 15th
-Session 3: April 29th

The faculty listed above met for an hour and a half on the dates specified, to discuss strategies for improving student success rates in BI 100: Introduction to Biology.

Course Obstacles

Obstacles to student success were identified in the first meeting. Many obstacles, ranging from general issues to more biology specific struggles, were identified and are outlined below:

1. Poor Attendance: The entire faculty involved in this success group expressed concern with class attendance rates. Attendance is not incentivized in many of the BI 100 lectures (i.e. points are not explicitly tied to attending class) and as a result attendance is low. Additionally, students are often not mentally present, even when they are physically present. Failure to either attend or pay attention in class contributes to low course grades.

2. Poor Note Taking Skills: Many faculty members expressed concern regarding students' abilities to take notes. Many students sit passively through class without so much as writing down a single word. Others only write what is directly written on the slides, but do not add anything in regards to information communicated verbally.

3. Poor Study Skills: There appears to be both a qualitative and quantitative issue when it comes to studying. Quantitatively, students do not have a concept of how much time they must dedicate to internalizing the amount of information presented in class. As a result many procrastinate and put studying off until the day or the night before the exam. At that point, the amount of material they are expected to know is too overwhelming for the amount of time they have remaining.

Qualitatively, many students employ ineffective study habits. When questioned about their study habits, many students will reference rereading notes and making flash cards. These are good starting points to studying, but we have found that students are attempting to just memorize information without really understanding the meaning behind it. Memorization can be effective for portions of what we teach, but it leaves students severely underprepared for any questions that require critical thinking. It additionally leaves students unable to answer questions that are in a format other than what was initially presented to them.

4. Difficulty assimilating new vocabulary: Students appear to struggle with the amount and difficulty of biology specific vocabulary. Comments such as "is this even in English," and "what does that mean again" are common phrases in BI 100. Science courses have a

unique vocabulary of words that are often not encountered in any other discipline. Essentially, this means students are learning a new language while learning complex concepts. This issue is compounded when you consider the new words being introduced are immediately used in describing a new concept. A very small (and in some cases no) refractory period is given between the introduction of a new term and the use of that new term as an instructional tool. This would be analogous to teaching a non-Spanish speaking person some cooking terms in Spanish and then immediately describing how to bake a cake with those new words. Consequently, we believe a lagging understanding of terminology is driving conceptual misunderstandings.

5. Conceptualizing Sub-Cellular Processes: Students appear to have the most difficulty understanding complex processes happening at the microscopic level. Since students are not able to readily view these processes, it is difficult for them to conceptually visualize them. This problem is further exacerbated by the fact that these processes are presented early in the semester when students are also struggling to adjust to the course and the instructor.

Tools for Improvement

We began session 2 by discussing a potential solution for obstacle #5 (conceptualizing sub-cellular processes). We discussed the plausibility of flipping the course syllabus, so that, larger and more easily comprehended processes are presenter earlier in the course. The argument for this strategy targets the conflict between difficult materials being presented when students are still adjusting to the course. It was argued, that students might do better if topics were flipped, a solution that is employed at other Universities. This solution was discussed, but quickly tabled for logistical reasons. The order that topics are presented in BI 100 is closely mirrored in the Introductory Biology Laboratory, and flipping them would also mean a major reconstruction of the lab. Additionally, changing the syllabus would have different impacts on the two BI 100 emphases (Health Emphasis and General Education Emphasis). It was argued that a flipped course would be more feasible for the General Education emphasis (based on the topics covered), however, we felt strongly against changing one without the other. Both emphases are tied to the same lab and there is not a practical way to change the flow of the lab for one course and not the other (since the lab is common to both emphases). For these reasons, we decided to table this obstacle and focus our energy on addressing the other issues outlined above.

The solution we eventually decided upon, works to address the remaining obstacles we identified. We are aware that obstacles 1-3 are issues covered in WU 101, but we maintain that these issues are not entirely resolved upon entering BI 100. WU 101 sets a framework that we hope to build upon and reinforce with our proposed solution. Students often need to be presented with key ideas multiple times before they fully grasp its importance. By using a tool that addresses not only Biology related issues (vocabulary) but also more general issues (attendance, note taking skills, and study skills) we hope to provide students a Biology specific example of how to incorporate ideas introduced in WU 101.

The tool that we are proposing is a **student built dictionary** that employs multiple techniques for vocabulary retention. The student built dictionary will contain template pages (see

attachment for an example) that must be completed for a set of words specified by the instructor. The following describes the purpose of each part of the dictionary template:

Column Labeled Book: Students will be expected to copy the definition of the specified word from either the course textbook or other academically credible source.

Column Labeled Mine: Student will be expected to translate the book definition into their own unique definition, using vernacular they understand. Having students translate the definition into their own words forces them to internalize its meaning rather then just memorizing it.

Column Labeled Instructor: Students will be expected to record the definition given by the instructor for the given word, which usually provides a contextual basis for the term and examples.

Examples: Students will provide examples of the term, different from those provided by the instructor. This provides context for the word.

Related terms: Students will be required to list two to three terms related to the word specified. These would include words often used in conjunction with the term being defined. Identifying related terms helps create relationships between topics, ultimately reinforcing understanding.

Roots: Students will have to identify any Latin or Greek suffixes or prefixes using a provided table. Providing students with the ability to identify reoccurring pieces of words should not only help them better understand the word at hand, but should provide them with tools for identifying unfamiliar words in the future (Ratelis, 2011).

Picture: Students will be required to draw a picture representing the specified vocabulary term. Some terms may have obvious pictures associated with them, and associating the word with its corresponding picture should help reinforce vocabulary retention. Other terms may not have an obvious visual cue, but the process of creating some sort of visual representation (even if it is abstract) of the term should help with retention (Ratelis, 2011).

Outlined below are the ways this dictionary will address the obstacles stated above:

1. Poor Attendance: We will require that the columns labeled “Book” and “Mine” be completed prior to the lecture where they will be introduced. Instructors piloting this tool will agree upon a set frequency in which to spot-check these columns prior to class. No late work will be accepted; so missing class would ultimately mean forfeiting the points associated with that day. By randomizing when pages are checked, we hope to keep the workload for the instructors low, while keeping the accountability for the students high.

2. Poor Note Taking Skills: We will randomly spot check student dictionaries to ensure that the column labeled “Instructor” is completed. We hope that this mechanism will provide accountability for note taking and will encourage students to remain attentive during class.

3. Poor Study Skills: This tool is particularly helpful in encouraging good time-management skills as they relate to studying. By building the dictionary as material is covered, students are staying on top of the material, which should increase understanding (as they have more time to internalize the concept) and reduce anxiety. Additionally, the techniques provided by the dictionary (i.e. related terms and drawing a picture) provide excellent scaffolding for studying the conceptual aspects of the course.

4. Difficulty assimilating new vocabulary: The dictionary is *first and foremost* aimed at addressing the difficulty of retaining a whole new vocabulary. By having students familiarize themselves with the terms before their use in class, we hope to expedite the rate of understanding (Weimer, 2012). Additionally, requiring students to manipulate the given terms in a multitude of ways (Young, 2005) should help increase retention. Ultimately, we hope that a better understanding of the terms used in class will drive a better understanding of the concepts.

Implementation and Evaluation

We have already disseminated this idea to the Biology Department as a whole. The idea was met with enthusiasm and optimism. We plan on piloting this tool in at least 3 sections of the course during the Fall 2016 semester. Instructors using the tool will meet prior to the start of class to finalize a common vocabulary list and to decide upon details concerning its implementation. The successfulness of the tool will be evaluated using the techniques described below:

1. Overall course grades will be compared among courses not using the dictionary and courses using the dictionary. Unfortunately, this mechanism of evaluation does not take into account variation due to instructor. Course averages can be compared between semesters to partially assess the effectiveness for any given instructor (i.e. course average for instructor A during semester without dictionary compared to course average for instructor A during semester with dictionary).

2. Some students will inevitably not keep up with the dictionary as specified by the course. Instructors will be able to identify students not utilizing this tool during the randomized spot checks. Grades can be compared among students within a course utilizing the tool versus students not participating. This metric may give us a generalized sense of the effectiveness of the tool as a whole, but will not allow us to determine its specific effectiveness at addressing the four obstacles it is targeting. Ultimately, the obstacles outlines are correlated, and therefore, a student who is struggling with one of the obstacles is likely struggling with all of them. For instance, a student with poor attendance will not receive points for the dictionary. They would clearly struggle with the attendance obstacle, but we would be unable to independently identify their aptitude regarding the other obstacles if they fail to attend class.

3. Instructors piloting this tool have agreed to include a common vocabulary assessment on each exam. Scores on this portion of the exam can be compared among students who are completing the dictionary as specified by the course and those not completing the dictionary as scheduled. Ideally, we will also be able to get a couple of professors not

piloting the dictionary to include the standardized vocabulary assessment on their exams. Having non-participating instructors include the same standardized assessment would provide us a control, with which, to compare the effectiveness of this tool.

We would like to thank the administration for the opportunity to address these issues. We are excited about the prospect of this new course tool and are very hopeful that it will improve course success. If you have any further questions or concerns please feel free to contact the group coordinator, Heather Snyder (heather.snyder1@washburn.edu).

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Course Success Group-Spring 2016 Assessment- CN 150- Public Speaking

Group Members: Mary Pilgram (liaison), Tracy Routsong, Jim Schnoebelen, Kathy Menzie, Grace Hildenbrand

Session 1: Wednesday, March 3, 2016

Understanding your current Assessment process and data

- We reviewed the assessment data that was provided to our department for CN 150 by Bruce Mactavish.
- We decided that the current six (6) objectives that we assess for general education for CN 150 are not meaningful.
    - Some of the current objectives are not addressed by all instructors and not deemed essential skill outcomes;
    - There is a disconnect between course objectives, department objectives and general education objectives;
    - Assessment data to this point is not accurate (reliable or valid) due to use of incorrect rating scale (unbeknownst to us) when entering data for the CN SLO and various approaches to determining the summary score for each student. Our scores are actually better than the scores that are reported.
- We decided it would be more meaningful to assess three objectives for general education that focus on: outlining, informative speaking, and persuasive speaking.
- We have also adjusted our rubric to reflect the correct rating scale and discussed a consistent process to assign a summary score for each student.
- We also discussed that the pass rates with a grade of C or better are lower in the online Public Speaking classes and the withdrawal rates are higher than in the face to face classes.

Session 2: Wednesday, April 6, 2016

How can the assessment be improved?

- We revisited our ideas from our first meeting and decided to move forward with:
    - Reducing the general education objectives from six to three with a focus on outlining, informative speaking, and persuasive speaking. – Mary will craft the objectives and share a draft prior to the next meeting on May 11.
    - Grace and Tracy will research various outline rubrics and bring those to our next meeting on May 11. Ultimately, all CN faculty will have to agree to the use of a common outline rubric for assessment purposes.
    - We are already using a speech presentation rubric that is suitable for both informative and persuasive speaking. All CN faculty have already agreed to this rubric for assessment purposes.
    - We need a formal process to involve adjunct faculty in the assessment process.

Session 3: Wednesday, May 11, 2016

How can the results of the assessment be used to improve student learning?

- We will be submitting updated objectives for CN 150 by completing and submitting the required general education paperwork this summer. Vickie Kelley informed us we can do that now to be ready for this fall. Once we have our updated objectives in place, we can start assessing for those and this will provide

meaningful data to us regarding course strengths and areas for improvement. We will have a set of objectives that every instructor is assessing, using a common rubric and a common rating scale when recording scores in Banner. Beginning Fall 2015, we will have reliable and valid data that reflect what we are really doing in this course.
    - We spent much of this session working on establishing consistency in the interpretation of various categories on our current public speaking rubric. Having this common understanding will help with interrater reliability and ultimately the validity and reliability of our assessment data.
    - Tracy and Grace brought sample rubrics for outlines for our review and to share with the CN faculty. Ultimately the faculty will need to agree on a common rubric for outlines for assessment purposes.
    - Mary emailed the group members a draft of course objectives and everyone provided feedback.
- The pass rates with a grade of C or better are lower in the online Public Speaking classes and the withdrawal rates are higher in the online Public Speaking classes than in the face to face classes. This is an area that we will be investigating further to provide a more specific understanding of the data.
- We also will discuss a formal process to include our adjunct faculty in the assessment process. Currently they submit data for the CN SLO, but they are not currently involved in any discussions about assessment. Including their voice in this process is important.

Modern Languages Course success group (Fay, Messay, and Sullivan)

Session 1: Obstacles identified:

1) **Textbooks:** We have lately changed our textbooks for German 101/102 twice, because initially we felt that the existing textbook was too demanding (based on student evaluations as well as by teaching the material), whereas the next textbook was not demanding enough. It is not always easy to find a book that the students like in terms of content, but is also appropriate for the level of beginning German at Washburn.
2) **Difficulties with English grammar:** One of the main obstacles we encounter in German 101/102 is the students' lack of knowledge of English grammar. It is difficult to teach a foreign language if there is no or just a very basic understanding of grammatical terms, concepts and structures in the native language. Students struggle to grasp what a "case" is if they have never heard of a direct or indirect object in English before. It happens quite frequently that we have to define and teach basic English grammar before we can explain new material in German.

Session 2: proposed suggestions

1) **Textbooks.** We looked at several other institutions where German 101/102 is being taught and requested feedback regarding their course materials. Our last textbook was by a German publisher, and we had been in contact with another German Department at a Research 1 institution where they used a different textbook by the same publisher that they were very happy with (instructors as well as students). We contacted several publishers and requested copies of the latest editions of their textbooks, in order to find a "good fit" for our students.
2) **Difficulties with English grammar.** In 2nd language teaching, we often use several approaches, or a mix of approaches like the "grammar-translation approach" and the "direct approach". They all include a certain amount of grammar explanation, vocabulary drill and repetition. Explaining a certain amount of English grammar and basic grammar terminology before we start teaching a new concept in the target language can be very useful – Foppoli stated that "before we start to use the material we have selected, it would be good to introduce the students to the topic you are going to work on" ("Is Grammar really Important for a second Language Learner", 2010). Zang actually found that "grammar teaching is necessary in language teaching" ("Necessity of Grammar teaching", 2009). As a suggestion on how to implement the teaching of English grammar in a beginners German (or foreign) language class, we could (and often do) provide them with exposure to real language and real situations in context (using written dialogues, movie clips etc), then move on to focus on more specific meaning, and finally do a short analysis and systematization of the material we just covered, in order for the students to actually learn how to use an item or pattern they have just seen in practice.

Session 3: Suggestions that could be implemented

1) Use textbooks that were successful at other institutions. Learn from the mistakes other instructors have made, talk to colleagues about textbooks. Just by attending this group, I discovered that the publisher of the French textbook also offers a German book that I was unaware of. It never hurts to ask others "what has worked/has not worked for you, and why".

2) Integrate English grammar in the foreign language classroom. We often feel as if we don't have enough time to cover our (language) material, but it is definitely useful to review English grammar and terminology when introducing a new topic in the foreign language, as it helps the students understand what the communicative equivalent is in his/her native language. It will be useful to introduce the students to the book "English Grammar for Students of German", and make parts of the material available in pdf form to the students. Posting these pdfs online, and assigning them (as readings) in preparation for the class that covers this topic is something the French professors already do in their 101/102 sections, and we will start implementing this as well in German 101/102.

Session 1: Obstacles identified:

1) **Verb conjugations:** Students often have problems with the different verb conjugations they need to learn and master in a foreign language class. They struggle with finding the time to properly learn and practice the conjugations, especially those that are irregular. This difficulty is understandable as verb conjugations in foreign languages are more complex and the students are intimidated by all the verb conjugations they need to learn. Although, the students have been given verb conjugation charts, they seldom complete them of their own volition.
2) **Vocabulary retention:** Due to the amount of vocabulary covered each chapter, students are currently struggling with retaining vocabulary learned throughout the semester. Although students are encouraged to use the Vtext and to apply/use the vocab in their daily routines to help them better memorize and retain the vocabulary, they continue to express difficulties in remembering the vocabulary from past chapters.

Session 2: proposed suggestions

1) **IPhone or android apps.** In "Emerging Technologies mobile apps for language learning" (2011) Robert Godwin Jones identified several iPhone and android apps that have been helpful in supporting language learning. Considering the popularity of smartphones/apps and the ease to which students can use apps, language educators have shown interest in apps that could help their students with learning the language. These include **Anki** (a spaced repetition vocabulary study program) and **Quizlet** (flashcard program) which are easy to use and free to use. With these two apps, the students could create, edit their own flashcards using the vocabulary they are currently learning. Another app is **Conjugation Nation** (cost $2.99), which is available in a variety of languages and helps with drilling verb forms.
2) **Clickers.** In "Using clickers in the second language classroom. Teaching Passé-composé and imparfait in French", Karen McCloskey (2012) presents her findings on pilot project with clicker technology for differentiating between passé composé and imparfait. She found that the class was more engaged in the activity and that the students appreciated the immediate feedback and enjoyed the class more. Although she does state that more study is necessary, she concludes that the level of participation was so strong that the class engaged fully with learning the material and working through it. She also mentions that the anonymity of the exercise helped some students and also led to a discussion of the grammatical concept.
3) **Providing the English conjugation.** In *Foreign languages made easy* (2005), Ken C. Jeremiah suggests providing a verb chart arrangement that follows those found in foreign language textbook. As the students are unfamiliar with the verb tenses in English, a

template of how verbs are conjugated in English could simplify the verbs they are learning in the second languages.

Session 3: Suggestions that could be implemented

1)Although students are already familiar with apps for language learning such as Babel, Rosetta stone, it would be more fruitful to encourage students to use apps that can be modified to match/reflect what they are currently learning in their foreign languages. Unlike these apps that can distract students (as they teach the language in different ways and steps), these apps would reinforce what is being learned in class. As students currently do not use the verb conjugation charts provided by their teachers and they are more adept and do use apps daily, it could be useful to their language learning and to helping them better master the vocabulary and the conjugations learned in class. The apps could be included in the syllabus so that the students can try them out on the first week of class and decide on their usefulness. If they are introduced to the apps at the beginning of the semester, they can potentially use it throughout the semester.

2) We have used jeopardy games and PowerPoint games to help students learn the vocab and the grammar, during which students write out their answers on whiteboards. We also have used clickers in Modern Languages for vocab and for cultural days. Although the anonymity of the exercise with clickers could be helpful for those that are too intimidated or shy (as it is a multiple-choice), the fact that it is multiple-choice does not help students master the spelling of the verb conjugations. Therefore, clickers would be better for reviewing grammatical concepts and not when students are initially learning the concept.

3) We could provide a master template of verb conjugations in English at the beginning of the semester that the students could use as a reference as they learn new verb conjugations.

Session 1: Obstacles identified:

1) **Falling behind on online homework:** The textbook we use in French features a strong and interactive component so we assign much of the homework in the class online. In most cases, we assign 2-3 hour chunks for students to complete throughout the week as we cover grammar points and vocabulary. The online homework is meant to provide more practice to reinforce what students have learned in class as well as exposure to native speakers featured in the "soap opera" and lab recordings. When students delay completing the assignments (they really should do at least 30 minutes each day), the incomplete assignments pile up and the students miss out on valuable practice.
2) **Grief over foreign language requirement:** The anxiety and in some instances, the poor attitude about the language requirement for the BA in CAS, causes two problems: 1) seniors wait to complete the requirement in their last year and sometimes have trouble juggling the time it takes to learn language with the demands of their upper-division courses; 2) some juniors and seniors discover that they really enjoy learning a language, but that it is too late to major or minor in it or even study abroad.

Session 2: Proposed suggestions

1) **Falling behind on online homework/absenteeism:** Since students generally have positive perceptions of the online workbook/materials and their usefulness according to the article entitled "Blending classroom instruction with online homework," we need to continue to use the online workbook and put a positive

spin on the homework the students need to complete online. According to the article, "learners liked having multiple attempts because they felt they could learn from the errors (24.5%), enjoyed being able to work at their own pace (20.6%), felt that online assignments reinforced what they learned in class (15.6%), and appreciated receiving immediate feedback" (218). However, just as the study cites complaints about the time it takes to complete the online exercises, so too do some Washburn students lament the time needed to complete the online work. Many WU students appreciate the online learning exercises since they create a sense of autonomy by allowing students to work at their own pace and also receive immediate feedback so we will try to win over the few naysayers who complain about the time investment.

2) **Grief over foreign language requirement.** We decided that we could be doing a better job of getting the word out about course offerings and study abroad and job opportunities. One solution involves presence at Freshman and Transfer Orientations in the spring and summer. We have approached the chair about booking a table and recruiting faculty to spend a few hours at all of the sessions so that we can advise students early about the advantages of completing the language requirement in their first year at Washburn. We also need to send the chair or another faculty representative to speak to advisors in Mabee about how to place students in the appropriate level as well as the advantages of taking a language early on due to the study abroad opportunities that tie in nicely with WTEs since it has been a few years since we spoke with them in person and there has been staff turnover there.

Session 3: Suggestions that could be implemented

1) We will come up with a policy about online homework in regard to late submissions and resets and put it on the syllabus in order to emphasize its importance. If the homework is one day late, the student will not be penalized, but after five days late, the student will no longer receive a grade for his/her effort. We will encourage students to request resets on homework assignments if they feel they did poorly on an exercise and want to redo it for the sake of mastery and morale. We will highlight the positives of online homework and be sure to not overassign exercises so the students will not feel overwhelmed.

2) The ML chair this past year has sent out faculty/staff emails in order to inform advisors about the language opportunities for their majors. We will continue to invite alumni who have achieved career success thanks to their education in a foreign language to speak to our students about job opportunities created by the mastery of a second and third language.

HI 111/112 Course Success Group—Assessment
Spring 2016 Report
Participants: Rachel Goossen, Anne Hawkins, Kerry Wynn, and Kelly Erby from the Department of History

We would like to first thank the College of Arts and Sciences for providing us this opportunity to come together to talk about our introductory-level U.S. history courses and the teaching and assessment strategies we utilize in these courses. We used the first meeting to consider the USLO assessment data CAS provided us. Most of our results are fairly consistent across courses, with the exception of CEP courses. Kelly Erby has received an assessment grant to work with CEP instructors on this issue.

During our first meeting, we discussed some topics Vickie Kelly had brought up when she visited the Social Science Division meeting earlier in the spring. For example, up to this point, none of us has been reporting data for students who did not complete assignments. We will from now on.

All members of the course success group agreed that we find the reporting of the USLO data using the online system designed for this purpose to be VERY clunky. We would much prefer if the page were organized by student, as opposed to USLO. It would also help if the computer could fill in the average USLO score for each student automatically.
In subsequent meetings of our course success group, we discussed the various teaching strategies we utilize for teaching specific learning objectives and the assessment strategies we use to determine whether these strategies have been successful. In the History Department, we greatly appreciate the freedom we have to make individual decisions about our courses, and we also appreciate learning from each other about what has worked and what has not. With this in mind, those of us who teach HI 111/112 have each selected areas upon which we would like to focus in the upcoming year. Our individual resolutions for 2015-16 appear below.

Rachel Goossen:
Our "Course Success Group" meetings during Spring 2016 on assessment were helpful in several ways: looking at comparative data for course-embedded USLOs for History courses for the past several years; discussing with colleagues the assignments we each use in our classes to assess the USLOs; and our ongoing efforts, in general education classes, to improve our assessment strategies based on results that we see in our students' learning and performance. Our Course Success Group discussions gave me some concrete notions, based on results that my colleagues are reporting from their own classes, of how to more explicitly address components of critical thinking; developing thesis statements, providing analysis and argumentation, using evidence, and demonstrating writing abilities. Drawing from the templates my colleagues have shared, I plan to be more transparent in my use of a rubric gauged for assessing critical essays in HI 112 and upper division general education courses beginning in the fall 2016 semester, so that students have a clearer understanding of how (and why) they're being assessed on each of these components.

Anne Hawkins:

The principal benefit of meeting with colleagues in the same department to discuss assessment in survey U.S. history courses (HI 111 and HI 1112) was an exchange of ideas centered around our common goals: providing students with clear and meaningful feedback about their work over a semester, and supplying instructors with tools to aid them in evaluating and communicating clear learning objectives. We enjoyed innovative, robust discussion of both time-tested techniques and new assignment designs and assessment methods being tried in our courses, based upon recent research of college student learning and effective pedagogical techniques in university history courses. Rather than determining that "one tool fits all" for assessment, we recognized the value of developing "best practices" standards for instructors of survey history courses (both instructors teaching Washburn-credited classes within and outside of the university). We concurred that one very effective way to communicate these best practices, both to students and instructors, was through the use of detailed grading matrices which describe different learning benchmarks for a particular assignment, and the progression of skills development needed for students to move from beginner to mastery of those skills.

Kerry Wynn:

I have learned a great deal from my colleagues this semester as we discussed assessment, and I will focus on the insights in two areas of assessment—exams and assignments intended to assess student knowledge to assign grades, and assessment tools to measure student learning that we conduct for the general education curriculum. We all teach the same course and assess student knowledge in similar key areas, but in the first area I mentioned above (exams and assignments), we all use different methods to measure student understanding and skills. What has become clear to me is that I need to communicate more clearly to students the mechanics of demonstrating critical thinking (the courses we discussed are general education critical thinking SLO courses). I would like to demystify this process and provide more benchmarks for the successful use of evidence. One way that I will do this is through the use of more rubrics created for students and a more extended discussion in courses explicitly about critical thinking. I learned from Kelly Erby that she has adapted the rubric we use for general education assessment to distribute to students, and I would like to adopt something like that. I will also investigate backward design to reorganize the U.S. History survey to more clearly emphasize the mechanics of critical thinking.

Kelly Erby:

I very much appreciate and enjoy the opportunity to discuss and learn from my colleagues about teaching. This time, I most appreciated hearing about their assessment strategies, including their exam and writing assignments. I felt reassured that my tests and assignments are in line with theirs. Next semester, I want to devote more class time to activities intended to improve the specific critical thinking skills we assess through the course USLO’s. I continue to try to move away from lecture (though I still do lecture) in my lower-division courses. I think more group activities that target these skills are in order. I received positive feedback from my colleagues about some rubrics I use to assess student work and will continue to use these rubrics in the future. Finally, our course success conversations energized me to work with CEP instructors on the subject of assessment.

Open Source Course Success Group Report

Group members: Kim Morse, Tony Silvestri, Danielle Head, and Tom Prasch (reporting)

At our first meeting, our topic was to discuss the possibilities and problems we saw in open sources. We were all in broad agreement on both basic territories. Our main hope was that open sources might provide some means to lower course costs for students. On the one hand, especially in the range of older primary sources (those out of copyright), the opening up of a widened digital archive had great possibilities. Our main concern was whether, given those copyright restrictions, and given the way fields change with time, there would be any possibility of providing open-source current textbooks. (Although the issues are not precisely the same in studio arts, Danielle's perspectives were broadly similar: more concerned with current software programs than with updated textbooks, but parallel issues).

We agreed for our second meeting to explore open-source options in our respective fields. I explored the open-access options (here: http://libguides.washburn.edu/OpenWU). As expected, historical primary sources (pre-20th century) have continued to expand. Relatively current textbooks were available in other fields: American History, Western European History, even Canadian History. But World History remained a gaping hole; no textbooks, current or otherwise, were available through open access. Kim Morse, following her own investigations, drew similar conclusions. She also found no open-source possibilities for a World History textbook.

Tony also found new ranges of primary sources, but not much to replace textbooks. He reports: "A wealth of primary source material (limited by copyright law to Public Domain sources, or proprietary sources the owner wishes to share). I have used YouTube very effectively for the World Music class, and to find documentaries etc. for other classes, as a supplement to what I am doing in class. You already know about Fordham's Internet History Resource; and Tufts' Perseus.org Classical Library; and the Yale University Law Library's Avalon Project for the history of law; and the National Archives, British Museum, Smithsonian, British Library, a host of digital manuscript sources, the BBC, PBS, and aggregator sites like: www.edutopia.org." Danielle's exploration attended to some extent to the expanded range of available image archives (again rather parallel to primary sources for history), but she also focused on software options. She reports:

"Open Source Programs and Program/Software Training Tools

Pay for Access/Free – Software Training Tools

- Lynda.com – Provides online training tools for creative design, office tools, web applications with hands on demonstrations and project files for live training. Subscription.
- ArtStor.com – Image database for the Fine Arts.
- Photoshopcafe.com
- Museum/Gallery Website Databases for Images

Free Open Source Creative Software

- GIMP – "Photoshop-esque" photography and graphics editing software
- Blender – 3D Imaging Software
- Inkscape – "Illustrator-esque" design software

- Audacity – Music and sound editing software
- Jahshaka – “After-Effects-esque” imaging software
- Juice – Podcast creator software

Resources through the Kansas State Library

1. Go to this link - http://www.learningexpresslibrary3.com/?AuthToken=895C9A93-31CF-45C5-814C-A0788C14776D

Some of the computer programs offered are:

· Microsoft Word
· Microsoft Excel
· Microsoft PowerPoint
· Microsoft Outlook
· Microsoft Access
· Microsoft Project
· Microsoft Publisher
· Microsoft SharePoint Designer
· Microsoft Visio
· Adobe Dreamweaver
· Adobe Flash
· Adobe Illustrator
· Adobe Photoshop
· Windows and Mac Operating Systems.”

In advance of our second meeting, I had also run into Lara Putnam’s extended and fascinating article “The Transnational and the Text-Searchable: Digital Sources and the Shadows They Cast,” in the current issue of the *American Historical Review*, and I suggested we make that our common reading for our final meeting. Putnam’s piece proved to be a fruitful closing since it illuminated both promises and perils in the digital research future. On the one hand, she is hopeful, indeed almost utopian, about the promise of the expanded archives opened up by digitization. At the same time, she is also acutely aware of the biases imbedded within the project, in terms of what gets digitized and who has access. And finally, she has interesting insights on the ways in which research in the digital archive differs in fundamental ways from traditional archival work; she worries in particular that those deeply immersed in the digital archive lose local context and history in their process.

So we left pretty much where we began, although more informed by the process: the world of open sources holds both promise and peril for history, but no immediate solutions for expensive texts in world history.