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Upcoming CIT events and workshops: December 2008

12/5/2008  Link orientation for Faculty – Spring 2009
12/8/2008  CIT Faculty Open House, 2 – 4 pm
12/8/2008  Link orientation for Faculty – Spring 2009
12/10/2008 Faculty Toolbox: Let News Come to You with RSS
12/11/2008 Faculty Toolbox: Let News Come to You with RSS

To learn more or to register for any workshop, visit http://cit.duke.edu/events/calendar.do.

Faculty may request a custom workshop for their department on any instructional technology topic by emailing CIT.

CIT Open House Monday 12/8/2008

CIT will celebrate its 10th anniversary this year, starting with a Fall Open House 2 – 4 pm Monday 12/08/2008 in the CIT lab, 024 Bostock Library. Faculty from across campus are invited to attend, meet CIT staff, tour the Link Teaching and Learning Center, and learn about new technologies for teaching at Duke.

Over the years, CIT has worked with hundreds of Duke faculty on projects large and small – some of these faculty will join us to describe how their teaching has changed over the years and what they hope the future will bring.

Technology demos and tours will occur throughout the 2 hours, and refreshments will be available with cake cutting at 3 pm. Registration is encouraged but not required (click here to register).
CIT support for faculty teaching in the Link in 2009

Just a few of the ways CIT will continue to work with Duke faculty teaching in the Link in the coming year:

1) Link Lunch – monthly CIT hosted lunch for faculty teaching in the Link

What teaching and learning activities work well in the Link spaces? What’s the best approach to using breakout spaces or whiteboards with your class? How do other faculty use the movable furniture in the Link? CIT will host a monthly lunch as an open forum for faculty teaching in the Link. Get together with other faculty for informal discussions about the Link.

For more information, or to register, please visit: http://cit.duke.edu/events/event.do?eventid=1671&occurid=3281

2) Flexible Learning Spaces Profiles

Are you doing something innovative with the Link’s teaching spaces? CIT would like to profile you and your course (along with pictures and/or video of your class in action) on our website.

Here are two recent examples:

Caroline Bruzelius: Rethinking Teaching in the Link (Part 1)
Caroline Bruzelius: Rethinking Teaching in the Link (Part 2)

Faculty interested in working with CIT consultants to create a profile can email cit@duke.edu with ‘Flexible Learning Spaces Profiles’ in the subject heading.

3) Consult with CIT at any time

CIT staff are available to consult with Link faculty at any time, to help plan for effective use of Link classrooms. Thinking about group activities in your class and want some planning advice? Wondering how your room could be configured to encourage student interaction? Interested in taking full advantage of the technology available in the Link, but not sure where to start? We can help with these and many other questions. Just email cit@duke.edu.

Rethinking Teaching in the Link, II: Guest blog by Caroline Bruzelius

This semester, Duke opened a new flexible teaching and learning space in Perkins Library, called the Link. The Link supports student and faculty learning, teaching, and collaboration by offering several flexible, multimedia capable classrooms in addition to many informal meeting rooms and break-out spaces that encourage group and student engagement.

As part of what will hopefully become a continuing trend, CIT will begin posting faculty-written reflections of their experiences teaching in the Link. Following, is the second in a series of posts from Caroline Bruzelius, Anne M. Cogan Professor of Art and Art History. You can also read the first post by clicking here.

The imaginary cathedrals are fully underway. There are 12 groups of 3 students each, designing imaginary cathedrals from about 1200-1350. Caroline Bruzelius, Anne M.
buildings that range in date from about 1200 to 1350. Our churches are “going up” all over Europe and even the Crusader Kingdoms of the Near East: France, England, Wales, Northern Germany, Spain, Turkey, Cyprus, and Italy. Each group has to come up with a fictional history, a design (ground-plan, elevation, section, and façade) of the cathedral, and the decorative program: stained glass windows and portal sculpture. They also have to produce a budget: sources of income as well as the expenses for labor and materials. Each group has to invent a story about the Christianization of the site (usually a Late Antique city), including the acquisition of relics, and they have to provide a schematic description of the relationship of their cathedral to the earlier churches at the site, as well as to the topography of the town they’re in. The students can either “recreate” the history of a real place (one group is doing Milan, another Compiègne), or invent an entirely new place. In every case, though, students have to use geological maps to identify accessible supplies of stone and wood, as well as the agricultural or commercial resources that are going to support the building of the cathedral. In order to participate in trade, the cathedrals have to be located on trade routes of major rivers.

(NOTE: The following is a 4 image slideshow which will work automatically – though you can click the image to cycle through the slides faster as well)
We’re now in the last critical weeks, because each project will be “performed” the week after Thanksgiving (Dec. 1–Dec 5: 10 minutes per project). We will award prizes in a “grand closing ceremony” on the last day of class, December 5.

What’s fun about this is that we’re inventing a fake Middle Ages, with stories of miracles, relic thefts, fires and earthquakes that destroyed earlier churches, popular uprisings against the clergy by townspeople, excessive taxation and other forms oppression of the lower classes by the extravagant bishops, all of which is going to end up, however, in wonderful and beautiful buildings. Just like the real Middle Ages.

Can you hear us now? Students using audio to review writing

Julie Reynolds, Mellon Lecturer in Writing & Biology

Vicki Russell, Senior Lecturing Fellow and Director, Writing Studio

Julie and Vicki have published a research report on using audio feedback for peer review on student writing. They used iPods distributed as part of the Duke Digital Initiative, to test if audio feedback is an effective way for students to offer high-quality comments to each other on their writing. Their report “Can you hear us now?: A comparison of peer review quality when students give audio versus written feedback” (pdf) is published in the annual 2008 edition of The WAC Journal, a national peer-reviewed journal on writing across the curriculum.

Julie and Vicki noticed that when they gave students feedback on their writing, audio feedback was more time-efficient and seemed to be of higher quality than written comments. They designed a study to find out if students would experience the same efficiency and effectiveness using audio feedback for peer review. Students in their classes gave and received peer reviews using both audio and written comments. Students were surveyed about their preferences and perceptions at the end of the semester. In addition, Julie and Vicki assessed the quality of the peer reviews using defined criteria and two raters for each review.

They found that audio peer reviews contained more specific and higher order comments than written peer reviews. They conclude that audio feedback significantly improves the quality of peer reviews. The paper finishes with concrete suggestions based on their results and experiences with students for effectively using audio feedback in the classroom.

This paper is a great example of the Scholarship of Teaching and Learning; Vicki and Julie have carefully researched “what works” in teaching using audio peer reviews, and offered suggestions for others based on their results.

Ancient Rome in Google Earth

Recreating historical sites can be done in many ways – structures or parts of cities have been
Recreating historical sites can be done in many ways – structures or parts of cities have been constructed in programs such as Second Life and many other 3d programs. Now, Google Earth has released a new beta version of their interactive mapping and visualization software that includes a reconstruction of Rome, circa 320 A.D.

Ancient Rome 3D was created in conjunction with the Rome Reborn Project 2.0 at the University of Virginia’s Institute for Advanced Technology in the Humanities. The virtual reconstruction includes major structures and even interiors for some buildings.

Ancient Rome 3D is available in Google Earth 4.3 (beta).

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**Bb Tip: Export Blackboard grades to STORM**

In your Bb course Control Panel look for the Export Official Grades link. This plugin allows you to export a column of grades from a course site’s gradebook in a format that is suitable for uploading to STORM. For directions on how to use: [http://blackboard.duke.edu/pdf/bb-export-gradebook.pdf](http://blackboard.duke.edu/pdf/bb-export-gradebook.pdf)

To explore and discover additional Blackboard features, see the Blackboard support website. If you need a tutorial for the Blackboard Gradebook, request an office visit and we will come to you.