WSSC Mobile Learning Fellows Proposal Form

[Faculty should complete this form and forward via email to their department chair and/or division dean. Division deans will signify their support of the project by forwarding to Vickie Mills, Distance Education (vickie.mills@ws.edu). Please contact David White (423-585-6765; david.white@ws.edu), Andrea Isenberg (432-585-6767; andrea.isenberg@ws.edu), or Vickie Mills (423-585-6996; vickie.mills@ws.edu) with any questions.]

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Project Title: History is Relevant

Explain what you want to achieve and how:
I have heard it said: "History is in the past. Leave it there." During class, I often see the blank stares, confused looks, and longing for the clock to move forward. Many students do not see history as relevant unless they plan to become history teachers themselves. I want students to be more engaged in the class. I want them to know and believe that history is relevant - the lessons learned and skills acquired in the study of history can help them in any field of study. There are so few apps pertinent to History that I want to develop ways to allow history classes to participate and engage in technology. I want more engaged students, class discussion, better essays, and better projects. Projects that I believe will help me with this goal include:

1. Grammarly - This semester Grammarly is allowing me to pilot the use of their software free to students. Grammarly is an "automated grammar tutor and revision tool for academic writing" that helps students find grammatical errors as well as citation errors and advises them how to correct. If students report this was advantageous and beneficial to their writing and end score, I would like to use this in my classes to help students improve their writing. Each of my World Civ and American classes write 3 essays, so this would allow students to focus more on improving content rather than grammar.

2. Veterans Day project - To help students have a better understanding of the sacrifices our military has made to preserve our freedom I will implement a project in American and Civ classes in the fall to develop (individually or in small groups) a video/display/etc. to honor our nation's veterans that will be judged and the winner presented in the fall on Veterans Day at
the WSCC History Club Veterans Day event. I will encourage the use of various presentation methods, including PowToon, eMaze, etc. to avoid simple PowerPoint displays. They can also utilize Thinglink to collaborate on projects.

3. Study Mate Review Games - Pending WSCC renewal, I want to create review games for students using StudyMate software. I currently have review games played in class, but with the use of this technology (or other web based technology), I can post reviews to eLearn so students can play multiple times and review for exams.

4. Student feedback - Using survey software (SurveyMonkey) I want to allow students to provide more feedback, anonymously if they choose, on content, delivery, etc. to help me determine what information needs to be revised, if delivery needs to be modified or presented in alternative ways, and where the course can be improved as we go along. I believe this will be more useful than the generic survey taken each semester by the college because I can adjust as we go along if one day's material was more engaging or less engaging regarding presentation.

5. Mobile Classroom - I would like to implement a mobile classroom by implementing guest lectures via video stream from colleagues at other schools and/or experts on topics at other museums / institutions. For many of our students, travel is expensive and a luxury they cannot afford, so this would allow virtual tours of historic sites and a different viewpoint on subjects from experts in the field. If we use FaceTime we can make use of AppleTV to project to the class.

6. Student-led Assistance - I want to encourage students to assist others in the class by assigning topics/chapters to students and requiring them to create a short video summary of important points from that topic to post to either eLearn or YouTube. This will allow students who missed a class to get a brief overview of the important information as well as reinforce the material and provide an alternate viewpoint for those attending.

7. iBook for TN History - For the last 3 years (spring semester) I have searched for a good text for Tennessee History but have been unsuccessful. The only text that is really available received negative feedback from students; other pamphlets I tried one semester seemed inadequate; omitting a text has also been reported as a hindrance. Creating an iBook for this course will allow me to implement a text with material that is relevant and provide a basis for students to refer to when studying or completing projects.

8. Modern interpretation of events - using iPads, I want students to re-write important historical documents in modern language to facilitate understanding of reasons and causes; I also want them to utilize the iPads to find modern examples demonstrating how the principles listed (Constitution, Declaration of Independence) are being supported or refuted in world events today. The iPads will be beneficial for searching current events as well as reviewing documents of importance (Constitution for iPad, Declaration for iPad, HistoryMaps).
9. ConnectPlus by McGraw Hill Publishers - I utilize this software in my American classes and will begin integrating this in my World Civilization course. This allows me to upload material via Tegrity software to record lectures (or upload .mp3 audio or visuals), create review quizzes or utilize quizzes already created within the software, and assign reading from the text. I can monitor student progress and compare results on assignments and reading progress. Their software allows you to set time limits for how in-depth you want their text reading and allows them to take quizzes to assess understanding. Students complete these activities outside class, and this would allow me to upload material there and review in class in other manners.

Provide some background on how you came up with this project: Almost immediately after Walters State took up the mantle of mobilization, I became frustrated with the lack of resources specifically directed toward the History field. I watched colleagues, like Darlene Smith, take off with mobilization, implement it in their classroom, and walk away with tremendous success. I knew there had to be resources available and ways to implement them in history classes, so I began taking notes on what I saw others doing and ideas of how to make my class a more effective facilitator of learning.

The SLOs for History are: 1):Given a selected historical period, the student will be able to: a) identify major economic, political, social, and cultural developments of that period; b) relate that period to the present and/or similar periods in history; and c) relate similarities and differences between that period and later or current developments; 2) The student will also be able to evaluate policy and/or potential policy using historical analysis given a current world event.

Our department has found it a challenge to meet SLOs 1b, 1c, & 2. The above projects, if implemented, can help faculty achieve these goals through the Veterans project, Mobile Classroom, and Modern Interpretation of events. SLO 1a can be reinforced with the other activities, especially review games and student-led assistance. If successful, the department can look at implementing these ideas in all classes.

How will you evaluate the effectiveness of the project: (This portion of the plan will be completed after the summer Instructional Design training)

By submitting this form, I acknowledge and agree to abide by the terms of this proposal and WSCC Fellows Program. I will complete all assessment tools (reports and video). I have read and agree to the terms of the WSCC Intellectual Property Rights policy. Click here to read the WSCC Policy and Procedures Manual; search for page 287 and read “Intellectual Property Rights,” or click here to read the TBR Intellectual Property Policy. I understand that to receive the stipend I must complete the project and present the findings at Inaugural Week.