

Advancing the Humanities through Technology at Community Colleges

PARTICIPATING TEAMS

Bronx C.C.	Cabrillo College	Central Oregon C.C.
Cincinnati State Technical and C.C.	C.C. of Rhode Island	Delgado C.C.
El Camino College	Harry S. Truman College	Houston C.C., Central
Kapi'olani C.C.	Lewis and Clark C.C.	North Shore C.C.
Northern Wyoming C.C. District	Orangeburg-Calhoun Technical College	Richland College
Sinclair C.C.	William Rainey Harper College	

Bronx Community College

Project title: [Digitizing the Humanities at Bronx Community College](#)

Project Description: This project consisted of initiatives undertaken for the Department of History and Communication Arts and Sciences. The History Department project created a web site housing links to primary sources as well as supporting instructional and curricular materials for the Department's survey course, History of the Modern World (HIS 10), while the Communication Department project linked an introductory survey course, Fundamentals of Interpersonal Communication (CMS 11), with online databases, allowing students to find periodical literature (including full-text articles) in course subjects. The project also included faculty development and dissemination goals, and more generally the intention that project work would stimulate further development in instructional technology for the Humanities.

Project Outcomes: While the History Department site, cs12.bcc.cuny.edu/~wach/intro.htm, is still incomplete, it has become a working component of History Department instruction and is gradually being integrated into the array of readings and assignments used by HIS 10 instructors. The site features links to primary historical documents, paintings and photographs, and invites students to respond to these materials to enhance perceptions of historical events. In particular, see Wach's web sites at cs12.bcc.cuny.edu/~wach/primary.htm, analysis of primary sources,

and cs12.bcc.cuny.edu/~wach/Visual.htm, looking at visual sources. The CMS 11 project continues to evolve as more electronic databases become available and more connections to the departmental syllabus are developed. Dr. Mirsky is fostering student information literacy by introducing students to CUNY's online subscription databases and showing how to search, retrieve, use and document these sources in assigned research projects. She has created a web page at www.bcc.cuny.edu/communication/Resource_Links/resource_links.html from which students could easily access links to resources.

Project home page: cs12.bcc.cuny.edu/~wach/cchatext.htm

Mentor: [Aggie Taormina](#)

Project leader:

Howard Wach

phone: 718.289.5655

fax: 718.289.6098

e-mail: hwach@westnet.com

Faculty:

Isabel Mirsky

phone: 718.289.5767

fax: 718.289.6392

e-mail: mailmirs@computer.net

Administrator:

Charlotte Honda

phone: 718.289.5497

fax: 718.289.6006

e-mail: chonda@bcc.cuny.edu

Cabrillo College

Project title: [The Web-Based Electronic Portfolio as a Foreign Language Assessment Tool](#). In addition, see cvc2.org/webct/ for the course. Contact the project director for password access.

Project Description: This project proposed the development of an interactive Web-based assessment protocol: the electronic portfolio. This tool will permit electronic submission, publication and dissemination of student-produced work. The assembled portfolio will serve two complementary purposes: both a summative assessment instrument (end of first semester/end of first year) and a best works portfolio, that is, a site students can visit to view the profile of a successful learner in terms of linguistic competence and mastery of content. Students will be assessed in five areas: (1) mastery of linguistic structures and functions (2) listening/reading comprehension (3) oral production (4) writing skills and (5) the ability to apply critical thinking skills to cultural texts. Multiple formats for culture and for receptive and productive skills will be designed to reflect different learning styles, thus creating a more broadly based measure of student performance.

Project Outcomes: Siskin has developed a scaled-down, web-based portfolio assessment instrument for the first-year French course using WebCT. The assessment consists of two parts: a set of discrete-point items that tests reading skills, and grammar in context; and a task-based writing assignment. In addition, the team developed a test bank with over 100 items, of which 75 appear in an online assessment site. The tool was class-tested

at the end of the fall semester and a number of items were withdrawn due to their level of difficulty. These were replaced with more appropriate items, although this resulted in abandoning the cultural context (the city of Marseille) that had originally been identified to give thematic unity to the test. The original plan included audio and video cues, but the team was not successful in incorporating a video clip into the question bank. Also, Spanish was included in the action plan, but given the complexities of the French project, some of which are still unresolved, they decided to focus on the successful completion of French, which will simplify the Spanish task.

Project home page: www.cabrillo.cc.ca.us/~jsiskin

Mentor: [Dan Rivas](#)

Project leader:

Jay Siskin

phone: 831.479.5067

fax: 831.477.5685

e-mail:

jasiskin@cabrillo.cc.ca.us

Faculty:

Louis Compoginis

phone: 831.479.6462

fax: 831.479.6479

e-mail:

locompog@cabrillo.cc.ca.us

Administrator:

Bette Hirsch

phone: 831.479.5075

fax: 831.479.5092

e-mail:

behirsch@cabrillo.cc.ca.us

Central Oregon Community College

Project title: [Cyber Rhetoric: Creating an Online Learning Community In the Humanities](#)

Project Description: The Central Oregon team proposed the creation and delivery of an experimental interdisciplinary course, Student Perspectives on World and Multicultural Writers, in which students would collaborate to create and publish web sites on authors and topics of their choosing within the broad framework of the subject of world and multicultural writers. The aim is to enable groups of students with common interests in the humanities and social sciences to form on-line learning communities and to develop their abilities to create and to assess on-line information sources. Students will be recruited from literature, history, humanities, and writing courses, and those enrolling will be placed in groups, each with the project of collaborating to develop a web site appropriate to in-depth or extended study of a focused literary topic, such as a particular author, work, or theme. Critical, contextual, comparative, and/or interdisciplinary components will be encouraged. Students will be given some initial training in web-authoring, plus models and templates for the kind of sites they will be asked to produce. The class will meet as a group for these initial training sessions.

Project Outcomes: The experimental course, "Student Perspectives on World and Multicultural Writers," was taught by Cora Agatucci in Spring 2000. By the end of that quarter, eight students had completed their web sites, and those sites were

reviewed by a team of faculty evaluators. Topics include a creative and personal exploration of the contact zone, an exploration of expressions of cultural identity and social justice in art and culture, and an introduction to United States Immigrant Literature. The students' web sites can be seen as the major project outcomes in our project and in their clarity, originality, and genuine contributions to dialogues on multicultural topics, they attest to the value of this project. The course is also having a significant impact on the curriculum at Central Oregon as the team has begun the process of more formally integrating the course into the curriculum (so far it has been taught under a Special Topics course number). Because the team has involved faculty evaluators from a variety of disciplines in the process of reviewing student sites, knowledge of and interest in the course have spread throughout the faculty. In the course of completing the project, the team enlisted help from the college's instructional technology coordinator who assisted instructor and students through their initial experiences with web authoring software.

Project home page: www.cocc.edu/hum299/ccha/ccha.html

Mentor: [Aggie Taormina](#)

Project leader:

Kathleen Walsh

phone: 541.383.7530

fax: 541.317.3062

e-mail: kwalsh@cocc.edu

Faculty:

Cora Agatucci

phone: 541.383.7522

fax: 541.317.3062

e-mail: cagatucci@cocc.edu

Administrator:

Louis Queary

phone: 541.383.7206

fax: 541.317.3071

e-mail: bqueary@cocc.edu

Cincinnati State Technical and Community College

Project title: [Work and Workers in Turn-of-the Century Cincinnati](#)

Project Description: The CCHA-NEH Project at Cincinnati State was, and continues to be, an effort to develop a teaching/learning resource that accomplishes two broad goals: provides access to primary source materials from Cincinnati business and labor history archives; provide learners with innovative opportunities to engage in critical thinking about key questions and issues in social sciences and cultural studies fields. The project website is www.cincyworkcentury.org.

Project Outcomes: The project website was established at the domain name www.cincyworkcentury.org. The project website currently makes available, in text and images, materials about Cincinnati business and labor history that would otherwise be unavailable to teachers and learners unless they made a field trip to the Cincinnati Historical Society's museum library and had access to archival collections not usually available to the public.

Although the site currently provides only a small set of materials, the faculty project team members have located many other resources, and expect to continue "building the virtual museum" in the future and filling it with equally "rare" materials. Research and other outreach activities related to the project resulted in establishing formal and informal partnerships with representatives of organizations including the Cincinnati Historical Society, the Greater Cincinnati AFL-CIO Labor Council and several individual unions, the City of Cincinnati Department of Transportation, and several departments at the University of Cincinnati. Site materials have been used to enhance the Cincinnati State humanities course Culture Studies 1647, Work and Society. For example, students compared a 1916 Apprenticeship Training Program brochure available on the project website to current materials that describe the requirements and benefits of participation in the College's cooperative education program. Student assessed and evaluated changes and continuity in concepts such as the "work ethic," capitalist paternalism, and cultures of organizational affiliation.

Project home page: www.cincyworkcentury.org

Mentor: [Rick Bailey](#)

Project leader:

Pamela Ecker

phone: 513.569.1722

fax: 513.569.5770

e-mail:

eckerp@cinstat.cc.oh.us

Faculty:

Marcha Hunley

phone: 513.569.1732

fax: 513.569.4686

e-mail: hunleym@cinstat.cc.oh.us

Administrator:

John Erwin

phone: 513.569.4846

fax: 513.569.1417

e-mail:

erwinj@cinstat.cc.oh.us

Community College of Rhode Island

Project title: [Prismatic Perception: Exploring the Humanities at Rhode Island](#)

Project Description: Prismatic Perception, an interdisciplinary web-based environment, will foster active learning and critical thinking skills in our students and encourage and enable them to discern connections in their learning. This project will also serve as the catalyst for faculty integration of instructional technology into the humanities. The primary objective will be to set up a web-based module, entitled Mona Lisa, both student-targeted and faculty/student-generated, intended to initiate, in the first phase, a series of interdisciplinary contributions to the website by faculty members. The second phase would then use that material as the basis for a team-taught web-based, interdisciplinary course.

Project Outcomes: After developing an initial project web site and after receiving further grant support from the Rhode Island

Board of Governors, the team recognized the need to stop, assess, and refocus efforts in a new direction, a direction that would still build on the Mona Lisa web module, but along slightly different lines. This new direction in led to the development of an interdisciplinary, team-taught humanities course that could serve as a model for technology-embraced humanities curricula. Over the course of the spring semester 2001, the team met regularly, at least once a week, to discuss the pilot course scheduled for the fall semester, Man and the Machine: Bridging Humanities and Technology. The team remains hopeful that this initiative will serve as a paradigm to encourage other CCRI faculty to team-teach interdisciplinary courses and thus promote student collaboration and integrate instructional technology supportive of in-class learning and independent thinking.

Project home

page: www.ccri.cc.ri.us/Prismatic_Peception/index.htm

Mentor: [Arnold Bradford](#)

Project leader:

Carol Panaccione

phone: 401.825.2011

fax: 401.825.2265

e-mail: cpanacci@aol.com

Faculty:

Debra Lilli

phone: 401.825.2351

fax: 401.825.2265

e-mail: dlilli@ccri.cc.ri.us

Administrator:

Judeth Crowley

phone: 401.333.7138

fax: 401.333.7133

e-mail: jcrowley@ccri.cc.ri.us

Additional member:

Sue Apshaga

e-mail: appleshakr@aol.com

Additional member:

Susan Brown

e-mail: subrown@ccri.cc.ri.us

Delgado Community College

Project title: [New Orleans Oral History Project](#)

Project Description: The New Orleans Oral History Project will create a full-text searchable archive of oral histories conducted and transcribed by Delgado Community College students. The site will use photographs as well as audio and video clips to enhance the presentation of existing student transcripts. It will also demonstrate to future students and researchers how to conduct and transcribe their own oral history interviews. Through the Project, composition students choose their own topics, which have ranged from family history, segregation, immigration stories, local tragedies, jazz and other local musicians, to the history of neighborhood, business, and cultural institutions.

Project Outcomes: Despite numerous problems with implementing the project web site, student response has been tremendous. After years of struggling to convey to incoming students what archival research entails and the great variety of individual topics that they may pursue during their research, the site now makes it easier for entry-level students to become engaged in

the assignment. For example, before the website existed, students would read through a limited number of photocopies of previous student transcripts. With web access, students can carefully read assigned transcripts and skim through the others. The presentation of student work, and just as likely stories from students' family history, on the Internet provides an immediate sense of purpose for students whose introduction to the project comes via the website. Also, the archive of previous student interviews provides students and others with direct access to primary materials on local history.

Project home page: faculty-web.dcc.edu/histarch/welcome.htm

Mentor: [Rick Bailey](#)

Project leader:

Michael Mizell-Nelson

phone: 504.483.4093

fax: 504.483.1953

e-mail: mmizel@dcc.edu

Faculty:

Susan Halter

phone: 504.483.4387

fax: 504.483.1953

e-mail: shalte@dcc.edu

Administrator:

Max Reichard

phone: 504.483.4140

fax: 504.483.1986

e-mail: mreich@dcc.edu

[El Camino College](#)

Project title: [Alice Widens the Looking Glass: Multicultural Reflections in Literature and Philosophy](#)

Project Description: This project is a collaborative philosophy/literature website designed to be used by students in two classes: English 1A (freshman composition) and Philosophy 2 (Introduction to Philosophy). The website itself uses Lewis Carroll's Alice in Wonderland and Through the Looking Glass texts as a metaphor through which to enter the site. Students actually engage in the metaphor as they are navigating the site, which is designed as a resource center (listing appropriate websites students may use for research in our courses). Both the English and the philosophy class used the Lewis Carroll texts in class, as well as metaphorically in the website.

Project Outcomes: The team has been able to produce a visually-attractive design for its website (unified by the theme of "curious Alice" re-exploring her/the world) that is simple, clear and easy to use. The site includes some appropriate, academically sound and pedagogically useful resources, which have been incorporated into some classes, especially the Philosophy 2 class. In addition, the team has begun to change its project focus into developing a faculty training and mentoring program, using Alice as a model for colleagues, rather than as a tool for their students.

Project home page: www.elcamino.cc.ca.us/CCHA/

Mentor: [Diane Thompson](#)

Project leader:
Elizabeth Shadish
phone: 310.660.3763
fax: 310.660.6085
e-mail:
sgates@elcamino.cc.ca.us

Faculty:
Suzanne Gates
phone: 310.660.3163
fax: 310.660.6092
e-mail:
sgates@elcamino.cc.ca.us

Administrator:
Gloria Miranda
phone: 310.660.3737
fax: 310.660.6085
e-mail:
gmiranda@elcamino.cc.ca.us

Harry S. Truman College

Project title: Explorations in Music, Meaning and Culture through Technology

Project Description: Using the web as the instrument for collaborating on a project that takes the history of Western culture as its sources and foundational human capacities for language and music as its basis.

Project Outcomes: Did not finish.

Project home page: None available.

Mentor: [Arnold Bradford](#)

Project leader:
Elia Lopez
phone: 773.907.4427
fax: 773.907.6819
e-mail: elopez@ccc.edu

Faculty:
Caroline Guindon
phone: 773.907.4484
fax: 773.907.6819
e-mail: cguindon@ccc.edu

Administrator:
Michael Schoop
phone: 773.907.4445
fax: 773.907.6819
e-mail: mschoop@ccc.edu

Houston Community College, Central

Project title: In the Midst of Water: Origin and Testing of Life

Project Description: The goals of the project were to develop and teach a linked history (United States History since 1877) - literature (American Literature II) course on the 2000-2001 Phi Beta Kappa honors topic, In The Midst of Water: Origin and Destiny of Life, using Houston and Galveston local resources. The team planned to teach the courses in a computer lab and design a website to support the course and to enhance students' experience with using technology in the classroom.

Project Outcomes: After studying basic web design and researching the Galveston hurricane of 1900 to serve as the centerpiece of our curriculum and web design, the team prepared integrated syllabi, since students would be scheduled to study together for six hours twice a week. An internal web site was launched that included the course syllabus, lecture outlines and a focus area for current lectures and other classroom exercises. In addition to developing the history course, the team completed four episodes of "In The Midst of Water" for Metropolitan Television. Students worked to write, produce, and work with guest scholars to create the thirty-minute programs on such topics as the role water played in the history of Texas and the Houston area, the geopolitical politics of water, and the 1900

storm in Galveston. They also worked with area middle school students to teach them to be television hosts and mentored the young scholars as they became the "on-air talent."

Project home page: ccollege.hccs.cc.tx.us/instru/history/water/

Mentor: [Dom Franco](#)

Project leader:

Susan Hult

phone: 713.718.6062

fax: 713.718.6030

e-mail: hult_s@hccs.cc.tx.us

Faculty:

Sharon Klander

phone: 713.718.6226

fax: 713.718.6673

e-mail: klander_s@hccs.cc.tx.us

Administrator:

Cheryl Peters

phone: 713.718.6081

fax: 713.718.6083

e-mail: peters_c@hccs.cc.tx.us

Kapi'olani Community College

Project title: [Integrating the Humanities through Technology: Creating a Learning Community across Cultures and Disciplines at Kapi'olani Community College](#)

Project Description: Three humanities faculty endeavored to link their courses in Western Art History, History of Asian Civilizations, and Introduction to Philosophy to create learning communities. Students were to use computer technology to explore humanities themes from comparative cultural and disciplinary perspectives. Common course objectives and assignments and shared resources serve as threads for interaction among the classes.

Project Outcomes: First, the team developed some common course objectives and assignments and a shared bank of resources. After establishing a project web site and individual course sites, the team members created strategies for using a common webboard to facilitate and inspire discussions. Courses were created to use the web site, and although the team's teaching assignments changed in the spring 2001 semester, two of the team members created a linkage between their classes. The humanities faculty at Kapi'olani have been among the first to create web pages for student participation and to plan to use technology in the classroom. The team's work has inspired a campus-wide collaboration to study effective ways to use technology to increase student learning.

Project home page: naio.kcc.hawaii.edu/ccha/

Mentor: [Nancy McCollum](#)

Project leader:

Loretta Pang

phone: 808.734.9420

fax: 808.734.9151

e-mail: lorettap@hawaii.edu

Faculty:

Sarah McCormick

phone: 808.734.9377

fax: 808.734.9151

e-mail: sbremser@olona.kcc.hawaii.edu

Administrator:

B. Michael

Tagawa

phone: 808.734.9518

fax: 808.734.9828

e-mail: tagawa@hawaii.edu

Lewis and Clark Community College

Project title: The Jumping Off Place: Explorations in the Humanities

Project Description: Using the quilts of Carolyn Mazloomi, an international African-American quilter, we will pilot a lesson archive and virtual exhibition. This particular project is a web based module for interdisciplinary and multicultural learning named Visions of the Cloth: An Exploration of African-American Culture. This module will expose and interpret Ms. Mazloomi's work by exploring themes in art, literature, history, anthropology and sociology through original lessons, web links, audio and video clips. This module will serve as the template for the development of web-based lesson plans in other disciplines. For example, future projects will include Southern Illinois Early American Pottery and a retrospective of the art of ceramist Ruth Duckworth. We will also mentor faculty in other disciplines to develop resource sites that will be implemented into their lesson plans and archived on our web site. In this way the humanities will be organized and integrated into a campus wide discussion of the importance of these art works.

Project Outcomes: Due to a variety of factors, the team changed project focus and developed a series of multimedia projects with students in a newly-created art and artists class. In addition, the team worked to spread technology use throughout the college's faculty.

Project home page: None available

Mentor: [Paula Petrik](#)

Project leader:

James Price

phone: 618.466.3411.ext4751

fax: 618.466.2798

e-mail: jprice@lc.cc.il.us

Faculty:

Don Scott

phone: 618.466.3411.ext4735

fax: 618.466.2798

e-mail: dscott@lc.cc.il.us

Administrator:

Mike Dreith

phone: 618.466.3411.ext2800

fax: 618.466.2798

e-mail: mdreith@lc.cc.il.us

North Shore Community College

Project title: [Nathaniel Hawthorne in Salem](#)

Project Description: The team proposed to create a web site entitled, Nathaniel Hawthorne in Salem. This site will focus on the architecture of The Custom House and the relationship of this building to the life, times and fiction of Nathaniel Hawthorne. The site will make available many primary documents and images from the collections of the Peabody Essex Museum, The House of the Seven Gables and the Salem Maritime National Historic Site and will include interactive learning activities. Eventually we plan to expand the site to focus on other buildings in Salem important to Hawthorne.

Project Outcomes: The outcome of this project was a website on Nathaniel Hawthorne and the Salem Custom House that incorporates materials from the collections of the Salem Maritime National Historic Site, the House of the Seven Gables, and the Peabody Essex Museum as well as from private collections in the Salem area. It includes the full text of the Ohio State University Centenary Edition of the first chapter of The Scarlet Letter, entitled "The Custom House," the only online edition of this scholarly edition of the text. The site also includes source documents on the construction of the Salem Custom House as well as depictions of it through history, using images from the collections of the participating museums. This section of the site also includes a discussion of Federal style architecture with rollovers identifying Federal features of the Custom House, a video clip explaining the distinguishing features of the style, and a variety of virtual tours of the building. The third section of the site, Life and Times, provides some information on Hawthorne's life in Salem and his work in the Custom House. All three sections incorporate a variety of media including, in addition to text and images, video, audio, and panoramic videos. The final section of the site for which we were able to add material is the Explore and Discover section. In this section we provide a few guided paths through the Website with suggested activities appropriate for students.

Project home page: hawthorneinsalem.org

Mentor: [Dom Franco](#)

Project leader:

Terri Whitney

phone: 978.762.4000.ext5567

fax: 781.477.2140

e-mail: twhitney@nsc.mass.edu

Faculty:

Jan Arabas

phone: 978.762.4000.ext6693

fax: 781.477.2140

e-mail: jarabas@nsc.mass.edu

Administrator:

Maureen O'Neill

phone: 978.762.4000.ext2160

fax: 781.477.2140

e-mail: moneill@nsc.mass.edu

Northern Wyoming Community College District

Project title: [Humanities Plugged In! From Passive to Active Engagement through Student Generated Interactive Websites](#)

Project Description: The team will proposed to expand the perimeters of an integrated Humanities course that they have team taught rather traditionally for the past seven years to make it more interactive and to take of technology. The team will develop a web page/electronic portfolio of sites, video clips, audio links and web links which will enhance the understanding of the Humanities. The team will build a basic web page which will include a listserv for threaded discussion groups. The ultimate goal of the project is to have the students themselves participate in the construction of the web page by working in the Teaching Theatre located in the college's technology center.

Project Outcomes: While the over-all goals of the project remained the same, the

objectives changed to reflect the evolving nature of the project. The team members did design and develop a project web site to support the selected humanities courses, but the project changed in emphasis when the art instructor decided not to continue to teach the five-credit humanities class. Thus, the web page projects during the second phase of the project primarily centered around art themes reflecting the cultures/periods. The second phase of the project was to develop the student links through various assignments. As the team learned more about the technology, the web sources and student backgrounds and abilities, the objectives were adapted accordingly. The team found throughout the duration of the project that there were both negative and positive impacts on our teaching. The negative impact is that it was difficult to balance teaching both content and technology. The positive impact, however, was significant in that given adequate resources, the students can teach each other and the faculty.

Project home

page: www.sc.whecn.edu/departments/humanities/grant/G_PAGES/plugged.htm

Mentor: [Nancy McCollum](#)

Project leader:

Katie Curtiss

phone: 307.674.6446.ext6113

fax: 307.674.4293

e-mail: kcurtiss@radar.sc.whecn.edu

Faculty:

Norleen Healy

phone: 307.674.6446.ext6118

fax: 307.674.4293

e-mail: nhealy@radar.sc.whecn.edu

Administrator:

Vince McGee

phone: 307.674.6446.ext6226

fax: 307.674.4293

e-mail: vmcgee@radar.sc.whecn.edu

Orangeburg-Calhoun Technical College

Project title: [Cyber Reunion: Creating One's Family Heritage Online](#)

Project Description: This project is for technologically-oriented students taking an "Introduction to Humanities" class. It asks students to explore their family culture. Delving into their backgrounds through oral and written research, they will find patterns that have contributed to their own personal cultures. It is not a chronology; instead, it is an investigation into how family experiences have shaped who they are. Technology is used for assembling and presenting the project. Students will complete their own web sites that focus on their family culture. These will be done in our Communications Technology Lab and housed on our local server during the project. At its completion, they will be copied to individual CD's for students' use. These sites will present the students' family culture in a "virtual gathering" format. Students will use the Daedalus Integrated Writing Environment to generate and shape ideas for what to include on their sites, as well as for feedback from others. They will then work their plan into the individual components comprising the web pages.

Project Outcomes: In developing the web site for this project, it became clear that the technology significantly impacted how the team approached and handled this course. For example, there

was a great deal more involvement with the technology insofar as the presentation of the course material. It gave those who teach the class the confidence to expand into the use of technology as a significant component of our teaching methodology. This has even carried over into classes other than the HSS 101. In addition, the project has shown that students can use technology to create and present information, thereby allowing them to become more engaged with the topics at hand.

Project home page: www.octech.org/ccha/index.htm

Mentor: [Charley Boyd](#) and [Donna Ehrhart](#)

Project leader:

Warren Yarbrough

phone: 803.535.1287

fax: 803.535.1388

e-mail: yarbroughw@org.tec.sc.us

Faculty:

Forest Mahan

phone: 803.535.1269

fax: 803.535.1388

e-mail: mahanf@org.tec.sc.us

Administrator:

Georgianne McGee

phone: 803.535.1270

fax: 803.535.1388

e-mail: mcgeeg@org.tec.sc.us

Richland College

Project title: [World War II and Fifty Years Later From: From V-Mail to E-Mail](#)

Project Description: This is a redesign of a World War II course focusing on the effects of the era on the average American that adds a technology component to both the faculty delivery system and student research and class assignments. The course focuses on the causes and consequences of the war from an American perspective and is designed to engage the students in a series of interactive activities to promote collaborative learning.

Project Outcomes: To accomplish the proposed goals, the team organized and implemented two campus-wide technology teaching faculty development workshops. In addition, the team planned that the public example of its efforts would be a technologically-infused learning community course combining history, English, and government. This course would use WWII and the years since as its main topic, with a web site that reflected what this class would be, www.rlc.dcccd.edu/enrich/cordstud/WWIImain.htm. Because of the necessity for advanced scheduling, the course is planned to be offered in the fall of 2001. The team is currently working with a former POW organization, Oflag 64, and other veterans groups to bring Richland students into closer contact with people who lived through the era. By using web-based technology in the classroom, students can access individuals who lived during the war from all over the United States, and even other parts of the world.

Project home page:

www.rlc.dcccd.edu/Enrich/cordstud/WWII/main.htm

Mentor: [Charley Boyd](#) and [Donna Ehrhart](#)

Project leader:

Carole Lester

phone: 972.238.6110

fax: 972.238.6290

e-mail: clester@dcccd.edu

Faculty:

Kathy Yates

phone: 972.238.6301

fax: 972.238.3799

e-mail: kyates@dcccd.edu

Administrator:

George Massingale

phone: 972.238.6250

fax: 972.238.3799

e-mail: gwm@dcccd.edu

Sinclair Community College

Project title: [Ohio History](#)

Project Description: Sinclair's project was to create a web site to use as a course enhancement for a new course on the history of Ohio. A special emphasis of the site is the historical development of the city of Dayton and the surrounding Miami Valley region of southwest Ohio. Students will both use and also create new material for the Web site as part of their course work. This emphasis on active student involvement in learning is congruent with Sinclair's efforts to become a "learning college." The team members expect to use the knowledge and experience gained in this project to encourage further development of technology-based learning in the humanities at Sinclair.

Project Outcomes: The main impact of the project so far has been on teaching and learning in the new Ohio History course. Students are using the Web site to research and write papers, and prepare for class discussions, on the history of the National Cash Register Company (NCR) in Dayton; the movement of fugitive slaves across Ohio before the Civil War; and the conditions of Dayton's African-American community at the turn of the century and its most illustrious member, Paul Laurence Dunbar. Several recently-completed student projects, including one on a key event and turning point in Dayton history, the flood of 1913, will soon be added to the Web site. The first class of students to take the course has been very enthusiastic about the availability of the Web site, and have made effective use of it for a variety of oral and written assignments. (The site has numerous links to other Ohio history-related sites.) They have been able to locate and use a rich collection of texts and photographs that would have been very difficult if not impossible to assemble in any other way.

Project home page: www.sinclair.edu/departments/hum/new.htm

Mentor: [Paula Petrik](#)

Project leader:

John Weaver

phone: 937.512.3603

Faculty:

Yufeng Wang

phone: 937.512.2248

Administrator:

Thomas Preisser

phone: 937.512.2830

fax: 937.512.2390
e-mail: jweaver@sinclair.edu

fax: 937.512.5192
e-mail: ywang@sinclair.edu

fax: 937.512.5192
e-mail: tpresse@sinclair.edu

William Rainey Harper College

Project title: [Grendel: A Web-Based Unit on Early and Late Medieval Literature](#)

Project Description: Grendel is designed as an interactive, multi-media web site to enhance and supplement traditional instruction in the history, literature, and art of the Middle Ages in an introductory humanities course at William Rainey Harper College. By focusing on Beowulf and Dante's Inferno, Grendel will pursue three main objectives: (1) using web-based technologies to expand and enhance student interaction with a traditional unit on the Middle Ages in an introductory humanities course; (2) incorporating web-based technology as an interpretive tool and an integral aspect of an introductory humanities course; and (3) leveraging web-enhanced media to encourage students to follow individual paths of inquiry through time and cognitive associations according to each student's inspiration. Through activities such as writing research essays, developing multi-media and hypermedia presentations, building scholarly web sites, and the like, students will be able to use Grendel to enrich and personalize their experiences with the course material, to contextualize the Middle Ages as a period of interwoven experiences and accomplishments, and to combine course materials as a way of contextualizing technology as more than just a database of extant information.

Grendel will contain a home page; course texts; an index of selected criticism and bibliography; a glossary of terms; an index of the art and architecture of the period, with examples; and pages on monasticism and philosophy; regional maps; and timelines. Grendel will use Internet technology to enable students to fashion individual ways of studying medieval literature, art, and philosophy, and encourage them to experiment by combining areas of thought.

Project Outcomes: The project team has taken the project into slightly newer direction, for example, more of a focus on issues directly related to Beowulf itself. The web site is well conceived with a simple overall structural design. For example, a student can add words to the Glossary or annotate a piece of text from Beowulf. A student can even practice being a medieval scribe. Each of the activities is so carefully defined that the student only must wrestle with the actual content (such as the meaning of a word, or how to translate a phrase) and NOT with the methods of doing so on the web. The strength of this design is that it can

be expanded almost indefinitely to include more activities and more historical, philosophical, linguistic and other background elements to enrich students' reading of Beowulf.

Project home page: www.harper.cc.il.us/~kneumann/grendel/

Mentor: [Diane Thompson](#)

Project leader:

Richard Johnson

phone: 847.925.6429

fax: 847.925.6039

e-mail: rjohnson@harper.cc.il.us

Faculty:

Kurt Neumann

phone: 847.925.6749

fax: 847.925.6039

e-mail: kneumann@harper.cc.il.us

Administrator:

Thomas Choice

phone: 847.925.6764

fax: 847.925.6039

e-mail: tchoice@harper.cc.il.us



This page is copyright © 2000, C.T. Evans
For information contact cevans@nvcc.edu
Last Modified 07/23/2004 06:13:12