



From Idea to Reality

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What are you trying to accomplish?

- What do you want your students to get out of this activity? What do you want to get out of it?
- Do a little research - are others already doing this? How?
- Is it practical for your class size?
- Understand privacy issues for projects that generate public-facing work or use outside services
- How will you assess the student work?
- How will you determine if you were successful in meeting your goals?

What are you expecting from your students?

- Be clear with your students up front about what's involved.
- Group work or individual?
- What skills are required? Will you need to provide special instructions or support?
- How does it affect their overall workload?
- Is there anything they will have to buy?
- What are the deadlines? (beware the end of semester crush!)

Can you do your part?

- Challenge yourself but...
- Be realistic about matching your own time and abilities to the assignment

What's the project lifecycle?

- Are you looking to create something that will endure beyond the term? If so
 - Will you retain control?
 - What access will students have over time?
- Will future students be repeating or extending the project?

Is this something you can do on your own?

- Can you do this in Blackboard or other Penn systems?
- Can you use free, publicly available tools (google docs, blogs, etc.)?
 - Consider account creation , identity management, privacy
 - Is there anyone in your school you should inform about your activity?

Do you need help, technical resources, or funding?

- Requirements for planning & coordination will relate to the size, cost, complexity and critical level of the work
- Identify who you can work with
 - School computing or instructional support staff
 - WIC staff
 - Center for Teaching & Learning
- Does your school have a special fund or process for teaching innovation?
- Can available resources match your needs & scale? For example
 - Computer labs or special classrooms
 - Access to equipment or specialized software

Can you share your experience or resources?

- Sharing equipment can improve chances for funding
- Who else might benefit from your experience – in your department, across Penn, and beyond?



From Idea to Reality: *Food for Thought*

Students are more engaged when...

- *they are knowledge creators, in addition to being knowledge receivers*
- *there is a feeling of producing work for a wider audience*
- *there is selective use of the formal and the informal*
- *there is a variety of alternative venues for expression*
- *it is clear that what they learn will serve them elsewhere and is transferable to other contexts.*
- *there is a sense of a learning community*
- *they help to steer the ship*
- *story and narrative are used effectively.*

*From "A Dialogue for Engagement"
EDUCAUSE Review, vol. 45, no. 5 (September/October 2010): 38–56
Malcolm Brown, with Mark Auslander, Kelly Gredone, David Green, Bruce Hull, and Walt Jacobs*

Guidance on privacy issues for web projects:

http://www.sas.upenn.edu/computing/teaching_resources/student_privacy

Article about low cost improvements to a large lecture class:

<http://chronicle.com/article/Low-Cost-Instructional-Changes/127747/>

Sources of Advice, Training & Support:

Weigle Information Commons
<http://wic.library.upenn.edu/>

Center for Teaching and Learning
<http://www.upenn.edu/ctl/>

SAS Computing
http://www.sas.upenn.edu/computing/teaching_resources

SAS Language Resource Center
<https://www.sas.upenn.edu/computing/lrc/>

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