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?
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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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