Congratulations to the Winners!

About the Award
The Innovation in Teaching Award honors faculty who have implemented outstanding innovative teaching approaches shown to increase student learning and success. Innovative teaching may include the use of new instructional technologies, the use of traditional technologies in creative ways, novel approaches to instruction, and new ways to engage students in the learning process.

This year's award focused on projects created by interdisciplinary or multidisciplinary faculty groups in recognition of their importance to Towson's continued success.

In judging each award, a campus-wide Award Review Committee also asked:
1. To what extent did each project demonstrate a positive impact(s) on teaching effectiveness, student learning, supporting diverse student learners, student readiness, and/or retention rates?
2. To what extent did each project address current teaching and learning trends, research, practices, issues, and/or University goals?

OAI Innovation in Teaching Award-Winning Projects

Look for winning project summaries listed on the Innovating in Teaching Award website: www.towson.edu/innovationaward. Award winners will also be featured in video vignettes this Spring.
ESOL Program for Teachers

Dr. Judith Guerrero
Associate Professor
Early Childhood Education

Gilda Martinez-Alba
Associate Professor
Elementary Education

Stephen Mogge
Associate Professor
Elementary Education

Dr. Jennifer Mott-Smith
Associate Professor & ESOL Coordinator
English

The Magic Flute - Opera and Video Set Design

Phillip Davis
Assistant Professor
Art + Design

Ryan Murray
Assistant Professor
Electronic Media and Film

Phillip Collister
Professor
Music

Mobile App Prototypes for Urban Research

Dr. Matthew Durning
Associate Professor & Director of International Studies
Sociology, Anthropology and Criminal Justice

Dr. Samuel Gerald Collins
Professor & Director of Cultural Studies
Sociology, Anthropology and Criminal Justice

Collaboration Through Stop-Motion Animation

Ms. Lynn Tomlinson
Assistant Professor
Electronic Media and Film

Phillip Davis
Assistant Professor
Art + Design

Operation STAT

Dr. Nikki Austin, Ph.D., MA, RN, CEN
Associate Professor & Graduate Program Director
Nursing

Ms. Lisa A. Martinelli Beasley, MPS, CCLS, ATR-BC
Clinical Assistant Professor & Graduate Program Director
Family Studies and Community Development

Ms. Judith E. Breitenbach, MSN, RN
Nursing Programs Director
(Hagerstown) & Clinical Assistant Professor
Nursing

Ms. Angela Durry, MSN, RN
Clinical Assistant Professor
Nursing

Ms. Susann L. Galloway, MS, PA-C
Clinical Assistant Professor/Coordinator
Interprofessional Health Services, Physician Assistant Program

Dr. Chaodong Han, Ph.D.
Associate Professor & Graduate Program Director
e-Business and Technology Management

Ms. Margaret McCormick, MS, RN
Clinical Associate Professor
Nursing

2016 OAI Innovation in Teaching Award Committee Members

Dr. Matthew Hemm
Associate Professor, Biological Sciences

Dr. Katherine Holman
Associate Professor and Program Coordinator, Special Education

Ms. Claire Holmes
Assistant University Librarian for Public Services

Dr. Christopher Jensen
Director of Civic Engagement & Leadership

Dr. Alison Rios Millett McCartney
Associate Professor, Political Science and Honors College Faculty Director

Dr. Abby L. Mello
Assistant Professor, Psychology

Dr. Jane E. Neapolitan, Committee Chairperson
Assistant Provost, Office of Academic Innovation

Professor Marlene A. Riley, MMS, OTR/L, CHT
Clinical Associate Professor, Occupational Therapy and Occupational Science
CHP Interprofessional Case Study Workshop

The College of Health Professions Interprofessional Case Study Workshop is a half day event that includes participation from approximately 300 students from a variety of departments and departmental majors. Prior to the event, the registered students are required to read a case or scenario. The case or scenario is developed by the committee to include content relevant to all students involved that will also allow for collaborative problem solving and creative thinking.

The objectives of the event, as identified by the committee, are as follows:

1. To identify major issues from the perspective of the students’ own disciplines regarding the provision and management for the scenario.
2. To identify major health care, community and education issues of those impacted in the scenario.
3. To collaborate with an interprofessional group to prioritize and develop strategies for addressing the health care, community and education issues of those impacted in the scenario.
4. To provide rationale for the prioritization of the health care, community and education issues of those impacted by the scenario.
5. To identify and discuss the challenges and benefits of interprofessional collaboration including:
   a. Meeting the needs of the diverse community.
   b. Finding solutions to problems within the health care and community systems.
6. To articulate an awareness of the diverse community and its impact on service access and delivery.

The event begins with a speaker that has personal experience related to the issue within the case or scenario. Past guest speakers have included a stroke survivor and her husband, a quadriplegic survivor of a spinal cord injury, and a counselor that provided mental health services as part of an earthquake response team in Haiti. The guest speakers provide perspective for the students as they begin to think about the issues that arise from the case.

Students initially are grouped to work within their own discipline to discuss the case from their own perspective. They are provided with guiding questions to lead the discussion. Following the discipline specific groupings, students leave the comfort of their own discipline and are grouped in tables that include the widest diversity of discipline representation possible. Students first introduce themselves and their discipline including their roles in the assigned case. Again, the students are provided with guided questions to stimulate discussion as they analyze the case and solve the problems identified therein.

From this opportunity, students learn not only how their discipline would react to a situation but how their discipline fits within and interacts as a member of an interprofessional team. Students also begin to understand the benefits and challenges of working on an interprofessional team and appropriate communication with other disciplines. The event concludes with a wrap-up session to discuss the priorities identified related to the case and to discuss the benefits and challenges of working on a team.
Throughout the event faculty facilitators from a variety of departments and programs are involved in facilitating discussion within the student groupings. Facilitators do not answer the questions for the students, but rather assist with stalled discussions by providing additional prompts or items for consideration.

At the conclusion of the event, students complete surveys to assess learning outcomes from the event. In addition, faculty facilitators participate in data collection regarding their perceptions of the event both logistically and from a student learning perspective. Data are reviewed by the committee and considered for change in order to maximize the effectiveness of the event each year.

**Innovative Highlights**

This interprofessional event is innovative in a variety of ways. The most obvious innovation is removing discipline barriers to allow students to engage and interact with other students of health professions. This interaction broadens perspectives and increases understanding of issues raised in the case. The event utilizes principles of case-based learning in order to have the maximal impact on problem solving that can apply to clinical practice settings. Case-based learning involves using a case as a means of teaching and learning in order to develop applicable problem solving and analytical thinking skills. Case-based learning is used within health professions to promote problem solving and clinical reasoning skills.

The Interprofessional workshop meets an evolving need within the current healthcare environment by providing an interprofessional learning opportunity prior to beginning clinical practice. It is widely recognized that current health care practitioners work in an interprofessional environment to meet the needs of the community. Interprofessional training is vital to developing students who are prepared to meet the needs of a diverse and challenging workplace. According to The World Health Organization (WHO) Framework for Action on Interprofessional Education and Collaborative Practice, interprofessional education is defined as occurring when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. This framework further defined a collaborative practice-ready health worker as someone who has learned how to work on and serve as a competent member of an interprofessional team (WHO, 2010). The ability to work together is fundamental to care that is effective, safe, of high quality, and efficient in terms of cost, resources, and time (AIHC, 2012). The CHP Interprofessional Workshop enables students to learn about, from and with students from a variety of disciplines in order to broaden their perspective of their roles within the context of a healthcare environment. In addition, students have the opportunity to understand what other professionals can add to the dialogue which allows them to view a patient or client with a wider lens than just their own perspective allows.

The delivery of healthcare, and the resulting education of health professionals, is amidst a rapid period of change. As stated by the Association of American Medical Colleges (AAMC), implementation of the Affordable Care Act (ACA), will demand new delivery models that emphasize higher-quality, lower-cost care and require health care providers to practice in interdisciplinary teams. To prepare future practitioners for the new environment, medical schools and other health professions schools are increasing their focus on interprofessional education (IPE), in which students of different health professions learn together in preparation to practice team-based care (AAMC, 2012). The CHP Interprofessional Workshop is consistent with the latest educational priorities for students in health professions.
Lessons Learned

The opportunity to develop and implement the College of Health Professions Interprofessional Case Study Event led to several discoveries that will ultimately lead to modifications of the learning experience. First, students not only need opportunities for collaboration, but they also want and understand the importance of these opportunities. Student indicated on post-event surveys that they felt empowered by serving as the spokesperson for their disciplines and, at times, they surprised themselves with the knowledge they were able to share. Students are used to sharing within their classes and are comfortable in that realm. Taking students out of the comfort zone of their own major and classmates was the most meaningful element of this event. The idea of interprofessional discussion was daunting for some students, but had the most impact when reviewing results and comments.

The committee also learned lessons related to the logistics of the event. In order to successfully implement an event for 300 students, a tremendous amount of logistical management and organization is necessary ranging from crowd management to structuring discussion. In this case, for the event to be successful, students needed to be seated in very specific groupings with discussion points tailored to the groups. These groupings were carefully determined by the committee. Likewise, specific faculty facilitators were chosen for each table grouping. The students needed structured question prompts and set timeframes for responding. The timeframes were very carefully selected in order to give enough time, but not too much that there was off topic discussion. The most important organizational element of the event was a specified time oriented agenda on which every moment and task of the event were accounted for with specific committee members responsible for the task. This level of detail was necessary to ensure the flow of the event and to ensure that all of the tasks were distributed in the committee.

Overall, the greatest lesson learned was that effort expended by the co-chairs and the committee was well worth it. The exposure students gained to other disciplines and the opportunity to apply the knowledge from their classes to a real life scenario was an important first step to careers that will require collaboration.
**Towson UTeach**

Towson UTeach is the university’s new teacher preparation program for students pursuing certification in secondary mathematics or science (grades 7-12). Students in the Towson UTeach Program pursue a major in one of five STEM content areas [mathematics, biology, chemistry, earth-space science, or physics] and complete a comprehensive sequence of STEM-focused education courses. Three hallmarks define the Towson UTeach Program: early and frequent field teaching experiences; utilization of master teachers as teaching coaches throughout the students’ four years; and education courses focused on the teaching and learning of mathematics and science.

Towson UTeach is dedicated to the preparation of future mathematics and science teachers and thus attention is focused on the specific pedagogy of these content areas. Inquiry and constructivism, hands-on and student-centered approaches, and questioning techniques that encourage mathematical and scientific reasoning are woven into the fabric of Towson UTeach’s education courses. Discussions, examples and assignments are always grounded in the content area thus allowing students to learn about pedagogy and educational theory embedded in topics of science and mathematics. This constant connection between content and pedagogy within the UTeach education courses encourages students to consistently reflect on both as they plan their own field teaching lessons.

Towson UTeach provides students the opportunity to connect their academic experiences directly to the classroom through multiple field placements. Out of the eight typical semesters of an undergraduate sequence, six semesters include field placements in various public school settings. Students plan and co-teach three full lessons in the first semester of their freshmen year in order to help them decide on a career as a teacher. Their field teaching experiences continue throughout the sophomore, junior, and senior years culminating in the final internship (student teaching) experience. These field placements allow students to apply early what they are learning in their classes and provide opportunity for a prolonged and authentic growth toward their teacher identities. They have multiple opportunities to observe other teachers, experience different classroom cultures, and are prompted to reflect on who they are as teachers themselves. Mentor teacher and instructor feedback from teaching observations help them hone their skills and become strategic about their own growth. Reflections are an integral part of all field experiences and help students become thoughtful practitioners who actively look for areas of strength and weakness in order to improve.

The third hallmark of Towson UTeach is the inclusion of master teachers who teach the introductory courses and assist with field placements in upper-level courses. Master teachers are former public school teachers with exemplary teaching and leadership experiences who provide perspectives for students that are grounded in the daily life of a classroom. They coach and mentor students over multiple years and provide support to graduates during the induction period of their first year teaching.

These three unique components of Towson UTeach result in a tight community of learners and teachers. Freshmen experience a sense of belonging as soon as they start planning their first lesson as they make use of the Resource Center where students of all levels meet and work together. This provides them with a productive and positive place to be where they find peer support for both their educational classes as well as their often demanding content courses.
Along with excellence and innovation in the classroom, the Towson UTeach program has innovations outside of the classroom, and many UTeach students have been involved in extracurricular activities that support their journey towards professionalism. Students have participated in external internships at several area partners, embedding informal teaching techniques in their work. Other students have engaged in educational research with UTeach faculty. These projects have led to local, regional, and national presentations, as well as one published paper. These opportunities have arisen from the highly collaborative nature of the UTeach program and provide our pre-service teachers with experiences not normally associated with traditional teacher preparation programs.

Examples of External Internships:

• **National Federation for the Blind** – During the summer of 2013, two UTeach students worked for a two-week summer camp for blind students where they assisted blind students in learning how to kinesthetically “read” three-dimensional maps.

• **Howard County Public School System** - During the summers of 2014 and 2015, a UTeach student worked alongside Howard County mathematics teachers as they developed new geometry and algebra curriculum for county students.

• **National Aquarium** – In the summer of 2015 a UTeach intern served as an Education Aide at the National Aquarium of Baltimore, assisting with the creation and adaptation of teacher materials to reflect current education initiatives.

• **Sci-Tech** – Since the summer of 2015, three students have worked at the university’s Biotechnology Education and Outreach Division. Sci-Tech serves as a fieldtrip destination where Maryland K-12 students participate in hands-on, inquiry-based science activities. The UTeach students prepared materials and assisted in the teaching of the SciTech classes.

### Multidisciplinary Approach

Towson UTeach is an interdisciplinary program involving more than 15 faculty members from five departments (Biology; Chemistry; Mathematics; Secondary and Middle School Education; and Physics, Astronomy, and Geosciences) across two colleges (Fisher College of Science and Mathematics and College of Education) and the Biotechnology Education and Outreach Division.

The program encompasses 16 courses dedicated to students pursuing secondary certification in mathematics or science:

SEMS 110 Introduction to STEM Teaching I: Inquiry Approaches to Teaching; SEMS 120 Introduction to STEM Teaching II: Inquiry-Based Lesson Design; SEMS 130 Introduction to STEM Teaching I&II Combined; SEMS 230 Knowing & Learning; SEMS 240 Classroom Interactions; SEMS 250 Perspectives on Science and Mathematics; SEMS 360 Research Methods; SEMS 370 Project-Based Instruction; SEMS 498 Internship in Mathematics and Science Secondary Education; SCED 460 Using Reading and Writing in the Secondary Schools; SCED 461 Teaching Reading in the Secondary Content Areas; SCIE 393 Internship in Secondary Education – Science; SCIE 430 Seminar in Student Teaching – Science; MATH 290 Functions & Modeling; MATH 426 Internship in Secondary Education – Mathematics; and MATH 430 Seminar in Internship
Similar to UTeach programs across the nation, Towson UTeach serves as a modified replication of the UTeach model, originally developed by the University of Texas at Austin to increase the numbers and improve the quality of mathematics and science secondary school teachers. In spring of 2013, following the university’s adoption of a new course subject code, SEMS (Secondary Education in Mathematics and Science), the nine SEMS courses, along with MATH 290 and SCIE 430, were developed and adopted as new courses by the University Curriculum Committee after being approved by a newly formed COE-FCSM Joint Curriculum Committee. Members of the Joint Committee, representatives from multiple departments within each of the College of Education and the Fisher College of Science and Mathematics, rigorously evaluated and suggested revisions that led to improvements in the SEMS courses. As the SEMS subject code indicates, these courses are focused on the pedagogy of mathematics and science, utilizing methods of inquiry and constructivism, hands-on student-centered approaches, and questioning techniques that encourage student reasoning and articulation of mathematical and scientific thought. Cross-cutting ideas of mathematics and science are woven into, and are fundamental to, each of the SEMS courses.

Six of the SEMS courses involve field placements where UTeach students observe a host class and mentor teacher multiple times before designing and implementing lesson plans for those classes. In addition to the course instructor, a master teacher supports students with lesson planning. These two faculty members are strategically chosen so that one has a background in mathematics education while the other has a background in science education. Together, they complement each other by 1) connecting course concepts to the perspective and history of their own discipline; and 2) supporting students in the development of lesson plans for host classes of their respective disciplines. Mathematics and science are closely aligned in the public schools. It is fitting that the Towson UTeach students graduate with an understanding of the content and pedagogy of their own discipline, while having developed a wealth of understanding of the related field of either mathematics or science.

In terms of program logistics, Towson UTeach is supported by multiple groups within the College of Education. The Center of Professional Practice (CPP) works integrally each semester with the Towson UTeach faculty to find field teaching placements. Since the program’s inception, CPP has placed 387 UTeach students in 19 schools across Baltimore County, Baltimore City, Howard County, and Harford County. The Chair of the Secondary and Middle School Education Department provides guidance regarding the development and update of Admission and Final Internship requirements.

**Innovative Highlights**

Teachers need to be prepared to effectively incorporate ever expanding opportunities of instructional technology. Towson UTeach strongly encourages student to utilize iPads, science probeware and a variety of content specific software to enhance learning experiences for their students. Twice throughout the UTeach curriculum, mathematics education students are the beneficiaries of the affectionately dubbed “Calculator Upgrade Days.” Early in the semester, MATH 290 Functions & Modeling students receive a Ti-84 Plus CE calculator, an upgrade from the earlier Ti-83 and Ti-84 versions, that is integral to instruction throughout the course. In a subsequent course, students receive the Ti-Nspire calculator, a very sophisticated type of
calculator that has an interface more similar to a PC than a traditional graphing calculator. Whereas the latest features of the Ti-84 Plus CE calculator,

though new to most of our students, are quickly becoming the mainstay in secondary schools, the Ti-Nspire calculator remains on the cutting edge of mathematics classroom technology. Instruction time is devoted to learning how to utilize the avant-garde Ti-Nspire calculator and its ability to simultaneously illustrate mathematics graphically, numerically, and algebraically. Knowing how to use technology is fundamental, knowing how to teach with technology is imperative. As a vital part of the Towson UTeach philosophy is that all tools are to be used by K-12 students instead of used only by teachers during demonstrations, UTeach students experience firsthand both the challenges and rewards of utilizing technology in their field placements, gaining confidence with experience.

Students also learn to be critical of how technology can be and is used within the classroom, embracing a certain amount of risk that comes with implementing new ideas and approaches. A strength of the Towson UTeach Program is that its graduates enter the teaching profession with confidence and knowledge of a wide range of classroom technologies.

Towson UTeach students have introduced a wide variety of lessons that bring new technologies to their host class in their field teaching experiences. UTeach mathematics students have used motion detectors alongside iPads to enable their students to discover 1) the graphical representation of the magnitude and direction of slope of a line (an Algebra I topic) and 2) the parabolic motion of a bouncing ball (an Algebra II topic). Most recently, UTeach students in SEMS 370 Project-based Instruction (PBI) introduced both Green Street Academy students and their mentor teacher to Geometer’s Sketchpad software as the 8th graders learned how to translate images graphically in order to create simple cartoon animations. PBI [UTeach] students must launch the first of their sequenced lessons with a skit or video, which they often create themselves, in order to engage students in the driving question that connects science or math curricular content to authentic real-life experiences. Sometimes UTeach students go to extraordinary lengths to bring technology to their host schools. In the case of Green Street Academy, the team of three UTeach students transported 16 laptops (with Geometer’s Sketchpad installed) to the host school in addition to a portable projector and portable speakers to be used alongside the classroom’s projector.

Towson UTeach science students have utilized a wide variety of PASCO probes that interface with an iPad platform, providing a self-contained and thus transportable system. With the ongoing adoption of the engineering practice standards Towson UTeach lessons also incorporate emerging technology including LED stickers that are used to design and create light up holiday cards as students learn about electric circuits.
Lessons Learned

The collaboration that Towson UTeach forged with faculty from five departments (Biology; Chemistry; Mathematics; Secondary and Middle School Education; and Physics, Astronomy, and Geosciences) across two colleges (Fisher College of Science and Mathematics and College of Education) and the supporting staff from the Center for Professional Practice and the Biotechnology Education and Outreach Division has encouraged us to recognize and reflect on the importance of teamwork, specifically as it relates to the following:

- Working on a large-scale, collaborative project across many departments promotes a rich exchange of ideas and encourages the group to find new paths that may not have been considered before.
- Operationally, it is important to recognize and work with the sometimes differing protocols and procedures of the various departments involved in the project.
- The importance of communication cannot be overstated.
- The excitement that the faculty expressed in implementing this new, innovative project was contagious and quickly adopted by our students. The students’ commitment and pride in Towson UTeach then reverberated back to the faculty in cyclical fashion creating a robust sense of interconnected community dedicated to improving the teaching and learning of mathematics and science.
ESOL Program for Teachers

The goal for the English for Speakers of Other Languages (ESOL) Program for Teachers was to support teachers in better serving children and families from immigrant and second language backgrounds. In addition, the project intended to prepare teachers for the English for Speakers of Other Languages Praxis Certification test. Four graduate courses were taught at Armistead Gardens Elementary School in east Baltimore. The courses were: Cultural, and Curricular Contexts for Second Language Learning, taught by Stephen Mogge, Instruction and Assessment for Second Language Learners course, taught by Gilda Martinez-Alba, Linguistics for Educators, taught by Jennifer Mott-Smith, and Conversational Spanish for Teachers of English Language Learners, taught by Judith Cruzado-Guerrero.

The collaboration approach was intentional and meaningful for all. Stephen Mogge coordinated with the principal of the school, which was very enthusiastic about the idea, got all of the necessary approvals from the school system and the university, and we began the project. Then, a series of meetings occurred after the project began. The principal, PDS Coordinator, Stephen Mogge and Judith Cruzado-Guerrero met to to ensure meaningful connections with the Latino community, and to identify the needs of the teachers to develop the last course. Gilda Martinez-Alba also worked with the teachers in order to provide bilingual workshops to parents in English/Spanish about the importance of parents reading with their children. She created a series of 8 workshops, based off of Raising a Reader. In addition, she observed teachers in the classroom to provide coaching tips about meeting the needs of English learners.

Innovative Highlights

Throughout this project, the four professors discussed the content of the courses to ensure there was a flow between them, in order for the teachers to continually build on what they had previously learned. The faculty also wanted to deliver meaningful and engaging content to build on the teacher’s knowledge, skills, and dispositions when working with immigrant families and English learners. Therefore, technology and Universal Learning Design Principles (UDL) were infused in all of the courses and workshops in order to provide multiple ways of representation, action and expression, and engagement. Below are examples of innovative multimedia tools included in courses highlighting methods, Universal Design for Learning (UDL) Principles and examples of activities, assignments and projects.

Multimedia Tools

<table>
<thead>
<tr>
<th>Tools</th>
<th>Methods &amp; UDL Principles</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Windows Movie Maker &amp; video recording from iPads</td>
<td>Teachers prepared videos for final presentations. Faculty also prepared videos with students. (Action and Expression)</td>
<td>Student project: Back to School Night Video in Spanish presenting teachers in school.</td>
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<tr>
<td>Tools</td>
<td>Methods &amp; UDL Principles</td>
<td>Examples</td>
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<td>Facetime and phone options</td>
<td>Teachers practiced their conversational skills with faculty twice a semester.</td>
<td>Assignment: Practice greetings, farewells, and how to make a school appointment with families.</td>
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<tr>
<td></td>
<td>(Action and Expression)</td>
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<tr>
<td>Language Learning Activities and Apps</td>
<td>Teachers practiced their language skills with language apps in class during center activities and at home.</td>
<td>Activities: Some teachers practice their Spanish skills using the Duolingo App downloaded in their phones. Classroom centers had a variety of activities targeting beginners, intermediate and advanced Spanish skills.</td>
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<tr>
<td></td>
<td>(Engagement)</td>
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<tr>
<td>Educational Websites and YouTube Videos</td>
<td>Faculty and teachers accessed different websites and YouTube videos to make workshops and classes engaging.</td>
<td>Activity: You Tube video of children’s songs in Spanish were used to practice Spanish skills, and for teachers to use in their classrooms.</td>
</tr>
<tr>
<td></td>
<td>(Presentation)</td>
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<tr>
<td>Blackboard</td>
<td>Faculty used Blackboard to facilitate the delivery of the courses and provide students with resources.</td>
<td>Assignments: Interactive PowerPoint presentations, Blackboard discussions, assignments, and educational materials were posted on Blackboard.</td>
</tr>
<tr>
<td></td>
<td>(Presentation)</td>
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**Related Materials**

Summer Reading Clinic 2013 at Armistead Gardens: [https://www.youtube.com/watch?v=0dtriDZYL-I](https://www.youtube.com/watch?v=0dtriDZYL-I)

**Lessons Learned**

Lessons learned/advice directed to your colleagues across the campus based on this project — relating to the process of collaboration and/or working on a project like yours.

1. **School/Community Leadership** - Seek leaders who lead by example. The principal of the school was comfortable being a learner among his faculty. He enrolled in and attended classes, completed
assignments, openly discussed the evolution of his understanding regarding language and literacy learning, and collaborated with teachers on curriculum redesigns and programming.

2. **Make Connections Stronger** - Using existing connections, such as our graduate student that is now also our adjunct, and listening to her about her school’s needs helped in creating a meaningful partnership.

3. **The Towson Learning Network** - Share your new and innovative ideas with the Towson Learning Network (TLN). TLN is poised to facilitate customized collaborations with schools, school systems and other community entities. They will help you to explore possibilities while taking care of financial matters.

4. **Create New Courses/Materials to Meet Specific Needs** - Being willing to expand on what you have traditionally offered, such as the Spanish for educators course and the bilingual workshops that we created specifically for this school, was another way that the bond was further strengthened and that we truly helped meet their needs.
Mozart’s The Magic Flute – Opera and Video Set Design

In the Spring 2014 semester professors Phillip Collister, Phil Davis, and Ryan Murray brought opera student performers and technicians from the Music department together with video and animation students from the Electronic Media and Film department to create live opera with live-projected, animated set designs and special effects. Eschewing almost all physical set design, The Magic Flute opera utilized projected animations and videos, created by EMF students and faculty members in a Directed Study course, and then live-edited by the EMF Professors in synch with the Music students’ live performance. The set designs were projected on multiple screens, some of which could move, during the performance. Music students performed as actor/singers and orchestra members, and the behind-the-scenes aspects of the live production involved faculty, staff, and students as well. Opera Director Phillip Collister conceived the collaboration and the overall vision of the operas, while Phil Davis and Ryan Murray developed the visual aesthetic experience of the set design. The opera was publicly performed three times in Stephens Hall in April of 2014.

Innovative Highlights

The approach of bringing Electronic Media and Film students and faculty together in collaboration with Music students and faculty was innovative in its re-invention of what stage set design can be for opera performance. The Electronic Media and Film students were given the enormous challenge of creating a wide variety of moving scenic elements projected on multiple screens over the course of a 2-hour long performance. The EMF students along with professors Murray and Davis worked closely with Opera Director Phillip Collister and various staff and students to solve the technical challenges involved with timing of movement and placement of projected surfaces. The EMF students and faculty then developed a scene-by-scene breakdown of the narrative of the opera and brainstormed the types of visuals, animation, video effects, and compositing for each scene. All of the scenes were then divided among the EMF faculty and students to create looping video shots on a very short two month deadline for final compilation. All of the videos were then assembled using Q-Lab software to live-trigger the transitions to each new clip and determine which projection screens were being used for the clips during the performance. The EMF students were tasked with thinking creatively for the scenes they were assigned and had to take into consideration aspects of production that were new to them in comparison to linear time-based narrative video production. The students utilized looping, synchronization with music/acting, and video props and backgrounds. The student performers in the opera also gained experience in learning to interact with each other and the moving/animating set designs. The students and faculty were challenged in numerous ways in terms of organizational strategies, making adjustments based on rehearsals, and maintaining audience engagement.

Lessons Learned

Opera is an elaborate and complex form of live performance that is a perfect medium for collaboration among many disciplines. The project was extremely rewarding for the Electronic Media and Film students to work outside of their normal comfort zone creating work specifically for live projection and interaction with actor’s on a stage. For the music students it was also a challenge to perform in a minimal set and to interact with visuals that shifted between special effects to abstract visualization of the shifting emotions and moods of the
narrative. In the end the project was a huge challenge due the time restriction (less than a full semester) to prepare the musicians/actors, create enough video projection for over two hours of stage time, determine timing and cues for three separate projection screens, and manage all of the details of putting on a large scale performance. All of the stress and late nights were worth it once the curtain rose on the first night of the performance and the collaboration was put on display.
Mobile App Prototypes for Urban Research

In the fall of 2014, Sam Collins was on sabbatical at Hanyang University in South Korea teaching a course entitled the Anthropology of Media. That same semester Matthew Durington taught the same course at Towson University. They challenged their respective students to develop geolocated mobile app prototypes to conduct research in Seoul and Baltimore respectively. In a fascinating cross-cultural exchange they had students develop mobile prototypes, present these via YouTube and critique each other’s designs. This provided two fundamental curricular enhancements as it brought new technology platforms for the teaching of anthropology but also provided students with cultural experiences of sharing they would not have been able to do otherwise. They also published on this experience via blog sites extending this curricular enhancement to their larger disciplinary community. That work has extended to more training and curricular enhancement for Towson students and community groups they work with for community engagement through collaborative mobile app prototyping.

We set out to design mobile application prototypes that would enable urban research involving geolocating capacities, data collection and gaming elements that is part of our larger project to create a ‘networked anthropology’. It’s hard to find 2 cities more different than Seoul and Baltimore. Baltimore is a tertiary city, caught between larger, more affluent cities in the U.S. northeast. Seoul is by all accounts a global city—huge, awash with people and capital—a staggeringly complex phantasmagoria. And yet, both of these cities have been profoundly shaped by what we might call advanced capitalism. For Seoul, massive investment and government support have transformed the city into a kaleidoscope media space, a constantly online assemblage of images and spectacles where culture is already “culture content”: text, narrative and media to be bought or sold. Underdevelopment is already pre-packaged as “nostalgia”; labor migration and precarity as “multicultural tourism”. This is the terrain facing anyone who might want to present alternative visions of the city. For Baltimore, a massive lack of investment and government support have transformed the city into a space where entities attempt to navigate their way in the wake of a neoliberal malaise. That condition combines with a tense racial and socioeconomic landscape that produces an array of representations that often border on the stereotypical. Images and spectacles found in mass media historically and in networked media today create a representational burden of the city. This is the milieu that we send our students into to conduct a networked anthropology.

In this context, we determined our media anthropology needs to confront these hegemonies and start to work on presenting alternatives. Moving a media anthropology to a networked anthropology provides a further extension of possibilities. Collins decided to work with local understandings of place. Many of the students in his Media Anthropology course at Hanyang are originally from Seoul or Gyeonggi-do (the province that surrounds Seoul like a donut) and, for them, the area is more than varied spaces for consumption. Even if students find Seoul’s phantasmagoric spaces pleasurable, the goal here is to complicate those representations—to disturb them with community activism, with contestations over urban development. In Durington’s Anthropology of Media course he decided to elaborate on multiple years of research in Baltimore City conducted by the Anthropology by the Wire project (anthropologybythewire.com) and past cohorts of students in urban anthropology courses at Towson University. The project entailed students creating mobile
app prototypes that would create novel ways to engage current technology to conduct urban research and open up new possibilities for methodologies and community engagement.

In order to facilitate this exploration we first conduct a tech survey of what equipment and experience students have going into the project. Next, students open social media accounts dedicated to reflexively documenting the process of research design and exploration on platforms such as Twitter and YouTube. Students then conduct intensive media analysis of representations that already exist about the cities they are exploring. They then conduct mapping exercises and create a variety of media to document their research endeavors before executing a mobile app prototype. Beyond pedagogy, we are also trying to demonstrate that a skill set of research methods, technology utilization and analytical skills can be gleaned from networked anthropology activities that are infinitely marketable for an anthropology degree. Finally, the opportunity to move this experience to an applied ethos and engagement of social justice with community collaborators emerges in work beyond the classroom in the urban space.

**Innovative Highlights**

As far as we know there is no other project like ours in higher education. While we have colleagues that are utilizing various technologies such as social media and media documentation in their courses, the reflexive analytical and cross-cultural curriculum that we have created around mobile app prototyping is quite novel. (So much so that it was featured by the Office of Academic Innovation at Towson University this past academic year) In addition, students have the opportunity to create innovative one-of-a-kind mobile applications that embody their own interests and artistic capacities as they learn about urban fieldwork and larger socioeconomic issues in a global environment.

Our premise is that the project is not innovative simply because we are using the newest and latest technologies to enhance curriculum that is already in place. We are not utilizing technology to simply innovate course offerings. Rather, we are exploring how the utilization of technology is creating new opportunities to shape research methodologies, collaborations with our research partners in various communities globally, and creating new ways to meet our students ‘where they are’ as digital denizens of the 21st century.

The use of technology such as mobile applications in urban research creates a new set of questions and ethical quandaries for us to explore from an anthropological and cultural studies vantage. The School of Emerging Technology also recognized the innovation of our approach when they granted us a $28,000 award alongside our colleagues in Computer Science that set the foundation for our mobile application prototype curriculum over the last two years.

**Related Materials**

A presentation by Towson University students for Hanyang University students on YouTube demonstrating a 'promo video' and their mobile application prototype design: [https://www.youtube.com/watch?v=Qz2Tfd5vw](https://www.youtube.com/watch?v=Qz2Tfd5vw)
Lessons Learned

We continue to see great outcomes with the use of mobile app prototyping in our research and curriculum. Our biggest lesson learned from this process of using this technology is how much we appreciate and emphasize process as opposed to outcome. When we use technology or work in any visual medium what tends to get judged and assessed is the final ‘product’ of the endeavor. Most people are not as enamored as we are with the process that leads to the end result. After all, most folks do not want to watch the painter working...they want to stroll the gallery where the final painting will be displayed. When it comes to technology, particularly mobile apps or any type of audio-visual production, most people do not want to recognize the process of learning new software, the hours spent editing visual media and the brainstorming that comes with development. Yet, it is than relatively unexciting period of prototyping and process where the education, and for us the actual ethnography, takes place. We believe we have helped create a sense of appreciation amongst our students for how much can be gleaned from the process of mobile app prototyping and not necessarily the ‘shiny toy’ that is produced at the end. This is particularly true with how much we have learned from going through the mobile app prototyping development process with our community collaborators such as Wide Angle Youth Media. Asking a group of Baltimore teenagers and Towson University students to sit down together, brainstorm about how to solve a social issue in the city, and then develop a possible piece of technology that is ubiquitous to their social worlds is an astounding thing to witness...and quite inspirational. Our advice to our colleagues? Do not approach this technology with trepidation...dive in!
Collaboration through Stop-Motion Animation

In the Spring 2015 semester Phil Davis (department of Art + Design) and Lynn Tomlinson (Electronic Media & Film department) collaborated to teach a course on Stop Motion Animation. The course provided an opportunity for students studying related fields in two different departments to work together creating collaborative creative problem-solving projects, engaging in classroom critique, fostering peer learning, and giving students a taste of collaboration as it occurs in the digital media workplace. The class was a studio-based exploration and critical analysis of stop motion animation and included exercises and projects focusing on a variety of processes and techniques for creating animated imagery including: pixilation, cut-out silhouette, object animation, lip synchronization, replacement animation, armature design, puppet fabrication, set building, lighting, and performance. Along with the technical creative tasks, faculty led screenings of historically relevant and important films utilizing stop motion animation throughout the semester. They also discussed distribution through festivals and online, and urged students to find ways to show their work beyond the walls of the university setting.

Innovative Highlights

Phil Davis and Lynn Tomlinson’s approach to the class was very hands-on and collaborative. Students learned a novel combination of tactile, handcrafted processes and high-tech digital skills. Because of the peer learning enabled by the class projects, students who excelled in either area were able to mentor other students. Faculty led workshops on practical skills, including a Foley workshop for creating sound effects; practical demos for creating lip-sync and thread-jointed cut-out characters; and digital step-by-step presentations teaching new software skills.

In addition, the importance of critical and aesthetic analysis to hone students’ evaluative abilities was also emphasized through class critique sessions where students could offer each other feedback and constructive suggestions, and through discussions of screenings of important and innovative films in the history of stop-motion animation from the earliest days of cinema (Melies) to creative contemporary artists working today (PES, Tiny Inventions, Caleb Wood).

The course was unique in drawing on resources from both departments, using a variety of equipment and space resources. After completing a series of safety workshops, puppet construction/sculpting demonstrations, and hands-on tutorials in Dragonframe animation software, the students were given access to sculpture and wood shop facilities and studio spaces in the Center for Fine Arts and Stephens Annex to work outside of class time to complete their projects. A key aspect to the success of the collaboration was securing these spaces so that the students would have access to outside of class to animate in their small collaborative teams. The studio spaces acted as locations where they could build sets, rig lighting, position cameras, and animate without needing to breakdown once the class time was over.

Students met outside of class to create the bulk of their animation. During class time students and faculty critiqued rough cuts of work, watched historical examples of stop motion films, completed in-depth technical demonstrations, and reviewed career skills including film festival entry processes, to encourage students to engage with audiences beyond the classroom.
The course culminated in a screening in Van Bokkelen Hall Auditorium on May 15, 2015 of all of the projects that the students created throughout the semester. The screening created the opportunity for the students to see their hard work projected on the big screen and to share their collaborative work with the Towson University and local communities.

The course was a great success in collaboration across disciplines and a way for students in two departments to share and develop their skills to create unique and expressive hand-made short animated films.

**Related Materials**

Videos created as projects during this class:

- "Mine" - Kyle Wroe, Devin McBay, and Lydia Haggard  
  [https://vimeo.com/136206187](https://vimeo.com/136206187)
- "Strange Love" - Glory Kim, Matt Brooks, and Risa Thompson  
  [https://vimeo.com/135864462](https://vimeo.com/135864462)

**Lessons Learned**

Students enjoyed the chance to work with others with different skill sets and ways of thinking, and also benefitted from working in different campus spaces and breaking out of their comfort zones. Our major challenge was securing and equipping flexible work spaces to allow this collaborative experience. Team teaching benefitted the students by exposing them to our two different styles and approaches. When students were working in several different locations in the Center for the Arts, the two of us were able to float from group to group to provide feedback and support. Collaboration across disciplines helps break down silos and builds bridges to make the learning experience more rewarding for students and faculty alike.
OPERATION STAT

Operation STAT 2014 was the sixth mass casualty exercise conducted by the College of Health Professions since 2008. The exercise is coordinated by a committee of faculty and staff in order to provide opportunities for future professionals to learn about emergency preparedness within the context of a specific discipline. Students experience many issues related to preparing for a disaster and responding to a mass casualty event that include the multiple partner organizations in the community, Baltimore City, Harford County, and Frederick County. Operation STAT 2014 included the use of adults and children as simulated patients with injuries from an explosion.

Operation STAT 2014 included graduate and undergraduate students and faculty from five departments in the College of Health Professions, the College of Business and Economics, and the undergraduate students from the College of Liberal Arts.

CHP

Department of Nursing:

Faculty developed scenarios and utilized high definition patient simulation laboratories on the Towson and Hagerstown campuses. Students were formed into teams who were to receive simulated patients from the Towson area. Faculty supervised the experience and directed the progress of the students. The simulation events occurred simultaneously with the mass casualty patient care on the Towson and Hagerstown campuses of the Department of Nursing and on the campus of the Greater Baltimore Medical Center (GBMC). GBMC activities were developed and supervised by a Department of Nursing graduate student. Students on the Towson campus worked in teams that included physician assistant students from the Interprofessional Health Studies’ Physician Assistant (PA) program and the College of Liberal Arts’ Family Studies and Community Development major. Three other graduate students completed capstone projects related to (1) campus student preparedness, (2) the delivery of mass casualty education to nursing students using Blackboard, and (3) emergency preparedness for a local immigrant community center.

Department of Interprofessional Health Studies:

A graduate student from the Integrated Homeland Security Management Master’s Degree completed a capstone project to develop the exercise plan for Operation STAT. Other graduate students assisted with a detail of students to address human traffic flow and safety issues.

Students from Healthcare Management and the Health Care Leadership Academy completed assignments on the research/evaluation team, supported the Command Center, and served as victim. Many students completed multiple assignments.

Department of Occupational Therapy/ Occupational Science (OT/OS):

Graduate students developed learning activities related to emergency preparedness and natural disasters for 7th grade students at Friends School of Baltimore. Coursework included didactic and practical applications as students developed roles to enact at Operation STAT. Eighty six seventh grade students came to Towson
University to serve as pediatric patients in order to provide CHP students with the opportunity to experience a mass casualty with children.

**Physician Assistant Studies (PA):** PA students studied mass casualty and emergency preparedness.

**CBE**

Graduate and undergraduate students from the College of Business & Economics worked with an outside firm, Barcoding Incorporated, to develop a technology application to collect victim tracking and performance data. Students from the College of Business & Economics designed the process, trained on the equipment, and collected data during the event. The data were used to support a post-event analysis which identified bottlenecks, triage accuracy, idle time, and other key measures. The analysis results can be used by the Operation STAT organizers for continuous improvement of the event as well as identifying opportunities for improving student learning outcomes.

**CLA**

*Department of Family Studies and Community Development:*

Students from the Child Life program were part of the high fidelity simulation on the Towson campus. They worked together with students from the Nursing and PA programs. Their area of specialization brought added depth and experience to the care of children.

**Innovative Highlights**

Using emergency preparedness and a mass casualty response to a disaster is very complex and challenging to coordinate. Our reality is that a disaster scenario would involve hundreds of patients from a natural/criminal/terrorist event. Health care systems would quickly be overwhelmed and patients would require rapid triage, treatment, and evacuation. Such a scenario required professionals from all disciplines to be able to work collaboratively in a highly stressful environment. As such a response is not the general focus of most education at Towson University, Operation STAT 2014 provided students with a realistic scenario, mentoring from professionals and faculty within their disciplines, and the experience of working together with students from other colleges and campuses to solve complex patient and logistical problems.

In addition to our faculty, Operation STAT 2014 included professionals from the Metropolitan Baltimore Chapter of the Emergency Nurses Association, Pulse Medical Transport, and the Maryland Defense Force. Those professionals were mentors for students in the areas of nursing, emergency medical service transportation, physician assistant care, finance, health care management, and communications.

Operation STAT 2014 also included students from Friends School of Baltimore, the Joppatowne High School, and the Career Center in Frederick County. Each of those schools develop student educational activities related to their curriculum. Their students then come to Towson University to challenge our students with the realities of providing care to children in the mass casualty setting.
The use of simulation labs allowed Operation STAT to be conducted in four locations at the same time. Students in the West Village Commons were evaluating and treating patients. Students in the Department of Nursing simulation labs in Linthicum Hall and on the Hagerstown Campus were receiving patients. Student nurses at the Greater Baltimore Medical Center were receiving patients by ambulance.