

“Breaking it in new and spectacular ways”: a writing-technology manifesto

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Overview

- Introductions
- Our IU context
- Discussion of technologies and rationales
- Our writing-technology manifesto in brief
- Example projects
- Our manifesto

Multiple faces of any tool

- Technological: How does it work?
- Pedagogical: How does it help students learn?
- Administrative: How is it to be tested, evaluated, shared, paid for?

Small-group discussion



Answer the following—

1. List and describe the technologies that you use in your teaching
2. What technology(s) do you use related to writing/writing instruction?
3. Why do you use them?
4. How do they serve your learning goals for the course?

Large-group discussion

- How involved were you in testing or piloting?
- What information would you relay to the software provider if you had a direct means of communication?

Projects to illustrate our manifesto

	Tenet	Project
1	Begin with pedagogical problem	Foreign language course
2	Use “real life” testing and piloting	Writing center online tutoring
3	Push technology to breaking point	Online campus history course
4	Build in a feedback loop	Turnitin.com originality check
5	Share best practices	Various projects

1. Begin with a *pedagogical* problem

Topkapı Sarayı, saray halkının Dolmabahçe Sarayı, Yıldız Sarayı ve diğer saraylarda yaşamaya başlaması ile birlikte boşaltılmıştı sonra da içinde birçok görevlinin yaşadığı Topkapı Sarayı hiçbir zaman önemini kaybetmemiştir. Saray zaman zaman onarılmıştır ailesi tarafından ziyaret edilen Mukaddes Emanetler Dairesi'nin her yıl bakımının yapılmasına ayrı bir önem verilmiştir.



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Karin Elisabeth Dahlgren (2012-06-05 15:16:09.0) [Comment](#) | [Edit](#)

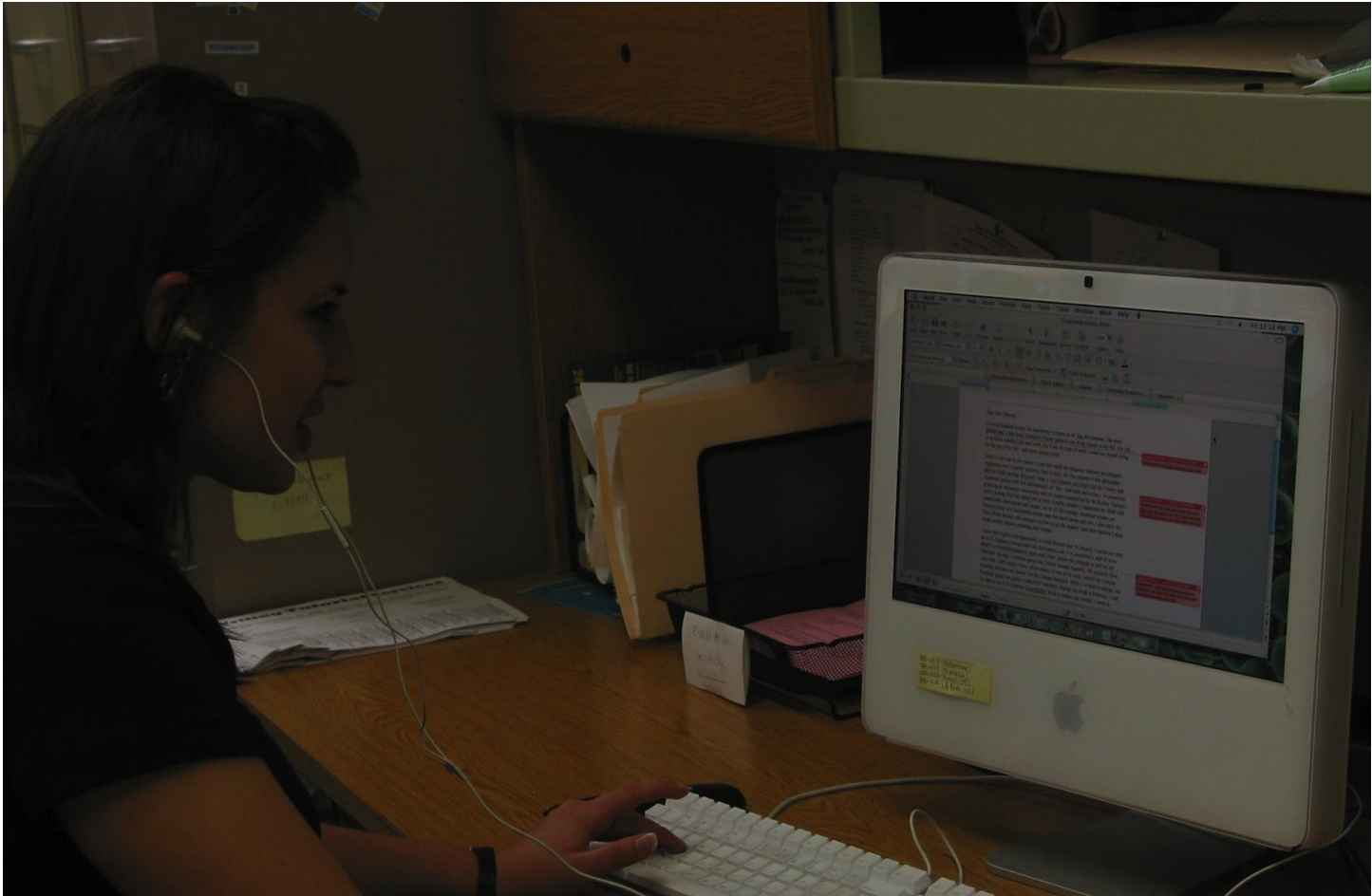
That's a beautiful image. I will have to work on my Turkish skills so I understand what the text says.

Karin Dahlgren (2012-06-05 15:27:46.0) [Comment](#) | [Edit](#)

Instructional challenges: Turkish

- Managing frequent writing assignments
- Moving informal writing outside class
- Encouraging student interaction

2. Using “real life” testing and piloting



Test and pilot online tutoring

Timeline: Summer-Fall 2011

- Exploration of tools
- Testing (Skype, Adobe Connect, Google docs, Google chat, Google video)
- Training small team of tutors
- Low-stakes piloting with staff and “frequent fliers”
- The winner: Google+ hangouts

3. Push technology to its limits (and beyond)

Gutenberg 1474

IMU 1825

IUAM 1867

Kinsey 1885

Crest 1920

Opera 1938

Folklore 1962

Little 500 1979

Now 2020

▶ Alfred C. Kinsey

The limits of course-management software

Traditions & Cultures of IU

- IU's first solely online course
- early adoption of course management system (CMS)—
Sakai/Oncourse
- 600 enrolled; 133 activities
- Seamless moving between the course website and the CMS

4. Build in a feedback loop



PeerMark[®]
by Turnitin

Paper by Daniel Toumey
Review by David Brokaw

Progress: 100% COMPLETED

Now viewing review 1 of 1

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Grade: /10

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missing limbs that is focused around the main characters in the story. Irving's focus
loss of limbs is meant to show that all aspects of life undergo, at certain intervals, a l
of control that yields the unexpected.

There is significance put upon armless figures at the beginning of the book that
foreshadow the fact that Owen decides to join the army and, despite Owen wanting to
go to Vietnam, foreshadow the fact that he never fights directly in the war. Not far into
the opening pages of the book, John tells us the origin story of Gravesend. In telling
story of Rev. John Wheelwright's encounter with Watahantowet, we learn of
Watahantowet's mark, which is an armless totem that sometimes appears as having
tomahawk in its mouth and looks completely crazy—or else, he is making a gesture
toward peace: no arms. tomahawk in mouth: together. perhaps. they are meant to

QUESTIONS

COMMENTS

Instructions

1. Rate the strength of this paper's thesis.
3 of 5
2. Does the essay answer the question posed?
3 of 5
3. Do you feel this paper relies on evidence, or on opinion or intuition? If the latter, cite examples of where this paper relies on opinion and intuition and give suggestions as to how the writer can provide more text-based analysis.

The 1st and final paragraphs don't have quotations. Having a quote in these places would strengthen your argument.

HIDE

HORIZONTAL

Feedback loop with GradeMark/PeerMark

1. Consultant testing
2. Faculty surveys
3. Student surveys
4. Input from other IU campuses
5. Reports to IU administration
6. Revision requests to Turnitin.com
7. Revised version used by faculty
8. Rinse and repeat

5. Share best practices



Informational outreach: various projects

- Best practice workshops with pilot faculty
- Pamphlets
- University-wide online pedagogy resources <http://kb.iu.edu/data/asxq.html>
- Conferences and publications

First principles

- Be mindful of students' needs
- View projects as collaborations
- Remember that technology should solve problems, not create them
- Insist that tools improve service or save time for faculty
- Maintain oversight of pilots
- Be aware of the privacy issues of 3rd-party software
- Avoid the forced guinea pig

Anticipated consequences

- Soft- and hardware serve instructors
- Use is determined by users, not providers
- Knowledge gained hands-on
- All participants become experts who provide feedback for improvement

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These are students learning

