

2013 January Academy Projects

Name	School	Title	Project
Vanessa Beary	GSE	CGA mapping tools to support interactive course activities	Vanessa Beary is seeking ways in which to use CGA mapping tools to help students visualize the vast geographical dispersion of the collective experience of their classmates; a course wiki for collaborative content creation from the class; a course trailer video to advertise for the class in the future; and ways in which students can collaboratively comment on 60-second video pitches (uploaded to the course iSite) of their colleagues.
Andrew Bellisari	FAS	Augmented map exercises through crowd-sourcing	Andrew Bellisari is creating a set of digital exercises to be used for Prof. Maya Jasanoff's popular gen ed class, Societies of the World 14: The British Empire. In particular, he is working on improving a map exercise launched last year in SW14 that would have students crowd-sourcing a map of the British Empire with place marks containing explanatory material and media.
Juan Miguel Marín	HDS	Mathesis (Mathematics as Art) curricular development	Juan Miguel Marin plans to develop Mathesis Universalis, an online training and technological assistance package unearthing the management secrets of a centuries-old methodological tradition. More specifically, the projects moves forward the ancient mathematical arts taught at the classical Greek Platonic academy, through the perspective of the Renaissance academy of arts and sciences, towards the vision of the American Academy of Arts and Sciences. The goal is to recover a shared universal heritage in the attempt to solve, via the creative arts, a multitude of problems in the mathematical sciences.
Eva Mejia	GSE	Wiki site to promote peer learning and networking	Eva Mejia is piloting a wiki page to leverage and share the previous knowledge students bring into the class as well as to strengthen the network in the Education Leadership Doctorate program at HGSE.
Maria Metzler	FAS	Non-intrusive technology tools in the humanities	Maria Metzler is exploring how technology can be used in non-intrusive ways to enhance learning in a traditional humanities lecture course.
Ian Miller	FAS	HarvardX modules for Chinese history	Ian Miller and Wen Yu are working jointly on leading students in developing modules for a course in Chinese history for HarvardX. Students will be filming and editing video, building visual explanations, and developing assessment.
Kelly Miller	SEAS	Exploratory Physics module integrated with Learning Catalytics	Kelly Miller is working on developing an exploratory module on Faraday's Law for Applied Physics 50b, a 'flipped' project-based class for undergraduate engineering students. The module is based on a PhET simulation produced by the University of Colorado and is integrated into Learning Catalytics, which is the primary course content delivery tool for this course. This module guides students through a series of activities and questions that they answer after playing with the simulation, and provides immediate feedback to their responses, furthering their understanding of Faraday's Law.
Ibironke Olofin	HSPH	Web-based tool for student submissions and feedback	Ibironke Olofin is creating a web-based tool that encourages students to read assigned papers before each class, while giving the teaching team the opportunity to rapidly review their submissions. The second part of her project involves creating a web-based tool to collect information from students on points of confusion after each lecture, and give them the opportunity to provide anonymous feedback.

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Jennifer Quigley	HDS	Iterative Archaeology web site for information- and social media-sharing	Jennifer Quigley's Archaeology of the New Testament World project is comprised of two major components. During the first half of the class, students learn to read and interpret material culture, studying archaeology and the religion of antiquity while in Cambridge. In May, the seminar will travel to Greece and Turkey, where Jenifer will help create a course website that maximizes available technologies to improve student access to and presentation of materials, and which creates the possibility for blogging, video/picture sharing, and social media sharing while abroad. This would help connect classroom learning to field experience, create a significant resource for future iterations of the trip and project, and share student learning with the Harvard community.
Allen Schmaltz	SEAS	Development of interactive, linguistic problem sets	Allen Schmaltz is working on developing a series of example problems for applicable units of the undergraduate course, "Computational Linguistics," that lead/build up to the more extensive problems on the problem sets. Some of these example problems will be delivered via an interactive tool during certain class sessions this semester.
Zoe Silverman	FAS	Resources for teaching with objects at Harvard	Zoe Silverman is working to design a suite of resources that will help educators at Harvard leverage the University's museum collections in their classrooms.
Guy Smoot	FAS	Interactive maps for "Heroes" course	Guy Smoot is working to create interactive maps, as directed by Kirk Goldsberry, for Gregory Nagy's project digitizing his "Heroes" course: all toponyms and personal names listed on his sourcebook and commentary would be visualized on maps of the Aegean and Eastern Mediterranean.
Dana Thomson	HMS	Prototype of multimedia productions for scientific journals	Anticipating a shift in research publishing away from siloed, expensive, text-based research articles toward online, modularized, multi-media, peer-reviewed content, Dana Thomson is working with a team of public health researchers, designers, and media experts to prototype a new kind of scientific journal, as well as collaborating with Jeff Blossom and his "Geographic Communication Today" class to experiment with multimedia production processes.
Marrikka Trotter	GSD	Design of GSD's first online, interactive course	Marrikka Trotter is working with a team of professors and graduate students to put together the Graduate School of Design's first online course: "An Introduction to Architecture." The course will feature lectures by senior history and theory faculty, and interactive exercises and experiences designed to enhance the learning process and test comprehension in real time.
Guillaume Wadia	FAS	Digital history projects for students	Guillaume Wadia is working on a project to have students in history classes think differently about the way we practice history. Students work on creating digital essays, thinking about events in geographical terms (space vs. time), and immersing themselves in the period under study by recording a radio broadcast.
Jonathan Whittinghill	GSE	Patterns of student reading behavior with an online textbook in a massive online open course	Jonathan Whittinghill is investigating how to best understand student interactions with Massively Open Online Courses (MOOCs) in terms of the data collected from the server logs; specifically, working with data collected from the inaugural course offering from edX and determining how to effectively measure students' time on tasks using the site data.
Wen Yu	FAS	HarvardX modules for Chinese history	Ian Miller and Wen Yu are working jointly on leading students in developing modules for a course in Chinese history for HarvardX. Students will be filming and editing video, building visual explanations, and developing assessment.