

INTERFACE 2013 PROGRAM NOTES

WELCOME & PROGRAM INTRODUCTION

Dr. Joseph Glover has been Provost and Senior Vice President of Academic Affairs for the University of Florida since July 2008. Dr. Glover first came to UF in 1983 as an assistant professor in mathematics subsequently serving as Mathematics Department Chair, Associate Dean for Faculty Affairs in the College of Liberal Arts and Sciences, Associate Provost for Academic Affairs for six years and as Interim Provost for nine months before being selected to be Provost. Dr. Glover received his bachelor's degree in mathematics from Cornell University and his master's and doctoral degrees in mathematics from the University of California, San Diego. He taught at the University of California, Berkeley, and the University of Rochester before joining the University of Florida faculty. He held a National Science Foundation postdoctoral fellowship at UCSD in 1982. His awards include an NSF-CNRS fellowship held at the Universite de Grenoble II, a CLAS Teaching Award and a mentoring award from the McKnight Foundation. His research in probability theory, stochastic processes, and potential theory has been supported by the NSF, the AFOSR, and the NSA.

Mr. Elias Eldayrie was named Vice President and Chief Information Officer for the University of Florida in 2010. Elias is responsible for the strategic planning and development of Information Technology (IT) at UF; including all policies, staff management and organizational development, central IT operations, and administration of all enterprise computing systems. Elias previously served as the Chief Information Officer at the University at Buffalo (UB), the largest public university in New York. In addition to his administrative duties, Eldayrie was an adjunct assistant professor in the School of Management. He also taught internationally at Grodno State University in Belarus, Budapest Technical School in Hungary, and the Riga Business School in Latvia. Elias has received numerous awards, including the SUNY Chancellor's Award for Excellence in Professional Service, a Sallie MAE Education Institute Award, a Student Access Excellence Award, a Milton Plesur Excellence in Teaching Award and a UB Service Excellence Award. Elias earned both a bachelor's degree in computer science and an MBA from the University of Buffalo. He has served on several boards of directors, including the Chronicle of Higher Education Leadership Board for CIOs, the New York State Education and Research Network, Board Member, Dell Platinum Advisory Board and the New York Blackboard Advisory Board.

KEYNOTE

WHERE ARE YOU R2D2? ADDRESSING DIVERSE ONLINE LEARNER NEEDS WITH THE READ, REFLECT, DISPLAY, AND DO MODEL

Curtis Bonk, Professor of Instructional Systems Technology at Indiana University

Instructors, technologists, instructional designers, and administrators are frustrated trying to keep up with the never ending parade of new learning technologies. So many choices! Add to that the scores of people saying instructors should embed them in their teaching. Then there are complaints that few instructors were trained on how to develop highly interactive and collaborative online activities and environments. Instructors are once again told that students will quickly complain about their classes if they do not address their learning preferences or appropriately use the technologies that they have access to outside of the classroom. Time to pull the hair out? Not yet. There is hope. An innovative model called Read, Reflect, Display, and Do (R2D2) is detailed in Curt Bonk's book, "Empowering Online Learning: 100 Activities for Reading, Reflecting, Displaying, and Doing." In this talk, Bonk will detail dozens of examples and ways to use R2D2 make your use of technology more engaging, empowering, and exciting. The R2D2 model can be expanded to meet your needs, no matter the discipline you teach or age of your students. As you will see, integrating technology need not be difficult. This four-part model not only simplifies the process, it can accelerate learning and provide a mechanism for discussing and sharing technology integration ideas with others. Perhaps it is time for you to taken an adventure to a new learning galaxy where you find R2D2 and begin using technology to address the diverse learners you find there.

Curt Bonk is Professor of Instructional Systems Technology at [Indiana University](#) and President of [CourseShare](#). Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology. He received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. A well-known authority on emerging technologies for learning, Bonk reflects on his speaking experiences around the world in his popular blog, *TravelinEdMan*. He has authored several widely used technology books, including [The World is Open: How Web Technology is Revolutionizing Education](#) (2009), [Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing](#) (2008), [The Handbook of Blended Learning](#) (2006), and *Electronic Collaborators* (1998).

READ

Knowledge acquisition

AQUATIC ANIMAL HEALTH ONLINE: HOW WE GOT OUR FEET WET

Iske Larkin, Dept. Large Animal Clinical Sciences – Aquatic Animal Health Program

Heather Maness, Dept. Large Animal Clinical Sciences – Aquatic Animal Health Program

This presentation will review the instructional design and technology choices that were made in developing fully online courses within our field of study. The challenge to teaching in aquatic animal health is that the field is rather narrow. While we have a nucleus of great faculty here at UF, the number of students from related disciplines that are attracted to our courses each semester is small. Additionally, collaborators outside of UF are geographically dispersed. These changes to an online format have allowed us to reach students beyond UF, improve our instructional design, the material presented and generate great student feedback to continuously improve the courses offered. We will review our use of Adobe Connect for live and taped Q&A sessions, MediaSite for lecture capture, and Aperio ImageScope for histology presentation.

Iske Larkin received her Ph.D. in Physiological Sciences in 2000 from the University of Florida, College of Veterinary Medicine. She is currently a Research Assistant Professor and Education Coordinator for the Aquatic Animal Health Program, and has been in this position since 2005. Her courses cover aspects of aquatic animal health, conservation and natural history for species ranging from invertebrates and fish to marine mammals and sea turtles.

Heather Maness is an Education/Training Program Coordinator for the UF Aquatic Animal Health Program. After working as a Biological Scientist for the program for many years, her involvement in education shifted her job duties, career interests, and subsequently her position title. In an effort to better serve the program's students and faculty, Heather has returned to graduate student life (she earned her MS in 2009) part-time to pursue a PhD in Agricultural Education and Communication with a minor in Higher Education Administration.

DIGITIZING ARCHIVAL ARCHAEOLOGY FOR RESEARCH AND STUDENT APPLICATIONS

Susan D. Gillespie, Department of Anthropology

This presentation briefly shows how research can contribute to teaching, and through classroom applications, students with access to research findings can make their own intellectual contributions while learning basic skills. A pedagogical problem faced by all archaeology instructors is how to teach students to grasp the three-dimensional positioning of archaeological remains in the ground when limited to two-dimensional maps and drawings. Computer-assisted virtual reality recreates the superficial appearance of archaeological sites as they may have looked in the past, but that doesn't

solve the problem. Nevertheless, the digitizing of archaeological information in three dimensions—a complex, costly undertaking usually done only for research purposes—has the potential to enable students to participate in a “virtual dig” of an actual site. Programs such as Auto-CAD can create a skeletal framework of an archaeological site in 3D, allowing students to manipulate the data themselves. They can watch how an archaeological site was built over time, make measurements of spatial relationships, and even come up with new interpretations that will add to knowledge of human history. This potential for a new way to “read the past” in the ground is demonstrated using the digitized renderings of the archived field records from the 1955 excavations at La Venta, an ancient city in Mexico.

Susan Gillespie received her Ph.D. in Anthropology in 1983 from the University of Illinois at Urbana-Champaign, and was previously on the faculty at Illinois State University and the University of Illinois. She has been Associate Professor of Anthropology at UF since 2001, and teaches archaeological theory and methods. Her research specialty is the archaeology of pre-Columbian Mesoamerica, focusing on the Olmec, Aztec, and Maya cultures. Currently she is engaged in an archival archaeological project, using computer digitizing to reconstruct the history of the ceremonial architecture at the Olmec capital of La Venta.

MEETING THEM WHERE THEY ARE, PART II

Dorothy McCawley, Center for Management Communication, Warrington College of Business Administration

The “Reading” part of the R2D2 asks us to look at how students acquire knowledge, whether they are auditory and/or verbal learners. The challenge of connecting to the students in the online environment is eased through increasingly sophisticated technological tools. I use several sources to connect with my students using the written and the spoken word. The three tools I have found to be valuable are Adobe Connect, Camtasia, and discussion boards. The four types of discussion boards I’ve used are Piazza, Sakai, Facebook, and LinkedIn. My goal is to find a tool that is most accessible for the students’ use while also providing a professional platform. And, since some knowledge acquisition is instructor-to-student and some is student-to-student, I appreciate the simplicity of the discussion board. However, adding the visual element is invaluable in helping students fully communicate (not just the words, but also the visuals – facial expression, gestures, body language – that carry much of the message). In my experience, Adobe Connect is a flexible and accessible platform that allows for complete communication. During my lightning round I will present my journey over the last four years to finding these useful tools.

Dorothy McCawley is a lecturer teaching Professional Writing and Business Speaking and Writing to graduate and undergraduate business students. She has taught both on-campus and online courses in business communication over the last 10 years. She also taught online courses in Sociology, Marriage and Families, and Gerontology Care Management in the last century when the only tools

were auditory and written. In 2012-2013, Dr. McCawley was co-awarded the Warrington College of Business Administration Graduate Teaching Award and awarded the Judy Fisher Teaching with Technology Award.

REFLECT

Evaluation, problem clarification and knowledge construction

CHALLENGES IN TEACHING GRADUATE ONLINE COURSES FOR NONPROFIT EXECUTIVES

Muthusami Kumaran, Department of Family, Youth & Community Sciences, IFAS

The Department of Family, Youth & Community Sciences, IFAS, has been offering an online Graduate Certificate in Nonprofit Organizational Leadership since 2009. The program requires participants to take four three-credit online courses and of those, I teach the following two courses:

- FYC 6424: Fund Raising for Community Nonprofit Organizations
- FYC 6425: Risk Management in Nonprofit Organizations.

These asynchronous online courses require standard reading assignments, lectures, participation in discussion forums, previously scheduled chat sessions, and final course projects. During the past three years, with a few exceptions, all students of this program have been full time nonprofit executives. Developing these courses to suite their busy schedules without compromising the quality was the initial challenge. I constructed the courses with a combination of voice-over-powerpoint slides lectures, video taped lectures, and talk-show format guest discussions that worked well.

Each course has five asynchronous discussion forums and several synchronous chat sessions, designed to provide a venue to increase interaction and replicate traditional class (face to face) discussions. I faced several challenges with these forums and chat sessions the first two times I taught the courses. From my experience with these challenges and learning from a few colleagues, I have attempted strategies to make both the asynchronous discussion forums and the synchronous chat sessions more effective and meaningful to participants. I will be presenting these challenges and some solutions in the 'Reflect' session of Spring 2013 *Interface*.

Muthusami Kumaran is the Assistant Professor of Nonprofit Management and Community Organizations, Department of Family, Youth & Community Sciences, IFAS. He teaches graduate and undergraduate courses on Fundraising for Nonprofit Organizations, Risk Management in Nonprofit Organizations, Non Governmental Organizations (NGOs), Community Development, and Program Planning & Evaluation. His areas of research interest include various aspects of nonprofit management, roles of NGOs, community development, civic engagement, home and community based elderly care services, and environmental justice. He has published articles, book chapters and presented numerous research papers related to the nonprofit sector and NGOs.

VOICETHREAD: AN INTERACTIVE TOOL FOR TEACHING LANGUAGE ONLINE

Carina Schumann, Department of Languages, Literatures and Cultures

This presentation will challenge the myth that online foreign language instruction must be inferior to face-to-face instruction. I will demonstrate how to create an interactive learning environment using VoiceThread, a web-based application that allows teachers to place media such as images, videos, and presentations at the center of an asynchronous conversation. Advantages and drawbacks will be discussed.

Carina Schumann is a graduate student and teaching assistant in UF's Department of Languages, Literatures and Cultures. She teaches in-class, hybrid and online German classes.

RUBRICS – RAISE THE LEVEL OF LEARNING AND MAKE YOUR LIFE EASIER

JoLaine Jones-Pokorney, e-Learning Support Services

Many instructors realize that to measure higher learning, they must move beyond Multiple Choice tests. But all those higher-level learning assessments seem to require a much higher time investment in grading.

Rubrics not only allow students to understand more fully how they performed on an assessment, but can be used to raise the level of understanding by asking students to:

- peer review their classmates using rubrics
- use a rubric to self-evaluate
- create their own rubrics

Involving students in the rubric creation process, evaluating each other's work, and self-evaluating, can shift much of the grading process to the students themselves, allowing the instructor to fulfill the role of guide and mentor. The highest levels of learning are achieved when students become the teachers.

An interactive grading rubric template will be made available to further reduce the work of creating rubrics.

JoLaine Jones-Pokorney is the Support Team Lead for e-Learning Support Services where she assists faculty and staff in using the course management system and other centrally-supported technology. She is also the author and instructor for the UFIT Training workshop "Assessing the Online Learner."

FLIPPING LARGE CLASSROOMS: CAN IT BE DONE?

Colin A. Knapp, Ph.D., Lecturer, Department of Economics

Flipping the classroom is one way to leverage online learning and make the most of face-to-face contact between teachers and students. Switching the time students spend watching lectures with the time they typically spend doing homework has proven useful in many high school and college settings. Many of these success stories share a common feature, their small class sizes. Flipping large classrooms can prove challenging because the technology which can provide the active learning component does not scale as easily as that which delivers the content. This presentation highlights these challenges and some of the solutions which are being developed to address them.

Dr. Colin A. Knapp is a Lecturer in the Department of Economics at the University of Florida. He primarily teaches Principles of Macroeconomics in a large, hybrid environment. His current research interests include the ways adaptive learning technologies can affect various student outcomes. He began his teaching career at the United States Air Force Academy in 2003. During his 11 years on active duty, he also served in several Financial Management positions at the group and wing levels.

PLENARY

THE RISE OF SHARED ONLINE VIDEO, THE FALL OF TRADITIONAL LEARNING

Curtis Bonk, Professor of Instructional Systems Technology at Indiana University

Hundreds of technologies exist for improving teaching and learning. There is one technology today that offers unique and inexpensive ways to change education and training across all sectors; namely, shared online video. There are video explanations, demonstrations, scenarios, documentaries, and lectures. Of course, there are videos appearing in the news each afternoon and evening which can serve to anchor one's instruction and explain key concepts the following day in class. They come from places like NASA TV, Link TV, YouTube edu, CNN, the BBC, Google, TeacherTube, Academic Earth, Fora TV, etc. All of these exist for free and at a moment's click. Importantly, there are many ways to use them for interactive, collaborative, and engaging instruction far beyond the talking heads of yesteryear. If you cannot find any, why then, just ask your students to produce them. It is time to create innovative courses, programs, and degrees which utilize open educational content related to images, animations, and shared online video content. As this happens, traditional education will be challenged. To cope with these fast-changing times, Curt Bonk will offer 10 ways to use shared online video from an instructor-centered point of view as well as 10 ideas from a student-centered perspective. In addition, he will discuss what shared online video means to others (e.g., administrators, bloggers, podcasters, librarians, informal learners, corporate trainers, foundation directors, the recently retired as well as the unemployed, etc.) while simultaneously offering several candid guidelines on the use of such finger-tip technology and knowledge.

DISPLAY

Visually represent learning

TIMELINR: AN INTERACTIVE TIMELINE TOOL DEVELOPED BY CITT

Velvet Yates, Department of Classics

Shane Ryan, CITT

I have taught an undergraduate survey course, "The Glory That Was Greece," as an intensive online class for the past two summers. One pedagogical challenge is to familiarize students with a variety of significant dates and events in a meaningful way, rather than just asking them to memorize a set of dates. An interactive timeline assignment seemed the best way to meet this challenge; it allows each group of (about 10) students to decide for themselves what dates/events are significant. For each learning module, each student in the group is responsible for choosing a date/event relevant to the module material (e.g., the Peloponnesian War), and posting that date/event on their group's Timelinr, with a brief explanation and optional materials/links such as a map or photograph. The technical challenge lay in the fact that there was no timeline application available that accounted for B.C. dates (all dates for this course are B.C.). So CITT developed the Timelinr application specifically for this class.

Timelinr seems to be a good and fairly simple way for students to select and engage with important historical dates and events, rather than passively memorizing dates and events that the instructor hands down to them. With a few caveats in place, students can create their own reference tool in the form of their group's Timelinr, and consult it for the entire duration of the class.

Velvet Yates is the Director of the Distance Learning Program for the Classics Department, a hybrid program which awards Master's and Ph.D. degrees in Classics. She holds a Ph.D. in Classics from Princeton University. Velvet teaches an online graduate Classics course every semester, and has taught an online undergraduate survey course, "The Glory That Was Greece," for the past two summers.

Shane Ryan is an Instructional Designer for UFIT Instructional Design Services at the Center for Instructional Technology and Training, where he assists and educates faculty on the pedagogical challenges associated with converting face-to-face courses to online or hybrid delivery.

BREAKING AWAY FROM THE ANALYTICAL ESSAY: CRITICAL THINKING THROUGH WEB CURATION

Allison M. Rittmayer, Film and Media Studies, Department of English

This "lightning round" session would share my experiences working with my students in ENG 3122: Film History II 1930-1965 during the Spring 2012 semester to create a virtual museum of film history on the WordPress blogging platform at <http://eng3122.wordpress.com/>. I will explain how this

collaborative project started with a more traditional written assignment—an exhibit proposal based on grant proposal writing—but then moved to teaching the basics of still images and video clip capturing in VLC Player and blogging on a platform like WordPress, and then on to larger questions of audience and authority when designing content for the web. The project was a learning experience for both my students and I, as it was the first time I ever attempted teaching a project of this complexity, and the first time I ever made an instructional video. Additionally, we all learned more about the possibilities and limitations of web-based content that shift according to skill sets and technological and financial resources. I will also address the question of evaluating and commenting on web-based assignments. While some educators would insist on a standard MS Word version of the assignments, or a print out of the websites, I chose instead to use the commenting features of Diigo to make private in-text comments, while communicating my broader comments to my students via email. As the final part of this presentation, I will compare the site as it was produced with the site as it could be reimagined in Omeka, a resource I did not know about when I conceived of the original assignment, and explore other versions of this assignment that I may pursue in the future.

Allison M. Rittmayer is a Ph.D. candidate in Film and Media Studies in the Department of English at the University of Florida (expected graduation August 2013). Her dissertation *The Cinema of Atrocities: Torture and State Violence on Film*, directed by Professor Maureen Turim, theorizes the ethics and politics of representing torture and state violence in historical fiction films. She is the organizer of the biannual Film & Philosophy conference series at the University of Florida.

MAKING CREATIVE CONNECTIONS

Patrick Grigsby, Art for Non-Majors, School of Art + Art History, College of Fine Arts

Parts online tutoring, field excursions and scavenger hunt—the University of Florida students enrolled in ART2936C Online Sketchbook are making creative connections through drawing to bridge varied disciplines.

Investigations by resident undergraduate students into drawing, collaging and collecting stimulate curiosity, inform experiments and expand sketchbook practice into detailing where inspiration and influences begin. Students use a customized course pack of instructional sketchbooks and artist materials tailored for their drawing experiences across campus and with course reserves.

To engage non-artists in drawing requires identifying and dismantling fears of drawing, self-criticisms and how to re-train what drawing is or is not—cave paintings or photo representation? Students learn to seek drawing experiments where quantity of drawings yields an increasing amount of confidence, quality and even surprise. Students must also make themselves vulnerable to feedback by posting their inventions via their smartphone or digital cameras to our homepage mosaic of daily drawings.

Pivotal to a successful deployment of the independent site visits and research episodes for Online Sketchbook is a fluid format with e-Learning—to integrate presentation technology use WITHOUT breaking the momentum of drawing and “doing”. The “display” contribution of each student’s works had to be hassle free to exponentially impact drawing confidence and daily habits of collecting and

sharing with sketchbooks. Would the online reflection points, video tutorials, tools and discussions EXHAUST students' threshold for online interactivity plus drawing? Would students contribute and view the work of their peers to confirm their own fearless drawing experience? Can an online community of drawing evidence corroborate success and challenge students to improve? Without instructor feedback?

Patrick Grigsby is the Graduate and Distance Education Coordinator in the School of Art + Art History. He received his MFA in Printmaking from the University of Florida and continues to teach undergraduate courses in Drawing, Printmaking, Interdisciplinary Study and Art for Non Majors.

DO

Testing knowledge in a safe environment

WHERE DO YOU STAND IN THE DIGITAL DIVIDE?

Brenda R. Lee, Educational Technology, School of Teaching and Learning, College of Education

Nathaniel D. Poling, Educational Technology, School of Teaching and Learning, College of Education

In an introductory hybrid educational technology course, instructors faced the challenge of teaching students the steps to using appropriate technology and the sociocultural and practical issues related to that technology. One such issue is the digital divide, which has come to convey the divide within socioeconomic groups (Norris, 2001) and age groups (Prensky, 2001) as they attempt to access technology and use it to maximum potential. Understanding the issue is of utmost importance if educators are to provide the most equitable instruction. Nevertheless, the tendency to merely have a classroom discussion within a 50-minute period does not adequately convey the gravity of the digital divide, and other such topics. In this session, the presenters will share two activities they have employed in order to engage students cognitively and physically and to demonstrate in very real terms what the digital divide is.

One course instructor designed an experiential activity in which students were placed into three groups and sent on different information gathering tasks. The first group walked to a nearby on-campus fast food restaurant to collect information on promotional products, nutritional information, and pricing. The second group walked to a campus library. This group had to use the library catalogue/database to find and check out books about educational technology and to look up current events on the library computers. The third group stayed in the lab and used the computers to search for answers to miscellaneous trivia questions. After 15 minutes, the groups all reconvened in the lab and discussed the digital divide. The students realized each group had to complete its task at a different physical location, one group needing to travel to access technology to complete its task and another group having no access to technology whatsoever and relying on physical data gathering. This activity generated significant class discussion about privilege, technology, and the digital divide.

Another instructor created an activity based on the Privilege Walk activity, adapted from McIntosh's (1989) article "White Privilege: Unpacking the Invisible Knapsack." Starting side by side in a line, the students moved forward or backward in response to 41 commands, such as "If you were generally able to avoid places that were dangerous, take one step forward" or "If you do not own a smart phone, take a step back." They then saw where they stood among their peers, and, although all were students at a large research university, there was an apparent gap between the students in the front and the ones in the back. Although some questions did not directly address the digital divide, the questions and the activity itself behaviorally, cognitively, and emotionally engaged the students to consider the topic (Fredricks, Blumenfield, and Paris, 2004). In consideration of the students' well-being, the instructor asked them to review the questions before the activity and gave them the option to not participate; furthermore, the students and the instructor held a debriefing discussion.

Brenda R. Lee is a Ph.D. student in Educational Technology in the College of Education's School of Teaching and Learning. She holds a M.Ed. in English Education with an endorsement in teaching English as a Second Language, which she also earned from the University of Florida. She taught middle school for two years, one in Florida and one in Virginia. At UF, she has taught an introductory educational technology course. Stemming from her teaching experiences, her research plan is to focus on English language learning in online, collaborative settings.

Nathaniel ("Nate") D. Poling is a doctoral candidate in Curriculum and Instruction with an emphasis in Educational Technology at the University of Florida. He has a Master of Education in Secondary Education from Milligan College and taught middle and high school English for two years before coming to UF. His research revolves around digital game-based learning, the use of innovative technological learning environments, and instructional design. At UF, he has taught a variety of courses including an introductory educational technology course, a project management course, and a digital game-based learning course using the popular real-time strategy game StarCraft II.

EMBODIED VIRTUAL ENVIRONMENTS FOR LEARNING

Eleni Bozia, Department of Classics

Gonda Van Steen, Department of Classics

Angelos Barmpoutis, Digital Worlds Institute, Computer and Information Science and Engineering

In teaching classical Greek and Roman drama, there is much evidence regarding the number of actors and dancers, their gender restrictions, scenery and props, and other elements of the physical theatre space. Students need to be able to ask and answer questions such as "how many dancers in a circular arrangement can fit on the stage of the theater of Dionysus in Athens?", or "how much time does it take to walk from the center of the stage to the back stage in the theater of Epidaurus?". These questions, however, cannot be easily answered by the traditional teaching tools and methods. Our system offers a novel tool in the area of digital humanities that helps students and researchers answer such questions and understand the circumstances of performance and ultimately interpret the text

through an experiential learning environment. We use RGB-D and Depth cameras to capture student bodies and allow them to explore virtually the stage of ancient theatres. The preliminary version of the system (with limited features) was implemented in Java and is available here: <http://www.cise.ufl.edu/~abarpou/lab/drama>.

Angelos Barmpoutis is Assistant Professor and the coordinator of research and technology at the Digital Worlds institute at the University of Florida. His current research interests lie in the areas of machine vision and applications, digital humanities, virtual reality in medicine, human motion capture and analysis, and biomedical image processing and visualization.

Eleni Bozia is lecturer in the Department of Classics at the University of Florida and the Assistant Director of the *Digital Epigraphy and Archaeology Project*. Dr. Bozia has been awarded a grant from the National Endowment for the Humanities for her work in the area of Digital Humanities. She is also the recipient of several national and international awards.

Gonda Van Steen holds the Cassas Chair in Greek Studies at the University of Florida. She is the author of three books: *Venom in Verse: Aristophanes in Modern Greece (2000)*; *Liberating Hellenism from the Ottoman Empire (2010)*; and *Theatre of the Condemned: Classical Tragedy on Greek Prison Islands (2011)*. She is currently completing a book manuscript that analyzes theater life, performance, and censorship under the Greek military dictatorship of 1967-1974.

CONSTRUCTING THE VODOU DIGITAL ARCHIVE

Richard Freeman, UF Libraries

Ben Hebblethwaite, Languages, Literatures, and Cultures; Linguistics

We will share some of our experiences working on the Vodou Archive, housed in the UF's Digital Library of the Caribbean (dLOC). This interdisciplinary project demonstrates the possibilities to share new knowledge and older scholarship and make it available for new original research based on other's raw data. It is also a great tool for the classroom. One can share with students their own research, or works by others who have shared their data in the archive, in the case of the Vodou Archive, contributors have come from universities around the globe. Students can create data and analysis to submit, or they can use the materials as a resource for research using original source materials. While the subject of "Vodou" may not be appropriate for all subjects, the archive can be a model for all disciplines and shows how specialists in different areas can work together to create something larger than the singular disciplinary sum of its parts.

Ben Hebblethwaite is a professor in the Department of Languages, Literatures and Cultures. He teaches French and Haitian Creole. He has been interested in Haitian culture, language, and Vodou religion for many years and has several publications on these themes.

Dr. Richard Freeman is the UF's anthropology librarian. He has a background in library and information studies, cinema and photography, and visual anthropology. He has several publications on the uses of photography in ethnography.

STUDENTS AS CRITICAL USERS OF NEW MEDIA

Dhanashree Thorat, Department of English

New media technologies, especially the Internet, are an important part of our students' lives, and increasingly incorporated in classrooms. Students might use Google for research, social media to meet group members, and maintain a blog as a class assignment. However, are they critical users of these technologies? A critical user recognizes, among other aspects, the asymmetrical power relations that shape the production and dissemination of knowledge through new media. In my talk, I will share how a (Digital) Humanities course, and indeed, any course, can encourage students to develop an understanding of their practices and participation in new media. Some issues and sites this talk might cover: 1) how lack of Internet access, around the world as well as in the United States, affects who can create knowledge on the Internet, 2) which specific sites and texts instructors can use in classrooms to develop critical skills pertinent to new media practices, and, 3) what critical skills students might be expected to develop. A conversation on this topic is necessarily interdisciplinary. I hope my talk will help us to share our areas of expertise and brainstorm ideas in confronting the challenges and opportunities related to technology, teaching, theory, and practice in the blended learning age.

Dhanashree Thorat is a graduate student and teaching assistant in UF's Department of English. Her research areas are Postcolonial Studies and New Media Studies with a focus on postcolonial and racial issues on the Internet. She is currently working with an institute in India to develop Digital Humanities initiatives leading to the establishment of a Digital Humanities center in India.