Lawrence Schovanec Teaching Development Scholarship Application
Rich Rice, Professor
College of Arts & Sciences

In your own words, please describe what you want to learn from this conference to improve your teaching effectiveness.

The Conference on College Composition & Communication (https://cccc.ncte.org/cccc/conv) is the most significant conference in my field. It connects theory and practice across many subjects, and there are always many concurrent hands-on workshops and significant interest groups that are useful to develop new ideas through. I have led several workshops in the past, myself, and try to attend as many as I can when possible. I frequently develop publication opportunities through connections I make at this conference. Unfortunately, however, my department can only offer travel support for about half the cost of one of three conferences I'd like attend this Spring and Summer as I re-develop a course in English. I have been asked to teach English 2312: Texts that have Changed the World. The course examines the role culture plays in the design of texts and technologies and methods of cross-cultural literacy and technical communication. Meanwhile, at this conference I have a presentation over inter-institutional research on online teaching professional development practices that has been accepted.

The course hasn't been taught for several years because it is a very challenging course to teach, requires knowledge in global communication, and should apply a buffet style of learning approach to be effective. That is, students with different backgrounds and different interests in studying abroad in different countries may enroll. In addition to sensitivity to similarity and difference, thinking through ways to translate, to localize content knowledge, to understand canonical texts from around the world, to guide individual and highly contextualized as well as team projects, with students across the disciplines, and to facilitate opportunities to interact with students who are abroad or are in several time zones, is very difficult. The course centers on ways in which technology can extend the reach of individuals and groups across national and political borders, linguistic borders, and cultural borders. We examine what intercultural communication competence is, for instance, within multiple disciplines in many contexts that students may soon experience. Those who are up for the challenge in our program are in administrative positions. Thinking through the complexities of the course to optimize delivery

and content and meaningful interaction takes time, the kind of time that attending a conference to focus thinking about helps with.

In conjunction with this presentation, and in preparation for English 2312, a new redesign/prep for me and a course we haven't been able to teach in three years, a course that will aid my work as Director for the Center for Global Communication as well to support students with a multicultural core-approved course, attending the conference will improve my teaching effectiveness in several ways. I will be able to

- learn new synchronous and asynchronous strategies for supporting students who are studying abroad with integrated teaching approaches, which I will share in my teaching in English as well as across campus a Director out of International Affairs;

- examine ways in which intercultural communication can better employ multimodal ePortfolio-based assessment measurements that are combined with the American Association of Colleges & Universities (AAC&U) Values Rubrics, metrics that we use in our current and likely in our impending Quality Enhancement Plan;

- develop better understanding of important texts in the history of literature around the world that are commonly used in institutions across the U.S. in specific ways; and

- create ideas for grant writing that build upon agreements with schools in other countries through common literary texts, and approach I've been developing as I am working on two textbooks (one on grant writing with an international component, and another called Writing For Life which offers opportunity for people from around the world to offer perspectives on common readings).

The conference will afford opportunity to develop intersections between online learning, professional development, intercultural communication, portfolio-based teaching and learning, common readings and the world, and metrics tools like the American Association of Colleges and Universities Values Rubrics, which I will be able to use directly in ENG2312. I want to instill values of intercultural communication sensitivity through empathetic thinking and give students tools for making connections as they connect literature, workplace genre and practice, history, cultural similarity and difference, and application of lessons that can be learned abroad or through interacting with other cultures online in a hypertextual and multimodal form.

In your own words, based on your attendance at this conference, please describe what knowledge, skills, and values you could teach others as part of a poster presentation, mini workshop at the TLPDC, or White Paper.

Based on my attendance at this conference I will develop a greater understanding of strategies to integrate online and onsite teaching that values multimodal or ePortfolio approaches to making connections between cultural perspectives. These strategies will include using principles from the AAC&U Values Rubrics such as those within the Global Communication, the Critical Thinking, and the Intercultural Communication Competence rubrics to help students make connections between their disciplines, technological affordances, cross-cultural communication values, and literary texts that have impacted the world. A poster presentation or mini-workshop at the TLPDC would make the most sense, taking direction from the TLPDC on what is most timely. For instance, how to use Wix or other tools to develop connective ePortfolios, how to embed values within assessment measurements in meaningful ways across the disciplines, and what we can learn from intercultural theorists about similarities and differences between and across cultures and organizations.

I believe a workshop or poster would allow me to apply learning from a conference rooted in the liberal arts in ways that impact the sciences as well. What might be called digital humanities, the intersections of the topics I will be learning more about will give me specific models and applications that I can share. How might syllabi embrace cultural values like critical thinking, civic engagement, communication competencies, and others to help students turn those into learning outcomes within their own disciplines? The conference would give me fuel for such a poster or workshop at the TLPDC.