

**Name of person reporting outcomes**

Celia Easton

**Email**

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**IITG Project Title**

2013-Geneseo-Easton-Online Global Learning

Because of my responsibilities as a full-time administrator, the work on this "global" Jane Austen course has remained more theoretical than applied. But the goal of "access" remains within the "hybrid course" formula--bringing global perspectives (e.g., students in Bath communicating with students in Geneseo) to domestic students.

The work I participated in is part of the English major at SUNY Geneseo. Its goal is indirectly related to retention, persistence, and completion in that it supports new ways for students to engage with literary studies and commit themselves to their coursework.

The focus of the "model" course on Austen takes students to a pivot point in modern political, economic, and social history. In the last offering of this course--the full implementation is still in process--students interpreted their work in ways that enhanced their career success. Students who completed the course who have reported follow-ups indicate they are currently: attending law school, applying critical thinking on economic and political terms; working at Walt Disney World, considering fantasy experience through the course's critique of romance narrative; entering a post-grad certificate course in publishing and working as an editor; directing a theatrical production of an Austen work whose interpretation changed because of the critical interpretations raised in the course.

The benefits of curricular revision were all internal and we do not have measurements of increased scholarship. However, several students submitted researched work they did for the course in 2015 to an essay contest and one received honorable mention (top twenty submissions).

The courses I teach repeat every two years, forming a curious alumni/alumnae bond among generations of English majors. Anecdotally, this connection to the College encourages alumni to continue thinking critically about the ideas raised while they were still in college.

This is not applicable to my grant.

**1st Choice:**

Instructional Design

### **Instructional Design**

- Course Design/Development/Re-Design
- Hybrid/Flipped/Blended Learning
- Student Engagement

### **2nd Choice:**

Discipline Specific Pedagogy

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- Humanities

### **3rd Choice:**

Connected Learning Models

### **Connected Learning Models**

- Active Learning
- Team-Based Learning
- Virtual Learning Communities

### **What recommendations would you make to scale-up or share your project more broadly (within an educational sector, or perhaps SUNY-wide)?**

I will need to pilot the implementation. Because of my responsibilities as a full-time administrator, the implementation has only been partial in the revision of the traditional course to become more of a hybrid course. Once piloted, I will be able to make more meaningful recommendations about the transferability of the course framework.

### **If you would like to create a community of practice within the SUNY Learning Commons, please describe "members of your community" who would be most interested in your outcomes. Please be specific (e.g., math faculty, instructional designers, student services, registrars, administrators, accreditation or assessment specialists).**

If I had time to create a community of practice it would be with instructional designers.

### **Do you intend to create an ongoing "Community of Practice" within the SUNY Learning Commons to continue work and dialog regarding this project?**

Unsure at this time

### **Overall, how successful was IITG in meeting your project goals? (You may elaborate on your response in the final question if not addressed elsewhere.)**

Other (please specify in text box below)

As I have explained in other reports, IITG provided useful space and opportunity, but my local resources failed. That is, my hired student dropped out of the project and my professional responsibilities ate up a good deal of my time. Although I am a "past" recipient, however, the goals of this work remain with me, though the implementation has been slowed down.

### **Do you wish your current abstract to be used?**

Yes

**File One Upload and Brief Description**

I do not have any documents at this time.

**File Two Upload and Brief Description**

I do not have any documents at this time.

**File Three Upload and Brief Description**

I do not have any documents at this time.

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