



NATIONAL ENDOWMENT FOR THE

Humanities

OFFICE OF DIGITAL HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Office of Digital Humanities program application guidelines at <http://www.neh.gov/grants/odh/digital-humanities-implementation-grants> for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Scaling Digital Gaming to Humanities Pedagogy and Praxis

Institution: Hope College

Project Director: Christian Spielvogel

Grant Program: Digital Humanities Implementation Grants

Table of Contents

I. Table of Contents1

II. List of Project Participants2

III. Abstract, Statement of Innovation, and Statement of Humanities.....4
Significance

IV. Narrative5

V. Sustainability Plan15

VI. Data Management Plan17

VII. Budget18

VIII. Resumes26

IX. Letters of Commitment and Support.....52

X. Appendices.....63

List of Participants

1. Christian Spielvogel, Associate Professor of Rhetoric, Hope College (PI)
2. Ben Routson, Founder, TekWorkforce (Lead Developer)
3. Steve Miller, Front-End Designer, TekWorkforce (Lead Designer)
4. Laura Ginsberg, Associate Professor of Cultural Anthropology, Western Michigan University (Author and Collaborator)
5. Andy Mink, Executive Director, Learn NC, Department of Education, University of North Carolina-Chapel Hill (Outreach Consultant)
7. Megan Mullins, Senior Research Associate, Frost Research Center, Hope College (Director of Assessment)
8. Jennifer Borda, Associate Professor of Rhetoric, University of New Hampshire (Author)
9. Joe Cafaro, Professor and Chair, Department of History, LaGrange College (Author)
10. Sue Cook, Professor of Cultural Anthropology, University of Pretoria (Author)
11. Tom Costa, Professor of History, University of Virginia, Wise (Author)
12. James Folkstad, Associate Professor of Education, Colorado State University (Co-author)
13. Davis W. Houck, Professor of Rhetoric, Florida State University (Author)
14. Adeline Koh, Visiting Faculty Fellow, Duke University (Author)

15. Adam Mackie, Doctoral student, Department of Education, Colorado State University (Co-author)
16. Benjamin Ray, Professor of Religion, University of Virginia (Author)
17. Crandall Shifflett, Professor of History, Virginia Tech University (Author)
18. Bryan Alexander, Senior Fellow, National Institute for Technology in Liberal Education (Advisor)
19. Robert Zemsky, Professor, University of Pennsylvania, and Chair of the Learning Alliance for Higher Education (Advisor)

Abstract

This proposal seeks to do for digital humanities gaming what publishers have done for books. Building on our highly successful NEH Start-Up grant to develop *Valley Sim*, a web-based, multiplayer role-playing simulation on the Civil War built around primary documents featured in the [Valley of the Shadow](#) digital archive, this project proposes six activities over the grant period to simplify, scale and further legitimize the scholarly production and pedagogical application of games and simulations within the digital humanities:

- 1) Development of nine new multiplayer simulations in the humanities.
- 2) Development of an authoring workflow that enables teacher/scholars with no programming background to develop and scaffold their own multiplayer simulations in five simple steps.
- 3) Incorporation of a digital peer review methodology and process to validate the quality of humanities games and simulations by providing feedback from teacher/scholars and students through iterative project stages.
- 4) Refinement of a dual-sided interface that allows students to rotate between immersion as a character in an imaginative and emergent “role-play mode,” and an out-of-character “reflection mode” to promote critical inquiry and self-reflection.
- 5) Development of community features to promote sharing of supplemental simulation content, exercises, and assessment.
- 6) Hosting of nine hands-on workshops at the authors’ home institutions to demo each completed sim and provide training to allow attendees to create their own sims.

While humanities teacher/scholars are breathing new life into the cultural repositories of archives, museums, libraries, and books by adding innovative social and gaming “layers” to humanities content, none of these efforts has resulted in authoring tools or a workflow that would enable nonprogrammers to easily create their own simulations and games. This project, then, promises to be the first effort to scale humanities gaming for higher education.

Statement of Innovation

First, the development of nine new humanities simulations represents the most significant effort to date to scale humanities gaming and simulation content. Second, this project develops the first authoring workflow for humanities games and simulations that allows teacher/scholars with no programming background to develop and scaffold their own multiplayer simulations in five simple steps. Third, in the absence of an anonymous peer review system for digital works, digital scholarly products risk being dismissed and marginalized by scholarly peers and tenure and promotion review committees. Therefore, this project incorporates a digital peer review methodology and process to validate the quality of humanities games and simulations.

Statement of Humanities Significance

Our NEH Digital Humanities Start-Up grant was used to develop *Valley Sim*, a multiplayer role-playing simulation built around the award-winning *Valley of the Shadow* archive. The project has gained a national reputation for how gaming and simulation can be used to transform digital archives from largely static, search-only repositories to interactive digital narratives that offer exploration through collaboration, performance (anonymous online role-playing), authoring, and critical thinking. This implementation project builds off the success of *Valley Sim* by adding nine collaborators who will author humanities sims that also rely extensively on existing digital archives, thus enlivening and enriching the ways primary documents are accessed, absorbed, and critically examined.

Serious Sims: Scaling Digital Gaming for Humanities Pedagogy and Praxis

Humanities Significance

Sparked by the possibilities of introducing a humanities education to younger generations socialized by video games, social networks, and other forms of digital media, humanities teacher/scholars are breathing new life into the cultural repositories of archives, museums, libraries, and books by adding innovative social and gaming “layers” to humanities content. While exciting, the process of building new games and simulations is daunting, as not only is there no common game engine or platform from which to build digital games, but none of these “off the shelf” software platforms provide guidance that would help nonprogrammers feel confident in their ability to create a game on their own. Each gaming project must therefore be built from scratch, which is not only an expensive process, but also one that requires extensive and careful coordination between content providers and technologists, who typically possess markedly different backgrounds, skills, and mindsets.

To use an analogy, imagine if a standard process and workflow for writing and publishing a manuscript did not exist; scholars would not only be responsible for writing their book, but they would have to edit, review, bound, print, publish, and distribute it all by themselves as well. Fortunately, such a process and support system for publishing books does exist, and it enables faculty to concentrate their efforts on what they do best – conducting original research, writing, and teaching that expands our understanding of the richness of the human condition.

This proposal seeks to do for digital humanities gaming what publishers have done for books. Building on our highly successful NEH Start-Up grant to develop *Valley Sim* (for access to the original site, go to <http://valleydev.cs.hope.edu> and enter “admin” for username and password), a web-based, multiplayer role-playing simulation on the Civil War built around primary documents featured in the [Valley of the Shadow](#) digital archive, this project proposes six primary activities over the implementation grant period to simplify, scale and further legitimize the scholarly production and pedagogical application of games and simulations within the digital humanities:

- 1) Development of nine new multiplayer simulations in the humanities, with potentially up to fifty total new sims by the end of the grant period if outreach efforts are successful.
- 2) Development of an authoring workflow or wizard that enables teacher/scholars with no programming background to develop and scaffold their own multiplayer simulations in five simple steps.
- 3) Incorporation of a digital peer review application to validate the quality of humanities games and simulations by providing feedback from teacher/scholars and students through iterative project stages.
- 4) Refinement of a dual-sided interface that allows students to rotate between immersion as a character in an imaginative and emergent “role-play mode,” and an out-of-character “reflection mode” to promote critical inquiry and self-reflection.
- 5) Development of community features to promote sharing of supplemental simulation content, exercises, and assessment in order to reinforce the principle that each resource, while grounded in the foundational expertise and vision of their original authors, also creates emergent possibilities for learning through the “wisdom of crowds.”
- 6) Hosting of nine hands-on workshops at the authors’ home institutions to demo each completed sim and provide training to allow attendees to use the authoring wizard to create their own simulations.

Three simulations will be developed by humanities teacher/scholars in each year of the grant period, while each year will be devoted to a different phase in the iterative development and evaluation of tools and features used by the four user “personas” within the open source platform – authors, students, instructors, and reviewers.

Innovation: Methods and Digital Technology

This project contributes important innovations to digital humanities pedagogy, technology, and scholarship.

Innovation in new humanities gaming content

First, the development of nine new humanities simulations represents the most significant effort to date to scale humanities gaming and simulation content. Humanities scholars from across the country have crafted designs for the following sims that will be developed during the grant period:

Table 1. Proposed New Humanities Simulations

Cohort	Sim	Author(s)	Institution	Discipline(s)	Description
1	<i>Salem Sim</i>	Benjamin Ray	U of Virginia	Religion; African Studies	In <i>Salem Sim</i> , digitized court records, eyewitness accounts, sermons, local record books, and maps available online at NEH supported Salem Witch Trials Documentary Archive will provide students access to material needed to investigate this infamous event from the perspective of key individuals involved.
	<i>Russian Revolution</i>	Joe Cafaro	LaGrange College	Eastern European History	In <i>Russian Revolution</i> , students will follow historical characters from various levels of Russian society through the traumatic period of the Revolution of 1905, World War I, and the subsequent two revolutions of 1917.
	<i>Fighting for Equality</i>	Jennifer Borda	U of New Hampshire	Women's Studies; Rhetoric; American Studies	<i>Fighting for Equality</i> engages students in the various debates surrounding women's right to vote during the Progressive Era, including strategic planning for educating the public about votes for women and the changing condition of women brought on by their social and political evolution.
2	<i>Trading Races</i>	Adeline Koh	Duke University	Race & Ethnic Studies;	<i>Trading Races</i> takes place two months before the Supreme Court's landmark decisions on affirmative action in 2003 and invites students to take on the roles of multi-ethnic and multi-national members of an imaginary Michigan Student Assembly.
	<i>Jamestown Sim</i>	Crandall Shifflett	Virginia Tech	American History; African American Studies	<i>Jamestown Sim</i> will be a simulation on the first permanent English settlement in North America built around primary sources from the award-winning <i>Virtual Jamestown</i> (VJ) digital archive. Bio-sketches of African slaves, Indian chiefs and commoners, English gentlemen, laborers, and indentured servants will be created in order to simulate Jamestown at all social levels.
	<i>Another World Inside of This One</i>	Adam Mackie & James Folkestad	Colorado State University	Native American Studies	<i>Another World Inside of This One</i> uses Sherman Alexie's novel <i>The Absolutely True Dairy of a Part-Time Indian</i> (2007) and Robert Lake's "An Indian Father's Plea" as central texts for this three phase sim: "Into," "Through," and "Beyond." Participants will be required to assume roles as school board members, parents, and students in their local communities.
3	<i>Grief, Catharsis and Ritual Violence</i>	Davis W. Houck	Florida State University	African American Studies; American Studies; Rhetoric	<i>Grief, Catharsis and Ritual Violence</i> uses primary documents about a lynching that occurred in Quincy, Florida in the 1920s to help students locate several causes for lynching, understand how lynch mobs reached critical mass and the catharsis that ensued afterward, and ultimately how a lynching functioned to ensure the racial status quo.
	<i>Runaways</i>	Tom Costa	University of Virginia, Wise	American History, African Studies	In <i>Runaways</i> , based on Tom Costa's <i>Geography of Slavery</i> archive, players will reenact the movements of specific runaways so that students can comprehend the importance of slavery to the early history of the United States.
	<i>Chiefs and Democracy in South Africa</i>	Sue Cook	University of Pretoria	International Studies; Africana Studies	<i>Chiefs and Democracy in South Africa</i> addresses the contradictions and tensions between traditional forms of governance (chieftancies, hereditary rule, and patriarchal rule) and the 15-year old democratic system in South Africa. Scenarios include preparations for national elections and policy debates within the tribal authority structures.

The *Valley Sim* has gained a national reputation for how gaming and simulation can be used to transform digital archives from largely static, search-only repositories to interactive digital narratives that offer exploration through collaboration, role-playing, authoring, and critical thinking. Each of the authors in this proposal will also rely extensively on building simulations using primary documents or existing digital archives, thus enlivening and enriching the ways primary documents are accessed, absorbed, and critically examined for a new generation of humanities students.

The first authoring workflow for humanities games and simulations

No digital tool exists that makes it possible for nonprogrammers to easily develop their own humanities games and simulations. While similar applications have been created across a variety of commercial publishing contexts to enable individuals to create their own course (*Udemy*), social website (*Ning*), book (*Smashwords*), or textbook (*Apple's* recent *iBook Author*), this will be the first authoring workflow for humanities games and simulations that allows teacher/scholars with no programming background to develop and scaffold their own multiplayer simulations in five simple steps. Built on a REST API framework and a frontend using PHP 5.3, MySQL 5.4, HTML 5, and AJAX, authors will be guided through the following steps in our "Create a Sim" wizard: 1) Create a sim title, description, and keywords; 2) create simulation sides; 3) create characters and assign to sides; 4) create or upload role-play content and assignments using a variety of media file types; and 5) create or upload reflection content and assignments (see Appendix A for screenshots of these steps). Tooltip help text will be used throughout each step of the wizard to help authors create their sims, while a help overlay layer will be created within the role-play interface to educate teachers and students about the sims and academic fair and responsible use of primary source content. Authors will also be able to customize the "look and feel" of their sim by selecting from a variety of design templates or customizing their own (see working prototype at <http://valleysim.tekworkbeta2.com/>; username "admin" and password "ben").

Pioneering digital peer review

Third, digital humanities scholars have recently been pressing for new guidelines and methodologies that could introduce a revised form of peer review suited to the more fluid and iterative process of publishing scholarship online. In the absence of an anonymous peer review system for digital works, digital humanities scholars have recently argued, digital scholarly materials risk being dismissed and marginalized by scholarly peers and tenure and promotion review committees. Therefore, we propose the incorporation of a rigorous and anonymous digital peer review methodology and process to validate the quality of humanities games and simulations by providing feedback from teacher/scholars and students through iterative project stages.

The peer review system will be a separate stand-alone system that uses the API developed from Phase I and renders the content in a more aggregated version that can be quickly reviewed and vetted by anonymous peers from the education community. This system will store the results of the peer review and serve them to both the originating author and an editorial board comprised of our author cohort and solicited digital humanities and gaming scholars.

To simplify this process from a design and programming perspective, the same five-step process used by authors to create their sims will be modified for reviewers. Reviewers will, therefore, have the opportunity to comment on and rate: 1) The quality of the simulation title, description, and keywords; 2) appropriateness of the different sides or simulation groups; 3) the accuracy and quality of individual character descriptions and biographies; 4) the scholarly and pedagogical merit of role-play content and assignments; and 5) the scholarly and pedagogical merit of reflection content and assignments.

Dual-Sided Interface Designed Specifically for Humanities Praxis

Responding to feedback from pilot users who wanted opportunities to reflect on their learning experiences out of character while still remaining online, PI Spielvogel and project collaborator Ginsberg recently used a fellowship from the Kauffman Foundation to redesign the *Valley Sim* platform so that students visually rotate with one click between playing a character in a "role-play mode" and an out-of-character "reflection mode" to help promote "communities of practice" around what it means to be a humanities scholar or practitioner in training (see Appendix A & B for screenshots of these two modes). For example, a student playing Confederate mapmaker and schoolmaster Jed Hotchkiss in the role-playing mode of *Valley Sim* can

make an argument in a chat room about desertion after accessing one of Hotchkiss’s diary entries on the topic, and then engage with others in the reflection mode about how historians use diaries to construct historical arguments. Each simulation author, then, will develop content and assignments to promote students’ imaginative entrée into a humanities subject from the perspective of someone different, while also promoting critical reflection about the methods, skills, and questions scholars apply to primary documents.

Building Emergent Resources

Williams, et al draw an important distinction between *prescriptive learning systems* and *emergent learning networks* that we believe speaks to the innovative potential of digital mediums for next-generation humanities pedagogy and praxis. They argue that prescriptive learning is based exclusively on transmitting closed, pre-determined knowledge to student learners, while in emergent learning networks “knowledge does not provide prospective predictability but, rather, retrospective coherence. . . . The learning that is appropriate is self-organized and typically collaborative. It is open and is created and distributed largely *by the learners themselves.*” We agree with these scholars that resources that generate a creative interplay between these approaches can provide the structure and scaffolding undergraduates often need in their humanities education on the one hand, but at the same time open up opportunities for the simulations to become dynamic, “emergent” resources enriched by the community sharing of best practices, including unique assignments and exercises, content, new character profiles, glossary items, poll questions, gamification features, and “apps” that can built and integrated into the platform using the API.

Developed during Phase III, community features will enable users to also share entire templates (templates are defined as altered versions of simulations that individual classrooms may be using). The templates can be reviewed, scored and commented on. The community will also be used as a support system in which members will be able to report issues with the site and suggest enhancements. In general, we strongly believe that the foundational content of each sim should reflect the unique, creative, and expert vision of individual authors, while enabling the “wisdom of crowds” to extend, transform, and even challenge that initial core over time.

History of the Project and Start-Up Phase Results

A Digital Humanities Start-Up Grant was used to develop an open source platform for *Valley Sim*, a web-based multiplayer simulation on the American Civil War. During the grant period PI Spielvogel also received a resident fellowship from the Virginia Foundation for the Humanities to develop supporting content for the simulation, which was critical in generating a sustained and thoughtful integration and balance between technological development and humanities content.

In *Valley Sim*, up to twenty-five students in each simulation instance anonymously explore and debate the war’s epochal issues and events over a 4-8 week period as characters based on the lives of former residents from two warring communities whose digitized diaries and letters are featured in the *Valley of the Shadow* archive. The *Valley* archive contains over 100,000 digitized photographs, diaries, letters, maps, census records, and newspaper articles from people who lived in two warring communities—Augusta County, Virginia and Franklin County, Pennsylvania—separated by 200 miles.

Through the creation of original content, and by selecting the most dramatic, illustrative, and vital fragments from the *Valley of the Shadow* digital archive, *Valley Sim* creates an immersive, ground-level narrative of Civil War history and argument that students recreate. By integrating rich character and narrative development and a diverse range of related digitized primary documents, *Valley Sim* strives not only to provide an accurate local history of the war, but also to create a space whereby students can dramatically understand the motivations, for example, of former soldiers, newspaper editors, pastors, farmers, slaves, politicians, homemakers, nurses, and lawyers. Designed to also help students grapple with issues of historical contingency, linearity, and the role of memory, *Valley Sim*’s characters also reflect the economic, racial, religious, political, and occupational diversity within the counties so that students can reconstruct and bring into simultaneous dialogue the multiple perspectives that informed arguments for and against slavery, secession, Union, war, emancipation, and eventually surrender.

Finally, while students cannot change the past, they do possess the freedom to develop a range of connections with other individual characters and subgroups through anonymous asynchronous and synchronous correspondence. While *Valley Sim* represents a “closed” narrative in that students cannot

alter history, a “You Decide” survey and polling feature will be developed in Phase I at the request of our authors so that players can identify and make tactical and strategic decisions within critical points of select simulations.

Once a student registers to play one of twenty-five characters located in either Augusta or Franklin county, they have access to his/her comprehensive character profile, which includes a biography, personality profile, and set of confidential instructions, thereby providing each student with a complex, three-dimensional character identity from which to imagine and perform pivotal wartime arguments and debates (see Appendix A for sample character profile embedded within authoring wizard screenshots).

A complete set of instructor features, meanwhile, enables teachers to assign characters, create new content, and help facilitate the dialogue as characters themselves. The platform provides evaluation features that allow teachers to assess student participation. Teachers, for example, can track and print a qualitative and quantitative report of players’ asynchronous and synchronous communication, which includes forum and chat entries as well as private letters. The evaluation features allow instructors to issue and tabulate peer evaluation scores and surveys, as well as distribute, upload, and grade quizzes and exams provided by the software or customized by instructors.

This successful prototype has been used by over 100 teachers and 2,000 students, and has been the subject of feature articles in national publications such as *Campus Technology Today* and *Education Week*. In addition, project director Christian Spielvogel has published two articles in refereed journals about the pedagogical advantages of multiplayer simulations, and delivered a nationally televised talk on C-SPAN2 about the simulation as well as invited keynote addresses and conference presentations at a variety of digital humanities conferences and events.

The idea for creating a wizard to simplify the creation of multiple simulations came directly out of the success of the startup phase. After using the *Valley Sim* in their classrooms and workshops, attendees approached us on numerous occasions requesting opportunities to develop their own sims. Although *Valley Sim* was not created as a generalizable platform for simulations, our team collaborated with Western Michigan University cultural anthropologist Laura Ginsberg to develop *Marriage of Cultures*, a sim on Japanese culture that enables students to play members of either a Japanese or Italian American family in the weeks leading up to a fictionalized cross-cultural wedding (to tour the site, please go to <http://wedding.cs.hope.edu> and enter “admin” for username and password). Designed to help college students critically examine cross-cultural views of love, family, education, religion, and work, the authoring portion of the project was challenging because the *Valley Sim* was a customized digital tool. However, *Marriage of Cultures* has been so incredibly successful that it has spurred our project team to redesign the platform for widespread scalability (see Appendix for a list of testimonials).

Environmental Scan

A multitude of scholarly publications and digital projects have deliberately informed our approach. Most generally, we are driven by a desire to create technology that inculcates ways of knowing, doing, and being endemic to the humanities. “We shape our tools” wrote Marshall McLuhan about technology, “and thereafter our tools shape us.” We believe it is critical, therefore, not to aggregate the number of digital features and tools without foresight for how these tools might be used as either effective or poor extensions of humanities thinking, teaching, and practice. Therefore, our project team intentionally designed the *Valley Sim* prototype as an open, emergent, multiplayer platform to promote forms of analytical, collaborative, critical, and creative thought, dialogue, and argument.

Existing simulations are often single- user experiences that can restrict students’ imaginative potential and collaboration by providing programmer-controlled options for decision-making. Geertje Bekebrede and Casper Hartevelde recently concluded that a single- player approach “is data intensive, has formal rules, and uses direct information transfer and individual learning.” Conversely, a multiplayer approach is more open-ended, collaborative, and process intensive with social rules. While we certainly do not wish to disparage or discourage the development of single-user sims, our research and experience has led us to conclude that the multiplayer approach promotes forms of critical exploration, debate, and discourse that in our experience are at the core of humanities education. Our efforts are similar in this way to serious games across a variety of

subgenres, including epistemic games (Shaffer, 2005), multi-user virtual environments (MUVE), role-playing simulations (Linser *et al.*, 2008), and game-informed learning processes (Begg et al, 2005), all of which have been used in recent years with increasing frequency to integrate gaming mechanics with learning objectives.

Our multiplayer platform also privileges social interaction and “networking” over the single-user experience because, as Cliff Lampe has argued, social networking provides students with opportunities for the creative “presentations of self” through social interaction. This view on social networking, if applied carefully to education, can correlate with many contemporary learning theories. For example, constructivist (Piaget), problem-based (Hmelo-Silver), and situated learning (Wenger) theorists argue that collaborative learning provides the realistic feedback, cognitive motivation, and engagement needed for students to seek and construct knowledge as active learners. Through online role-playing, students do not learn alone, but rather can experience a dramatic shift in perspective when they are put into dialogue with students who are also experimenting with characters who reflect vastly different backgrounds, ideologies, and opinions than their own.

While we believe that our approach to gaming is tailored effectively to ways of thinking and teaching in the humanities, we strongly support the development of any games or simulations in the humanities, for this is an exciting and still nascent stage of digital humanities scholarship and pedagogy. At the same time, as discussed above we feel our approach is urgently needed because no tool exists that makes it possible for nonprogrammers to easily develop their own humanities games and simulations.

Work Plan

In Phase I (Alpha, 2013-14), three humanities authors with no programming experience will create their simulations in five steps using authoring tools developed in coordination with the project team, while the sims developed in the start-up phase by Spielvogel (PI) and Ginsberg will be implemented in the classroom on the new platform and subjected to thorough assessment. Outreach consultant Andy Mink (UNC) will conduct one-day workshops at the authors’ host institutions to demo the completed sims and train attendees. The majority of development in this phase will focus on simplifying the authoring environment to make the workflow more intuitive for future cohorts.

Table 2. Phase I Objectives with Timeline

Phase I Objectives	Tasks	Sept. 2013 - August 2014											
		Q1			Q2			Q3			Q4		
<i>Software Design and Development: Build infrastructure to support multisite configuration, simulation authoring workflow, and instructor and student dashboards</i>	Configure core API to accept multiple subdomains (TekWorkforce).												
	Shell script creation (TekWorkforce).												
	Simulation creation wizard – Develop a series of forms that generate the simulation and tailor it to the class (TekWorkforce).												
	Module creation wizard – Refine the set of forms and functions that will create each module and add content features (TekWorkforce).												
	Integrate feedback from student, author, and instructor users to refine interface, authoring workflow, and fix bugs (TekWorkforce).												
	Develop student and instructor dashboard that will enable users to create and keep track of sim tasks, responsibilities, and activity log (TekWorkforce).												
<i>Content Development: Revise two sims completed during start-up phase and create three new multiplayer simulations</i>	Recruit, contract, and receive feedback from reviewers (Frost Center)												
	First cohort of three authors create sims (Ray, Carfalo, and Borda)												
	Implement reviews regarding content revisions as												

Phase I Objectives	Tasks	Sept. 2013 - August 2014											
		Q1			Q2			Q3			Q4		
	they become available (Spielvogel and Ginsberg)												
<i>Outreach and Implementation: Pilot two completed sims in authors' classrooms and conduct training workshops at authors' host institutions</i>	Classroom pilots for Valley Sim and Marriage of Cultures (Spielvogel and Ginsberg)												
	Training workshops (Mink)												
	Present results of pilots at conference (Spielvogel and Ginsberg)												
<i>Evaluation: Collect data from sources and provide evaluation findings (formative and summative) on project process and outcomes to project team.</i>	Project Management Activities												
	Student Pre/post Surveys												
	First Cohort Telephone Interviews												
	First Cohort Instructor Pre-test Surveys												
	Reviewer Telephone Interviews												
	Data Analysis of Computer Tracked Student Variables												
	Reporting (Informal reports, annual report)												

In Phase II (Beta, 2014-15), the first cohort of authors will implement and evaluate their simulations in their own classrooms, and use student and peer review feedback to revise their sims. The burden of programming and UI efforts will shift to developing the digital peer review workflow and refining the authoring workflow and student and instructor dashboards as well as administrative features. The second cohort of three authors will also use a more refined version of the authoring workflow in this phase to develop their simulations.

Table 3. Phase II Objectives with Timeline

Phase II Objectives	Tasks	Sept. 2014 - August 2015											
		Q1			Q2			Q3			Q4		
<i>Software Design and Development: Iterate authoring workflow and student and instructor dashboards; create peer review workflow and add reading and gamification features</i>													
	Iterate authoring workflow based on feedback from content developers												
	Iterate instructor and student dashboards based on feedback from pilot student and instructor users												
	Create highlighting and note-taking functionality												
	Create and iterate digital peer review workflow (TekWorkforce).												
	Create gamification functionality (hidden icons with assessment questions, points, and rewards)												
<i>Content Development: Create three new multiplayer simulations</i>													
	First cohort of authors send out sims for review												
	First cohort revise sims based on student and peer review feedback												
	Second cohort of authors create new sims												
	Second cohort send out sims for review												
<i>Outreach and Implementation: Pilot first two cohorts of sims in</i>	Second cohort revise sims based on student and peer review feedback												
	First cohort of authors pilot sims												

Phase II Objectives	Tasks	Sept. 2014 - August 2015											
		Q1			Q2			Q3			Q4		
<i>authors' classrooms and conduct training workshops at authors' host institutions</i>	Second cohort of authors pilot sims												
	Training workshops (8)												
<i>Evaluation: Collect data from sources and provide evaluation findings (formative and summative) on project process and outcomes to project team.</i>	Project Management Activities												
	First Cohort Post-test Surveys												
	Second Cohort Pre/post Test Surveys												
	Student Pre/post Test Surveys												
	Second Cohort Telephone Interviews												
	Reviewer Telephone Interviews												
	First and Second Cohort Focus Groups												
	Data Analysis of Computer Tracked Student Variables												
	Reporting (Informal reports, annual report)												

The six simulations created by the first two cohorts of authors will each be implemented in two peer classrooms in Phase III (Stable Release, 2015-16). These additional classroom pilots will be used as an opportunity to iteratively build, test, and redesign features to promote the community sharing of ideas, content, and assignments for each sim, thereby capitalizing on the insights and experiences from other simulation users (see Table 3).

Table 4. Phase III Objectives with Timeline

Phase III Objectives	Tasks	Sept. 2015 - August 2016											
		Q1			Q2			Q3			Q4		
<i>Software Design and Development: Develop community features and refine peer review workflow and gamification features</i>	Iterate peer review workflow based on feedback from content developers												
	Develop community features												
	Iterate gamification functionality based on user feedback												
	Iterate community features based on classroom feedback												
<i>Content Development: Create three new multiplayer simulations</i>	Third cohort of authors develop sims												
	First two author cohorts revise sims based on community feedback												
<i>Outreach and Implementation: First two cohorts implement sims in peer classrooms and conduct training workshops at third author cohorts' host institutions</i>	Six completed sims implemented in peer classrooms												
	Third cohort of authors pilot sims												
	Training workshops (4 -- Mink)												
	Present results of classroom implementation at conferences (Cohorts 1-3, ongoing)												

Phase III Objectives	Tasks	Sept. 2015 - August 2016											
		Q1			Q2			Q3			Q4		
<i>Evaluation: Collect data from sources and provide evaluation findings (formative and summative) on project process and outcomes to project team.</i>	Project Management Activities												
	Student Pre/post Test Surveys												
	Third Cohort Pre/post Test Surveys												
	Reviewer Telephone Interviews												
	Third Cohort Telephone Interviews												
	First and Second Cohort Follow-up Telephone Interviews												
	First, Second, and Third Cohort Focus Groups												
	Data Analysis of Computer Tracked Student Variables												
	Reporting (Informal reports, annual reports, comprehensive final summary report)												

Staff

Christian Spielvogel (PI) will manage the project timeline and budget, collaborate with programmers and designers on technology development, and serve as primary contact liaison for authors, evaluators at Hope College, and Mink (outreach). Spielvogel is a leading expert on digital gaming and learning, and his digital projects have been funded by a variety of foundations and agencies throughout the U.S.

Andy Mink (UNC Chapel Hill) will provide outreach facilitation and support for the project. He will provide instructional facilitation for all training workshops, including appropriate planning time with scholars and authors, and participate in annual planning summits for each of the three years of the grant period to occur after the close of the academic year.

TekWorkforce is an award-winning group of web application developers and has collaborated with Spielvogel on earlier iterations of the *Valley Sim*. TekWorkforce will be in charge of technology development for the project, led by TekWorkforce founder Ben Routson and lead UI designer Steve Miller.

Dr. Megan Mullins of the Frost Center for Social Science Research will be the lead evaluator. The Frost Center is an on-campus undergraduate social science research center, and Mullins has over twenty years of applied research experience.

Laura Ginsberg (Western Michigan U) will serve as an authors’ consultant on the project, working with two of the authors’ cohorts as well as TekWorkforce to improve the authoring tools. Ginsberg worked with Spielvogel and NEH Startup Grant collaborators to develop the Marriage of Cultures simulation based on the *Valley Sim* platform.

Nine humanities teacher/scholars from across the country will author a new simulation, pilot in one of their classrooms, lead a demo workshop at their home institution, and author a conference paper and/or scholarly publication based on their use of the sim and results from the evaluation.

Robert Zemsky and Bryan Alexander will serve as advisors to the project. Zemsky is a leading scholar on reform in higher education – including the use of gaming and technology to improve learning – and Alexander is a nationally recognized leader in how technology can enhance learning.

Final Products and Dissemination

We intend to build off the highly successful dissemination plan we implemented following NEH Startup Grant. Dissemination is the most important way to validate and extend our project, and we therefore reached out to both academic and public humanities audiences through a mix of publicity, scholarly publications, and presentations. We generated tremendous enthusiasm with over 100 teachers and 2,000 students (see Appendix C and D for testimonials from each), been featured in several national publications and on national television, published articles in scholarly journals, including the innovative *International Journal of Learning and Media*, and delivered keynote or featured talks at Hamilton College, the CIC’s Workshop on Information Fluency in History, HASTAC, and others.

Our plan for the implementation grant is for each of the nine simulation authors to use a mix of their own experience as well as feedback and data from our evaluation (see Table 5) to deliver at least one presentation at a national or international conference, and publish one scholarly essay about the simulation and its contributions to humanities pedagogy and praxis.

Table 5: Sources of Evaluation Used as Guide for Research Dissemination

Process & Outcome	Research Questions	Data Source	Data Tools
Student Engagement	<ul style="list-style-type: none"> ■ Are there observable differences in student levels of engagement within the simulation? ■ Are there observable differences in student motivation in the learning process within the simulation? 	<ul style="list-style-type: none"> ■ Classroom students ■ Instructors ■ Sims program data 	<ul style="list-style-type: none"> ■ Student pre/post test survey ■ Instructor pre/post test survey ■ Instructor interviews ■ Sims program data analysis
Student Learning Outcomes	<ul style="list-style-type: none"> ■ Are there observable differences in students' self-reported learning outcomes in contrast to other traditional teaching methods? 	<ul style="list-style-type: none"> ■ Classroom students ■ Instructors 	<ul style="list-style-type: none"> ■ Student pre/post test survey ■ Instructor interviews ■ Sims program data
Instructor Learning Outcomes	<ul style="list-style-type: none"> ■ Is there an increased self-reported confidence in instructor ability to use digital technologies? 	<ul style="list-style-type: none"> ■ Instructors 	<ul style="list-style-type: none"> ■ Instructor pre/post survey ■ Instructor interviews ■ Instructor focus groups
Program usability/ Navigation of simulation platform	<ul style="list-style-type: none"> ■ How can the usability and navigation aspects be improved for "reflection" and "role play" modes? ■ How do instructors and students perceive the usability and navigational aspects of the sim? 	<ul style="list-style-type: none"> ■ Classroom students ■ Instructors ■ Peer Review Panel Members 	<ul style="list-style-type: none"> ■ Instructor interviews ■ Student immediate feedback survey ■ Peer reviewer interviews
Implementation of peer review process	<ul style="list-style-type: none"> ■ How satisfied are instructors and peer reviewers with the process developed? ■ How can the peer review process be improved? 	<ul style="list-style-type: none"> ■ Instructors ■ Peer Review Panel Members 	<ul style="list-style-type: none"> ■ Peer reviewer interviews ■ Instructor interviews ■ Instructor focus groups
Presentation Outcomes	<ul style="list-style-type: none"> ■ What did presentation attendees learn from the presentation? 	<ul style="list-style-type: none"> ■ Presentation Attendees 	<ul style="list-style-type: none"> ■ Presentation feedback form
Online Community	<ul style="list-style-type: none"> ■ How effectively does the online community site engage and support participating instructors? 	<ul style="list-style-type: none"> ■ Instructors ■ Research Team 	<ul style="list-style-type: none"> ■ Instructor interviews ■ Instructor focus groups

Our white paper will also rely heavily on our evaluation results, and will specifically detail successes and struggles with regard to enhancing students' self-reported learning outcomes, improving teachers' confidence and enthusiasm for using digital tools in the classroom, motivating students to become engaged with digital humanities content, authors' satisfaction with the *Serious Sims* authoring wizard, and reviewers' and authors' satisfaction with the peer review system.

Outreach is critical, and our outreach coordinator Andy Mink has implemented nine grant projects that feature hands-on, immersive training for K-16 educators. Each of these projects has provided intensive, on-going professional development that connects scholarship, digital archives and projects, historic sites and museums, and inquiry-based fieldwork to understand and teach humanities subjects more effectively. This model will be replicated for our training and demo workshops. We have also reserved \$500 dollar stipends in our budget to incentivize 5-10 attendees of the workshops at our authors' home institutions to develop their own sims.

Finally, all materials produced during this grant will be made available for free, unlimited use. Authors have agreed to publish their content under a Creative Commons license, and the sim platform will be accessed through a single server .edu domain (likely serioussims.edu, or sims.edu) while all individual sims will have their own subdomains (i.e., www.serioussims.edu/russianrevolution).

Sustainability Plan

In Ithaka's 2008 *Sustainability and Revenue Models for Online Academic Resources* report, sustainability is defined as "having a mechanism in place for generating, or gaining access to, the economic resources necessary to keep the intellectual property or the service available on an ongoing basis." The following year, Ithaka made a small but important edit to that definition that highlights, for us, the key element of growth as part of any sustainability project: "Sustainability is the ability to generate or gain access to the resources – financial or otherwise – needed to protect *and increase* the value of the content or service for those who use it" (our emphasis). Without an emphasis on increasing value through continued innovation and growth, the authors of the Ithaka report acknowledge, scholars might be tempted to be content with a "keeping the lights on" approach that equates project success with continued funding from familiar institutional and endowment budgets.

Coupled with an emphasis on growth is Ithaka's recommendation that key project staff members possess "a creative, entrepreneurial mindset in developing sustainable digital resources," such that project leaders "are keenly aware of the rapidly changing landscape, understand and embrace the need to experiment with content and revenue models, and are willing and prepared to change course as the situation warrants." Our project staff possesses these traits. For example, in 2011 project director Christian Spielvogel and project author and collaborator Laura Ginsberg were two of only 23 fellows out of over 1,000 applicants selected by the Kauffman Foundation to participate in an extensive five-month training in educational entrepreneurship.

Our long-term sustainability efforts, therefore, are grounded in an orientation towards project growth and an interest in adopting innovative methods for revenue generation and cost savings.

Plans for Revenue Generation

We have identified several promising options for long-term sustainability through revenue generation and/or cost savings that will be systematically explored and examined during the first two years of the grant period, and then formally adopted in the final year of the implementation grant. As pointed out in the Ithaka report, increasing the value of digital content involves recognizing that static resources will reduce visitor interest and urgency; projects must continue to evolve if they are to attract, sustain, and expand vibrant interest from scholars and students. First, then, we will not adopt revenue models that we believe will restrict, rather than incentivize, rapid adoption of our simulations and the authoring tools and community features

that professors and other public humanities enthusiasts can use to make *Serious Sims* an emergent and dynamic resource. Gated content options such as subscription services and user fees will therefore not be part of our sustainability plan.

Crowdfunding Through Donation Apps: One option for revenue generation is to embed a simple yet powerful donation app to raise project funds through micro-donations. Donation apps can include easy Facebook and Twitter integration, and are typically more effective when tied to specific development projects and initiatives. Progressive nonprofits such as Kickstarter (www.kickstarter.com) and DonorsChoose.org, for example, provide a platform for an online

pledge system to support new creative projects and causes. Following such a model, one option could be to solicit pledges for the development of proposed new sims, or to help keep specific existing sims up and running. Citing the success of Kickstarter – which raised almost \$100 million in 2011 to support creative projects -- Kirsten Winkler argued just days before this grant deadline that crowdfunding is likely to be the next “hotbed” for education.

Building Emergent Communities and Resources: As stated in the Ithaca report, “Covering operating costs is necessary but hardly sufficient: a project must not only meet the financial criteria required to cover these costs, but must also demonstrate ongoing development of the resource itself.” The report states that non-financial resources are critical, and it cites as an example how a group of professors can contribute and edit content for a digital resource.

We’ve designed our project for this type of sustainability. Quite frankly, if it does not have the growing support of humanities faculty and students, we do not believe that university or grant funding should be used to “keep the lights on.” Consequently, our strategy is to build credibility and faculty incentive for building and using sims by introducing the digital peer review system in Phase II., thereby enabling professors (especially pre-tenured faculty) to gain scholarly credit for their sims. In addition, while each sim maintains the unique vision of its original author(s), building our platform as a solid API infrastructure can easily enable faculty and students to share best practices for using the sims, which include unique assignments and exercises, content, new character profiles, glossary items, poll questions, gamification features, and other “apps” that can be integrated using the API. As the Ithaca report states, “In this way, professors can receive credit for the presence of a strong and vocal community of advocates,” and can therefore “play a vital role in the long-term success of a resource. When a project creates real value for users, its leaders are likely to have at their disposal a richer array of tools when assembling a strategy for leveraging that value to both its direct and indirect beneficiaries.”

Data Management Plan

I. Data Workflow and Storage

A) Server Usage/Backup

1. All code will be housed on a Rackspace Cloud Server (approximately 50gb of storage) through Hope College.
2. The codebase for the authoring tool will be Drupal (PHP/MySQL/Jquery).
3. The system will be using Drupal's multi-site option for quick and accurate duplication of simulation core functionality. In addition we will be using AEGIR, a Drupal multi-site hosting platform in which new sites can be spun up from a single codebase.
4. All simulations will be a part of a single application and modifications/theming of each simulation will be available on the individual multi-site installation (.edu domain).
5. When authoring data is stored into the database it will be stored in a single database that will be tied directly into the API. Newly entered content will be available through the API instantly.

B) Version Control

1. All source code will be stored in an SVN repository on a separate server.
2. There will be 3 environments in which to push code – DEV, STAGING and PRODUCTION.
3. Deployments to each environment will be code only deployments.

II. Quality Assurance Plan / Requirements Methodology

A) Quality Assurance

1. All new functionality will be tested and approved before moving from DEV to STAGE. A full regression test will be administered upon a successful deployment to STAGE.
2. Once we are all satisfied with the staging environment and have tested it with a current production database snapshot we will take the site offline and deploy the new codebase changes.
3. Full sanity check will take place on Production post deployment.

B) Requirements Methodology

1. Agile Development

- a) Since the development methodology will be agile and fast in nature, user stories will be created and stored in Pivotal Tracker (Agile Development Tool – web based).
- b) Stories will be slated for development on a weekly basis
- c) Story detailed requirements (wireframes, test scenarios and mockups) will be built in time for each iteration (week).

NATIONAL ENDOWMENT FOR THE HUMANITIES

	Computational Details /Notes	Year 1	Year 2	Year 3	Project Total
		9/1/2013 - 8/30/2014	9/1/2014 - 8/30/2015	9/1/2015 - 8/30/2016	
1. Salaries & Wages					
Project Director Christian Spielvogel	Academic year salary: (b) (6)	(b) (6)	(b) (6)	(b) (6)	(b) (6)
2. Fringe Benefits					
Project Director Christian Spielvogel	18.15% of funded portion of salary	(b) (6)	(b) (6)	(b) (6)	(b) (6)
3. Consultant Fees					
Front-end Design -- Visual Hero	(b) (4), (b) (6) per hour	(b) (4), (b) (6)	(b) (4), (b) (6)	(b) (4), (b) (6)	(b) (4), (b) (6)
Back-end Programming -- TekWorkforce	(b) (4), (b) (6) per hour	(b) (4), (b) (6)	(b) (4), (b) (6)	(b) (4), (b) (6)	(b) (4), (b) (6)
Assessment -- Frost Research Center	See sheet four	\$9,725	\$12,350	\$13,850	\$35,925
Author stipends	\$5,000 per author x 3 per year	\$15,000	\$15,000	\$15,000	\$45,000
Project collaborator Laura Ginsberg	(b) (6) per day	(b) (6)	(b) (6)	(b) (6)	(b) (6)
Workshop attendee authoring stipends	\$500 each	\$2,500	\$3,000	\$3,000	\$8,500
Outreach and Dissemination	See sheet three	\$8,150	\$26,500	\$16,200	\$50,850
4. Travel					
Project Director Christian Spielvogel	Planning meeting at NEH in Washington, DC (\$400 airfare from DTW to DCA and \$150 food/taxi/metro)	\$550			\$550
5. Supplies & Materials					
6. Services					
7. Other Costs					
8. Total Direct Costs					
	Per Year	\$90,472	\$97,652	\$89,242	\$277,366
9. Total Indirect Costs					
	Per Year				\$21,855
Indirect Cost Calculation -- 50% PI Salary before fringe benefits; Fed Agency -- DHHS; Date of Agreement -- 7/1/09 - 6/30/14		\$10,684	\$5,503	\$5,668	
10. Total Project Costs (Direct and Indirect costs for entire project)					
					\$299,221
11 Project Funding					
a. Requested from NEH	Outright:				\$299,221
	Matching Funds:				
	Total Requested from NEH:				\$299,221
b. Cost Sharing	Applicant's Contributions:				
	Third Party Contributions:				
	Project Income:				\$0
	Other Federal Agencies:				\$0

	Total Cost Share:	\$0
12. Total Project Funding		\$299,221

Budget Narrative

Spielvogel (PI) will receive 3/9 salary the first year of the grant and one course release per year in the second and third years of the three-year grant to manage and oversee the project, which includes managing the three phases of software development, interfacing with the nine authors during the content development and pilot phases, and coordinating the outreach and evaluation efforts with Mink and Mullins.

The development budget includes an estimated 426-500 hours of work over the three phases of the project. This work includes the following:

Design	Description	Est Hours	Est. Days
Wireframes	Layout of the screens before the design is started to make the process faster and more efficient	4	0.5
Mockups	Images to be created and sent to client for approval	12	1.5
HTML/ CSS Slicing	Turning Images in code	4	0.4
Theme Creation	Adding in custom PHP code and other variables to display the correct data from the simulation	4	0.5
Development			
Multisite Configuration	Configure the core Drupal site to accept multiple subdomains and make it possible to create several sites on one set of code	24	3
Shell Script Creation	This code will be written to run a process on the server to create a new database, file structure, DNS entry, vhost entry for each simulation on the server.	24	3
Author Main Dashboard	This is will be part of a custom module to display a list of all simulations created by author and have the approval status of each simulation updated.	32	4

Author Simulation Dashboard	This will be the dashboard in which the author/instructor can administer the simulation – add users, add modules, and more.	32	4	
Simulation Creation Wizard	This is the series of forms that will generate the simulation and tailor it to the class.	32	45	
Module Creation Wizard	This is the set of forms and functions that will create each module and add things like newspapers, articles, forums, polls, quizzes and more.	18	2.5	
Module Scheduling Feature	This is a custom feature that will allow the modules to be scheduled into the future	20	3	
Highlighting	This is a custom feature that will allow the student to highlight text and the highlighting will be saved	8	1	
Notes	This is a custom feature that will allow the student to add notes to the content	4	0.5	
Gamification Functionality	This feature will provide the ability for authors to place icons(badges) in various parts of the text. When clicked it will open a pop-up with a question from the text. If answered correctly the student will earn points and collect the badge. Points will be tracked and classroom standings will be posted in the right column in both modes.	60	5	
Quiz development	This will add the ability to give quizzes as part of the module.	8	1	
Redevelopment of existing features	This will integrate the chat, forum, newspapers, IM and other features into the new system in such a way as to be able to create new simulations easily.	40	5	
Peer Review System	Create stand-alone system using API to render aggregated content version	60	5	5

	Phase I		
Community Features	Build robust social community site for sharing best practices and aggregating new content.	60	5
	Total Number of Est. Days (straight development)		
	Total Number of Est. Hours	426-500	

Mink will coordinate our outreach efforts, which includes the following responsibilities:

- Meet with each lead scholar early in authoring phase to consult on instructional goals.
- Lead nine training workshops, including two prep days per workshop.
- Provide follow-up consultancy in person or through long-distance communication.
- Be available for annual planning and review meetings with project leadership.

Hope College's Frost Center, under the leadership of Megan Mullins, will oversee the following tasks and responsibilities relating to research and evaluation:

Research Strategy	Year 1	Year 2	Year 3	Total
Project Management (Coordinate all research activity, programming and testing of data collection instruments, cleaning and managing data)	\$1,500	\$1,500	\$1,500	\$4,500
Pre/post Surveys (Survey design, distribution, data collection, data analysis)	\$4,000	\$3,000	\$3,000	\$10,000
Telephone Interviews (Protocol design, data collection, transcription, data analysis)	\$1,500	\$2,000	\$2,500	\$6,000
Focus Groups (Protocol design, moderation of groups, transcriptions, coding, analysis)	--	\$2,000	\$2,000	\$4,000
Data Analysis of Computer Tracked Student Variables	\$225	\$150	\$150	\$525
Focus Group Travel Expenses	--	\$1,200	\$1,200	\$2,400
Reporting (Informal reports, annual reports, comprehensive final summary report)	\$2,500	\$2,500	\$3,500	\$8,500
Total Cost	\$9,725	\$12,350	\$13,850	\$35,925

Dr. Christian Spielvogel
Associate Professor of Rhetoric and Media Studies
Hope College, Holland MI
616-395-7596
spielvogel@hooe.edu

Education

Pennsylvania State University, University Park, PA
Ph.D., Rhetoric & Media Studies, 2003
Dissertation: *Interpreting Sacred Ground: Public Memory of the Civil War at National Historic Battlefields and Parks*
Director: Thomas W. Benson, Edwin Sparks Professor of Rhetoric

Pennsylvania State University, University Park, Pennsylvania
B.A., Speech Communication, 1992

Employment

Associate Professor of Communication, Hope College,
Holland, Michigan, 2007-present
Assistant Professor of Communication, Hope College,
Holland, Michigan, 2002-2007

Areas of Scholarly Interest

Rhetorical and Media Criticism
Rhetoric of War and Peace
Moral Politics
Public Memory Studies
Civil War Commemorative Practices
Digital Humanities
Simulations and Pedagogy

Select Grants and Fellowships

\$31,000, Kauffman Foundation Education Ventures Lab Program Fellow
\$4,500, "Harnessing Collective Intelligence inside and Outside the Classroom: New Directions in Collaborative Faculty/Student Research (Phase II)," Great Lakes College Association New Directions Initiative, 2010
\$4,000, "Harnessing Collective Intelligence Inside and Outside the Classroom: New Directions in Collaborative Faculty/Student Research (Phase I)," Great Lakes College Association New Directions Initiative, 2009
\$29,996, PI, "Living in the *Valley of the Shadow*: The Creation of a Web-Based, Role-Playing Simulation on the Civil War," NEH Digital Humanities Start-Up Grant, 2007-08
\$30,000, Edna & Norman Freehling Fellow in South Atlantic Studies, Virginia Foundation for the Humanities, University of Virginia, 2007-08
Visiting Fellow, Virginia Center for Digital History, University of Virginia, 2007-08
\$1,100, Academic Computing Advising Team, Innovation Grant, 2006
\$2,000, Frost Center Collaborative Faculty-Student Research Grant, 2006
\$3,200, Jack Nyenhuis Faculty Development Grant, 2007
\$3,200, Jack Nyenhuis Faculty Development Grant, 2005
\$3,200, Jack Nyenhuis Faculty Development Grant, 2002

\$6,800, McGregor Collaborative Faculty-Student Research Grant, 2004

Select Publications

- "Collateral Learning and the Rhetoric of *Wii*." In Jennifer Richardson and Brian Snee, Eds., *iRhetoric*, Utah State University Press and the Institute for the Future of the Book (forthcoming).
- "Speaking the Language of Digital Natives: Role-Playing Simulations in the Communication Classroom." *Electronic Journal of Communication/La Revue Electronique de Communication* (June 2010).
- "Role-Playing and the Future of the Textbook." *International Journal of Learning and Media* 1.4 (June 2010).
- "You Know Where I Stand!: Moral Framing of the War on Iraq and War on Terrorism in the 2004 Presidential Election Campaign." *Rhetoric & Public Affairs* 8.4 (2005): 549-569.
- "The Politics of *Forrest Gump's* Postwar Family Values." *Film and History CD-ROM Annual* (2005).

Books

- "Interpreting Sacred Ground: Rhetorical Dimensions of Civil War Parks and Battlefields." Tuscaloosa, AL: University of Alabama Press (Rhetoric & Social Critique Series), in press.

Digital Humanities

- "The *Valley Sim*: An Online Reenactment of the American Civil War." V. I, www.valleysim.com, 2008.

Select Presentations

- "New Directions in Social Media for the Digital Humanities," Invited Keynote Address, Hamilton College's Launch of the Digital Humanities Initiative, November 12, 2009.
- "Traversing the Boundaries of Pedagogy through Curriculum-Based RPGs: The *Valley Sim* and *Marriage of Cultures* Prototypes." HASTAC III: Traversing Digital Boundaries, University of Illinois, April 19-21, 2009.
- "Facebook Meets Textbook: Curriculum-Based Role-Playing Games and the *Marriage of Cultures* and *Valley Sim* Prototypes." Game Education Summit, Carnegie Mellon University, June 17-18, 2009.
- "Using Simulations in the Classroom." National Institute for Technology and Liberal Education (NITLE), Teaching with Digital Games Panel, November 19, 2008.
- "The *Valley Sim*: An Online Reenactment of the American Civil War." Virginia Festival of the Book, CSPAN2's Book TV, April, 2008.
- "Pedagogical Portals for the 21st Century: Web-Based Simulations and Experiential Online Learning," Virginia Foundation for the Humanities, April 2008.
- "The *Valley Sim* Prototype and Authoring Tools: Simulations Created from Digitized Archive Collections." University of Virginia, November 2008.

ANDREW TYLER MINK

office 417 Emmet Street South, P.O. Box 400273 /313 Bavaro Hall, Curry School of Education / University of Virginia / Charlottesville, VA 22904-4116 /434.924.7834 / mink@Y.igirnia...!JY

education UNIVERSITY OF SOUTH CAROLINA (1990-1992)
Master of Arts: history (1992)

UNIVERSITY OF VIRGINIA (1986-1990)
Bachelor of Arts: history, English minor (1990)

current employment UNIVERSITY OF VIRGINIA (2003-present)
Director of Outreach and Education, Department of Curriculum, Instruction, and Supervision, Curry School of Education. Primary responsibilities: to design, organize, and implement experiential professional development projects for K-12 and university educators with a particular emphasis on history, social studies, humanities, and technology instruction; to focus on development efforts to raise funds to support these programs; to leverage University of Virginia faculty, resources, and existing projects that connect existing scholarship, community and academic partners, and school divisions to meet these goals.

on-going projects Project Manager and Principal Investigator, "America on the World Stage" Teaching American History grant with Albemarle County, Charlottesville City, Greene County, Madison County, and Orange County Public Schools; Curry School of Education at the University of Virginia and the Center for the Study of the American South at the University of North Carolina-Chapel Hill; the American Civil War Museum at Historic Tredegar, Antietam National Battlefield, Ashlawn-Highland, Fort McHenry National Park, Fredericksburg National Battlefield, Harper's Ferry National Historical Park, George Washington's Mount Vernon Estate and Gardens; Baltimore & Ohio Railroad Museum, Inc., Baltimore Museum of Industry, British National Archives, Historic Jamestowne, Jefferson Library at Monticello, Library of Virginia, National Archives and Records Administration, United States Holocaust Memorial Museum; American Historical Association, Gilder Lehrman Institute, Organization of American Historians (\$1,700,000, 2009-2014).

Director of History Curriculum, "SAIL" Teaching American History grant with Virginia Beach Public Schools; Chrysler Museum of Art, Colonial Williamsburg Foundation, Jamestown Settlement, Virginia Historical Society (\$1,600,000, 2009-2014)

Principal Investigator, Transatlantic Teacher Scholars Program with the National Archives (UK), United States State Department and U.S. Embassy-London (\$50,000, 2010-11)

Advisory Board, Institute for History Education, Boston University (2010-present)

Advisory Board, Digital History Education Laboratory, Ball State University (2010-present)

Curriculum Development, America on the World Stage Teaching American History grant in partnership with Solano County Schools (California) and University of California-Davis (2010-12)

Lead Instructor, "To Secure the Blessings of Liberty: Analyzing American History Through Primary Sources" Teaching American History grant in partnership with Edmonds School District (Seattle, WA) (2010-12)

Advisory Board, Center for Advanced Study of Experiential Learning (CASEL), Teachers College, Columbia University (2011-present)

Dept. of Communication Florida
State University University
Center C, Suite 3100
Tallahassee, FL 32306

Davis W. Houck
Curriculum Vita

(b) (6)
(b) (6)
dhouck@fsu.edu

Educational Background

Ph.D. Speech Communication, The Pennsylvania State University, December 1995.
M.A. Rhetoric and Communication, The University of California, Davis, June 1992.
B.A. (with Honors), Speech Communication, The College of Wooster, 1989.

Employment History

2004-present: Florida State University, Associate Professor
2000-2004: Florida State University, Assistant Professor
1996-1999: Florida Atlantic University, Assistant Professor

Selected Scholarly Publications

Books:

Houck, Davis W., and David E. Dixon, eds. *Women and the Civil Rights Movement, 1954-1965*. Jackson, MS: University Press of Mississippi, 2009.

Houck, Davis W., and Manheew A. Grindy. *Emmett Till and the Mississippi Press*. Jackson, MS: University Press of Mississippi, 2008.

Houck, Davis W., and David E. Dixon, eds. *Rhetoric, Region and the Civil Rights Movement, 1954-1965*. Waco, TX: Baylor University Press, 2006.

Houck, Davis W., and Amos Kiewe. *FDR's Body Politics: The Rhetoric of Disability*. College Station, TX: Texas A&M University Press, 2003.

Houck, Davis W. *FDR and Fear Itself: The First Inaugural Address*. College Station, TX: Texas A&M University Press, 2002.

- Submitted for the Pulitzer Prize in History, 2002.

Houck, Davis W. *Rhetoric as Currency: Hoover, Roosevelt and the Great Depression*. College Station, TX: Texas A&M University Press, 2001.

- Winner of the Marie Hochmuth Nichols Award, 2002.

Houck, Davis W., and Amos Kiewe, eds. *Actor, Ideologue, Politician: Tire Public Speeches of Ronald Reagan*. New York: Greenwood, 1993.

Kiewe, Amos and Davis W. Houck. *A Shining City on a Hill: Ronald Reagan's Economic Rhetoric, 1954-1989*. New York: Praeger, 1991.

Journal Articles:

Houck, Davis W. "On or About June 1988." *Rhetoric & Public Affairs* 9 (2006): 132-37.

Houck, Davis W. "Killing Emmett." *Rhetoric & Public Affairs* 8 (2005): 225-62.

Houck, Davis W. "FOR 's Commonwealth Club Address: Redefining Individualism, Adjudicating Greatness." *Rhetoric & Public Affairs* 7 (2004): 259-82.

Houck, Davis W. "Reading Ed King's Jaw-Or, Reading, Writing and Embodying Civil Rights." *Rhetoric & Public Affairs* 7 (2004): 67-90.

Houck, Davis W., and Joseph Davenport. "Redeeming 9-11." *The Long Term View* 6 (2004): 123-30.

I

- Houck, Davis W. "'It Helps to be a Don if You're Going to be a Deirdre': Revisiting the Rhetoric of Economics." *Argumentation & Advocacy* 39 (2002): 130-40.
- Houck, Davis W., and Mihaela Nocasian. "FDR's First Inaugural Address: Text, Context, and Reception." *Rhetoric & Public Affairs* 5 (2002): 649-678.
- Houck, Davis W. "Historical Continuity and the Politics/Rhetoric of Democracy: Solonian Reforms and the Council of 400." *Advances in the History of Rhetoric* 4 (1999): I-II. [Reprinted and anthologized in 2008].
- Houck, Davis W. "Rhetoric as Currency: Herbert Hoover and the 1929 Stock Market Crash." *Rhetoric & Public Affairs* 3 (2000): 155-81.
- Houck, Davis W. "Enacting the Roman Republic: Reading Pliny's Panegyric Rhetorically." *Advances in the History of Rhetoric* 3 (1998): 33-43. [Reprinted and anthologized in 2008].
- Houck, Davis W. "Reading the Body in the Text: FOR's 1932 Speech to the Democratic National Convention." *Southern Communication Journal* 63 (1997): 20-36.
- Houck, Davis W. "Presidential Rhetoric Without Qualifiers: Beyond the Modern and Rhetorical Divide." *Southern Communication Journal* 62 (1997): 257-62.
- Houck, Davis W. "'By Any Means Necessary': Re-reading Malcolm X's Mecca Conversion." *Communication Studies* 44 (1993/1995): 285-98. Spotlight Essay.
- Houck, Davis W. "The Death and Rebirth of Len Bias: An Archaeological Analysis." *Hayward Conference on Rhetorical Criticism* 24 (1991): 1-24 Kiewe, Amos and Davis W. Houck, "The Rhetoric of Reaganomics: A Redemptive Vision." *Communication Studies* 40 (1989): 97-108.

Book Chapters:

- Houck, Davis W., and David E. Dixon. "Introduction: Recovering Women's Voices from the Civil Rights Movement." In *Women and the Civil Rights Movement, 1954-1965*, eds., Houck and Dixon. Jackson, MS: University Press of Mississippi. Forthcoming in 2009.
- Houck, Davis W. "Textual Recovery, Textual Discovery: 'What 's Going on Here' and 'What About It.'" In *Rhetoric and Public Address in the Twenty-First Century: A Handbook*, eds., Shawn J. Parry-Giles and J. Michael Hogan. Walden, MA: Blackwell. Forthcoming, 2009.
- Houck, Davis W. "'My, That's a Big One': Masculinity and Monstrosity in *Dirty Harry*." In *Monsters In and Among Us*, eds. Caroline J. S. Picart and Cecil Greek. Madison, NJ: Fairleigh Dickinson University Press, 2007, 65-90.
- Houck, Davis W., and Mihaela Nocasian. "Dictator, Savior, and the Return of Confidence: Text, Context, and Reception in FOR's First Inaugural Address." In *American Rhetoric in the New Deal*, ed. Thomas Benson. East Lansing, MI: Michigan State University Press, 2006, 83-114.
- Houck, Davis W. "Sporting Bodies." In *Handbook of Sports and Media*, eds. Arthur A. Raney and Jennings Bryant. Mahwah, NJ: Erlbaum, 2006, 543-58.
- Houck, Davis W. "Crouching Tiger, Hidden Blackness: Tiger Woods and the Disappearance of Race." In *Handbook of Sports and Media*, eds. Arthur A. Raney and Jennings Bryant. Mahwah, NJ: Erlbaum, 2006, 469-84.
- Houck, Davis W., and David E. Dixon. "Introduction." In *Rhetoric, Religion, and the Civil Rights Movement 1954-1965*, eds. Houck and Dixon. Waco, TX: Baylor University Press, 1-24.

JENNIFER L. BORDA

Department of Communication
University of New Hampshire
107 Horton Social Science Center
20 Academic Way
Durham, NH 03824
Office phone: (603) 862-3709
Fax: (603) 862-1913
E-mail: Jennifer.Borda@unh.edu

EDUCATION

- Ph.D. Speech Communication and Women's Studies Graduate Minor, 2002
The Pennsylvania State University, University Park, PA
Dissertation: *Women in Labor: Rhetorical Tensions in the Cinematic Representations of Female Union Activists*
- M.A. Speech Communication, 1998
The Pennsylvania State University, University Park, PA
Thesis: *Women Artists as Filmic Subjects: Camille Claudel and Carrington Emerge as Objects of Artistic Desire*
- B.A. Communication Arts and Business Minor, 1995
Villanova University, Villanova, PA
Senior Thesis: *Crisis Management in Public Relations*

BOOKS

Women Labor Activists in the Movies: Nine Depictions of Workplace Organizers, 1954-2005.
Jefferson, NC: McFarland & Company, Inc. Publishers, 2011.

REFEREED PUBLICATIONS

- "Working-Class Women, Protofeminist Performance, and Resistant Ruptures in the Movie Musical *The Pajama Game*" *Text and Performance Quarterly*, 30.3 (July 2010): 227-246.
- "Portrait of a Woman Artist: The Rhetorical Construction of *Camille Claudel* as a Tragic Feminist Heroine." *Feminist Media Studies*, 9.2 (June 2009): 227-242.
- "Negotiating Feminist Politics in the Third Wave: Labor Struggles and Solidarity in *Live Nude Girls Unite*." *Communication Quarterly* 57.2 (April-June 2009): 117-135.
- "Documentary Dialectics or Dogmatism?: *Fahrenheit 911*, *Celsius 41.11*, and the New Politics of Documentary Film" In *The Rhetoric of the New Political Documentary*. Eds. Thomas W. Benson and Brian J. Snee. Carbondale: Southern Illinois University Press, 2008. The book was the recipient of the 2008 Bruce E. Gronbeck Political Communication Research Award.
- "Feminist Critique and Cinematic Counterhistory in the Documentary *With Babies and Banners*" *Women's Studies in Communication* 28.2 (Fall 2005): 157-182.

"Woman Suffrage in the Progressive Era: A Coming of Age" In *Rhetoric and Reform in the Progressive Era*. Ed. J. Michael Hogan. *A Rhetorical History of the United States* Vol. 6. East Lansing, MI: Michigan State University Press, 2002. 339-386.

"The Woman Suffrage Parades of 1910-1913: Possibilities and Limitations of an Early Feminist Rhetorical Strategy." *Western Journal of Communication* 66 (Winter 2002): 25-52.

OTHER PUBLICATIONS

"A Model for Crisis Management" (co-authored with Susan Mackey-Kallis) In *Responding to Crisis: A Rhetorical Approach to Crisis Communication*. Ed. Dan Millar and Robert Heath. Mahwah, NJ: Lawrence Erlbaum, 2004. 117-137.

Book Review. *Selling Suffrage: Consumer Culture and Votes for Women* by Margaret Finnegan. *Quarterly Journal of Speech* 88 (February 2002): 140-142.

WORKS IN PROGRESS

Books

"*I'm Not a Feminist, But . . .*": *Postfeminism and Its Discontents in Twenty-first Century Cultural Discourse*. Book manuscript in research/early draft stage.

The Motherhood Business: Consumption, Communication, and Privilege, eds. Anne T. Demo, Jennifer L. Borda, and Charlotte H. Krollokke. Collection of new essays (already assigned to authors) under contract with University of Alabama Press.

Moving Images: Readings in the Rhetoric of Documentary Film, eds. Brian Snee and Jennifer Borda. Collection of previously published essays on documentary film criticism. Prospectus submitted to academic and popular press publishers.

Articles & Book Chapters

"Talking Back to the "Experts": Resisting Momism and Martyrdom in the New Mothering Advice Literature." Chapter in preparation for *The Motherhood Business: Consumption, Communication, and Privilege*.

"Laughing Through Our Tears: Rhetorical Tensions in *Roger & Me*." Invited chapter for Thomas W. Benson and Brian J. Snee, eds. *Agit-Docs: Michael Moore and the Rhetoric of Documentary* (under review with University of South Carolina Press)

"What Does a Feminist Look Like?: Images and Iconography of Feminism in the Popular Media." Essay in preparation for submission to *Critical Studies in Media Communication*

"Re-Politicizing Women in the Twenty-First Century: *Iron Jawed Angels* as a Neo-Feminist Revision of Women's History" in revisions for submission to *Southern Communication Journal*.

RESEARCH FELLOWSHIPS, GRANTS, HONORS, AND AWARDS

College of Liberal Arts Summer Grant Writing Fellowship, Summer 2011. Awarded to work on proposal for "*I'm Not a Feminist, But . . .*": *Postfeminism and Its Discontents in Twenty-first Century Cultural Discourse* book project. Amount: \$4000 plus \$500 for travel to grant writing agencies.

CURRICULUM VITAE
(shortened version, 2000-2011)
Benjamin C. Ray
Department of Religious Studies
University of Virginia
Charlottesville, VA 22904
(434)924-6720, FAX (434)982-2363
bcr@virginia.edu

I. Education

1958-62	Bowdoin College (A. B.)
1962-64	University of Chicago, Dept. of Philosophy (A.M.)
1964-67	University of Chicago, Divinity School (A. M.)
1967-68	Oxford University, Institute of Social Anthropology
1968-69	University of Chicago, Divinity School (Ph.D. History of Religions, 1971)

II. Teaching & Administrative Positions:

1997- 2000	Daniels Family, NEH Distinguished Teaching Professor (three-year term)
1991 - 1996	Co-Principal, Brown Residential College, UVa. (five-year term)
1991 to present	Professor, Department of Religious Studies, University of Virginia
1991	Adjunct Curator of African Art, University Art Museum, University of Virginia
1987	Visiting Professor, Dept. of Religion, Dartmouth College
1978-90	Associate Professor, University of Virginia
1976	Visiting Asst. Prof., Dept. of Religion, Barnard College
1972	Visiting Professor, Dept. of Religious Studies & Dept. of Sociology, Makerere University, Uganda.
1969-77	Assistant Professor, Princeton University

III. Publications:

Books:

AFRICAN RELIGIONS: SYMBOL, RITUAL, AND COMMUNITY,
2nd. edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 2000.

MYTH, RITUAL, AND KINGSHIP IN BUGANDA. New York: Oxford
University Press, 1991.

Edited Books:

RECORDS OF THE SALEM WITCH-HUNT, Bernard Rosenthal,
Editor-in-Chief. Associate Editors, Benjamin C. Ray, et al.,
Cambridge University Press, 2009.

A MAGIC STILL DWELLS: COMPARATIVE RELIGION IN THE
POSTMODERN AGE. Edited by Kimberley C. Patton and
Benjamin C. Ray. Berkeley: University of California Press, 2000.
(Chinese translation, Peking University Press, 2005.)

Electronic publications:

SALEM WITCH TRIALS DOCUMENTARY ARCHIVE, 2002 to present
<http://etext.virginia.edu/salem/witchcraft/>

Contributions to Edited Volumes:

"La caza bruja en Salem, Massachusetts," (*Introduction*), in Arthur Miller Las
Brujas de Salem. Madrid: Teatros de España, 2007), pp. 11-18.

"Teaching the Salem Witch Trials" in Past time, Past Place: GIS for History,
ed. By Anne Knowles, ed., ESRI Press, 2002, pp. 19-33.

University Art Museum – Adjunct Curator of African Art

"Traditional African Art: Beyond the Modernist Lens" presented in
conjunction with the exhibition "Man Ray: African Art and the Modernist Lens,"
August 14 -- December 23, 2010

Journal Articles:

"'The Salem Witch Mania': American History Textbooks and Recent
Scholarship on the Salem Witch Trials," Journal of the American
Academy of Religion, (March, 2010) pp. 1-25.

"They did eat Red Bread like Mans Flesh': Reports of Witches' Meetings
in Salem Village in 1692," Common-Place. On-line publication of the
American Antiquarian Society. Vol. 9. No.4 (July, 2009).

"The Geography of Witchcraft Accusations in 1692 Salem Village," William and
Mary Quarterly, Vol. 66, No.3 (July, 2008): 449-78.

"Satan's War against the Covenant in Salem Village,"
New England Quarterly Vol. 80, no. 1 (March, 2007): 69-95.

"Salem Witch Trials," Magazine of History, For Teachers of History (OAH), Vol. 17, No.4 (July, 2003): 32-37.

IV Current Research

Director, "Salem witch Trials Documentary Archive & Transcription Project," University of Virginia
<http://www.iath.virginia.edu/salem>

SATAN AND SALEM: THE SALEM WITCH-HUNT OF 1692 (book-length work in progress, estimated publication date, University Press of Virginia, 2013)

V Recent Fellowships & Grants

Sesquicentennial Research Leave, University of Virginia 2009-2010.

"Salem Witch Trials Documentary Archive and Transcription Project," Collaborative Research Fellowship, National Endowment for the Humanities 2000 - 2003.

National Endowment for the Humanities, EdSitement Award, 2003.

Institute for Advanced Technology in the Humanities, University of Virginia, Fellowship, 1999- 2001

Media Studies, Speculative Computing Laboratory: Temporal Modeling Project, University of Virginia, Intel Corporation Award, 2001.

"Mapping the Salem Witch Trials," Electronic Cultural Atlas Initiative, 1999-2001 Research Award.

American Academy of Religion, Small Grant (for scanning original Salem witch trials documents in archives in Boston), 1999.

VI Recent Presentations:

(with Anne Knowles) "Enhanced interrogation: GIS and historical revisionism," May 25, 2010. UVa.

"The Girls Who Cried Witch: Discovering Why Salem Happened," Randolph Macon College, October. 26, 2010, 7pm. The first of a five-part women's history series titled "Edgy Women

"Enhanced Interrogation: Using GIS to Revise Historical Scholarship,"

Institute for Enabling Geospatial Scholarship, sponsored by NEH, Alderman Library, University of Virginia, Symposium, May 25-27, 2010.

"The Salem Witch Trials: Recent Scholarship." History Forum teachers of the Virginia Beach, Teaching American History, ODU-NSU Higher Ed Center in Virginia Beach. VA. February 26, 2008.

"Using Court Records to Map the Salem Witchcraft Episode," Modern Language Association Annual Meetings, Panel on "Literary Geospaces," Chicago, IL December 29, 2007.

"The Geography of Witchcraft Accusations in Salem Village in 1692," Omohundro Institute of Early American History and Culture, 12th Annual Conference, Quebec, June 8-11, 2006

"Digital History: The Salem Witch Trials," NEH Longfellow Summer Seminar, Bowdoin College, July 14, 2004.

Designing GIS for Historical Research: Mapping the Salem Witch Trials," Conference on Historical Uses of GIS, Newberry Library, March, 24-28, 2004.

"Mapping the Salem Witch Trials," American Historical Society, Annual Meetings, Chicago, January 18 - 20, 2002.

"Mapping the Salem Witch Trials," panel on GIS maps, Social Science History Association, Annual Meetings, Chicago, November 16, 2001.

"Tormented Past: Two Towns Remember the Salem Witch Trials," panel Anthropology Undisciplined: Essays in Honor of Edie Turner, American Anthropological Association Annual Meetings, Washington, D. C., December 1, 2001.

"Salem Witch Trials: Documents, Images, and Databases." National Initiative for a Networked Cultural Heritage: Building Blocks Workshop. Washington, D.C., September 21, 2000.

Historical Consultant:

National Geographic Network, 60 minute documentary program on the Salem Witch Trials, produced by Wide Eye Productions (London), for National Geographic Television (US & UK). Aired in the US, November 10, 2011.

Historical consultant and Script Writer:

National Park Service and Essex County National Historical Commission, Salem, MA. Prepared script for 25 minute video program on the Salem witch trials, shown daily at the National Park Service, Visitors Center, Salem, MA.

University of Virginia

University Committee for Information Technology, 2003- 2008
IATH - Faculty Advisory Committee, 2004-

Department of Religious Studies

Director, Distinguished Majors Program 2000 -
Director, Undergraduate Program 2004 -
Chair, Technology Committee 1999 -

VII Professional Honors/Awards

University of Virginia, Raven Society Award, 1993.

VIII Professional National/International Service

Scholars' Panel, Digital Library Federation, June 2-3, 2004
Member, North American Team, Electronic Cultural Atlas Initiative.1998-2003

Robert Zemsky

Education:BA
Whinier College, 1962.
PhD (History)
Yale University, 1966.

Description of Research Expertise

Professional Biography

Robert Zemsky has spent his career at the University of Pennsylvania focusing on how best to keep universities true to their missions while at the same time remaining market smart.

He currently serves as chair of The Learning Alliance, a broad coalition of experts assisting institutions of higher learning in striking the balance between market success and public mission.

At Penn, Prof. Zemsky has been the university's chief planning officer, and served as master of Hill College House. For 20 years, he served as the founding director of the university's Institute for Research on Higher Education, one of the country's major public policy centers specializing in educational research and analysis. In his research, Prof. Zemsky pioneered the use of market analyses for higher education.

Something of a contrarian, Prof. Zemsky recently described himself in the Chronicle of Higher Education as being "old and round enough to be mistaken for a pooh-bah." He was a member of the Secretary of Education's National Commission on the Future of Higher Education. He has forcefully argued that colleges and universities need to be transformed from within. He has focused on what globalism might really mean for higher education, on what technology has not accomplished, and on how to make learning important in the higher education marketplace.

Prof. Zemsky has served as co-director of the National Center on the Educational Quality of the Workforce, as a senior scholar with the National Center for Postsecondary Improvement, as chair and convener of the Pew Higher Education Roundtable, and as senior editor for Policy Perspectives, a publication of the Pew Higher Education Research Program. He served as a founding member of the National Advisory Board for the National Survey of Student Engagement (NSSE). In 2008 he retired from the Board of Trustees of Franklin and Marshall College after 25 years of service. That same year he was elected to the Board of Whittier College, his alma mater.

Prof. Zemsky is the author of *The Structure of College Choice* (1982), *Structure and Coherence, Measuring the Undergraduate Curriculum* (1989), *Higher Education as Competitive Enterprise: When Markets Matter* (2001), *Thwarted Innovation: What Happened to Learning and Why* with William Massy (2004), and *Remaking the American University: Market Smart and Mission Centered* with Gregory Wegner and William Massy (2005). His most recent book, *Making Reform Work: The Case for Transforming American Higher Education* (2009) has sparked a major discussion of the need for curricular re-engineering across American higher education.

Prof. Zemsky's international experience includes serving as a founding trustee of the International Centre for the Study of East Asian Development in Kitakyushu, Japan; as convener and chair of the Transatlantic Dialogue of educational leaders from Europe and the United States, sponsored by The Pew Charitable Trusts in cooperation with the American Council on Education and the Conference of European Rectors; as a senior consultant to the President and Parliament of Hungary; as a project consultant to the Ministries of Education in the Republic of Zimbabwe and the Republic of Egypt; and as a principal leader of United States-sponsored seminars in Tunisia and India. Prof. Zemsky played a major role in the Six-Nation Project on Global Education for the 21st Century sponsored by the University of Pennsylvania. This effort knit together working scholars and policy makers from China, Germany, Japan, Singapore, Switzerland, and the United States in a set of comparative studies that focus on topics important to the formation of national

goals and policies for primary, secondary, and postsecondary education. He has served as a senior advisor to the University of Kobe, Japan and, in June 2003, joined the Glion Symposium. From June 2003 through July 2004 he served as a principal consultant to the Singapore Management University and in 2005 as a principal consultant to the National University of Singapore. In 2005 he also served as a Fulbright Senior Specialist in Vietnam. From August 2006 through May 2009, he served as an auditor for the Australian Universities Quality Agency (AUQA). In 2009 Professor Zemsky served as senior consultant to the Higher Education Review Unit-Quality Assurance Agency for Education and Training, Kingdom of Bahrain and Senior Researcher for the Ministry of Presidential Affairs? (MoPA) evaluation of the UAE's Education System's Outcomes and their Alignment with Labour Market Requirements.

Named in 1998 by *Change* magazine as one of higher education's top 40 leaders for his role as an agenda-setter, Prof. Zemsky is a former Woodrow Wilson Fellow and was a postdoctoral Social Science Research Council Fellow in Linguistics and later chair of that council's Committee on Social Science Personnel.

In 1998 he received a Doctor of Humane Letters (Hon.) from Towson University and in 2008 a Doctor of Humane Letters (Hon.) from Franklin and Marshall College. He holds a B.A. from Whittier College, and an M.A. and Ph.D. from Yale University.

Selected Publications

Zemsky, R.: *Making Reform Work*. Piscataway, NJ: Rutgers University Press, 2009.

Zemsky, R.: *The Rain Man cometh - again*. *Academy of Management Perspective* 22(1), 2008.

Zemsky, R.: *Has our reach exceeded our grasp? Taking a second look at higher education as a global enterprise*. *The Globalization of Higher Education*. L. E. Weber & I. J. Dunderstadt (eds.). London: Economica, Ltd. 2008.

Zemsky, R., Wegner, G. R., & Massy, W. P.: *Remaking the American University: Market-smart and Mission-centered* Piscataway, NJ: Rutgers University Press, 2005.

Zemsky, R., & Massy, W.: *Thwarted Innovation: What Happened to Learning and Why* The Learning Alliance 2004.

Zemsky, R., Shaman, S., & Shapiro, D.: *Higher Education as Competitive Enterprise: When Markets Matter*. San Francisco: Jossey-Bass, 2002.

Zemsky, R., Shapiro, D., Iannozzi, M., Cappelli, P., & Bailey, T.: *The Transition from Initial Education to Working Life in the United States of America*. NCPI Project Paper #1 1998.

Zemsky, R.: *Structure and Coherence*. Association of American Colleges and Universities, 1989.

Zemsky, R., Johnston, J., & Shaman, S.: *Unfinished Design*. Association of American Colleges and Universities, 1988.

Zemsky, R., & Meyerson, M.: *Training Practices: Education and Training Within the American Firm*. Report to the National Institute of Education, 1985.

VITA

Thomas M. Costa Department of
History and Philosophy University of
Virginia's College at Wise Wise, VA
24293
(276) 376-4573
tmc5a@uvawise.edu

Education:

- 1991: Ph.D., History, College of William and Mary, Williamsburg, Virginia
Dissertation: "Economic Development and Political Authority: Norfolk, Virginia,
Merchant-Magistrates, 1736-1800."
- 1982: MA, History, Old Dominion University, Norfolk, Virginia
Thesis: "Charles M. Davies, 1828-1910: Cleric, Educator, Writer, Spiritualist."
- 1976: BA, History, Old Dominion University, Norfolk, Virginia.

Teaching:

- 1992-Present: Professor and Chair, Department of History and Philosophy, University of
Virginia's College at Wise, Wise, Virginia.

Publications (select):

- "Runaway Slaves and Servants in Colonial Virginia," *Encyclopedia Virginia*
(<http://www.encyclopediavirginia.org/>)
- "James Buckingham's Travels in Southern Appalachia, 1839," *Smithfield Review* vol. XV
(2011), pp. 1-22.
- Review of Ronald Heinemann, et al, *Old Dominion and New Commonwealth: A History
of Virginia, 1607-2007*, and Peter Wallenstein, *Cradle of America: Four
Centuries of Virginia History* for *The Smithfield Review*, vol. XIII (2009), pp.
141-144.
- Review of *Samuel Wiseman's Book of Record: The Official Account of Bacon's
Rebellion*, for the *Journal of Southern History*, vol. 72, no. 3, pp. 649-650.
- "William Roscow Wilson Curle," for the *Dictionary of Virginia Biography*, vol. 3,
Caperton-Daniels (Library of Virginia, 2006), pp. 606-607.
- Review of Anthony Parent, *Foul Means: The Formation of a Slave Society in Virginia,
1660-1740*, for the *Virginia Magazine of History and Biography*, 111, no. 3 (July
2003) (http://www.vahistorical.org/publications/review_Costa.htm) .
- With Brooke Doyle, "Runaway Slave Advertisements: Teaching from Primary
Documents," *Middle Level Learning* 20 (May/June 2004), pp. M4-M9.

Publications (cont.):

"The Geography of Slavery in Virginia," (<http://www.vcdh.virginia.edu/gos/>), Internet project of runaway slave and servant advertisements, 1736-1798.

"Who Built Virginia?" hypertext essay for "Virtual Jamestown." (http://www.virtualjamestown.org/essays/costa_essay.html).

"What Can We Learn from a Digital Database of Runaway Slaves?" *International Social Science Review* 76 (2001), pp. 36-43.

Papers and Presentations (select):

"Searching for Runaway Slaves," Radio interview, "With Good Reason," aired May 2009 (<http://www.withgoodreasonradio.org/2009/05/runaway-slaves/>)

"Tracking Down Runaways: Building Biographies of Bound Laborers, 1736-1815," Paper presented to the Virginia Forum, Longwood University, Farmville, Virginia, April 24-25, 2009.

"Runaway Slaves and Servants on the Empire's Margins: The Geography of Slavery in Virginia," presented to the annual meeting of the British Group for Early American History, Clare College, Cambridge University, Sept. 9-11, 2005.

"Tracking Down Runaways," Conference on Slave Systems: Ancient and Modern, National University of Ireland, Galway, Ireland, Nov. 27-29, 2004.

Grants, Fellowships, and Awards (select):

"Harrison Award for Distinguished Professor," University of Virginia's College at Wise, 2011.

"American Crises: American Solutions," Teaching American History Grant, U.S. Department of Education, \$1,630,000, 2009-2012, grant to Norton City Public Schools to develop a History Specialists Model for History teachers in Southwest Virginia public schools.

"Immersion in American History," Teaching American History Grant, U.S. Department of Education, \$996,000, 2008-2010, grant to Norton City Public Schools for programs in teaching history for Southwest Virginia public schools.

"The Foundations Project": Teaching American History Grant, US Department of Education, \$1,000,000, 2003-2005, grant to Russell County Public Schools for programs in teaching history for Southwest Virginia public schools.

"The Geography of Slavery in Virginia," National Endowment for the Humanities, \$183,000, 2002-2005, to expand "Virginia Runaways" Web Project.

"Roots: The African Background of American Culture Through the African Slave Trade" National Endowment for the Humanities Summer Institute, University of Virginia, June 8-July 3, 1998, \$2,800.00.

CURRICULUM VITAE

NAME James E. Folkestad

ADDRESS School of Education
Colorado State University
Fort Collins, CO 80523

PHONE (970) 491-7823

EDUCATION

1996 Ph.D., Texas A&M University, College Station, Texas.

1993 MA, California State University, Long Beach, California.

1989 BA, University of Colorado, Boulder, Colorado.

ACADEMIC POSITIONS

2007 – present) Associate Professor, School of Education, Colorado State University.

(2004- 2006) Associate Professor, Construction Management, Colorado State University.

(1997-2004) Assistant Professor, Technology Education & Training, Department of Manufacturing Technology and Construction Management, Colorado State University.

OTHER POSITIONS

(1995) Research Associate, Texas Literacy Resource Center (TLRC), Texas A&M University, College Station, Texas.

(1993-1994) Graduate Assistant, Educational Human Resource Development (EHRD), Texas A&M University, College Station, Texas.

CURRENT JOB DESCRIPTION

55 % Teaching 30 %Research/Creative Activity 15 % Service/Outreach ___% Admin

PUBLISHED WORKS

Refereed Articles:

- Folkestad, J., & O'shea. (2011). An analysis of engagement in a combination indoor/outdoor augmented reality educational (ARE) game. *i-manager's Journal of Educational Technology*, 8(1), 30-37.
- Folkestad, J., & Hayne, S. (2011). Visualization and analysis of social networks of research funding. 44th Hawaii International Conference on System Sciences, 1-1.0.
- Brammeier, E., Aragon, A., & Folkestad, J. (2011). Examining collaborative learning modalities (CLM): critical multicultural education online?" *Multicultural Education & Technology Journal*, 5(1), 5-18.
- Folkestad, J., & Banning, J. (2010). The ecology model of learning: Evaluating digital media applications (DMAS) using established ecological subsystems of learning. *i-manager's Journal of Educational Technology*, 7(2), 41-51.
- Folkestad, J., & Gonzalez, R. (2010). Teamwork for innovation: A content analysis of the highly-read and highly-cited literature on innovation. *Advances in Developing Human Resources*, 12(1), 115-125.
- Folkestad, J., Smith, A., & Moritz, M. (2009). Phenomenology of a multimedia fishbowl: A learning ecosystem that encourages individuals to innovate through collaborative discovery. *i-manager's Journal on School Educational Technology*, 5(1), 66-80.
- Folkestad, J. E., & Banning, J. (2009). Promoting collaboration: The physical arrangement of library computers. *Library Hi Tech Times*, 1(2), 18-19.
- James Folkestad & Sharon Anderson. January 2009, Investigating the promise of mass-customized education: A content analysis of self-reported descriptions of web 2.0-learning tools based on multiple intelligence theory. *i-manager Journal of Educational Psychology*, 2(3), 34-47.
- James Folkestad & James Banning, April - June 2008, Ecology of the Computer Lab. *i-managers Journal of Educational Technology*, Vol. 5, No. 1, pp. 38-48.
- James Folkestad. (2008). *Use of electronic (Internet-based) networks to promote socially-constructed understanding and learning*. In Thompson, B., Brantmeier, E., Nathalie Kees, N., Cavanagh, T., McGlynn, C., & Ndura-Ouedraogo, E. (Eds.). *147 Tips for Teaching Peace and Reconciliation* (in press). Atwood Publishing.
- James Folkestad, 2007, *From Battleground to common ground: Stories of Conflict, Reconciliation and Civic Renewal*. (Refereed essay).
- James Folkestad, (October, 2007). *Changing a system: Network centric learning communities*. K-12 Online Conference. <http://k12onlineconference.org/?p=198> (Video Podcast).
- Charles Smith, Brent Sigmon, James Folkestad, December 2002, Rapid Prototyping with Machinable Wax Molds, *Techdirections*, pp. 29-31.
- James Knirsch, James Folkestad, Kevin McHugh, May 2002, RSP Tooling – A Revolutionary New Process to Manufacture Die Cast Production Tooling in Prototype Timing, *Die Casting Engineer*, Vol. 46, No.3, pp. 56-60.
- James E. Folkestad, Russell L. Johnson, 2002, Integrated Rapid Prototyping and Tooling (IRPRT), *The International Journal of Manufacturing Technology Management, Integrated Manufacturing Systems*, Vol. 13, No. 2, pp. 97-103, ISSN 0957-6061.

Megan C. Mullins-

(b) (6)

(b) (6)

(616) 395-7078 (W)

(b) (6)

Email: mullins@hope.edu

EDUCATION:

Doctor of Philosophy in Sociology, Cultural Theory and Research Methods Emphasis, Degree awarded in 2004, Western Michigan University, Kalamazoo, MI

Master of Arts in Sociology, Criminology Emphasis, Degree awarded in 1998, Western Michigan University, Kalamazoo, MI

Bachelor of Arts in Sociology, Social Work Minor, Degree awarded in 1994, Magna Cum Laude, Western Michigan University, Kalamazoo, MI

WORK HISTORY:

- Assistant Professor of Sociology
Carl Frost Center for Social Science Research, Director
Hope College
Holland, MI, 2007-Present
- Senior Associate
Group Dimensions International
Woolwich, ME, 2005-2007. Several projects, including:
 - Texas Township Public Safety Committee, "What Kind of Community? The 2006 Texas Township Community Survey." Kalamazoo, MI, 2006-2007
 - "Teachers for a New Era Project." A collaborative program between Bridgewater State College, Boston College, and the Carnegie Foundation, 2006-2007
 - "History Together: Teaching American History." Bristol Community College, Bristol, RI, 2006-2007
 - "Affordable Housing in Rhode Island: Community Perceptions and Meaningful Messages," United Way of Rhode Island and The Rhode Island Foundation (in consortium with other agencies as "Housing Works RI"), 2006
 - "Substance Abuse Needs Assessment, Town of Warren," Warren, RI, 2006
 - Trainer – "Conducting Professional Focus Groups for Social and Policy Research," several locations including George Washington University and the National Institute of Justice, 2005-2007
- Visiting Assistant Professor of Sociology
Grand Valley State University
Allendale, MI 2005-2006
- Other Research Consultancies

Kalamazoo Community Foundation
"An Evaluation of Social Capital in 'Better Together Kalamazoo' Program Outcomes,"
Kalamazoo, MI, 2002-Present

Kalamazoo Community Foundation
"Understanding Social Capital in Kalamazoo: the 2006 Survey Report,"
Kalamazoo, MI, 2002-Present

Women's and Men's Battle Creek Drug Court
Battle Creek, MI, 2004-2005

Department of Public Affairs and Administration
"Recruitment and Retention of Minority Students in the Public Administration Program: Focus Group Research Results."
Western Michigan University, Kalamazoo, MI, 2005

Department of Sociology –Criminal Justice Program Assessment
"Perspectives on the Criminal Justice Program Curriculum: Focus Group Results."
Western Michigan University, Kalamazoo, MI, 2004-2005

Department of Public Affairs and Administration
"Perspectives on the MPA Program Curriculum at Western Michigan University: Focus Group Research Results." Western Michigan University, Kalamazoo, MI, 2004

John E. Fetzer Institute
"Perceptions and Uses of the Booklet Multidimensional Measurement of Religiosity/Spirituality for Use in Health Research: A Survey from the Fetzer Institute."
Kalamazoo, MI, 2003

- Research Associate
National Science Foundation and the Kercher Center for Social Research
"Teaching Research Ethics: An Institutional Change Model." With D. Hartmann.
Western Michigan University, Kalamazoo, MI, 2002-2003
- Volunteer Researcher
Hospice Care of Southwest Michigan and the John E. Fetzer Institute
With D. Hartmann. "Kalamazoo Community Survey on Death and Dying."
Western Michigan University, Kalamazoo, MI, 2003
- Research Assistant
Juvenile Drug Court Evaluation
Kercher Center for Social Research, Western Michigan University, Kalamazoo, MI, 2002

PUBLICATIONS:

- Rhineberger, G. and Mullins, M. (2006). "Exploring Academic Discourse on Ethics: Where Are We?" Journal of Crime and Justice. Under Resubmission.
- Mullins, M. and G. Rhineberger. (2007). "To Teach or Not to Teach: Requiring Undergraduate and Graduate-level Criminal Justice Ethics Courses in Higher Education. Submitted to Journal of Criminal Justice Education.
- Snyder, Z., Carlo, T. and Mullins, M. (2001). "Parenting From Prison: An Examination of a Children's Visitation Program at a Women's Correctional Facility," Marriage and Family Review, vol. 32, no. 3/4.
- "Drawing Out the Writing: Interview Techniques to Help Students Articulate their Writing Process." With P. Peschiera (in progress).
- "Remembering the Mendiola March: Private Accounts of an Institutionally Organized History" (in progress).

PROFESSIONAL MEMBERSHIPS/ACTIVITIES:

- Midwest Sociological Society
- Michigan Sociological Association
- Guest Reviewer, Michigan Sociological Review, 2006
- Guest Reviewer, Journal of Applied Sociology, 2003

CURRICULUM VITAE

JOSEPH JOHN CAFARO

(b) (6) Present Position
(b) (6) Professor
(b) (6) History Department
E-mail: jcafaro@lagrange.edu LaGrange College
LaGrange, GA., 30240
(706) 880-8275

EDUCATION:

Ph.D. in Modern Europe with a concentration in Russian History,
(Eurasian land mass), Florida State University, April, 1984
M.A. in Modern Europe with a concentration in Russian History,
(Eurasian land mass), August, 1980
B.A. in History, minor in Political Science, Florida Atlantic
University, August, 1977
A.A. Manatee Junior College, May, 1975

PH.D. FIELDS:

Major- 19^h and 20th Century Russia (Eurasian land mass)
Minors-20^h Century Europe
19th Century Europe
19th Century America

LANGUAGES: Russian and German (Reading Knowledge)

TRAVEL: Extensive travel throughout the United States, Europe, and the former Soviet Union; limited travel in South America

PROFESSIONAL EXPERIENCE:

Teaching: Twenty-four years at the college and university levels

Appointments: 1980-1981' Teaching Assistant, Florida State University
1981-1982, Teaching Assistant, Florida State University
Instructor, Tallahassee Community College
1982-1984, Instructor, Tallahassee Community College
1984-1989, Assistant Professor, LaGrange College
1989-1997, Associate Professor, LaGrange College
1997-Present, Professor, LaGrange College

JOSEPH JOHN CAFARO

Curriculum Vitae

Page 2

RESEARCH:

Dissertation: "Soviet-Finnish Relations 1944-1983: A Study of Strategic Interests and Showcase Diplomacy"

M.A. Thesis "Socialism In One Country and the Search for Collective Security"

PUBLICATIONS:

"Revolution and Red Scare in SmallTown, U.S.A."

Publishedby Apalachee Quarterly, Winter 1984

Oral history research project commissioned by Milliken & Company, an international textile and chemicals company, completed May 1996

PAPERS PRESENTED:

"Russia and the American Civil War," Florida College of Teachers of History State Conference, March, 1981

"The effect of the French Revolution on Russian Foreign Policy 1792-1795," Phi Alpha Theta State Regional Conference, February, 1982, Gainesville, Florida

"The Soviet-Finnish Nightfrost Crisis of 1957," Florida College of Teachers of History State Conference, March, 1988, Tallahassee, Florida

"The Soviet-Finnish Treaty of Friendship, Cooperation, and Mutual Assistance," Northern Great Plains Historical Conference, October, 1990, Grand Forks, North Dakota

"The Faculty/Staff Committee As A Positive Rippling Effect," presented along with Nancy T. Alford, Dean of Student Affairs, LaGrange College, at the Freshman Year Experience Conference, February, 1990, Columbia, South Carolina

LAURA GINSBERG SPIELVOGEL

Associate Professor

Department of Anthropology

Western Michigan University

email: laura.spielvogel@wmich.edu

education

1993-1998 **YALE UNIVERSITY**
GRADUATE SCHOOL OF ANTHROPOLOGY **NEW HAVEN, CT**
Ph.D. in Anthropology, May 1998. Specializing in cultural anthropology of Japan and anthropology of gender.

1988-1992 **DUKE UNIVERSITY** **DURHAM, NC**
Bachelor of Arts degree, *magna cum laude*, in Comparative Area Studies and Art History, May 1992.

summer 1994 **MIDDLEBURY COLLEGE** **MIDDLEBURY, VT**
summer 1989 Attended an intensive Japanese language program at the beginning level and most advanced level.

research

Areas Gender; educational technology; anthropology of the body; ethnographic fiction and film; national and transnational identities; globalization and popular culture; sport and leisure; research methods. Japan and the United States.

1999-2000 **HARVARD UNIVERSITY** **CAMBRIDGE, MA**
Edwin O. Reischauer Institute for Japanese Studies
Postdoctoral fellowship awarded to recent Ph.D.'s to provide the resources and opportunity to turn the dissertation into a publishable manuscript.

teaching

2000-present **WESTERN MICHIGAN UNIVERSITY** **KALAMAZOO, MI**
Associate Professor

1998-1999 **JAMES MADISON UNIVERSITY** **HARRISONBURG, VA**
Assistant Professor

**fellowships
and awards**

2010-2011 Kauffman Foundation Education Ventures Labs Fellow
2005-2006 Western Michigan University--ASTRA award
2000-2001 Stanford University: Institute for International Studies (Declined)-Postdoctoral Fellowship
1999-2000 Harvard University: Edwin O. Reischauer Institute for Japanese Studies--Postdoctoral Fellowship
1996-1998 Yale University: East Asia Prize Fellowship
1996-1997 Fulbright-Hays Research Fellowship: Dissertation Grant
1996-1997 National Science Foundation (Declined): Dissertation Grant
1993-1996 Yale University: University Fellowship
1988-1992 Duke University: Sumitomo Fellowship
1990-1992 Duke University: Phi Beta Kappa Honor Society

1992 Duke University: Graduated with Distinction in Comparative Area Studies

publications

books

2003 DUKE UNIVERSITY PRESS
Working Out in Japan: Shaping the Female Body in Tokyo Fitness Clubs.

journal articles

- May/June 2010 INTERNATIONAL JOURNAL OF LEARNING AND MEDIA
"Role-playing and the Future of the Textbook." Co-authored with Christian Spielvogel. Peer-reviewed.
- May/June 2010 ELECTRONIC JOURNAL OF COMMUNICATION
"Speaking the Language of Digital Natives: Role-Playing Simulations in the Communication Classroom." Co-authored with Christian Spielvogel. For special issue on "Social Media and Communication Policy." Peer-reviewed.
- May/June 2010 JOURNAL FOR THE SOCIETY OF GENDER STUDIES IN JAPANESE
NIHONGO GENDAA GAKKAI
"A Marriage of Cultures: An Online Role-Playing Simulation for Japanese Anthropology."
Invited to publish.
- 2002 SOCIOLOGY OF SPORT JOURNAL, Volume 19, No.2.
"The Discipline of Space in a Japanese Fitness Club." Pages 189-205. Peer-reviewed.
- 2000 JOURNAL OF SPORT AND SOCIAL ISSUES, Volume 24, No.3
"The Hard Work of Working Out: An Ethnographic Analysis of Health, Beauty, and Leisure in a Japanese Fitness Club." Pages 260-281. Peer-reviewed.
- 2000 HARVARD MAGAZINE, September-October Issue
Editorial interview and review of my research on Japanese fitness clubs. Pages 20-22.

invited book reviews

- 2005 THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE, Volume 10, No.4
Book review of Sport, Dance and Embodied Identities, eds. Noel Dyck and Eduardo P. Archetti (Oxford, New York: Berg, 2003).
- 2001 JOURNAL OF INTERDISCIPLINARY GENDER STUDIES, Volume 6, No.2
Book review of Genders and Sexualities in Modern Thailand, eds. Peter Jackson and Nerida Cook (Thailand: Silkwonn Books, 1999).

chapters

- 2006 YALE UNIVERSITY PRESS
"Disciplining the Body in a Japanese Fitness Club," *This Sporting Life: Sports and Body Culture in Modern Japan*, William Kelly and Atsuo Sugimoto, eds.

digital humanities

- 2007-present WEB-BASED, ROLE-PLAYING SIMULATION
"A Marriage of Cultures," VI. <http://wedding.cs.hope.edu>. ("guest!" for username and password, in the "wedding" instance)



To: National Endowment for the Humanities
Re: Advisory Board for Christian Spielvogel's Digital Humanities Implementation Grant proposal

I write to request joining the Advisory Board for Christian Spielvogel's Digital Humanities Implementation Grant proposal. My background concerning gaming and education makes me a fine member.

In my current position, senior fellow for the National Institute for Technology and Liberal Education (NITLE), I research how gaming can best be used on small college campuses. This research includes publications (*The New Digital Storytelling*, Praeger 2011), conference presentations, online work, and the facilitation of inter-institutional collaborations. I am especially interested in how the humanities and social sciences approach digital games, which makes ValleySim an especially fascinating project.

I have some educational game background, having designed and implemented a political history simulation for two undergraduate classes. In 1999 and 2001 I was one member of an inter-institutional faculty group teaching the American experience in Vietnam. My colleagues at Rollins College and the University of Richmond provided documentary support for a gaming exercise: simulating the Johnson administration's decisions to escalate the war in 1964-65. Students formed teams across majors and campuses, then role-played actors, such as members of the American cabinet or the North Vietnamese leadership. The simulation was very fruitful for deepening student learning and engagement. (A short description can be found here; <http://toolormethod.wlu.edu/insights.html>)

Spielvogel's ValleySim, while clearly different in structure and content, offers similar benefits for student learning. The cognitive and creative act of imagining oneself into the historical role of a Civil War participant enables students to be aware of contexts and options in a way readings or lectures usually cannot accomplish. The combination of primary source engagement with group interaction is truly powerful. Spielvogel's next step - expanding the ValleySim approach to other content areas - is ambitious and appropriate. In our time, when president Obama calls for teaching to support training and gaming remains a huge cultural industry, this project comes at the right moment. Not only will student learning improve, but observers should learn useful data about how best to teach with gaming.

I hope to sit on this Board for a front-row seat. I also hope to contribute to its success based on my experience and current research agenda.

Please do not hesitate to contact me with any questions.

Bryan Alexander
Senior Fellow, National Institute for Technology in Liberal Education bryan.alexander@nitle.org
Headquartered at Southwestern University
1001 East University Avenue
Georgetown, Texas 78626 (512) 863-1603 (802) 388-7850

National Institute for Technology in Liberal Education
www.nitle.org contact@nitle.org 512-863-1603



January 19, 2013

To Whom It May Concern:

I am writing in support of *Hope College's* application for NEH's Digital Humanities Implementation Grant program, and to express my eagerness to serve as an Advisor for this exciting NEH project. Christian Spielvogel and his project team have been developing elegant ways to integrate gaming and social media around important digital humanities documents and archives. Their concept has already gained traction and endorsement through a NEH Digital Humanities Start-up grant, Virginia Foundation for the Humanities (VFH) resident fellowship, two recent scholarly publications, national media attention, and a recent fellowship from the Kauffman Foundation for budding social entrepreneurs in education.

Their prototype simulation, *Valley Sim*, was developed using NEH startup funds, and contains a dizzying array of valuable tools and features for a working prototype developed on a shoestring budget. Not only does the simulation engine work, but any instructor can use the program with ease, and the team also collaborated with another humanities faculty member to create her own simulation, which has also been a tremendous success.

Given that early in my career I developed one of the first history learning games using the computer, I was both flattered by and intrigued by Spielvogel's interest in having me serve on his project advisory board. More recently I have played a major role in getting higher education to address the core issues of student learning and the part electronically mediated learning experiences can play in reshaping what we expect of a college education. In short, I heartily endorse Hope College's application and urge NEH to help allow Spielvogel and his team to transform the humanities.

For The Learning Alliance

Robert Zemsky
Professor and Chair



THE FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Communication

January 23, 2013

Christian Spielvogel
Simulation Grant Proposal

Dear Chris,

I'm happy to be participate in the simulation grant project under the auspices of NEH. My project involves creating a simulation using newspapers, photographs, oral histories, and other primary source documents of a lynching in 1934 near Marianna, Florida. More specifically, Claude Neal was lynched in what is considered one of America's lasty "spectacle lynchings," one in which the violence was planned, advertised and people flocked to the location to witness the torture, death and immolation of Neal. His offense was allegedly murdering a young white woman by the name of Lola Cannady. The simulation will be valuable component to my pedagogy here at Florida State University, where I teach multiple courses on race relations in the Deep South. All of my students can't fathom the practice of lynching, and yet they often have family members that know intimate details of racial violence in and around their hometowns. This simulation will allow us to begin to understand the psychological dynamics of a lynch mob; what precipated it; where lynching comes from; what ritual acts of violence did to communities; why law enforcement was often complicit; and how the legacy of lynching endures in vital venues today--whether in American popular culture or in politics.

I think this simulation will have enormous value for my students. Again, just to begin to understand how such a bizarre racial practice took place will be very important. My students are often only 3 generations in their family removed from these awful spectacles and they need very much to understand the racial dynamics that they've inherited--and yet often don't really understand. To my knowledge a product like this simply doesn't exist and it will need to be created with a great deal of finesse given the diverse population that I teach at FSU. The simulation will also be greatly augmented by the fact that Greenwood, FL (site of the lynching) is only 50 minutes away, and I'm working on establishing a relationship with the Cannady family, whose farm still operates in Jackson County. Being able to walk in the footsteps of the lynched and the lynchers will likely prove to be a very powerful experience.

Florida State will be able to provide some important resources to this project, most notably in computer technology help. The School of Communication has excellent relationships with computer support services on campus, and so I will have their full cooperation in meeting any and all technology needs. FSU's library staff will also be vital in securing important primary and secondary sources for the simulation.

Thanks again for the opportunity to create this lynching simulation. Given the scholarly ground I've tilled, the resources we have locally and regionally and institutionally, we should



THE FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Communication

be able to create a very engaging and important tool. No doubt my students would benefit for years.

Sincerely,

Davis Houck
Professor
Florida State University



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

January 19, 2013

To Whom It May Concern:

I am writing in support of Hope College's application to the NEH's Digital Humanities Implementation Grant entitled *Serious Sims*. The proposal builds on project director Christian Spielvogel's previously funded NEH Digital Humanities Start-up grant, Virginia Foundation for the Humanities (VFH) resident fellowship, and fellowship in educational entrepreneurship from the Kauffman Foundation.

This proposed project brings together a talented and diverse collection of institutions, authors, scholars, programmers, designers, and advisory experts. Spielvogel and his team of collaborators are ideally positioned to secure an implementation grant based on recent accomplishments: This past year they published two articles in internationally refereed journals about the pedagogical benefits of multiplayer simulations; they have successfully beta tested two early simulation prototypes built during the NEH Startup grant period with over 100 instructors and 2,000 college students; and their prototypes have been featured on national television (C-SPAN2) and in lead articles in national publications such as *Campus Technology Magazine* and *Education Week*.

I am particularly excited by the possibility of extending this model to impact the instructional approach of humanities scholars in the university classroom. I have worked closely with the project leadership since 2008, and I believe strongly in their ability to conceive, design, and implement a transformational new tool for education. This training is essential not just for the impact on classrooms and student learning, but also for the continued support and growth of our profession through experiential partnerships.

With this letter, I agree to provide **outreach facilitation and support** for the partners to ensure not only success of their program, but the broader applicability of the laboratory structure beyond this partnership. I agree to participate in annual planning summits for each of the three years of the grant period to occur after the close of the academic year (June-August). I will also provide instructional facilitation for all training workshops, including appropriate planning time with scholars and authors.

In summary, I want to enthusiastically endorse this project and urge NEH to fund this proposal. The goals for this project are an excellent match for the outcomes anticipated when NEH determined to fund innovative projects contributing to scalable, groundbreaking efforts in the digital humanities.

Sincerely yours,

Andrew T. Mink
Executive Director, LEARN NC

Introduction

TekWorkforce Inc. (web development agency Grand Rapids, MI) will be putting forward development efforts on behalf of the Serious Sims project (Hope College) for future enhancements on their new simulation platform. TekWorkforce has been involved from a very early stage of this web application and holds a great deal of understanding and knowledge concerning the direction and technology of the web application. If the grant is approved here is a high level summary of potential development efforts. Each phase will take approximately the same amount of time and cost will hover near \$30,000 per phase.

Phase 1 – Enhance and Complete Core Structure

One the of key enhancements that we feel will catapult this web application and will allow for easy integration both internally with other web applications and externally is the development of a solid API structure for the sim content.

We propose to complete the structure of each e-learning simulation as laid out in the attached diagram (see Appendices). The structure will then be built in JSON and an API application will be built. This API will follow the REST API structure and will allow other applications to query the content for use in the application after proving authentication using an OAUTH standard. This will be especially handy for the 2nd phase of development when there will be a system in which peers will be able to evaluate the content and ensure that is of the quality to count as a publication for the professor that has created it. Also these API queries will be used for the actual application that will allow for easy upgrades of the system and also to use real data from the system to test and create new versions of the application.

Possibly in the future outside organizations may also be able to create their own "Apps" that will use the content from the API. This is not in scope for the first 3 phases but its good to have this flexibility if the business sees value in it and chooses to pivot towards this direction.

Phase 2 – Gamification and Peer Review

In our opinion the gamification is critical to overall adoption and student interest in the sims. The gamification portion of the site will involve some of the latest technology utilizing the animation of HTML5, Jquery and in some cases Adobe Flash. The gamification features may be a simple as an interactive questionnaire. The more simple "games" will be inline in the content and accessed by clicking a small icon when reading the text in either the reflection or role play modes of the system. Other gaming features could be built completely separately utilizing the API that we built in phase 1.

The Peer review system will be a separate stand alone system that uses the API from Phase 1 and renders the content in a more aggregated version that can be quickly reviewed and vetted by a community of select authors and accredited members from the education community. This system will store the results of the peer review and serve them to both the originating author and any other authenticated user that may need access to these results.

Phase 3 – Community Features

The final phase of development pertaining to the grant if selected will be the build out of the Serious Sims Community. This will be a robust social community site in which members can share best practices as well as share entire templates (templates are defined as altered versions of simulations that individual classrooms may be using). The templates can be reviewed, scored and commented on. The site will feature the highest scoring templates of each simulation as well as the highest rated best practice comments. The community will also be used as a support system in which members will be able to report issues with the site and suggest enhancements.



UNIVERSITY of NEW HAMPSHIRE

January 21, 2013

To Whom It May Concern:

I am writing in support of the Serious Sims project for the humanities. My proposed simulation, titled *Fighting for Equality*, will engage students in the various political debates surrounding women's right to the vote during the Progressive Era. Some of the rhetorical issues and public discourse considered include: the inevitable onward "progress" of democracy, which would extend the rights of citizenship to women; the necessity of strategic planning and organization for educating the public about votes for women; women's contributions to the uplift of society; and, most importantly, the changing condition of women brought on by their social and political evolution.

My areas of scholarly expertise include rhetorical studies, feminist studies, and analysis of the mass media and my research focuses on how ideologies about gender and feminism are rhetorically constructed, reproduced, or challenged through various forms of public address and the mass media historically. The *Fighting for Equality* simulation project reflects these interests and my teaching experience by encouraging students in my American Public Address: Early Women's Rights Rhetoric course to consider the intersection of communication (specifically rhetoric and public address), American history, and gender relations. The primary objective for the simulation is to have students examine the life cycle of a social movement through its intersection with political and historical events and its adaptation and evolution in light of particular social developments. A more specific goal is to facilitate students' recognition and understanding of how the woman suffrage movement at the turn of the twentieth century consisted of a multi-faceted response to the challenges of a changing era, which ultimately was responsible for leading women into the public culture of electoral politics and demonstrating to the nation that women were equally qualified to participate fully in civic life. I believe that through such a simulated role playing exercise, students will be better positioned to witness such a historical movement as it unfolds, to engage the arguments and debates that came to define the woman suffrage movement in the final decades of its life cycle, and to interact within a network of roles that re-create the opportunities and limitations women faced while attempting to redefine their roles (gendered, political, and public) during this influential period in our nation's history.

Through this *Sims* experience, students will negotiate this rich history of women's fight for equality and the campaign for suffrage through first-person accounts of movement activities

and events from the planning stages to their execution and, finally, their impact on the movement and public response, both positive and negative. For example, over these years the suffragists held large-scale parades to attract attention to their cause, several of which ended in mass riots, and some women during this period were jailed for sedition as a result of their protests in front of the White House criticizing President Wilson during World War I. Through this pedagogical exercise, students will be able to access the rhetorical discourse of this period, including speeches by suffragists, suffrage newspapers, as well as responses to the movement in the mainstream press, such as *The New York Times*, and through the rhetorical discourse of the anti-suffrage movement. This will make evident to the students both the prominence of the votes for women campaign during the Progressive era, as well as the prevailing social mores that made it such a revolutionary proposition. The unique aspects of the role-playing narratives integrated into the simulations project also will allow students to interact and engage with the various contours of this important social movement, and particularly to understand the complexity of the suffrage movement's ideology, arguments, strategies, and tactics, which began to change at the turn of the century in response to new social realities and a changing American culture. I see potential for this course to be used in a communication/rhetorical studies curriculum (public address courses, history of social movements courses, rhetoric of social protest courses, feminist rhetoric courses), a women's studies curriculum, and possibly even in a history or political science curriculum.

I am very excited about the instructional opportunities that this project inspires, and particularly being able to involve students in a whole new level with such a crucial and intriguing period of women's history. I enthusiastically recommend that FIPSE consider funding this proposal so that students may benefit from the collaborative learning experiences across a number of disciplines in the humanities and social and behavioral sciences that this project affords.

Sincerely,

Jennifer L. Borda, Ph.D.
Associate Professor of Communication

January 20, 2013

To Whom It May Concern

I am writing in support of Hope College's application to the NEH's Digital Humanities Implementation Grant entitled *Serious Sims: Transforming Gaming in the Digital Humanities*. The proposal builds on project director Christian Spielvogel's previously funded NEH Digital Humanities Start-up grant, Virginia Foundation for the Humanities (VFH) resident fellowship, and fellowship in educational entrepreneurship from the Kauffman Foundation.

This proposed project brings together a talented and diverse collection of institutions, authors, scholars, programmers, designers, and advisory experts. Spielvogel and his team of collaborators are ideally positioned to secure an implementation grant based on recent accomplishments: This past year they published two articles in internationally refereed journals about the pedagogical benefits of multiplayer simulations; they have successfully beta tested two early simulation prototypes built during the NEH Startup grant period with over 100 instructors and 2,000 college students; and their prototypes have been featured on national television (C-SPAN2) and in lead articles in national publications such as *Campus Technology Magazine* and *Education Week*. In an undergraduate honor's class, I will work with students to develop a Jamestown Sim module for this project.

Jamestown Sim will be a web-based, multiplayer, role-playing simulation surrounding the first permanent English settlement in North America. It will be built around primary sources from the award-winning *Virtual Jamestown* (VJ) digital archive. Bio-sketches of African slaves; Indian chiefs and commoners; English gentlemen, laborers, and indentured servants will be created, based upon real people whose lives may be reconstructed from the records of the VJ archive. My students and I will collaborate with a team of humanities teachers/scholars to author simulations of Jamestown at all social levels in a serious gaming environment and allow students to experience history through role-playing of individual characters. In coordination with Andy Mink, a demonstration of the outcome will be presented at a workshop here at Virginia Tech.

In summary, I want to enthusiastically endorse this project and urge NEH to fund this proposal. The goals for this project are an excellent match for the outcomes anticipated when NEH determined to fund innovative projects contributing to scalable, groundbreaking efforts in the digital humanities.

To Whom It May Concern:

I am writing in support of Hope College's application to the NEH's Digital Humanities Implementation Grant entitled *Serious Sims: Transforming Gaming in the Digital Humanities*. The proposal builds on project director Christian Spielvogel's previously funded NEH Digital Humanities Start-up grant, Virginia Foundation for the Humanities (VFH) resident fellowship, and fellowship in educational entrepreneurship from the Kauffman Foundation.

As a collaborator in this project, through my own NEH supported digital archive, "Geography of Slavery in Virginia" (<http://www.vcdh.virginia.edu/gos/>), I well understand its enormous potential for transforming teaching and learning. I have spent the last 12 years digitizing historical primary materials (runaway slave advertisements) and have seen how teachers and students get excited when exposed to these materials. A historical simulation based on primary documents represents the next step in the application of digital materials to teaching and learning in the humanities.

I presently teach upper-level history courses in Colonial America, Jeffersonian America as well as African-American History, to each of which courses the Sim project offers great potential. As a participant in this project, I will develop a simulation pilot in one of my classes and will help conduct demonstrations and workshops using the project.

In summary, I want to enthusiastically endorse this project and urge NEH to fund this proposal. The goals for this project are an excellent match for the outcomes anticipated when NEH determined to fund innovative projects contributing to scalable, groundbreaking efforts in the digital humanities.

Sincerely,
Tom Costa

A handwritten signature in cursive script that reads "Tom Costa".

Tom Costa
Chair, Dept. of History and Philosophy
University of Virginia's College at Wise
Wise, VA 24293



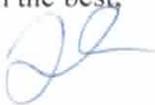
History Department
601 Broad Street
LaGrange, Georgia 30240-2999
706.880.8174 phone
706.880.8158 fax
www.lagrange.edu

January 17, 2013

Dear Christian,

I am writing to express my excitement and intent at the prospect of participation in the NEH implementation grant in order to develop a simulation of the Russian Revolution. Please keep me posted on future developments.

All the best,



Professor of History
Chair
LaGrange College

January 19, 2013

To Whom It May Concern:

My name is Adam Mackie and I am a Special Instructor in Composition at Colorado State University. I intend to serve as the lead author on a simulation titled *Another World Inside of This One* that is being submitted to the NEH Digital Humanities Start-Up grant. I have written an outline and narrative arc that details the trajectory of the project and I am committed to the work of designing the concept to full completion. My research interests are currently anchored in digital media and learning and I would be interested in testing the simulation in a secondary school or with pre-service teachers at the university level. I will be collaborating with two other CSU professors, Dr. James Folkestad and Dr. Louann Reid. I appreciate your time and thank you for considering our submission.

Sincerely,

Adam Mackie
Special Instructor in Composition
Colorado State University
adam.mackie@colostate.edu

Appendix A: Authoring Wizard and Valley Sim Screenshots

Step 1 of Authoring Wizard: Create Title and Sim Description

The screenshot shows the 'Marriage of Cultures' simulation setup interface. The top navigation bar includes a user profile icon, the title 'Marriage of Cultures', a 'Go to Last Module' button, and a 'Quick Navigation' dropdown menu set to 'Dashboard'. A 'Hide' button is located in the top right corner. On the left, a sidebar titled 'Initial Setup' contains four steps: 'Step 1: Title & Description' (highlighted), 'Step 2: Create Sides', 'Step 3: Create Characters', and 'Step 4: Create and Organize Sim Content'. The main content area is titled 'Simulation Setup - Create Title' and contains the following fields:

- Simulation Title:** Marriage of Cultures
- Simulation Description:** Marriage of Cultures is developed around the narrative framework of a cross-cultural wedding between an American man and Japanese woman. Players learn about conflicting views of family responsibility, courtship, religion, gender roles, and ideals of love by playing members of the Takahashi and Mancini families in the weeks leading up to their wedding.
- Disciplines:** Cultural Anthropology, Japanese Studies, Women's Studies
- Keywords:** Gender relations, cultural relativism, Japan, United States, ethnographic research

Buttons for 'Save & Quit' and 'Save & Next' are located at the bottom right of the main content area.

Step 2: Create Sides

The screenshot shows the 'Marriage of Cultures' simulation setup interface at Step 2: Create Sides. The top navigation bar is identical to the previous screenshot. The 'Initial Setup' sidebar now highlights 'Step 2: Create Sides'. The main content area is titled 'Create the Sides' and contains the following fields:

- Side Name *:** Takahashi Family
- Side Description *:** The thirteen members of the Takahashi group include the bride-to-be Aya, her parents, grandmother, older siblings, and friends of the family.

An 'Add Side' button is located below the description field. At the bottom right, there are buttons for 'Previous', 'Save & Quit', and 'Save & Next'.

Step 3: Create Characters

The screenshot shows the 'Marriage of Cultures' character creation screen. The top navigation bar includes a 'Go to Last Module' button and a 'Quick Navigation' dropdown menu set to 'Dashboard'. A 'Hide' button is located in the top right corner. On the left, a sidebar titled 'Initial Setup' contains four steps: 'Step 1: Title & Description', 'Step 2: Create Sides', 'Step 3: Create Characters' (which is highlighted), and 'Step 4: Create and Organize Sim Content'. The main content area is titled 'Create your characters' and contains several input fields and text areas:

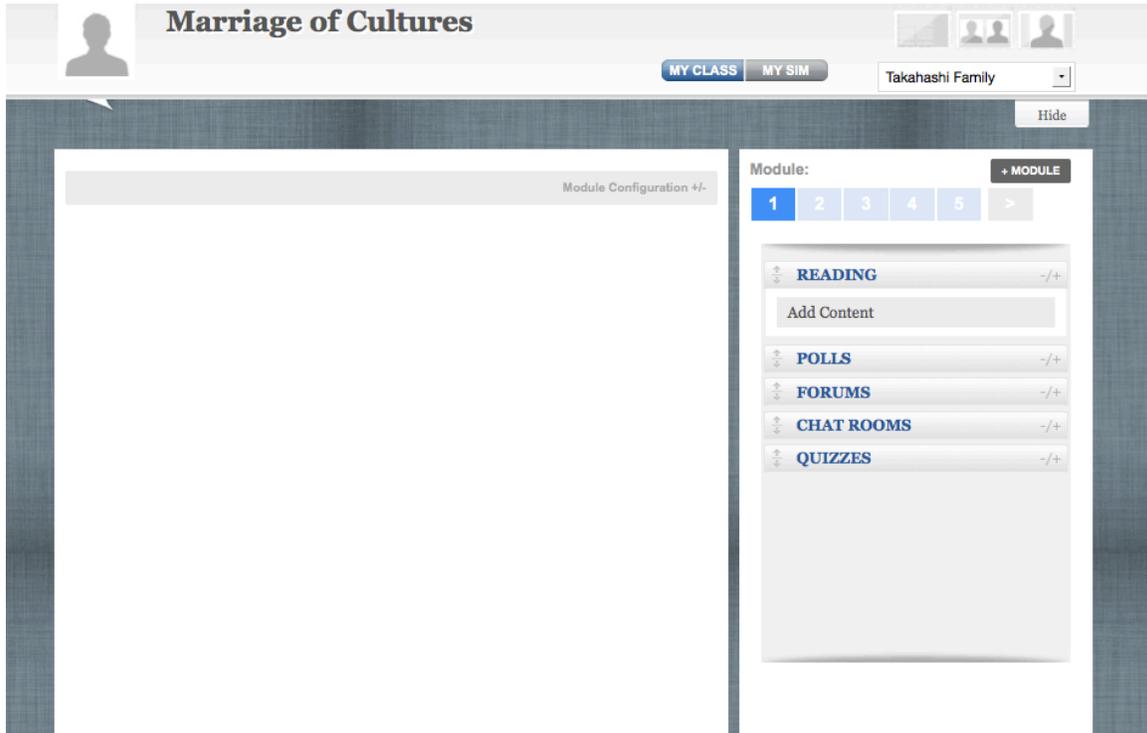
- Character Name *:** A text input field containing 'Daisuke Funabashi'.
- Character Side *:** A dropdown menu with 'Takahashi Family' selected.
- Upload:** A button for uploading a character image.
- Character Short Description *:** A text area containing the text: 'Daisuke Funabashi is twenty-nine years old and has known Aya since birth. Their mothers have been close friends for more than thirty-five years and have openly tried to encourage a romantic relationship between Daisuke and Aya. Daisuke would have been all-too-willing to marry Aya, as his family. Perhaps, he has not done enough to dispel her of these thoughts. As a child, Aya was sunny (akarui) and upbeat, never worrying too much about her future. She seemed to just glide through life with nary a concern. As a girl, she had that luxury, but Daisuke, like many boys his age, worried constantly about pleasing his parents, doing well in school, passing the high school and university entrance exams to secure a place in a top college and then advancing to a good job in a big white-collar company. To this end, he has been successful.'
- Character Public Description *:** A text area containing the text: 'You are in love with Aya and, in your heart, think that she loves you in return. The American is simply a distraction and Aya is easily distracted. Almost like a child, she is attracted by the brightest and newest object in the room. You must show Aya the fun-loving side of you that has been suppressed for so long. As children, you were the best of friends. You have been sidetracked, but now it is time to rekindle your initial attraction for each other. In the upcoming weeks, you will draw Aya out in private conversations. You are one of her oldest friends. after all.'
- Character Private Description *:** A text area containing the text: 'You are in love with Aya and, in your heart, think that she loves you in return. The American is simply a distraction and Aya is easily distracted. Almost like a child, she is attracted by the brightest and newest object in the room. You must show Aya the fun-loving side of you that has been suppressed for so long. As children, you were the best of friends. You have been sidetracked, but now it is time to rekindle your initial attraction for each other. In the upcoming weeks, you will draw Aya out in private conversations. You are one of her oldest friends. after all.'

Step 4: Create and Organize Sim Content

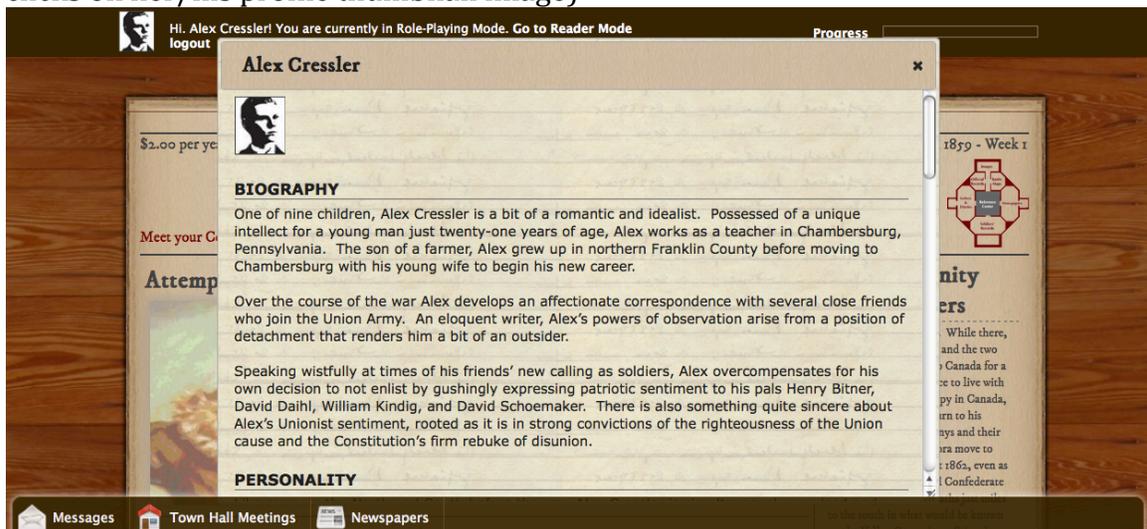
The screenshot shows the 'Marriage of Cultures' sim content organization screen. The top navigation bar includes a 'MY CLASS' button, a 'MY SIM' button, and a dropdown menu for 'Takahashi Family'. A 'Hide' button is located in the top right corner. The main content area is titled 'Module Configuration +/-' and features a 'Change Layout' button. The background is a scenic image of a tropical forest. On the right, a 'Module:' sidebar contains a list of content types with expand/collapse icons and a '+/-' indicator:

- 1** **ROLEPLAY** +/-
- 2** Add Content
- 3** **POLLS** +/-
- 4** **FORUMS** +/-
- 5** **CHAT ROOMS** +/-
- >** **QUIZZES** +/-

Step 5: Add Reflection Mode or Class Content



Valley Sim: Screenshot of Student's Private Character Profile (pops up when student clicks on her/his profile thumbnail image)



Valley Sim: Screenshot of Newspaper Interface and Private Chat



Valley Sim: Sample Chat Room



Appendix B: Evidence of Support for Simulation Prototypes

Content for the Valley Sim and Marriage of Cultures (sim for Cultural Anthropology) sims supported by PI Spielvogel's role-playing platform has been used by over 80 instructors and 2,000 students at more than 20 institutions since the startup grant phase. Initial assessments of self-report data indicate students are learning more by demonstrating knowledge through role-playing performances. For example, 89% of 244 students who played Marriage of Cultures at WMU agreed or strongly agreed that the sim enabled them to understand concepts such as stereotyping and cultural relativism by playing a character from another culture or perspective, while 94% of students in a Valley Sim pilot at Penn State agreed or strongly agreed that the sim motivated them to learn more about the Civil War, and 91% agreed or strongly agreed that the sim helped them better comprehend the role of contingency in historical events.

Teacher Self-Reports of Effectiveness of Valley Sim

Valley Sim Experience

How was the experience of learning about the Civil War by playing a wartime character different than reading about the Civil War in a book or listening to a lecture?

- This is a great interactive way to keep today's students involved in history.
- Much more interactive and engaging
- Very interactive. Very today.
- It was much more entertaining and you had to focus right away on the background information in order to participate in the chat.
- I was much more engaged and eager to read the information about my character because I knew that I had to discuss him with the other people in the room. LOVE the instant message format...that would hook my middle school students in immediately!
- more interesting.
- I loved the hands on approach. It gave me a sense of ownership and sense of the character.
- This heightens the sense of involvement tremendously.
- There seems to be a distinct purpose and deeper motivation to actually learn about each character, as opposed to reading the facts of a history book.
- I think students would enjoy this, largely because it involves chat rooms, which many would find more fascinating than the letter writing assignment I would traditionally have given. Although, writing is still important, so as I embrace new technologies, I can't completely let go of the old.
- Exciting and more fast paced than normal the classroom. I had the ability to read what I wanted to read, interact with others in my community, and it was easy to shut the rest of the classroom away and focus on my character and what he was doing at the time.
- It was a way to immerse the student in a way they are much more comfortable than way than what I as the teacher am, but I think the students would enjoy the experience. I think it takes on a more personal meaning for the student. They become invested in their character, and the history that surrounds their character's life.
- This experience brings printed words to life, and by doing so, actively engages the student.
- In this modern age, giving the students an opportunity to learn using technology and interact with colleagues will prove very useful.
- I think this would be an awesome learning experience for my students.

Comparing Valley Sim to Other Resources

How do you think students will respond to this form of learning as compared to other methods, including other types of software programs that are used in your institution?

- The students will love this.
- They will respond positively and once in the program will personalize the information
- I think that students would find this interesting and fun.
- Very positively. It is a great role play.
- They will LOVE this format! It is different than anything that we have right now and it will remind them of chatting on-line at home. I love how they have to chat about historical people and events, but can put their discussion in their own language.
- Students will be intently involved and learn a great deal about life during the Civil War and the motivations of the people who lived through that time.
- Students will enjoy this, it will be a slow start up as they come to realize that they still have to read and respond with the life of their character in mind, but the effort will be well worth it.
- Again, students are much more tech savvy than I, but I do believe the experiential exercise would be a valuable one.
- I think students will find this simulation interesting and relevant - it makes history "real" for them... it makes history matter. They will want to investigate their character and learn more about what happened to him/her.
- This is a dynamic application of historical data that utilizes students' prior knowledge of social networking and widens their range of experience. Wow!
- It mimics much of what they do so often on the computer today. It is innovative as far as other types of software that are currently available at our school.
- Most students will respond in a positive way. It is unlike the usual way students are taught the Civil War, it lets them learn through a different perspective

Software

Please evaluate the software in terms of its ease of use and potential for enabling an immersive experience. What experiences were confusing and what kinds of upgrades would you recommend?

- Even for a computer challenged person I found it relatively easy to use. I am sure my students would have it figured out in mere seconds.
- Fairly easy. The filters in the lab slowed the software but that does not reflect on the program. I am concerned that the school filters could also slow the program.
- All was great. The lab was slow, however the software itself was wonderful...easy to follow and engaging. Visually appealing!
- I am very computer illiterate and I was able to do this easily without assistance. Kids these days are used to doing this same thing either on My Space or computer generated gaming systems, thus it will be a "snap" for them.
- Very user-friendly. cool if characters could go on missions together (i.e. like the old version of the Oregon Trail).
- Hard to say...My computer had monitor issues that prevented full access to the 'Instructor' features...The lab was also slow...

- I thought the software was user-friendly, which makes me think my students would feel the same...although they sometimes are not comfortable outside the parameters of texting and facebook, as I discovered this year using photostory 3. I do, however, think it very important that they become familiar with such software if they are not yet.
 - The software is very user friendly. Since it is online students can complete assignments in the library and at home.
 - It was fairly easy to navigate, I just wish there was a way to print out the biographies, or a way to have two windows open at the same time so I could better take on the role of my character and have access to their views and incorporate their beliefs into the chat.
 - I found the software to be pretty straightforward and user friendly.
 - The speed with which things could be pulled up was an issue, but the filter here in our computer room was probably the main fault. All in all, I can't think of any confusing aspects whatsoever. It's a great program and provides a great opportunity for enabling an immersive experience.
 - It is pretty easy to use this software. I do not think any of it is confusing, once I have a chance to practice using it I can make it an effective tool in the classroom.
-

Recent Letter from Student Pleading to Use Marriage of Cultures

Sent: Sunday, January 15, 2012 7:14:09 PM

Subject: Role Playing Assignment

Hi,

My name is Whitney -----, I am in your Anth through Fiction course this semester. I spoke with a co-worker who is a WMU Anthropology alum about me taking your class and the first thing she asked was "Are you doing the role playing game?" I told her no, that I haven't done it before but explained what your concerns were about 50% of the class already participating in this assignment in a previous class and not being useful to do again.

Her response to this was that this assignment was the most useful assignment she ever did in her undergraduate experience at WMU and that every anthropology major/minor should have the chance to participate in it at least once. She said that her reaction when it was done was that she wanted to turn right around and do it again playing a different character to get a whole new perspective.

I wanted to share this with you as it shows that this assignment really is touching people and making an impact along with the fact that I hope we might be able to take advantage of this assignment this semester if possible. I really hope to get a chance to do this as it seems very fitting for this class.

~Whitney

Summary of Student Responses to Marriage of Cultures

Student Responses to the Question: What were the most rewarding and challenging parts of playing your particular character? What did your character teach you about your own culture and the culture of Japan?

"I loved playing my character—it was such a different experience compared both to who I am in real life, and the characters that I typically role play online in my free time ... By playing Kyoko, I really learned a lot about the Japanese opinions on tradition and family and on the sort of impact that the American Occupation and the American bombing had on the Japanese. It made me think

a lot about how one day can completely change a person's life and character, and about whether or not it is morally acceptable to bomb civilian targets in the attempt to attain a military victory.”

“I felt that my character, Shunsuke Takahashi, was driven by his image of a father's role more than any practical experience. Moreover, as someone who commands respect in his career, he would expect similar treatment at home but did not receive it. I tried to center my character on these two dichotomies ... By playing this character and talking to family and friends, I was able to see not only how common the barely-at-home father is in Japan but also how strange the concept is to many Americans.”

“I think the most rewarding part was just being involved in the simulation and learning about the Japanese culture through the unique interaction between the two families. Each side brought out some characteristics in each other that would usually be hard to understand solely through reading and studying them ... After a few days of chats and discussion boards I started being able to look at all of the events through a Japanese person's eyes. I would read a newsletter and react like a Japanese person would instead of an American, and it was weird too because my character was American ... I would even look at some of the American responses and start to question the American ways.”

“The most rewarding part of playing Maria was her eccentric beliefs. I found it entertaining to step beyond my personal beliefs and try to stand in her shoes of believing in psychic powers and new religions ... Because my character was involved in the Japanese new religions, I was able to learn more about what they were comprised of and their general outlook on peace and harmony in one's life.”

“The most rewarding part of the simulation was being able to play someone else and experience someone else's life without being judged by others. The anonymity really helped the simulation come alive. I found that this was also one of the hardest parts. Since the simulation was very open-ended, I wasn't always sure how my character would react or respond to certain situations.”

“The best part of this simulation was getting to be someone else from a different culture, and actually being heard. Having an opinion that was agreed with by people from my own country was great. Sometimes it was difficult to know what to say and what side of the situation I should be on. Yukari Takahashi was my character and because she was a mother, I could very clearly see the differences in families in Japan and the U.S. Yukari helped show me the kind of woman I'd rather be when I'm married and have children. I don't want them to be my life, like her daughter was hers, and her poor marriage is something I'll try to avoid.”

Student Responses to the Question: Was it fun to play a character? What would you say to students thinking about participating?

“I think it was really fun. At first I was a little skeptical about how this would really teach anything about the Japanese culture, but once I got involved in the simulation I started to learn a lot of different things. It was nice too because I was learning them through interactions with the other characters in the chats and the discussion boards not just through reading notes, articles, and other books. It was definitely a nice change of pace. I would tell students [who] were thinking about participating that it would be worth their while to take part in the simulation because it is a unique, fun experience that helps you learn through a social process with other personalities and characters.”

“It was really fun—it sort of made all the repetitiveness of everyday life and everyday classroom experiences go away, while still allowing me to learn in-depth about a culture that’s pretty different from my own. I would tell students to definitely give it a try, especially if they find that traditional lecture/exam teaching methods don’t really inspire them to learn more about a subject, or to learn about it in depth.”

“Yes, I really liked playing a character. It was fun to interact with anonymous students and put on what almost seemed like a play. Being a hopeless romantic myself, I loved learning about the topic of a Japanese wedding ... It was great to see people come out of their shell and participate on-line even though they may not in class.”

“I had a lot of fun playing my character and I would definitely do it again if I had a chance. The chats were engaging and informational. I was able to be someone else and since no one knew what character I played, I could be more open and talk freely. It is a great experience, it is so much better than a conventional lecture and bunch of notes.”

“I loved playing the character of Reiko. I loved that Reiko was the rebel on the Japanese side and in support of the wedding. I tend to not follow the crowds in real life and to be able to put some of my own personality into Reiko made her character more personal for me and really got me involved. Advice I would give to a prospective participant would be to get involved with your character. Fill in the gaps. Create a history, make a background for yourself. Adding these extra details makes your character much more dimensional and helps keep you within the role. Talking in the chat rooms really helps get you into the mindset of the culture. I do not think you could get the same effect by sitting back and watching.”

“It was fun to play a character. It allowed me to be someone else and learn through the character, which is more fun than just taking notes in a lecture ... I think when playing the character I got into it and his opinions started to come really easily to me. When I asked, ‘What would my character say?’ as the simulation went on, it became really easy and therefore I was actually learning what the ‘strange’ culture was all about.”

“I very much enjoyed playing my character. It was a refreshingly unique and also a fun way to study Japanese culture in the classroom. The anonymity of our roles added to the excitement of playing a character. I was able to really play the part without worrying what other students were thinking about how I acted. I was quite caught up in the plot of the simulation and in my character, and I frequently gave my roommate and boyfriend “updates” on Tom and Aya’s relationship.”

Appendix D: Diagram of Simulation Platform

