

# THE Learning Shift

by Nancy Freiberg



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Georgetown is pioneering innovative changes to adapt to the 21st-century learner.

College students don't absorb academic material the way they did even 10 years ago. Growing up connected to local and world communities through Facebook, Flickr, Twitter, Digg, blogs and YouTube, these students crave participation, engagement and a sense of significance.

Rather than lamenting that students spend too much time using social media instead of studying, Georgetown's response to this trend is to more actively involve students in their professors' research, promote the use of innovative technology and community-based learning and give students more opportunities to direct their own education.

The shift of universities from a focus on teaching to a focus on learning is overdue, says Randy Bass, assistant provost for teaching and learning initiatives and director of the Center for New Designs in Learning & Scholarship (CNDLS).

"When it comes to research at universities, all the energy is at the edge, the emergent, the uncertain," he says, "and yet when it comes to teaching, learning and the curriculum, it is almost as if the opposite is true, as we tend toward conservation of energy and tradition. This is changing now in the light of massive cultural shifts in information and new knowledge about how people learn."

While other universities have also switched their focus to learning, Bass believes Georgetown is particularly suited to this change because of its reputation and heritage.

"What we're talking about is a reinvention of education in the context of a student-centered, research-intensive

institution with a distinctive faith-based service mission to the world," he says. "That, along with our location in Washington, D.C., gives us the chance to make a distinct difference in higher education."

The Georgetown Learning Initiatives (GLI) program is designed to transform the Georgetown curriculum – from faculty and student-initiated innovation to large-scale transformation through curriculum renewal and experimentation. CNDLS (see sidebar, pg. 27) supports many of the GLI projects.

"At the heart of the Georgetown Learning Initiatives is a vision of a student-centered research university, one designed for learning, where undergraduates experience education as an integrative experience," Bass explains. "Each student should experience a journey of mind, heart, soul, faith and action."



Bass adds that the teaching-to-learning shift involves “re-imagining the university as a place that is continuously inventing and reinventing itself as a laboratory for learning.”

In keeping with the shift to experiential learning is the Georgetown Undergraduate Research Opportunities Program (GUROP).

“Undergraduate students here are learning to take charge of the direction of their education, and participation in research is one serious way to do that,” says Sonia Jacobson, assistant for academic affairs in the Office of the Provost and GUROP director. “It’s also a great way to get to know one faculty member, or a department, very well.”

Kara Garrity (C’08) used financial support from GUROP to conduct research with Rachel Barr, an associate professor of psychology. Barr directs the Early Learning Program, a research lab that seeks to better understand how infants learn and remember information during their first two years of life.

Garrity assisted Barr in her research on infants’ learning and memory and also conducted her own study on how well infants learn from books and television. Her summer study formed the basis for her honors thesis.

“The GUROP fellowship allowed me to gain valuable

research experience and gave me the opportunity to see if psychology research was really the path I wanted to take with my life,” Garrity says. She is now working as a research assistant at the Children’s Media Lab at the University of Pennsylvania, where she is pursuing a Ph.D. in communications.

Students accepted in the program work with a professor during the school year for up to 70 hours per semester.

“GUROP aims to benefit the university as a whole by strengthening the connections between faculty and students and emphasizing that we all comprise a community of learners and scholars,” says Jacobson. “Research assistants develop specific research skills as well as a better understanding of the nature of research and of the wider research community, and faculty mentors advance their research projects with help from motivated students. Professors also have the satisfaction of introducing young scholars to the excitement and challenges of their life’s work.”

About 60 percent of GUROP recipients are College science students like Garrity, Jacobson says.

“Dedicating so much time to research has shown me that it is something I really do enjoy, and so I am more confident than ever that this is the field I want to



pursue in graduate school and in my future career,” Garrity says. “... I have a new-found respect for the patience needed to collect data, and I have learned a great deal about the many, many factors involved in creating a successful project.”

“Bass says the kind of work that students do in GUROP is “just the tip of the iceberg. We are trying to envision a curriculum that is more fundamentally problem-driven, where engaging students in active inquiry on the most pressing problems in today’s world is at the core of what we do.”

### **A New Way to Speak Out**

Mark Rom, an associate professor of government and the government department’s co-director of undergraduate studies, is one of many professors who have altered their teaching methods to reflect the 21st-century learner.

Rom created a password-protected blog for his U.S. Political Systems class of 150 and required students to post on any topic related to American politics three times a week.

The professor wanted to steer students away from thinking about American politics solely in preparation for class.

“I wanted them to think about politics on a regular basis,” Rom told a group of faculty members at the Provost’s Seminar on Teaching and Learning this past January. “I also wanted them to blog so they can engage with other students.”

He noted that the same 15 or so students in a large class typically tend to answer all the questions posed by the professor, but that the blog drew other students out.

“Some of my most active bloggers are those who don’t speak up in class,” Rom said.

In only one semester, the class produced a total of 2,320 posts and 1,901 comments on a host of real-time topics in American politics, such as free speech, policy issues and the Constitution.

Rom said studies have found that having a professor grade the posts or participate in the blog can have a chilling effect on students. So Rom monitors the site and makes sure the students have each blogged three times a week. Then, if the class is talking about free speech, for example, Rom will pull up posts on a specific topic from the blog and ask students to elaborate on their postings.

“I want them to recognize that the blog is theirs, not mine,” he said.

### **WHAT IS CNDLS?**

The Center for New Designs in Learning & Scholarship (CNDLS) has been supporting faculty and graduate students since 2000 with technology and other ways to create new learning environments.

“Our center’s mission is to bridge the gulf between tradition and what’s possible through new learning environments and technological advances,” says the center’s director, Randy Bass.

CNDLS encourages Georgetown professors to critically review their teaching practices and helps them redesign their courses.

Many of the staff of CNDLS are conducting advanced research on teaching practices, assessment techniques, instructional design, student learning and technologies that enhance the latest educational environments.

“Our work would not be possible without an incredibly talented group of people,” Bass adds. “Everyone in CNDLS, from the folks who run faculty programs to those who build technology applications, understand and care about issues of teaching, learning and innovation.”

The center collaborates with many university divisions, including University Information Services and the Center for Social Justice Research, Teaching and Service.

For more information about CNDLS, go to: <http://cndls.georgetown.edu>.

Rom also gives weekly quizzes online on material that has yet to be discussed in class.

“The expectation is that when they come to class they will have gotten the background material, so we can focus on interpretation, cases and so forth,” he explained.

In her 250-student Foundations of Biology course, biology professor Heidi Elmendorf created an online discussion board. On the day the site opened, 180 students joined.

Elmendorf hasn’t always taught in this way.

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of the Pacific law school, raised a series of issues concerning financing policies and practices affecting green urban planning at the 70th session of the U.N. Economic Commission for Europe, Committee on Housing and Land Management. Malloy was invited to participate in the conference, meeting at U.N. Geneva Headquarters Sept. 23–25, 2009, as an expert on bank regulatory law and policy.

#### MEDICINE

**Louis Pangaro** (See C'69)

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#### GRADUATE

**Gregg M. McManus** received the 2010 Award for Outstanding Teaching by an Adjunct Faculty Member at the University of Southern Indiana. He has been teaching history, political science and other courses at USI and the University of Evansville since early retirement from the Vectren Corporation in 2004. Gregg and his wife, Jane, live in Evansville, Ind.

#### LAW

**Geoffrey S. Tobias** (See L'72)

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#### UNDERGRADUATE

**Foreign Service: Steven Lauria** recently retired after 34 years in the financial industry, including 30 in the securities research and economics department of Merrill Lynch, where he was a senior director. The shift from Wall Street to Main Street has been smooth and pleasurable. He says he is “keeping out of his wife Jessica’s hair, pursuing several longstanding interests and delightfully watching children Christopher, Adam and Katherine (B’13) thrive.”

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#### UNDERGRADUATE

**College: Anne Slaughter Andrew** is now the U.S. ambassador to Costa Rica. She left a post as principal of New Energy Nexus. (See story, Page 13)

**John F. Morkan** (See L'72)

#### FOREIGN SERVICE

**Mark Jordan**, partner in the Drew Law Firm, joined a group of area professionals to present a retirement planning seminar on December 5 at the Metropolitan Club in Covington, Ky. Drawing on his 29 years of experience, he explained essential estate-planning documents.

**Susan Schwartz**, a medical malpractice attorney and partner of the Chicago law firm Corboy & Demetrio, was recently appointed to the board of directors of the Women’s Bar Foundation, a not-for-profit corporation that provides scholarships, awards and financial aid to women attending law school in Illinois. Susan will serve a three-year term as a director.

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#### LAW

**Patrick K. Cameron** (See L'72)

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#### UNDERGRADUATE

**College: On October 5, James Greco** was honored with the 2009 Golden Chain Award, given by Nation’s Restaurant News. Greco, CEO of Bruegger’s Enterprises, a national bakery cafe, was chosen for his exemplary leadership and commitment to the company’s thousands of employees.

**Business: William Feeley** is developing “net-zero” or “green” building systems

## The Learning Shift

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“I think when I first started teaching I spent most of my time worrying about my teaching, and the more I teach, the more I worry about students learning,” says Elmendorf, also director of science planning for Georgetown College. “One of the shifts I’ve been working toward is instead of the dynamic being just between myself and my students, the dynamic is among my students as well.”

This comes as no surprise to Bass.

“The whole notion of teaching and curricular enterprise needs to become intrinsically experimental,” he says, “and to ensure that classrooms are places where active engagement is the norm.”

### A Common Digital Base

The Georgetown University Digital Commons is a collection of online tools designed to help faculty teach more effectively, to engage students both inside and outside the classroom, and to encourage them to interact with their learning environment in new ways. A set of Internet applications such as blogs, wikis, podcasts and discussion forums is available through Digital Commons. The tools also include less familiar inventions such as ePortfolios and digital stories.

An ePortfolio is a digital archive representing student work over time. An ePortfolio might include submitted course papers and projects in a variety of formats, works-in-progress, independent research, reflections on assignments, learning goals, ideas for future scholarship and links to relevant resources.

“What sets us apart from our peer institutions is the work we’ve put into creating resources to help faculty and students use these tools in a variety of types of classes and learning environments,” says Edward Maloney, director of research and development for CNDLS. “We have created a space for faculty and students not only to engage with each other around the material they are studying but to innovate in the ways that they teach and learn.”

### A New Role for Faculty

Bass notes that in the information age, students and faculty members have a huge amount of information at their fingertips.

“This has to reshape the role of the faculty member in some ways,” he says. “Clearly there’s this incredibly valuable role for faculty – that’s what makes universities different from other knowledge institutions. The question is how do we re-imagine and reinvent that role?”

As noted at CNDLS’ 15th annual conference on teaching and learning in May 2009, that role is evolving.

CNDLS hosted Michael Wesch of Kansas State University as the conference’s keynote speaker. A cultural anthropologist, Wesch has spent years studying how new media are shaping contemporary society and culture, and is considered an international expert on the topic.

Wesch said that up until today’s generation, some people felt insignificant and anonymous.

But as new technologies such as Facebook, blogs and YouTube emerged, that dynamic changed, he says, and led to the more participatory society we have now. Wesch calls this a “culture of participation.”

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## Learning and the Whole Person

An important component of GLI is community-based learning in the tradition of Georgetown's Catholic and Jesuit heritage.

Many of the learning initiatives follow Georgetown's Jesuit tradition of *cura personalis*, or caring for the whole person – mind, body and spirit.

Recently this effort has been buoyed by the Charles Engelhard Foundation's support of the Engelhard Project, which helps fund college courses that introduce health and wellness components into academic content, and the Doyle Initiative, a diversity effort funded by board of directors member William J. Doyle (C'72).

Maria Donoghue, an assistant professor of biology, used Engelhard funds to infuse wellness issues into the content of both her advanced undergraduate neurobiology course and a general-education course called *An Issues Approach to Biology*. She also invited faculty and staff professionals to speak to her students on infectious disease, addiction and mood disorders.

"It brought up so many questions about biology," Donoghue says, "and it turns out that many, many students have either had a mood problem themselves or have a family member ... or a friend here at school who has struggled with one. By talking about the biology of a mood disorder in class, it sends a message to students that this is a problem like any other problem."

After visits to the class, the professor required students to post reflections on Blackboard and then respond to at least one of their classmates' reflections.

The responses, Donoghue says, showed not only an increased understanding of how the biology concepts work but also a mature consideration for each other's challenges.

"What Engelhard does is put this information out there in a way that is part of their regular coursework, so they can then turn back to that later in their lives," she says.

Engelhard funds helped math professor James Sandefur use math modeling to explain the effects of eating disorders, gambling and what happens physiologically when alcohol leaves the body.

A key idea behind the Engelhard Project is to familiarize faculty members with the signs of depression, anxiety, eating disorders and substance abuse, so they can more easily recognize students in distress.

Sandefur says student evaluations of the course have been very positive.

"Some students say they'd grown immune to the talk of dangers of alcohol, but we simply give them the facts to inform them so they can make intelligent decisions," he says. "Students have said, 'We were treated as adults, and we learned a lot.' It engages the students and they learn math better – they do something mathematical and they learn about themselves."

President John J. DeGioia has called the Engelhard Project "a truly exciting initiative for Georgetown."

"By addressing student mental health and wellness through various forms of engaged learning ... it connects students more closely with their professors and helps them understand that professors care about them as individuals," he said. "As a Catholic and Jesuit university, it helps us fulfill our mission."

The Doyle Initiative created Doyle Fellows, Georgetown faculty chosen to bring real-life issues of tolerance, empathy and cultural understanding into their classrooms through readings, guest speakers, class discussions and carefully designed projects and assignments.

for builders and developers. He has recently joined New Energy Homes by Borkholder as director of strategy and business development. He and his wife, Susan, and their seven children live in the South Bend area of Indiana.

**FOREIGN SERVICE**  
**Paul Gleiberman** (See L'84)

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**UNDERGRADUATE**

**Foreign Service: Olga Maria Campano Beeck** traveled with a group of 30 to Bhutan and Nepal to celebrate their 50th birthdays.

**Gary Kleiman** writes that for 20 years he has operated a Washington, D.C., consulting firm, the oldest independent analyst of global emerging economies and financial markets. He has returned to the Hilltop as an adjunct professor to develop and teach a course on Emerging Market Finance for the MSFS program and celebrated his 50th birthday with a blow-out bash for family and friends before February snowstorms closed the city.

**GRADUATE**

**Deirdra McAfee**, a fiction writer, wrote "Shield of the Norms," which appeared in the fall 2009 issue of *The Georgia Review*. She also received a fellowship to the Hambidge Center to collaborate with painter Jeanne LaMosse on a project about residency and place. For more information, see her website: [www.deirdramcafee.com](http://www.deirdramcafee.com).

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**UNDERGRADUATE**

**Foreign Service: Brian M. O'Leary** was appointed by U.S. Attorney General Eric Holder as the chief immigration judge for

the Executive Office for Immigration Review. Prior to his appointment, O'Leary served as an immigration judge at the Arlington, Va., Immigration Court. In his new role, O'Leary will provide overall program direction, articulate policies and procedures, and establish priorities for more than 200 immigration judges located in more than 50 immigration courts nationwide.

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**GRADUATE**

**Michael P. Malloy** (See C'73)

**MEDICINE**

**John Nunes** (See B'00)

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**LAW**

**Paul Gleiberman** (F'80) successfully litigated a class-action lawsuit against Cellular One (now a division of AT&T). The 1999 lawsuit claimed the company overcharged late fees to its Maryland customers. After years of litigation, in 2005 the Montgomery County, Md., circuit court granted a \$7.6 million judgment in favor of the plaintiffs. When the unclaimed funds from the court's award amounted to \$2.4 million, the Georgetown graduate decided to give back to his community and donated the money to 13 charitable programs, including \$46,000 to Georgetown Law Center. Over the past 10 years, Gleiberman and his associates have generated more than \$3 million in charitable gifts from their consumer class-action law practice, which resulted in successful claims against such companies as Comcast, Verizon, Blockbuster and AT&T.

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The fellowships, a significant component of the Doyle Building Tolerance Initiative, offer the opportunity for a select group of faculty from a variety of disciplines to redesign and teach courses that integrally relate course themes to issues of tolerance and the engagement of difference.

The Doyle and Engelhard Initiatives are examples of ways that Georgetown is “reimagining tradition,” blending elements of the Jesuit tradition with contemporary issues and theories of learning. Other initiatives link such elements as the Jesuit commitment to social justice to new forms of media.

Several years ago, CNDLS supported Bernard Cook, associate dean of the College, with technical assistance to create a course called Social Justice Documentary Video, for which students created two short documentary films dealing with Washington, D.C., issues.

One student film examined subsidized housing in Washington, D.C. Residents in a housing complex were concerned about developers interested in converting the land into high-rent condominiums. The film looked at the community’s high level of civic involvement as an example of how individuals mobilize to face such problems.

Now this work has expanded in a collaboration among CNDLS, Cook, and the Center for Social Justice Research, Teaching and Service to create a documentary video and social justice website that links student work with community organizations.

### **Making a Real Impact**

Georgetown students in Georgetown’s Program on Science in the Public Interest (SPI) have advocated ideas that have been turned into the law of the land.

SPI students identify a problem, develop a science-based policy solution and then advocate for their ideas in Congress and local government. The program promotes direct dialogue among students, the government and industry on some of today’s most pressing global issues.

Francis Slakey, SPI founder and co-director, says students in the program have had more than a dozen pieces of legislation introduced in Congress, some of which have been signed into law.

One group of students in SPI successfully advocated for federal grants to support “green” buildings on college campuses, including Georgetown.

“No other university offers this project-based approach that allows science students to address critical global issues through direct engagement with governments and industries,” says Slakey, who is also the Upjohn Lecturer on Physics and Public Policy at Georgetown.

In 2009, Slakey created a website called Globalsolver.org, designed for a community of scientists, policymakers and students who search together for innovative solutions to issues such as managing a pandemic, global energy demand, climate change and controlling the spread of weapons of mass destruction.

### **The Global Classroom**

Some students at Georgetown take charge of their own learning.

“What happens in the classroom is important, socially it is important, but there’s a kind of added curriculum around things like undergraduate research and student entrepreneurship and engagement in the community,” Bass explains. “Part of that shift from teaching to learning are these really rich learning experiences that happen outside the formal curriculum or after a course is over.”

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### **UNDERGRADUATE**

**College: Traci Higgins** just completed her second year with the District of Columbia Public Schools, where she serves as Chancellor Michelle Rhee’s director of labor management and employee relations.

**C. Lawrence Holmes**, member of the law firm Dilworth Paxson’s executive committee and chair of the firm’s insurance group, has been sworn in for his second term as a member of the board of commissioners of Haverford Township in Pennsylvania.

**Business: Laura D’Attoma Mariano** and her husband, John, celebrated their 20th wedding anniversary this past July. The couple and their three children, Francesca, 15, J.B., 12, and Gia, 10, live in New Jersey. After more than 20 years at Lehman Brothers, Laura recently changed jobs. She is now a consultant at Aksia, an independent hedge fund and advisory firm headquartered in New York.

**Languages: Lina Klimas** has lived, translated and taught in Germany, Finland, Lithuania and Chicago. She earned her master’s degree in applied linguistics at the University of Illinois at Chicago. Since the fall of 2000, she has been teaching ESOL in a middle school in Prince William County, Va. She enjoys working with 12- to 14-year-olds and helping them get used to school in America.

**Foreign Service: Theresa Weber** and **Michael Griferty** have been living overseas for the past 15 years in Kazakhstan, Georgia, Senegal, Hungary and now Abu Dhabi, United

Arab Emirates. Terry has worked in international trade and investment and Mike has been a U.S. treasury advisor to ministries of finance and central banks. Terry is executive director of the American Chamber of Commerce and serves on the board of trustees of the American Community School, which their three daughters, Grace, 15, Sophia, 13, and Julia, 11, attend. Mike recently left working for the government to become president of the Gulf Bond and Sukuk Association, the first trade association of its kind in the region. **Michael Rossman** lives in Manila, Philippines, and works as a Foreign Service officer for the U.S. Agency for International Development.

**LAW**  
**Stuart M. Schabes** (See L72)

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### **GRADUATE**

**Paul Mazzeo** (M’91) is chief of staff at Beaufort Memorial Hospital in South Carolina, where he practices neurology and lives with his wife, Lisa, and their three boys, Patrick, Alexander and Thomas.

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### **UNDERGRADUATE**

**Languages: Paul D. Fallon** (G’89) was awarded tenure and promotion to associate professor of linguistics at the University of Mary Washington in Fredericksburg, Va.

**LAW**  
**E. Scott Johnson** (See L72)

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### **UNDERGRADUATE**

**College: Paul Catherwood** and his wife, Amy, are very happy to announce the

birth of their son, Dylan Flint Catherwood, on July 8, 2009. Dylan weighed 8 pounds and measured 22 inches. The Catherwoods live in Pasadena, Calif.

**GRADUATE**

**Paul D. Fallon** (See SLL'88)

**90**

**UNDERGRADUATE**

**Foreign Service: Carmen Twillie Ambar** was recently inaugurated as the president of Cedar Crest College, which Forbes selected as one of the 10 best women's colleges in the United States in 2009. Ambar plans to strengthen the Allentown, Pa., college's commitment to educating women to be leaders in an increasingly global society. She is married to Saladin Malik Ambar, Ph.D., and the couple have two-year-old triplets, Gabrielle, Luke and Daniel.

**91**

**UNDERGRADUATE**

**Business: Randall Russell** was elected chair of Pittsburgh's chapter of the Young Presidents Organization. The organization has 115 members in Pittsburgh and more than 16,000 members in over 100 countries. He lives in Pittsburgh with his wife, Lori, and their two children, ages 10 and 5.

**Foreign Service: Brian Naranjo** returned to Washington, D.C., in June 2009 from a three-year posting as counselor for political affairs at the U.S. Embassy in Panama. In August 2009, he began a two-year tour as deputy director of the Office of U.N. Political Affairs at the U.S. Department of State.

**GRADUATE**

**Medicine: Paul Mazzeo** (See G'87)

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**UNDERGRADUATE**

**Languages: Christine Sneed's** short story, "Portraits of a Few of the People I've Made Cry," was chosen by novelist Allan Gurganus as this year's winner of the Associated Writers and Writing Program's Grace Paley Prize in Short Fiction and will be published by the University of Massachusetts Press in late 2010. She also had a story, "Quality of Life," selected by Salman Rushdie for inclusion in *The Best American Short Stories 2008*.

**94**

**UNDERGRADUATE**

**College: Talya Lovette Hooker** and her husband, Sean, welcomed their son, Josiah Malachi Hooker, into the world on Nov. 19, 2008. His sisters, Arielle and Rachel, are thrilled to have a little brother.

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**UNDERGRADUATE**

**College: Geoffrey Tracy,** with his restaurant Chef Geoff's, held the second annual CG Open Golf Tournament in early December 2009 to raise funds for the Horace Mann PTA Garden Project. Tracy is a DC-based restaurateur who owns Chef Geoff's, Chef Geoff's Downtown, and Lia's.

**GRADUATE**

**Daniel P. Sulmasy,** professor of medicine and director of the Bioethics Institute at New York Medical College, addressed the college's class of 2009 at their commencement ceremony in May 2009. Sulmasy joined the faculty there in 1998.

Zach Bluestone (F'08) and Matt Smallcomb (C'09) took a seminar at Georgetown that included a telepresence screen, allowing students at the School of Foreign Service-Qatar, in Doha, to interact with Main Campus students. The Global Classroom in which this took place is part of the Georgetown Learning Initiatives.

"We both really enjoyed this class, especially when we went to Doha and met our counterparts there," Smallcomb says of the seminar, then taught by David Edelstein, an SFS assistant professor. "And we decided we really didn't want it to end after the class. We wanted to keep some connection going between the two campuses."

Now Susan Martin, executive director of the Institute for the Study of International Migration, teaches the seminar. Martin is also the Donald G. Herzberg Chair in International Migration, a fellow at the Center for Social Justice and an adjunct professor at the Law Center.

The classmates created a Main Campus-Doha forum that met about once a week using the same technology, but without a professor in the room.

Most of the conversations were about the Israeli-Palestinian conflict.

"We collaborated once a week in a group of six students – three in Doha, three here," Smallcomb explains. "We went through the history of the entire conflict, and everyone would be assigned a significant event or issue to research and then they would come to the forum and discuss the issue." Specific assignments on each issue went to one student in Doha and one student in Washington, D.C.

Bluestone believes the way to a solution in the Middle East lies in open dialog to break down stereotypes. He spent a semester in Doha.

"I'm half Jewish," Bluestone says. "I went over there and didn't tell many people that I was Jewish until the end of that semester. ... The shock on their faces was something I'll always remember, because they looked so conflicted between being friends with somebody and being friends with somebody they were supposed to hate. And it ended up working out really well."

Brian Cook (C'10), son of Georgetown law professor Anthony Cook, helped found the Student Commission for Unity, to explore issues of diversity on campus. He and commission co-chair Brian Kesten (C'10) surveyed faculty members, staff and students about their experiences with discrimination.

"We were trying to create as much of a dialogue as possible," Cook says.

**Getting Medical Students to Empathize**

Caroline Wellbery is an associate professor of medicine as well as assistant deputy editor of the prestigious journal *American Family Medicine*.

CNDLS helped her create a website called Interacting with the Medical

Humanities, which uses the arts to teach medical students about aspects of patient experience, including pain, depression, aging and death.

When there are lectures on chronic care, for example, medical students might read a poem such as "Spike Logic" by James McManus that illustrates the author's frustration dealing with a chronic disease.

"When I created the website I had a virtual humanistic community in mind – people connecting around images and stories and music to celebrate what's human in medicine," Wellbery explains. "This isn't something that has to happen in person. One could argue that art has always been a form of distance learning."

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Efforts at the Law Center include that of law professor Diana Donahoe, for whom CNDLS designed an online legal-writing textbook that simulates the activities of a junior partner in a law firm. The interactive resources provide students with tools to improve their legal writing – case studies, exercises and streaming video testimonials from fellow law students and lawyers.

### A 2020 Vision

“If we look out over the next 10 years,” says Bass, “the key term has to be integration: How do we integrate the curriculum with the co-curriculum? How do we better integrate our research mission with our teaching mission? How might we help prepare students for the most complex and challenging problems through integrative approaches that draw on the intellect and the heart?”

Bass says Georgetown is poised to become a leader in this kind of transformative education, spurred by a recent gift by Sally Engelhard Pingree, a trustee of the Foundation that supports the Engelhard initiative, to create an “endowment for engaged learning.”

This will help support broader campus-wide efforts to improve the curriculum, Bass says, and the next phase of work for the GLL, experimenting with new curricular practices. Those practices are intended to help students connect traditional learning in disciplines with active engagement in real-world problems.

“The depth and quality of the teaching and learning that takes place here has defined this university community,” DeGioia says. “But we can never rest on our laurels, we can never assume that what we’re doing now will be sufficient for the next generation. We need to be able to understand and to engage in our work in ever deeper ways.” ♦

## Ahead of the Game

Randy Bass, Georgetown’s assistant provost for teaching and learning initiatives and executive director of the Center for New Designs in Learning & Scholarship (CNDLS), has been a pioneer when it comes to educational technology.

Back in 1999, when most of us were barely riding on the Information Highway, Bass was navigating it with a racecar.

He redesigned his American literature courses to include the Internet and hypertext and created a website called Crossroads for instructors to share online materials. He was one of the first professors in the nation to receive tenure with a website as part of his application.

Also an English professor, Bass is still in the forefront of educational technology, heading the Georgetown Learning Initiatives and looking at how to teach a high-tech generation of students.

“Structures of higher education, the needs of society and our students, and new forms of digital media are all in motion,” Bass said in a recent blog post. “Can we fashion a teaching community that acts like a learning system? The challenge is on us.”



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### UNDERGRADUATE

**Foreign Service:** McDermott Will & Emery promoted **George Colindres** to partner in the firm’s San Diego office. George represents emerging high technology and life sciences companies in corporate governance, financing, licensing and merger and acquisition matters.

**College:** **Daniel Ward** (See B’96)

**Business:** **Mark Vlasic** (L00) completed his appointment as head of operations of the StAR Secretariat at the World Bank and is currently a senior fellow at Georgetown University’s Institute for Law, Science & Global Security. Vlasic is also a partner at Ward & Ward, where he heads the firm’s international practice and works with founding partner Daniel Ward (C’96, L’99).

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### GRADUATE

**Mark Herbert** has joined the Alpha Corp., an engineering design, construction management and program management enterprise, as director of corporate real estate services. In this role, Mark will lead Alpha’s CRE division, delivering management consulting services to a wide array of private and public clientele.

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### UNDERGRADUATE

**College:** **Livingston Keithley** and Sharlene Sidhu Keithley (C’00) announce the birth of their daughter, Saira Rose Keithley, on Aug. 19, 2009, in Denver, Colo. Saira was 7 lbs., 8 oz., 20 inches long and very healthy. The parents say big brother Rajan,

who was 2 when Saira was born, is thrilled to have her around. The Keithleys were looking forward to bringing both little ones to Sharlene’s 10-year reunion on the Hilltop in 2010.

**Nursing:** **Sir Arnold Gonzalez** and **Leilanie Tuanquin Gonzalez** (N’99) welcomed the birth of their son, Sabian, on Dec. 7, 2008. Sir Arnold is finishing his last year of the nurse anesthesia program at Old Dominion University. Leilanie practices internal medicine in Norfolk, Va.

### GRADUATE

**Michael Blackie**, assistant professor of biomedical humanities at Hiram College, was awarded the college’s Paul E. Martin Award for his dedication to mentoring students one-on-one, commitment to developing the biomedical humanities curriculum and understanding of how outside programming can serve to reinforce Hiram’s mission.

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### UNDERGRADUATE

**College:** **Alison Becker** has recently appeared on NBC’s “Parks and Recreation.” She can also be seen as Becky in IFC’s “Z Rock” and as Sarah in ESPN’s Emmy-nominated “Mayne Street.” Becker also just finished shooting a pilot for Comedy Central.

**Nursing:** **Leilanie Tuanquin Gonzalez** (See N’98)

### LAW

**Christopher Fedeli** wrote “Carpool Lanes on the Internet: Effective Network Management” for the July 2009 issue of *Communications Lawyer*, a publication of the American Bar Association’s Forum on Communications Law. He is an associate with Davis Wright