

# English

## Transformative Writing Technologies: Improving Student Writing in English 2367 through Technology-Enhanced Instructional (Re)Design



The Transformative Writing Technologies (TWT) project will enhance student learning in second-writing courses at Ohio State by revising the curriculum to make use of hybrid pedagogies and learning technology originally developed to support a Writing II Massively Open Online Course (MOOC). That MOOC used a custom-built server, The Writers Exchange (WEx), to coordinate large-scale, coordinated peer-review and to provide learners and instructors with analytics about student performance. The TWT project will integrate that technology—and lessons learned from coordinating the Writing II MOOC—into the teaching of three on-campus sections of English 2367 in Spring 2014.



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# Project Committee

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## Executive Summary

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The "Transformative Writing Technologies" (TWT) project will develop eLearning technologies to revise both the delivery and content of English 2367 to better achieve the learning outcomes articulated by the General Education Curriculum of Ohio State and the Ohio Board of Regents. Improved student writing is a long- and widely-held goal throughout the University.

### Background

Since 1990, English 2367 has been a standard component of writing education at The Ohio State University. This "second writing course" is designed to build on what students learn in English 1110, the required first-year writing course. English 2367 provides students with opportunities to continue developing and refining their skills in analysis, research, and composition. The course emphasizes persuasive and source-based writing, revision, and composing in various genres and media. Specifically, students are to build upon and improve their mastery of academic writing with and from sources; refine their ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in their research strategies and use of standard academic discourses. In addition to the emphases and outcomes listed above, the course is also expected to meet GEC learning objectives for both writing and diversity. Numerous other departments also offer discipline-specific versions of 2367.

A 2013 external review of the Second-year Writing Program by the Council of Writing Program Administrators (CWPA) reports that English 2367 has been largely successful in meeting its curricular objectives. However, both the CWPA and instructional staff in English 2367 have identified several areas for improvement. Because of its various and multiple outcomes, English 2367 proves challenging for the staff who teach the course. Instructors express concern about the degree to which they can successfully meet their various instructional obligations, particularly the emphases on peer learning and assessment. The course coordinator has sought to address these concerns with curriculum revisions, training, and other efforts but remains dissatisfied with the results. Recent developments in learning technologies (including the MOOC platform as a learning environment) promise alternative tools to equip the corps of 2367 instructors to better meet their instructional obligations and to enable students to engage more effectively with their peers and with their own learning.

The Transformative Writing Technologies project builds on an established history of incorporating innovative learning technology into the writing curriculum at OSU. WEx, The Writers Exchange continues a now six-year history in the Department of English of innovative approaches to pedagogy and curriculum in undergraduate writing courses. *Commonplace* (the first instantiation of WExMOOC), was successfully piloted in ten first-year writing classrooms in the spring and summer of 2007. In the fall of 2007, it was

adopted by the First-year Writing Program of Ohio State University, where, in its first year alone, it stood at the heart of the curriculum for 180 classrooms, involving the participation of 3,500 students. Once tested and implemented at a major research University, from 2008-2011 *Commonplace* was scaled for multiple campuses and integrated into a variety of writing program curricula. At its height, in a single term, *Commonplace* was used on five campuses, including two Ohio State regional campuses, the University of Cincinnati, and the University of Louisville, in 70 sections of composition to nearly 1,700 students in both first- and second-level writing courses.

In Spring 2013, several members of the project team implemented an enhanced version of *Commonplace* (WEx, The Writer's Exchange) as well as several additional technology-enhanced pedagogies during a Massively Open Online Course (MOOC) entitled *Writing II: Rhetorical Composing*. That course modified elements of the basic curriculum of English 2367 for delivery to 30,000 non-degree students worldwide through the Coursera platform. In addition to repurposing course materials in forms suitable for distance delivery, that project involved scaling *Commonplace* (as WEx, The Writers Exchange) and coordinating the large-scale peer-review system that provided students with analytic feedback on their writing and reviewing performances via an Analytics Dashboard.

In brief, the Transformative Writing Technologies project aims to bring to Ohio State students in English 2367 the instructional assets and eLearning technologies developed in and delivered through our *Writing II: Rhetorical Composing* MOOC. We envision in both the Spring 2014 pilot and in subsequent offerings of English 2367 across the next four to five years a course that leverages in increasingly more sophisticated fashion, the collaborative practices and mechanisms of peer-review, student self-assessment, and instructor efficacy.

The Spring 2014 pilot will be informed by a course design that includes hybrid delivery models that, over time, will serve as the basis for creating and sustaining a more integrated and consistent curriculum in English 2367. The eLearning assets developed and field-tested in 2014 will—when implemented on a broader programmatic scale—provide students access to and immersion in a curriculum that emphasizes learning outcomes associated with peer learning, enhanced research practices, and general writing proficiencies. Specifically, the 2014 pilot will employ a "flipped" classroom pedagogical approach built around robust and challenging eLearning opportunities for collaborative peer review, self-reflection, and assessment.

## **Problems/Challenges**

It is expected that the revisions piloted in the TWT project will enable multiple improvements to writing instruction and student learning at Ohio State. This project aims to address the following challenges:

## **Challenge #1: Creating and Maintaining Consistency in Course Learning Objectives and Assessment**

Establishing and maintaining students' comparable educational experiences and consistency of assessment across the 30-40 sections taught each term (on the Columbus campus alone) is a significant challenge in English 2367. Although the quality of instruction in each *section* of the course (as assessed by students through the SEI and discursive evaluations) is generally quite high, consistency in course learning objectives and assessment *across* those sections falls short of program expectations. In short, no mechanism currently exists to ensure consistency of curricular objectives or to facilitate valid and reliable assessment of the student population. Consequently, students themselves, the program, and the University have no reliable or valid mechanism to determine whether course objectives have been met or whether assessments across sections are comparable.

## **Challenge #2: Limitations of the Current Course Structure and Implications of the Range of Student Demographics and Levels of Preparation**

English 2367 is taught in multiple versions (2367.01-.05) to between 750-800 students per semester (in roughly 30-40 sections) on the Columbus campus.<sup>1</sup> The range of students enrolling in the course—first-semester freshmen through graduating seniors—complicates course design and delivery of instruction as some students have no previous college writing experience (having tested out of 1110 or received college credit from another institution) and others are concluding their undergraduate careers. This diversity of experience and preparation can confound and frustrate teachers.

Pedagogically speaking, however, that very diversity *can* be a benefit to all students—but realizing those benefits requires much more careful attention to course structure and assignment sequencing, as well as guidelines for and instruction in peer review. Paradoxically, despite this wide range of students enrolled in English 2367 as a whole, individual students typically interact with only a small group of fellow students. Enrollment for sections is capped at 20-24, and the limitations of traditional in-person teaching and learning mean that students only interact with other students enrolled in their sections. In other words, they have no opportunity to have their work read and reviewed by students in other sections of 2367, limiting (for example) peer review to the 20-24 classmates in their section.

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<sup>1</sup> If the level of recent course offerings of 2367 on the regional campuses persists, we anticipate another 30 sections of 2367 will be offered to roughly 600-700 students during the Autumn and Spring semesters 2013-2014.



### **Challenge #3: Institutional Demands and Expectations**

English 2367 proves challenging for the graduate teaching associates, lecturers, and faculty who teach the course, many of whom express concern about the degree to which they can meet their various instructional obligations. In attempting to meet the wide range of expectations set by the Ohio Board of Regents and OSU General Education Curriculum, instructors often find their ability to provide sufficient instruction on each element compromised. Given that, this project has identified and will focus on providing support for both instructors and students in addressing those objectives and practices most critical to student success: developing information literacy, fostering more robust peer learning, and creating sound approaches to student assessment.

### **Solutions**

The TWT project addresses these challenges by integrating into three pilot sections of English 2367 (Spring 2014) selected pedagogical elements and technologies from the Spring 2013 Writing II MOOC. By introducing shared pedagogical tools and developing shared and consistent methods for using those tools, the innovative technologies that informed the MOOC can create bridges among multiple sections of 2367, enabling students and instructors to address the course objectives that prove the greatest challenges and evaluate student achievement through more reliable, valid, and consistent means.

To meet the challenges identified above, this project will focus on introducing three functions of WEx to the on-campus English 2367 course and adapting its curriculum accordingly:

- **Cross-sectional Peer Review:** The WEx engine will coordinate peer review among the students of multiple sections, allowing students to receive feedback from a wider range of peers—feedback that they can then employ in revising and improving their work.
- **WEx Analytics:** The WEx engine will perform a standard set of analyses of student writing, compiling for students a core set of standard measurements about their writing. WEx will also aggregate information about students' collective performance on the same dimensions, allowing individual students to situate their own achievement within the whole.
- **WEx Dashboard:** The information from the peer review and analytics will be presented to students and instructors in meaningful forms via a consistent interface.

Specifically, we anticipate that these technologies will address each challenge in the following ways:

### **Meeting Challenge #1: Creating and Maintaining Consistency in Course Learning Objectives and Assessment**

Through WEx Analytics, program administrators, instructors, and students themselves will be able to monitor and interpret aggregate student progress day-to-day and term-to-term, facilitating assessment of students, curricula, and the program as a whole. In other words, the data collected through the Analytics Engine will provide comparative and longitudinal insights into student performance over time and a mechanism for assessing programmatic and curricular responsiveness to that performance.

Analysis of the collected data from the pilot implementation will facilitate refinements in instruction and assessments, increasing consistency in both course instruction (meeting learning objectives) and assessment of student writing. The implementation will standardize various elements of instruction, assessment, activities, and curriculum while maintaining flexibility of content.

### **Meeting Challenge #2: Limitations of the Current Course Structure and Implications of the Range of Student Demographics and Levels of Preparation**

Utilizing these technologies in meaningful and consistent fashion will enable instructors and students of all levels of proficiency and experience to monitor and interpret student progress and instructional efficacy on a day-to-day basis. This will facilitate more robust student self-assessment and writing assessment more generally. WEx, utilized across multiple sections of English 2367 in the pilot project will also enable students to interact with a wider range of peers and benefit from that greater diversity.

By using the Analytics Engine and Dashboard both students and instructors can access data that describe the performances of individual writers and represent those performances against the aggregate performance of students. These data are displayed for individual students on their Analytics Dashboard, demonstrating how their assignments rated in comparison with the other students' work across the three pilot sections. Students can then use these analytics to better understand the particular ways that their performance meets or does not meet specific learning objectives, enabling them to focus on those matters.

### **Meeting Challenge #3: Institutional Demands and Expectations**

By engaging students as writers, reviewers, and editors through WEx and as self-reflective writers employing the elements of the analytics dashboard, instructors in 2367 will be able to deliver "just in time teaching" to facilitate "just in time learning" among students. The focus of these processes and assessments on GE and OBR outcomes will both emphasize the importance of those outcomes and provide means of determining the degree to which students (individually and collectively) are meeting those objectives.

Instructors, who will be kept abreast of the results of students' performances via the Analytics Dashboard, will be able to refine instruction to match student needs as they

progress toward meeting both GEC and OBR course objectives and goals. They will also have available meaningful, detailed data on student performance to assist them as they work individually with students on meeting learning objectives.

Because the peer review system in WEx is built around rubric-based assessment, those data can be refined by instructors to speak directly to the GEC and OBR outcomes—ensuring closer relationship between course assessments and GEC and OBR outcomes.

## **Project Goal(s)**

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The overall project goal for "Transformative Writing Technologies" is to enhance student learning in English 2367. Specifically, we aim to improve student writing by deepening student understanding of the transactional nature of writing and facilitating student investment in peer- and self-assessments.

### **Project Objectives contributing to Project Goals**

These goals will be achieved through technology-enhanced pedagogies that

- Facilitate peer-based learning across sections of English 2367
- Enable individual student self-reflective assessment
- Create mechanisms for programmatic assessment of student learning

Specifically, this project will pilot the following enhancements in three Spring 2014 sections of English 2367:

### **Adapt the WEx Engine for use in multiple on-campus sections of English 2367**

The WEx Peer-review server, Analytics Engine, and Analytics Dashboard will be adapted and configured for inter-section implementation in OSU courses in Spring 2014. Such refinement includes the following activities:

- The WEx platform will be harmonized with existing OSU technologies, including Carmen:
  - Students will experience the WEx platform as an extension of Carmen via single-signon.
  - The WEx platform will manage roster integration, grade management, and other functionality necessary for course management.
- The WEx platform will be refined to accommodate student and instructor interactions from multiple sections of English 2367.
  - Student peer-review will be enabled among students from multiple sections.
  - Instructors will have access to information required for assessment.
- The WEx platform will be reviewed to ensure accessibility, compliance with FERPA, and other standards required of on-campus courses at OSU.

### **Revise curricular and assessment elements of English 2367 to accommodate these new technologies**

Although the WEx platform primarily engages assessments—compositions and peer reviews—other elements of the course must be revised to make use of these functions. To this end,

- Selected assets, assignments and activities from the Writing II MOOC—including video instructional assets—will be revised and integrated into the curriculum.
- Additional production assets, assignments and activities will be created as needed to meet the course goals.

### **Pilot three sections of the revised course**

Three sections of the revised course will be offered in Spring 2014, attending in particular to the following elements:

- Instructors will establish methods to maintain consistency across curricular elements, course requirements, and methods of assessment.
- Instructors will develop best practices for managing the technological demands of the sectionalized WEx.

### **Project and Process Goals**

While revising the technologies and curricular elements of these courses, the team will work to ensure the sustainability and expandability of the WEx-enhanced teaching model.

### **Technology-related Process Goals (Corey Staten, Jen Michaels, Kaitlin Clinnin, Scott DeWitt)**

Sustainability of the WEx platform depends on support from campus IT. ASC Tech has agreed to take responsibility for this support following the project. Project work will be conducted and documented to facilitate future support.

- The WEx platform will be developed in order to facilitate future expansion to additional sections and courses.
- A plan for routine maintenance and upgrades to WExMOOC (i.e., what has to happen to increase functionality) will be composed. Such a plan will ensure smooth transition to new programming and IT staff both for current offerings of the pilot sections and potential future expansion to all sections of English 2367 and/or all 2367 classes at OSU.
- A Memorandum of Understanding will be composed to document ASC Tech responsibility for maintaining and updating the WEx platform in subsequent iterations of 2367.

### **Pedagogically-related Process Goals (Kay Halasek, Jen Michaels, Kaitlin Clinnin, Scott DeWitt, Cindy Selfe, Ben McCorkle, Susan Delagrance)**

- Selection, remediation, and creation (if necessary) of video assets will be completed.
- Documentation and training materials for instructors to incorporate the WEx platform into their curricula will be composed.

- A standard procedure for instructors to propose revisions to the WEx platform will be developed.

### **Programmatic and Departmental Process Goals**

- This project will be leveraged to establish strategic working relationships with and among the Digital Media Project, Digital First, ASC Tech, and ODEE through the collaborations required to achieve project objectives.
- Communications to generate awareness of the project within the department and college will be sent throughout the project.
- Materials and advertisements will be developed with the goal of recruiting a limited number of GTAs/lecturers for AU 2014/Spring 2015.

# Project Scope

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## In-Scope

We recognize within the scope of the TWT project all elements that enable us to develop and offer the pilot sections of 2367 in Spring 2014. Specifically:

- Assessing and adapting WEx, the Analytics Engine, and the Analytics Dashboard for coordination with the Carmen environment; including bringing WEx interfaces into compliance with OSU accessibility standards
- Assessing, refining, and enhancing the curricular elements of English 2367 to accommodate these new technologies, including necessary editing of textual and multimedia materials
- Revising both student and programmatic assessments

## Out-of-Scope

We recognize as outside the scope of the project—but likely related to it or candidates for future iterations—the following:

### **Technology-related Work, Out of Scope:**

- Additional WEx functionality
- Adaptations of WEx for other courses
- Revisions to improve future iterations of WExMOOC/Writing II

### **Pedagogy-related Work, Out of Scope**

- Curricular revisions in service of other pedagogies (e.g., multi-media created from Writing 2 MOOC)
- Revisions required to make available for other departments' second level writing courses

### **Program- or Department-related Work, Out of Scope**

- Adaptation of either technology or pedagogical elements for other English/writing courses
- Training for instructors not involved in pilot
- Address matters of department/college culture change
- Work for or on other MOOCs
- Work for other departments' writing courses

## **Constituent-related Work, Out of Scope**

- Partnerships with other courses, colleges, and/or institutions beyond OSU
- Requests to work with constituents or other offices on related projects (e.g., ODEE, ASC Tech)
- Additional grant applications

## **Strategic Projects Alignment**

Of critical importance to this project is its alignment with the learning technology staff from the Office of Distance Education and eLearning, who bring to the project invaluable skills and resources associated with refining and implementing the current *Writing II* MOOC assets for the hybrid 2367 learning environment. Specifically, ODEE will assist us as we seek to meet the following objectives:

### **WEx and Carmen Integration Objectives**

- Develop sound communication avenues for and facilitate collaboration among partnering Ohio State academic technology support units, including ASC Technology Services and ODEE
- Determine the best means of leveraging and then adapting content from the *Writing II* MOOC for use in the hybrid 2367 environment
- Facilitate integration of Carmen and *Writing II* MOOC elements into the hybrid 2367 environment
- Identify possible enhancements to WEx, the Analytics Engine, and Dashboard
- Create a productive visual design, a web design, and instructional design elements associated with moving from the exclusively MOOC environment to a hybrid 2367 environment

### **Pedagogical and Programmatic Objectives**

- Develop sound communications avenues for and facilitate collaboration among partnering academic support units such as the University Center for the Advancement of Teaching and University Libraries (Teaching and Learning)
- Create content management tools that enable faculty to add instructional materials into the system.
- Address quality matters associated with moving to a hybrid learning environment

### **Research Objectives**

- Collaborate on refining the current research protocol (approved IRB protocol 2013B0076) to accommodate continued research in the hybrid 2367 learning environment



The project also aligns with several undergraduate initiatives currently underway in the College of Arts & Humanities and the Department of English. With respect to these, the project provides a helpful instructional model: a relatively portable approach to teaching writing with technology.

## Success Criteria

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We will seek to demonstrate that the following four project objectives have been met through a range of measures, including measures of belief, effect, judgment, and impact.

### **Goal #1: Improve Student Learning and Writing**

Students and instructors alike will be asked to assess the degree to which individual students' writing performances improved over time. Measures will include the following direct and indirect approaches:

- Student pre- and post-course survey that includes questions regarding the students' personal perceptions of the improvements in their writing as well as affective measures of their confidence in, anxiety about, and comfort with writing
- Calculated change over time in the peer assessment ratings
- Improvements in various analytics taken over the course of the term
- (Blind) instructor assessment of student writing across sections
- Students will report that the multi-section aspects of the course enhanced their experience and learning in the course.
- Students will report that these materials enhanced their experience and learning.
- Students will report that WEx positively impacted their learning in the course.
- Students will report that WEx was well-integrated into the course and that course materials made effective use of WEx.

### **Goal #2: Facilitate Student Investment in Peer- and Self-Assessments**

Student investment in peer- and self-assessments will be judged according to a set of criteria developed by the pedagogy working group and will include the following:

- Student self-reporting about the value of peer reviews with respect to their own development as writers
- "Helpfulness" of peer reviews as judged by the writers whose work has been assessed
- Calculated change over time in the "helpfulness" scores of reviews
- (Blind) instructor assessment of quality of peer reviews across sections

### **Goal #3: Improve Instructor Effectiveness**

Instructor effectiveness in this new hybrid environment in a pilot study will be difficult to evaluate as no comparative data are available. Nonetheless, several mechanisms remain for collecting data on instructor effectiveness and performance

- Discursive student evaluations and SEI scores
- Instructor self-assessments and process logs
- External review and assessments by peers

#### **Goal #4: Create Valid and Reliable Assessment Methods**

Development and delivery of valid and reliable assessment methods via WEx are the single most important pedagogical element of the course and are dependent upon

- Clear and detailed instruction in peer review
- Instructor "norming" of peer reviews with instructor assessments
- Student feedback on the process and outcome of the reviews

#### **Project and Process Goals**

- Adaptation of WEx is accomplished in a timely manner and according to standards described above, especially accessibility and legal compliance.
- Project constituents will report that the adaptation went well and that they plan to participate in future collaborations.
- ASC Tech will sign the MOU and take responsibility for future maintenance and development of WEx as described in the Plan.
- Regular communications are sent out via multiple channels.

# Risk Assessment

## Project Assumptions

- Member(s) of the project team will be available to participate
- Departmental and other support will be provided as promised
- All pedagogical revisions will be complete by 13 December 2013
- All required technology enhancements and transitions will be completed successfully and prior to 1 January 2014
  - Revisions to WEx will be achievable with existing resources
  - Integration with Carmen will be possible with existing resources
  - Accessibility compliance will be possible with existing resources
- Pilot sections of 2367 will be assigned as expected:
  - Clinnin, Halasek, and Michaels will be assigned and able to teach these sections
  - Timing of sections will align as TR offerings
- Students enrolling in the pilot sections will have adequate access to technology
- Students will respond positively to new curricular model and technology
- Hand-off of WEx to ASC will occur on or before 20 December 2013
- ASC Tech will be able to manage WeX as course requires

## Projects Risks

Risk Description	How Likely 1=low 2=med 3=high	Impact 1=low 2=med 3=high	Score likely x impact	Mitigation
Technology enhancements and transitions not completed on timeline	1	3	3	Revised timing of first assignment to accommodate delay
Technology enhancements not able to be completed with existing resources	2	3	6	Alternative agreement negotiated with ASC, ODEE, OAA to leverage additional resources
WEx/Carmen interface not completed or not possible (on time/with existing resources)	1	3	3	Revised approach to using WEx (likely as a stand-alone platform separate from Carmen)
Hand-off of WEx to ASC delayed	2	3	6	Temporary administration shifted to project team member, staff person in ODEE, or extension of Staten contract negotiated
Pilot sections not assigned	1	2	2	Sections already assigned; if personal circumstances require change in

				teaching staff, additional instructor will be recruited
Pilot sections not scheduled at aligned days/times	1	1	1	Adjustments to individual syllabi and assignment due dates will be made
Pedagogical revisions not completed	2	2	4	Pedagogical team will prioritize early term and critical assignments and create new work flow and schedule to complete remaining revisions
Students will not have adequate access to technology	1	3	3	Students will be encouraged to use University technology classrooms and be given priority during DMP open lab hours
Member(s) of project team are unavailable	2	3	6	Responsibilities will be redistributed among remaining members; other faculty and/or graduate students will be recruited to participate
Students resistant to technologies and/or other elements of the course	2	1	3	Additional explanations for and reaffirmation of the value of the project related to students by instructors
ASC Tech support for WEx does not meet need	2	3	6	Alternative agreement negotiated with ASC, ODEE, OAA to leverage additional resources
Major bug discovered after hand-off to ASC Tech	2	3	6	ASC Tech, if unable to remediate, will work with and remunerate Corey Staten for consultations to address bug

## Obstacles / Constraints

The single greatest obstacle to implementation is the successful completion of revisions to WEx and the integration into Carmen. To mitigate the likelihood of such an event, we have taken the following precautions:

- Continued the contractual arrangement with our programmer, Corey Staten
- Established a productive working arrangement with ASC Tech that ensures "hand off" of WEx to that office by 1 January 2014
- Created administrative documentation for the program that will allow smooth transition of maintenance and administration to ASC Tech
- Assigned a project team member to familiarize herself with basic elements of the system as a tertiary redundancy (assuming the secondary redundancy resides in ASC Tech)

## Schedule Considerations / Other Projects / Related Projects

All responsibilities related to the first iteration of *Writing II* (e.g., final grant report) will be completed by 1 August 2013.

The project team is also involved in (re)development and deployment of the *Writing II* MOOC for Autumn 2014. We anticipate these activities will begin after the close of May term 2014.

Various team members will be off-duty or away for other responsibilities at various points in the project. These absences have been incorporated into the project timeline.

### **Department**

Individual members of the team continue their departmental obligations throughout 2013-2014, which include (but are not necessarily limited to) the following:

- Teaching (all members)
- Program administration or administrative appointment (Delagrang, DeWitt, Halasek)
- DMAC (DeWitt, Selfe)
- Departmental service obligations (all faculty members)
- Dissertation work (Michaels)
- Coursework and exam preparation (Clinnin)

## Project Milestones and Major Deliverables

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### Major Milestones and Events

<b>Event/Milestone</b>	<b>End</b>	<b>Responsibility</b>
WEx<>Carmen Information Flow Requirements Document Created	7/24/2013	Kay, Henry, Vedu, Corey
Corey's Contract Activated	8/1/2013	Kay
Assignment Sequence & Units Completed + Asset List	9/13/2013	Kay, Jen, Kim
WEx Single-course Requirements Achieved: Single Sign-on + Accessibility	9/14/2013	Corey, Vedu
Video Outsourced	9/27/2013	Kay, Henry
Materials for Class Sessions 1-10 Complete	10/12/2013	Kay, Jen, Kim
WEx Adapted to Multi-Section Courses	10/12/2013	Corey, Vedu
WEx Test Run in DeWitt's Class	10/22/2013	Corey, Kay, Scott
Materials for Class Sessions 11-20 Complete	11/2/2013	Kay, Jen, Kim
All Videos Complete (Edited/Produced)	11/9/2013	
WEx Training Guide (for students) Updated	11/16/2013	Kay, Jen, Kim, Corey
Test Run of WEx in Multi-Course Situation	11/16/2013	Corey, Kay, [Instructors TBD]
Materials for Class Sessions 21-30 Complete	11/30/2013	Kay, Jen, Kim
Syllabuses Completed	12/5/2013	Kay, Jen, Kim
Hand-off of WEx to ASC Tech	12/02/2013	Corey, George, Jen
Course Materials Complete and Uploaded (to Carmen)	12/7/2013	Kay, Jen, Kim
Test Run of WEx by ASC Tech	12/09/2013	George, Jen
Corey's Contract Ends	1/1/2014	Corey, Kay
FIRST DAY OF CLASSES: Class Day #1	1/8/2014	Instructors
LAST DAY OF CLASSES: Class Day #29	4/25/2014	Instructors

### Planned Absences

<b>Event/Milestone</b>	<b>Start</b>	<b>End</b>
Kay @ CWPWA	7/15/2013	7/23/2013
Kay @ Educause	10/15/2013	10/21/2013
Kay, Jen, Kaitlin on Break	11/25/2013	1/1/2014
Students + Kay, Jen, Kaitlin on Break	12/13/2013	1/1/2014
Kay, Jen, Kaitlin on Break	3/8/2014	3/17/2014
Kay, Jen Kaitlin at CCCC	3/19/2014	3/24/2014

## Project and Process Milestones and Deliverables

<b>Milestone/Deliverable</b>	<b>Target</b>	<b>Responsible</b>
All team members (listed on application) have completed CITI and COI training	11/4/2013	All Team Members
Request for SIS data created (if applicable)	11/11/2013	Kay, Henry, Team
All surveys/focus group questions composed	11/11/2013	Kay, Henry, Team
IRB Application submitted	11/18/2013	Kay, Henry
FIRST DAY OF CLASSES	01/07/2014	
LAST DAY OF CLASSES	04/24/2014	
PHASE-OUT MILESTONES		
Survey Data Compiled	5/1/2014	Kay, Henry, Team
Final Report Submitted to ODEE	6/2/2014	Kay, Henry, Team
Phase-out agreement	6/16/2014	Kay, Henry, Team
Article Submission	7/31/2014	Kay, Team

In addition, the following interactions are anticipated:

Idea Lab (Introductions)	05/07/2013	
Idea Lab (Accessibility)	7/10/2013	
Blog #1 (Project Launch)	8/07/2013	
Idea Lab (IRB)	8/2013	
Blog #2 (Charter)	9/25/2013	
Idea Lab (Rights)	9/2013	
Idea Lab (TBD)	10/2013	
Idea Lab (TBD)	11/2013	
Blog #3 (Pilot Launch)	1/2014	
Blog #4 (Pilot Mid-term)	3/2014	
Innovate	TBD	
Blog #5 (Pilot Reflection)	5/1/2014	
Blog #6 (Pilot Summary)	6/15/2014	