

Hybrid classroom brings online learning to Bauman

BY LEK SIU
STAFF WRITER

Over the summer, Guilford College transformed Bauman Hall room 104 into a new high-tech hybrid classroom, allowing faculty members to easily record and transmit their class content online.

"It's a classroom that has the ability to show what the teacher is doing to students at home," said Instructional Technology Librarian Jessica Sender. "It's equipped with an Eno Board, a high-resolution camera, and we've been using it in conjunction with Adobe Connect."

"I personally think that a hybrid classroom is a really neat idea," said senior Audrey Afanda. "This will enable students to be able to access the course material any time online, so they could have more time to do the homework."

"A lot of students at first (might) not be welcoming to the change, but the more involved ... they get, they would see the benefits of a hybrid class because it gives you more access and flexibility to accomplish your academic goals."

Hybrid learning could become a game changer for how education is delivered. This new model intertwines interactive learning with technological advances in order to offer experiences that extend beyond the classroom.

"The concept behind hybrid online learning is to blend face-to-face learning, like a traditional classroom, with online learning," said Chief Information Officer

of IT&S Craig Gray. "It allows students who are not physically present to attend the class at Guilford College."

Hybrid education will shape the coming generation of students, focusing on task analysis by creating portable data, better input and editing methods for both the teacher and learner.

"We're introducing students and faculty to new technology and hopefully introducing new students to the values of the Quaker education," said Gray. "Live lectures can be recorded ... to be played back later, which can enrich the students' experience. ... It also provides a platform for faculty members to evaluate class performance and teaching methods."

Hybrid courses could potentially open the door for more meaningful discussion since students can read, discuss and respond to material at their own pace.

Aaron Fetrow, vice president for student affairs and dean of students, plans to teach a hybrid course in criminal procedure in the spring.

"We want to try to deliver courses in an online fashion that fit pedagogy," said Fetrow. "Pure online does not fit with Guilford's teaching style."

According to Sender, Guilford currently has one hybrid course already underway. The Fundamentals of Computer Forensics and Cyber Security will be taught by Associate Professor



New technology in the hybrid classroom will allow students to view course content online and learn at their own pace.

of Justice and Policy Studies Will Pizio, with help from Chafic Bou-Saba, visiting assistant professor of computer and information technology.

The course's success could lead to its return in the spring.

Educational institutions everywhere are shifting towards a more web-based curriculum to keep up with rapid technological advances. In a recent presentation,

President Kent Chabotar discussed this trend towards online learning.

"In 2009, 55 percent of all students took all their courses in the classroom," said Chabotar. "By 2014, only 20 percent will take all the courses in the classroom. In the last 10 years, enrollment in online courses has tripled to 33 percent of student population."

Gray also understands the need for the school to stay up-to-date

with these new learning models.

"With education increasingly moving to the Internet, it's important for us as a Quaker institution to be able to deliver our culture and the value of our education through the same media."

"It's not technology that is important per se. It's the value of education that is enhanced by technology."

New faculty members eager, excited for new beginnings at Guilford College

BY ADITYA GARG
STAFF WRITER

A college is only as good as its faculty. Thus, it is only fair that they are rewarded for their diligence.

This year, four professors were promoted to the tenure track: Assistant Professor of Art Mark Dixon, Assistant Professor of Business Management Richard Schilhavy, Assistant Professor of Business Management Wenling Wang and Assistant Professor of Biology Megan White.

While some of Guilford's beloved faculty were rewarded for their hard work, two new professors were welcomed to campus, and even hired directly onto the tenure track.

Karen Spira, assistant professor of foreign languages, is one of them.

"It's exciting, and I can't wait to get to know more about this community," said Spira.

Sharing Spira's excitement is Rachel Riskind, assistant professor of psychology, who was also hired onto the tenure track.

There are also four new full-time, non-tenure track professors — Visiting Assistant Professor of Chemistry Daniel Christen,

Visiting Assistant Professor of Geology Brad Carter, Visiting Instructor of Theatre Studies Robin Vest and Visiting Instructor of Theatre Studies Brian Coleman.

Also, Caroline McAlister, formerly a part-time member of the English Department, will now teach full-time.

Most of the new professors developed passions for their subject areas early.

Spira, for instance, discovered her love for language in middle school.

"I started studying Spanish in seventh grade, and I always knew that I wanted to go to college for comparative literature," said Spira.

Riskind expressed a similar sentiment.

"I was probably always interested in understanding the mind and behavior," Riskind said.

However, even passion is sometimes countered by the discouragement that comes from mistakes. Spira and Christen discovered firsthand that the path to learning is never straightforward, and mistakes are only to be expected.

"Students always make mistakes," said Christen. "Even most professionals make mistakes. On good days, they won't be million dollar mistakes, but sometimes

people mix the wrong reagents and you get a few small fires."

Once students themselves, professors have numerous stories to tell of former mistakes.

Spira, for instance, spoke of the mistakes and misunderstandings that often come with learning a new language.

"Luckily this did not happen to me, but the paradigmatic example in Spanish speaking is the exchange student who is sitting at the dinner table who is very embarrassed and says, 'Estoy embarazada,' which means, 'I'm pregnant,'" said Spira.

Vest and Coleman also recounted mistakes in their professional experience, ranging from lighting failures to scene crashes.

Nevertheless, Carter and Coleman find making mistakes to be a vital part of the learning process.

"I have learned the most from failing," said Carter. "I've learned that failure is an important part of learning. Don't be afraid of it. Just enjoy what you do and the rest will come."

Similarly, Coleman finds the possibility of failure to be one of the best parts of participating in theater.

"It is what makes live performance so exciting: the fact that anything can happen," said Coleman.

When asked about their hopes at Guilford, each professor had different answers.

Vest, for instance, could not wait to work on her new set design and bolster Guilford's design department.

Above all, the professors have high hopes and expectations for their students.

"I think Stephen Sondheim got pretty close when he wrote these lyrics: 'sensitive, clever, well-mannered, considerate, passionate, charming, as kind as (they're) handsome, and heir to a throne,'" said Riskind, referring to her expectations for students. "I would replace the last three with 'inquisitive,' 'as kind as they're hard-working,' and 'open-minded.'"

The new faculty brings with them an array of personalities, interests and skills that add to the rich diversity that already makes up the Guilford community. As the semester progresses, students should take the opportunity to get to know professors outside of the regular classroom setting to see what they can discover.

So, in the words of Vest, "Full speed ahead."