Teaching Portfolio – Baird Campbell

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Introduction – Teaching Portfolio

How has your participation in the Certificate program shaped/changed the way you think about teaching practices and their relationship to student learning, as well as your goals for a future career in higher education? How do the individual components of the portfolio reflect this approach to pedagogy?

During academic years 2018-19 and 2019-20, I participated in a series of four courses offered by Rice University's Center for Teaching Excellence, in order to fulfill the requirements of their accredited Graduate Certificate in Teaching and Learning. Throughout these courses—which ranged from pedagogical theory to practice, as well as the compilation of a final teaching portfolio—I gained valuable insight into the strengths and weaknesses of my own teaching, and was also fortunate to learn from the demonstrations, comments, and feedback my classmates offered and received.

In the first course, Principles of Effective College Teaching, we discussed a number of important pedagogical concepts that encouraged us to think critically about course design in a holistic way, establishing and privileging student learning outcomes tailored to our specific courses, and with attention to a variety of learning styles and speeds. These discussions culminated in the development of a teaching philosophy and sample course syllabus, both of which are presented in this portfolio. The most valuable lesson I learned from the course was about setting and managing realistic expectations for myself and for my students. For example, my original syllabus contained twice as much reading as the final iteration. As I further fleshed out the course, thinking about it in the context of a 50 minute first-year seminar, it became clear that being more selective with the content would ultimately allow my students to gain a more in depth understanding of the subject matter, as well as foster more engaging discussions in the classroom that allowed students to draw connections between assigned readings and their own experiences.

Relatedly, as is reflected in my teaching philosophy, this course helped me to value the knowledge and experiences students bring with them into the classroom. Especially in a course explicitly about social media, students' own experiences are key to teaching them how to think about these seemingly everyday technologies in a theoretically rigorous way. As students have likely already formed opinions about their relationships to social media, I was inspired to scaffold the course to include as much of this *in situ* knowledge as possible, allowing students to build connections between prior and novel knowledge, as well as to gain confidence in their ability to think critically and participate in a university classroom.

The second course is the series, Research on Teaching and Learning, asked students to build on prior knowledge gleaned from the previous course, conducting independent pedagogical research on a topic of our choice. As I view social media as both an object of study and a useful pedagogical tool, I chose to explore how social media can be most effectively incorporated into the university classroom without becoming a distraction. While this is still a nascent area of pedagogical study, the results of this initial survey—which can be found at the end of this portfolio—indicate three key elements of effective pedagogical use of social media: student comfort with social media as an academic tool; a clear link between course content and proposed social media use; and instructor comfort with the social media technologies in question.

I found the first of these conclusions to be especially important; as a scholar of social media, the idea that these technologies can be used for academic purposes is, for me, a foregone conclusion. Nonetheless, this research helped me to see that first-year university students may have more trouble making this leap, and encouraged me to be more purposeful in incorporating a discussion of social media research practices into my final syllabus. This in turn has resulted in improved student performance on their final projects, an ethnography conducted entirely online.

Practicum in College Teaching, the third course in the series, represented an opportunity to put our theoretical knowledge into practice. I taught two half hour lessons, the first of which introduced Judith Butler's theory of gender performativity through a mixture of pair work, independent work, and lecture. My second lesson focused on the politics of hashtags as both tools of communication and ethnographic objects. In this lesson, students were ultimately asked to work in small groups to create a hashtag of their own choice, explaining how and why they thought it would be effective, according to the principles covered in the first part of the class.

Perhaps the most valuable element of this course was the feedback from my peers, who were playing the role of first-year writing students. The feedback I received was generally positive, with my peers highlighting my preparedness, general level of comfort, and rapport with students. More "critical" comments focused on not trying to pack too much into one lesson, and making sure to establish clear and overt connections between the parts of each lesson. It is always helpful to be reminded that we are teaching students who are often at the beginning of their higher educational careers, and that things that may be seem obvious to us as instructors may not be so straightforward for our students.

The final course in the certificate, Teaching Portfolio, represents the culmination of the previous three courses in the series. Beyond providing certificate students with a polished and complete portfolio for eventual use on the job market, the act of compiling the portfolio with guidance from an instructor has been an educational and valuable experience in and of itself. Most importantly, this last course encouraged me to think of my teaching portfolio as a narrative, representing different facets of a core element of my pedagogical practice. As such, I have endeavored to demonstrate the interconnectedness of each piece of the portfolio with those that precede and follow it, providing a fuller picture of myself as an instructor.

Baird Campbell
Teaching Philosophy

Productive Discomfort in the Classroom

As an instructor, I seek to communicate the usefulness of anthropological knowledge beyond the abstract, challenging students to think critically about how anthropological notions of difference and inequality along lines of race, class, gender, sexuality, and ability shape both the world around us and the cultures we establish in our classrooms. By drawing on a mixture of classic anthropological texts, ethnographies, and media content, I aim to help my students engage in critical analysis not only in their chosen areas of study, but of their own biases and privileges in relation to the educational opportunities with which they have been presented. I seek to produce a learning environment in which occasional discomfort, accompanied by support and encouragement, encourages my students to challenge their assumptions. My primary goal as an instructor is to help students become informed and critical citizens and thinkers. I strive to create an environment where students' assumptions and beliefs are challenged, and in which students can question, affirm, or change their beliefs in a supportive environment.

My teaching methodology draws on my experience teaching a wide variety of students with equally diverse needs. As a queer person from the rural Midwest, I am uniquely aware of the systemic inequalities that face many of my students. Beginning as an ESL/EFL instructor in informal community settings and then in K-12 schools in Spain, I learned the importance of flexibility in teaching, adjusting, or significantly altering lesson plans based on unanticipated student needs, changes in resources, or class attendance. This experience also challenged me to incorporate multiple learning strategies into each class, recognizing that discomfort is a key part of education, while also making sure that the same groups of students are not always asked to bear this burden. This lesson translates to the university classroom, where certain students may be more comfortable with writing, oral communication, or more creative forms of expression. My course design addresses these differences in learning strategies through a variety of activities emphasizing different skills. This model aims to allow all students to experience moments of discomfort and expertise, taking the lead on the activities they feel most comfortable with, and stretching their capabilities to adapt to assignments outside their areas of expertise.

In Spring and Fall 2020, I was the instructor of record for a First Year Writing Intensive Seminar entitled "Writing with and about Social Media." I have also been instructor of record for Introductory Spanish and co-taught Contemporary Social Movements. I also served as teaching assistant for Introduction to LGBTQ Studies, Introduction to Anthropology, and three Massive Open Online Courses (MOOCs) at Rice Online. This broad range of teaching experiences allows me to appreciate the specificity with which courses must be designed and carried out, in accordance with student abilities and expectations as well as structural conditions. For example, my Introductory Spanish course was structured to gradually shift from theory to practice throughout each class session, as students were first asked to learn—and then immediately apply—new linguistic structures. This created initial discomfort each time students learned a new concept, but with a guarantee that sustained practice would transform this discomfort into deeper understanding of the concept at hand.

I taught this class at Finlandia University, located in rural northern Michigan, with a majority first-generation student population. Despite having grown up in the area in similar circumstances, my own education at the University of Michigan had not prepared me to teach students like those at Finlandia. After experiencing initial difficulties with the differences between my own understanding of the classroom and that of my students, I was able to develop strategies that improved both my experience as a teacher and student outcomes. These included teaching skills outside the scope of my original syllabus—such as note taking, outlining, and

time management—as well as requiring that students attend office hours throughout the semester, allowing me to get to know my students better and detect any problems they might have early in the semester. Upon implementing these tactics, I noticed both an improvement in students' performance, and an increase in their excitement about the course. This experience, though challenging, ultimately made me a better instructor. In this case, the discomfort in the classroom was initially mutual: my students were unfamiliar with my approach, and I was unfamiliar with their understandings of the university classroom. By addressing this at its root, we were able to build a classroom culture that worked for both students and instructor, in which students' initial uneasiness was reframed as a challenge they were learning the skills to tackle.

At Rice, my First Year Writing-Intensive Seminar uses this approach to teach both the importance of long-term observation and analysis for anthropological study, and that of viewing writing as a constructive and iterative process. While drafting and editing are often valued as key components of academic production in the abstract, my experience as both student and instructor has shown me that students often struggle to put this into practice, resulting in a writing process that is frustrating for them as learners. I design my courses to allow students to build on their work throughout the semester, beginning by producing short ethnographic texts with social media data, gradually adding offline participant observation and interview data, and culminating in a final paper. The course also engages with my personal research interests in social media, seeking to incorporate it as a valid, unique, and underutilized source of anthropological data. The course has the added benefit of integrating these technologies into the daily life of the classroom, rather than treating them as a distraction. Additionally, the topic of the class is one with which students may feel an initial familiarity given the ubiquity of social media in most of their lives. However, the course seeks to push them beyond their quotidian understandings of social media, asking them instead to think about these technologies in unfamiliar and challenging ways, to arrive at a deeper understanding of the role of social media in shaping today's world.

The mixture of assignment formats in my course design is intended to emphasize the strengths of each student, allowing them to feel engaged and empowered in the classroom. This begins in the first week of class, in which students submit a confidential survey concerning their own perceived strengths, weaknesses, hopes and apprehensions about higher education. This questionnaire also provides them the space to disclose any personal information they feel may affect their learning experience, without obligating them to share it with their classmates. With this information, I can make adjustments to the course to ensure that each student's learning process is supported and valued. I also strive to be as receptive to feedback as would like my students to be. I repeat this exercise halfway through the semester, in a modified form, allowing the students to express their feelings about the progress of the course thus far and suggest any changes they would like to see in course materials and in my teaching methodology.

My assessment strategy continues this iterative and reflexive strategy of learning, beginning with low-stakes assignments, such as tweets, memes, and short videos presenting the main argument of the day's reading, allowing students to take risks without jeopardizing their final grades. I also allow and encourage students to resubmit any one assignment throughout the semester in order to model the real process of academic writing. Especially for students who are unfamiliar with the context and workload of the university, these are valuable opportunities to receive, process, and respond to critique without fear of negative consequences. By getting to know my students as people, and soliciting regular feedback, I aim to create a classroom environment in which each student experiences both challenges and success, and in which they learn the value of challenging their beliefs and abilities in and outside the classroom.

FWIS 176: WRITING WITH AND ABOUT SOCIAL MEDIA

Course Information

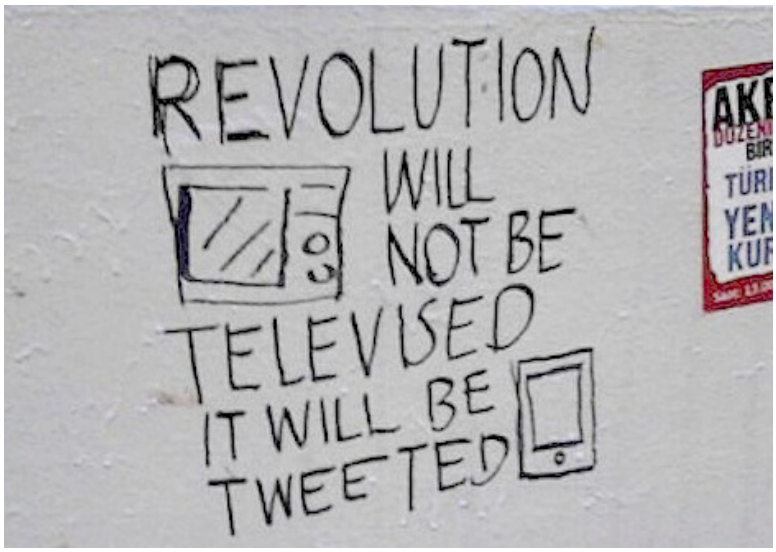
Martell College 101

MWF 10:00-10:50

Instructor: Baird Campbell

baird@rice.edu

Office Hours: Sewall 125
Wednesdays 1:00-3:00
and by appointment:
https://bit.ly/2ZcrpFB



Course Description

Social media is everywhere. From advertising campaigns, to news stories devoted to what the Kardashian/Jenners are wearing, to the sometimes earth-shaking tweets from the President of the United States, whether we like it or not, social media is part of our everyday lives.

In this course, we will explore social media from a number of perspectives: we will learn its history; explore its technicalities; think critically about its content; and ultimately seek to understand why and how social media has quickly become a mainstream tool for written and audiovisual communication. The course is divided into 5 units:

1. The Theory and Study of Social Media
2. The Ethics of Social Media as a Tool for Research
3. Identity on Social Media
4. Navigating Relationships Online
5. Social Media as a Tool for Activism

Required Texts

The Breakup 2.0: disconnecting over new media

by Ilana Gershon

Available in the campus bookstore and online

All other course materials are available on the Canvas website for this course

What is a FWIS course?

First-year Writing Intensive Seminar (FWIS) courses fulfill Rice's Writing and Communication Requirement, which all students must complete in order to earn a bachelor's degree from the university. They are capped at 15 students to support group discussion and foster relationships between students and faculty, and also ensures that students receive substantive feedback from instructors on their writing, speaking, and visual communication.

Student Learning Goals

At the end of this course, students will be able to:

1. Critically analyze an academic text, identifying main arguments and supporting evidence
2. Produce an argumentative text with scholarly supporting evidence
3. Engage in ethnographic research both on- and offline
4. Describe and analyze the relationship between on- and offline identity
5. Identify and replicate the key components of an ethnographic article
6. Coherently and effectively express a scholarly argument orally
7. Think critically about social media as both a part of everyday life and a scholarly tool

ASSIGNMENTS

Participation - 20%

Participation is more than just speaking up in class. It means doing all the reading, completing all assignments, being a generous and thoughtful peer reviewer, and coming to office hours. **All students are expected to come to office hours at least twice during the semester.**

Know Your Meme Presentation - 5%

Each student will give a 5-minute presentation on the history and impact on a meme of their choice. More Instructions will be given in class.

Multimedia Class Reading Diary - 15%

Each student will be responsible for producing and uploading one video, one tweet, and one meme summarizing class readings.

Guided Social Media Ethnography - 5%

In this activity, I will guide you through the steps of doing social media research, and you will write up the results ethnographically.

Field Notes - 10%

This class requires you to take weekly field notes on your topic of choice throughout the semester. At several times during the semester, you will be asked to share them with the class and/or turn them in.

Ethnography Drafts - 10%

These are your first forays into academic writing. Drafts will be graded on improvement from one version to the next. The best two grades will be kept.

Grading

Participation - 20%

Know Your Meme Presentation - 5%

Multimedia Class Reading Diary - 15%

Guided Social Media Ethnography - 5%

Field Notes - 10%

Ethnography Drafts - 10%

Final Paper Abstract - 5%

Final Presentation - 10%

Final Paper - 20%

A: 94-100, A-: 90-93
B+: 87-89, B: 84-86, B-: 80-83
C+: 77-79, C: 74-76, C-: 70-73
D+: 67-69, D: 64-66, D-: 60-63
F/I: 59 and lower

Academic Accommodations

I am committed to making our classroom an accessible space for all.

If you have a documented disability or other condition that may affect academic performance:

- make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and
- speak with me to discuss your accommodation needs.

Need Help with Class?

Please come see me during office hours, and I will help you find solutions.

If you need additional help, check out:

CAPC (Center for Academic and Professional Communication)
Located on the 2nd floor of Fondren Library. You can book an appointment with a writing consultant online.

The Reference Desk
Any of the librarians at the Reference Desk will be helpful, but Joe Goetz (jgoetz@rice.edu) is the dedicated librarian for anthropology, and loves to help students!

Digital Media Commons
The staff at the DMC can help you with audiovisual assignments, and can also provide you with any equipment you may need. Located in Fondren basement.

Need Other Help?

Office Hours
It is perfectly acceptable to make an office hours appointment to talk about your struggles with the class that go beyond the content. Please reach out, and if I can, I will help you find a solution.

Counseling Services
To help you manage course work, deadlines, personal and professional relationships and being away from home and/or family matters, the Rice Counseling Center (RCC) offers free, confidential support.

A more complete list is available under **"On Campus Resources"** on Canvas.

Final Paper Proposal/Abstract - 5%

You will produce a 250-word final paper proposal, in the form of an abstract, to be peer edited in class and included in your final paper

Final Presentation - 15%

At the end of the semester you will give a 10 minute presentation about your final paper topic. This presentation should communicate the main arguments of your paper, necessary background information, methods, and ethical considerations you encountered.

Final Paper - 20%

The final paper is the culmination of your work throughout the semester. It should incorporate what you have learned about ethnographic writing, and how it can be used to make a cogent argument. It should rely on sources from both the syllabus and independent research. The final paper will also be graded in relation to your drafts throughout the semester, and your ability to implement feedback from your classmates and from me.

Formatting Your Work

All written work should be formatted as follows:
Font - Times New Roman
Size - 12
Margins - 1 inch all around
Page Numbers

In top left corner:
-Name
-Date
-Course

All work should be **spellchecked, proofread,** and have a meaningful **title**.

Attendance

Showing up to class is the single biggest factor in determining your success. However, I understand that life happens, and sometimes absences are not avoidable. You may miss **three (3)** classes without penalty. After this, each missed class will result in a deduction of your final grade by a third of a letter grade.

If you miss a class, you **must** find out what you missed from a classmate and come to the next class prepared.

Tardiness of more than 15 minutes is considered an absence.

School-sanctioned absences: Students who anticipate multiple school-sanctioned absences should make every effort to be present in class when they are able. It is each student's responsibility to inform the instructor of planned absences as soon as possible, and communicate with classmates to catch up on the content they missed.

Late Work Guidance

Late work will be penalized 1/3 of a letter grade for each day late.

Missing a deadline is a stressful experience. Sometimes it's just the result of a one-off timing issue, but sometimes it's the result of something more persistent—struggling with the material, life circumstances, mental state—and the source of trouble is not always obvious from the inside. Students in this situation often blame themselves and feel like they could just complete the assignment the next day if they just do what they should, but the next day might not be any easier if the issue is persistent, and the stress snowballs as late penalties accumulate. Students sometimes fail classes because they get trapped in this cycle and ultimately never submit the assignment.

1. Email me whatever you have before the deadline. If I get something from you, no matter how incomplete, the first day's late penalty will be halved.

2. Stay in contact with me until you finish. We will make a plan to get you back on track.

Technology Policy

Screens can have a negative effect on listening and reading comprehension, so while technology is by no means banned, we will respect that there is a time and place to be connected offline rather than online. **If you are able, please print the readings and take notes by hand.**

Resubmit Policy

You may resubmit any one written assignment for a higher grade. You must resubmit this assignment to me within two weeks of the original due date.

Additionally, you must:

1. Meet with me
2. Meet with a CAPC writing consultant

Research Tools

WorldCat
Create a free profile, link your Rice account, and you can find out what Rice owns and what it can get through Interlibrary Loan (ILL) - https://worldcat.org

Google Scholar
Find reliable, scholarly sources https://scholar.google.com

Fondren Library
Fondren has a brand new interface that makes it easier than ever to access resources http://library.rice.edu/

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at

http://honor.rice.edu/honor-system-handbook/.

This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Office Hours

Attending office hours is one of the easiest things you can do to guarantee your success in this course.

To help get you into this habit, I require students to attend office hours at least twice throughout the semester.

At least one of these appointments must take place before October 14th.

Reasons to go to office hours:

- To discuss something you found interesting
- To discuss something you found confusing
- To work on improving a particular assignment
- To get to know your instructor
- To improve an an assignment

Classroom Expectations

Students will arrive on time and be prepared for the day's activities. This means:

- All assigned reading has been read, key terms defined, and questions prepared
- All assignments have been turned in, and printed copies prepared if requested
- Multimedia Diary submissions have been viewed

Students will treat each other, the instructor, the classroom, and the people who keep it running with respect. This means:

- Respecting class-defined norms governing class interactions
- Respecting the time of both the instructor and your classmates (arriving on time, meeting deadlines, etc.)
- Leaving the classroom in better condition than you found it (picking up trash, straightening chairs, etc.)

COURSE SCHEDULE

This syllabus is a guideline for this course. I reserve the right to make changes in it as necessary. All changes to the syllabus will be announced in class and on Canvas.

Week 1	In Class	Reading	Due
	Welcome!		
Aug 26 What is the hidden curriculum?	Introductions Hidden curriculum activity		**11:59 PM Tuesday:** Getting to Know You Survey
Aug 28 What is required of me to succeed in this course?	-Syllabus -Co-created classroom norms -Academic communication	"How to Email Your Professor" by Laura Portwood-Stacer	**5 PM Thursday:** Email me a question you can't answer with the syllabus
	Unit 1: The Theory and Study of Social Media		
Aug 30 What is social media? Why study it?	-Discussion of reading	"What is Social Media and What Questions Can Social Media Research Help Us Answer?" by Lori McCay-Peet and Anabel Quan-Haase	**11:59 PM Sunday** Writing Sample
Week 2	**In Class**	**Reading**	**Due**
Sept 2	NO CLASS	Labor Day - Learn about the history of Labor Day: https://www.history.com/topics/holidays/labor-day-1	

Sept 4 Who is the audience of social media and why does it matter?	-Publics and counterpublics in the real world -Discussion of reading	- "Habermas & the Public Sphere." Watch video and take notes. - "Where I can be myself …where I can speak my mind": Networked counterpublics in a polymedia environment," by Bryce J. Renninger	
Sept 6 How does framing affect our perception of events?	-Introduction to framing theory -Discussion of documentary	"FYRE: The Greatest Party that Never Happened" Available on Netflix	
Week 3	**In Class**	**Reading**	**Due**
Sept 9 How does framing affect our perception of events?	-Comparing the two documentaries	"Fyre Fraud" Available on Hulu	
Sept 11 How do you do ethnographic research on social media?	-In-class online methods workshop ***bring your computers, tablets, phones, etc.***	"What is Ethnography? Teaching Ethnographic Sensibilities without Fieldwork," by Carole McGranahan	
Sept 13 What questions can ethnography answer?	-In-class guided social media ethnography activity ***bring your computers, tablets, phones, etc.***		**By 11:59 PM Sunday** 250 words on your final paper topic
Week 4	**In Class**	**Reading**	**Due**

Sept 16 What interests you about social media?	-Discussion of paper topics		
	Unit 2: The Ethics of Social Media as a Tool for Research		
Sept 18 How do our interlocutors feel?	-Presentation from Chris Duffy: Becoming a Meme -Discussion of reading	"Social Media Users' Views on the Ethics of Social Media Research," by Kelsey Beninger	**Due 11:59 PM on Thursday** Guided Social Media Ethnography Write-up
Sept 20 What ethical dilemmas do researchers of social media face?	-Anticipating ethical dilemmas and brainstorming solutions -Discussion of reading	"Big Data, Ethical Futures" by Mary Gray	**Due 11:59 PM on Sunday** First round of field notes using template online
Week 5	**In Class**	**Reading**	**Due**
Sept 23 What and who is behind social media	-Discussion of readings	-"The Human Toll of Protecting the Internet from the Worst of Humanity" by Adrian Chen -"Facebook, Cambridge Analytica Share A Liking For Beta Tests In The Developing World," by Paul Blumenthal	
Sept 25 What is the role of ethics in social media research?	-Guest lecture from Dr. Natalie Troxel, UX researcher at Facebook -Introduction to Multimedia Diary and signup		

Sept 27 Is social media research ethical?	-In-class debate - "Is social media research ethical?" -Know Your Meme presentations introduction and signup		
Week 6	**In Class**	**Reading**	**Due**
	Unit 3: Identity on Social Media		
Sept 30 What makes an identity? Is it a fixed category?	-The Setats -Discussion of reading	"Butler's 'Gender Performativity' Explained."	
Oct 2 What makes an identity? Is it a fixed category?	-Positionality activity -Discussion of reading	"Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," by Kimberlé Crenshaw	
Oct 4 How are race and ethnicity performed and negotiated online?	-Finding race in your field notes -Discussion of reading	"#OnFleek: Authorship, Interpellation, and the Black Femme Prowess of Black Twitter," by Malika Imhotep	
Week 7	**In Class**	**Reading**	**Due**
Oct 7 How is gender performed and negotiated online?	-Finding gender in your field notes -Discussion of reading	"Archiving the Wonders of Testosterone via YouTube," by Tobias Raun	

Oct 9 How is sexuality performed and negotiated online?	-Finding sexuality in your field notes -Discussion of reading	""He has a way gayer Facebook than I do": Investigating sexual identity disclosure and context collapse on a social networking site" by Stefanie Duguay	
Oct 11 How is disability performed and negotiated online?	-Finding disability in your field notes -Discussion of reading	"American Sign Language in Virtual Space: Interactions between Deaf Users of Computer-Mediated Video Communication and the Impact of Technology on Language Practices," by Elizabeth Keating and Gene Mirus	**Due 11:59 PM on Sunday** Second round of field notes using template online
Week 8	**In Class**	**Reading**	**Due**
	Unit 4: Navigating Relationships Online		
Oct 14	NO CLASS - Read "The Breakup 2.0" for Wednesday		**11:59 PM Tuesday** Mid-Semester Check-in Survey
Oct 16 How does the medium shape communication?	-Discussion of reading	The Breakup 2.0: disconnecting over new media, by Ilana Gershon - Introduction and Chapter 1	
Oct 18 How have our definitions of public and private changed?	-Discussion of reading	The Breakup 2.0: disconnecting over new media, by Ilana Gershon - Chapter 2	
Week 9	**In Class**	**Reading**	**Due**

Oct 21 What is the role of "interactive traditions" in new forms of communication	-Discussion of reading	The Breakup 2.0: disconnecting over new media, by Ilana Gershon - Chapter 3	
Oct 23 What is the role of intent on social media?	-Discussion of reading	The Breakup 2.0: disconnecting over new media, by Ilana Gershon - Chapter 4	
Oct 25 How does social media compare to previous media?	-Discussion of reading	The Breakup 2.0: disconnecting over new media, by Ilana Gershon - Chapter 5 and Conclusion	
Week 10	**In Class**	**Reading**	**Due**
Oct 28	-Ethnographic writing workshop ***bring your computers, tablets, phones, etc.***		
Oct 30	-Research Workshop **Meet at Fondren Library**		
	Unit 5: Social Media as a Tool for Activism		
Nov 1	-The road to digital activism -Discussion of reading	"Towards Cyberactivism 2.0?: Understanding the Use of Social Media and Other Information Technologies for Political Activism and Social Movements." By Rodrigo Sandoval-Almazan & Ramon J. Gil-Garcia	**By 11:59PM Sunday** First draft of social media ethnography
Week 11	**In Class**	**Reading**	**Due**

Nov 4 What is the history of online activism?	-Peer editing of first draft ***Bring a printed copy***		
Nov 6 Is "being there" the same on social media?	-Discussion of reading -Citation Workshop	"#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States," by Yarimar Bonilla and Jonathan Rosa	
Nov 8 What makes a good hashtag?	-Create a hashtag	How to Create a Hashtag That Will Actually Get Used by Alex York	
Week 12	**In Class**	**Reading**	**Due**
Nov 11 What is the effect of social media on inter-movement relationships ?	-In-class lecture from Cayden Mak of 18 Million Rising		
Nov 13 How can activists maximize reach and retention?	-Writing an abstract -Discussion of reading	"Many Clicks but Little Sticks: Social Media Activism in Indonesia," by Merlyna Lim	**By 11:59 PM Thursday** Second draft of social media ethnography
Nov 15	-Peer editing of second draft ***Bring a printed copy of new and previous draft***		**Due 11:59 PM on Sunday** Final Paper Abstract
Week 13	**In Class**	**Reading**	**Due**

Nov 18 How does online activism shape us?	-How do you define yourself? -Discussion of reading	"'We Define Ourselves': 1.5-Generation Undocumented Immigrant Activist Identities and Insurgent Discourse," by Hinda Seif	
Nov 20 What is the role social media in Asian-American activism?	-Discussion of readings	Standing Rock, #NoDAPL, and Mni Wiconi ***Read all 12 posts!***	
Nov 22	NO CLASS - Work on third draft of Social Media Ethnography		**By 11:59 PM Sunday** Third draft of social media ethnography
Week 14	**In Class**	**Reading**	**Due**
Nov 25	Peer editing of third draft ***Bring a printed copy of new and previous drafts***		
Nov 27	Wrap-up/Review/Party		
Nov 29	NO CLASS - Work on presentations		
Week 15	**In Class**	**Reading**	**Due**
Dec 2	Presentations		
Dec 4	Presentations		
Dec 6	Presentations		
Week 16	**In Class**	**Reading**	**Due**
Dec 13	Final paper due on Canvas by 5 PM		

FWIS 176 – Multi-Media Reading Diary Guidelines

The assignment:
At the beginning of the semester, you signed up to summarize three different readings in three different ways: 1) through video, 2) in a tweet, and 3) in a meme.

*****Beginning on September 30, your preparation for class should include looking at the multi-media diary entries in the Media Gallery for each day's readings.*****

The object of this assignment is two-fold.

1. *Learn how to identify and summarize the main argument, or thesis statement of an academic article;*
2. L*earn by experience the advantages and limitations of different social media technologies for communicating different kinds of information*.

Some things are easier to say with words, others with images, and still others through multi-media. It will be up to you to decide how best to summarize each reading in relation to the platform you have chosen.

Instructions:

1. Assignments are due by 8:00 AM the morning of the class corresponding to the reading. That is, if your reading is listed on the syllabus on October 16th, the assignment is due the morning of the 16th.
2. All content should be turned in:
    - under the appropriate assignment on canvas
    - in the "Media Gallery" on Canvas
3. You will not receive a reminder that your assignment is due. The sign-up sheet is available on Canvas, so it is your responsibility to keep track of the dates you choose.

Tweets:
Tweets should be no more than 280 characters (including spaces and punctuation.) You can use the Twitter platform itself to check, or use the character count function in your word processor. Tweets should:

1. Clearly present the main argument(s) the article makes
2. Use at least one logical (and real) "mention" (@) and at least one logical hashtag
3. Tweets may also include images if appropriate.

Memes:
Memes combine culturally specific images with limited text to express complex ideas. The format of your meme is open but it should be recognizable as a meme. You may choose to adapt an existing meme (brain explosion, the "Ermagerd" girl, little Cardi B, etc.) or invent your own.
Memes should:

1. Incorporate both images and text
2. Clearly express the main idea through the interplay of text with your chosen image or images
3. Be immediately recognizable as a meme.

FWIS 176 – Multi-Media Reading Diary Guidelines

Videos:
Videos should a maximum of 1 minute long. You can create your video on a platform like Instagram, Snapchat, or TikTok, or simply record yourself. Videos should:

1. Provide some background on the author and the debate the article engages with
2. Clearly present the main argument(s) the article makes
3. Offer some supporting arguments from the article and make clear their connection to the argument
4. Propose at least one question for further discussion.

Additionally, videos can contain sound, music, images, screen captures, text, filters, stickers etc. The idea is for you to show us that you've understood the reading and have thought about how to make us understand it.

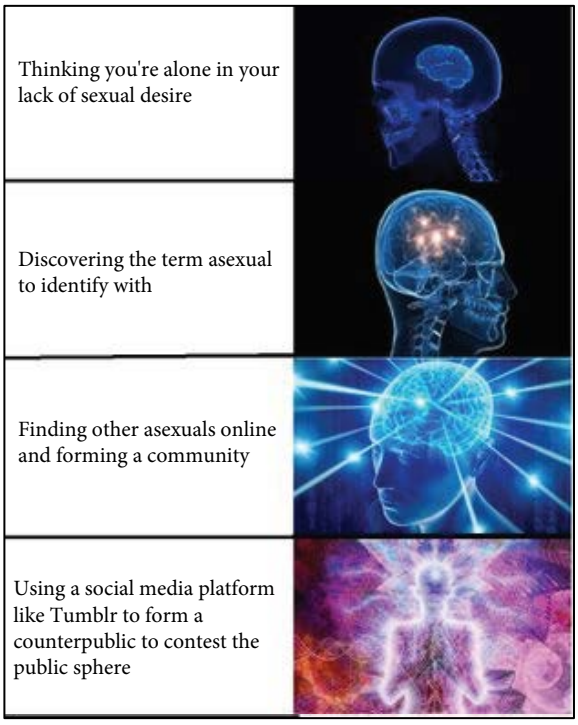
Please clearly indicate which reading you are analyzing on each assignment.

Examples

Reading: "Where I can be myself …where I can speak my mind": Networked counterpublics in a polymedia environment, by Bryce J. Renninger

Tweet:
The specificities of @tumblr, such as deemphasized commentary, deincentivized trolling, clear connections to original posters, horizontal organization, anonymity, and consolidation of public discussion render it an ideal tool and place for an #asexual counterpublic.

Meme:



Classroom Observation Form

Instructor: Baird Campbell **Observer: David Messmer**
Course Number/Title: FWIS 176 – Writing Social Media
Class Size: 13 students
Location: Martel 101
Date/Time: March 22nd, 2019 – 9:00-9:50 A.M.

SCALE: E = Excellent; S = Satisfactory; RFI = Room for Improvement; NA = Not Applicable

PART 1: Content and Organization	**E**	**S**	**RFI**	**NA**
Started and ended class on time	X			
Presented overview of class and learning objectives	X			
Presented & defined key concepts	**X**			
Presented current material	**X**			
Presented information in an organized manner	**X**			
Presented material at a level appropriate to students and the course	**X**			
Used relevant examples to explain major ideas	**X**			
Made efficient use of class time	**X**			
Followed through with class overview and learning objectives	**X**			
Provided engaging conclusion for the class		**X**		
Comments: The course got off to a great start with you asking questions about what the students had already encountered. Having them explain previous concepts to you worked well and acted as a nice spring-board for the discussion of the article. That discussion was also strong and you mixed up the formats well. Ultimately one article dominated the course's content for the day, but it never felt stale, which speaks to the benefits of the multiple formats. Be sure, though, that as you move from one section of the class to the next that you reinforce the specific takeaways of what the class discussed. For instance, at one point you talked about using two different media to break up with someone, and the discussion was lively and connected well to the article's content, but you moved straight from that to another topic without pausing to summarize what the comparison demonstrated. The takeaways were implicit, but making them explicit would be useful for students who aren't as likely to see the big picture as we are.				
PART 2: Creating a Classroom Environment Conducive to Learning	**E**	**S**	**RFI**	**NA**
Greeted students at the beginning of class	**X**			

Maintained a comfortable classroom presence (e.g., moved easily about the room, established eye contact, maintained students' attention, used humor appropriately)	**X**			
Varied communication style to hold interest (e.g., pace, tone)	**X**			
Demonstrated enthusiasm for and interest in subject	**X**			
Responded appropriately to a range of student classroom behaviors	**X**			
Ensured that students interacted civilly/respectfully with each other	**X**			
Listened carefully and respectfully to students' questions	**X**			
Answered questions appropriately and restated students' questions or comments as necessary	**X**			
Encouraged a classroom environment conducive to learning	**X**			
Comments: This is a real area of strength. Your enthusiasm comes through well, and you do a good job of relating to the students and making them comfortable to try out ideas, even when they aren't sure about them. The course is very interactive, yet it is clear that you won't let students get away with saying things that are simply false – you push back well without being heavy-handed.				
PART 3: Developing Critical Thinkers	**E**	**S**	**RFI**	**NA**
Asked questions that lead to a deeper understanding and questioning of the material	**X**			
Asked students to apply their learning to authentic problems or scenarios	**X**			
Asked students to identify and/or question assumptions (e.g., about the field, the text, the material, themselves)	**X**			
Encouraged students to answer difficult questions by rephrasing or providing cues	**X**			
Encouraged students to make relevant connections among course ideas, their academic experiences, and their own lives	**X**			
Comments: The sense that this class was part of a larger, semester-long whole was palpable from the start. You also scaffolded the discussion well – starting with terminology, moving into main points, then having a theoretical discussion. Again, tying all of that up towards the end would be useful, but otherwise it was clear that the students were thinking deeply about the material while still seeing how the concepts fit into their own understandings of these social media platforms.				
PART 4: Teaching Methods	**E**	**S**	**RFI**	**NA**
Used lecture effectively	**X**			
Used student engagement techniques effectively (e.g., discussion, small	**X**			

group work, active learning strategies, etc.)				
Incorporated technology effectively to enhance student learning (e.g., PowerPoint slides, course websites, YouTube, blogs, videos, etc.)	**X**			
Managed classroom learning environment effectively	**X**			
Comments: Overall this was a really strong class and the students were engaged from start to finish. The level of participation was high among all of the students. On some level that is a benefit of your topic, but it also speaks to your ability to make them willing to talk and to interact with and even disagree with each other.				

Respectfully Submitted,

DEPARTMENT OF ANTHROPOLOGY

TO: Center for Teaching Excellence

FROM: Nia Georges, Chair

RE: Evaluation of Baird Campbell

DATE: February 1, 2020

1. Teacher-student rapport

It was obvious that Baird had created a relaxed and respectful classroom climate in which students felt comfortable speaking up in the general class discussions as well as presenting as individuals in front of the class. The questions Baird posed to the class were well-thought out and routinely encouraged students to comment. In turn, Baird listened carefully, giving the students the space to think and formulate their responses before adding his observations. The palpable rapport between the students and Baird was nurtured by Baird judicious and strategic use of humor, which the students clearly appreciated.

2. Clarity

Baird's explanations of the course materials was extremely clear and concise. The examples he used were well-thought out, and always represented by visuals that worked well to further clarity his points and focus discussion. Baird's responses to students' questions and his definitions of new terms and concepts were clearly formulated and as importantly, concise. Baird did not monopolize discussions or class time.

RICE UNIVERSITY › DEPARTMENT OF ANTHROPOLOGY – MS 20 › P.O. BOX 1892 › HOUSTON, TEXAS 77251-1892
6100 MAIN STREET › HOUSTON, TEXAS 77005-1892 › PHONE: 713-348-4847 › FAX: 713-348-5455 › EMAIL: anth@rice.edu

3. Teacher Organization

I was extremely impressed with how well-organized and well-prepared Baird was for the class. The goals for the day's class were laid out succinctly at the outset and Baird maintained a pace that ensured the day's plan was fully realized without rushing through material. The visual materials Baird prepared to illustrate each section of the day's plan were always on target and worked very well to engage and intellectually provoke the students.

4. Instructional Strategies

Baird effectively combined multiple instructional strategies, including brief lectures to introduce a point, followed by active learning exercises that involved individuals as well as groups.

5. Content Knowledge

Baird clearly has a deep knowledge and understanding of the social media literature as well as the literature on social activism and new social media. Although I have read some of Baird's papers and all of his grant proposals on this topic, it was not until I heard him teach these materials in the FWIS class that I truly grasped the importance and currency of the topic. I learned a great deal in just 50 minutes.

6. Additional Comments

I had never observed Baird's teaching before he invited me to this class. I came to see and appreciate what a gifted teacher Baird is. I am very happy that he invited me, as I now feel that I have the foundation to accurately evaluate and describe his strengths, not only for the purposes of this award, but in my letters of recommendation for any teaching positions he applies for in the future.

Synthesis of Student Evaluations

In this portfolio, I have included instructor and course evaluations for both semesters in which I have taught *FWIS 176: Writing with and about Social Media*. While the first iteration of the course received largely positive evaluations, positive changes in evaluations between the two iterations of the course are notable across all categories, demonstrating my investment in positive student experience in my courses, as well as my ability to effectively incorporate student feedback over time.

Across both sets of Instructor Evaluations, significant improvements in students' assessment of my organization, presentation of material, and overall classroom atmosphere are especially salient. This is partly due to my own increased comfort with the material, as well as with FWIS as a distinct pedagogical genre. Between the first and second iterations of this course, I increased opportunities for multiple drafts, peer review, and integration of outside assignments into the overall course. I also traded out several less effective readings for new materials, including multi-media content on several streaming platforms. Finally, my scores on encouraging independence, and on my own preparation and knowledge of the material remained high, improving slightly in some categories.

In comparing the two sets of Course Evaluations, organization, course quality, and the usefulness of class assignments all show market improvements. While it is true that more students stated that they were 'challenged'—rather than 'very challenged'—to extend or develop new capabilities, I attribute this slight change to two main factors. First, the FWIS program encourages students to build on existing skills, such as writing and reading comprehension, and thus it is not always the goal of a FWIS to make students feel 'very challenged,' but rather to increase their confidence in their existing skills and knowledge. Secondly, based on feedback from the first iteration of this course, I made a concerted effort to more overtly scaffold individual assignments within the larger course, perhaps resulting in students feeling less 'challenged' as they had a firmer grasp on the requirements of the assignments and the course overall.

Finally, across the evaluations, students consistently mention my availability, enthusiasm, and ability to respond quickly and effectively to student questions as highlights of the course. For example, in addition to in-class hours, I require students to come to office hours twice throughout the semester, both to get to know students better and to anticipate any problems they may be having with the course or workload. Despite this small imposition on their time, students continually rate this not as a burden, but rather as a positive aspect of the course and my pedagogical practice more generally.

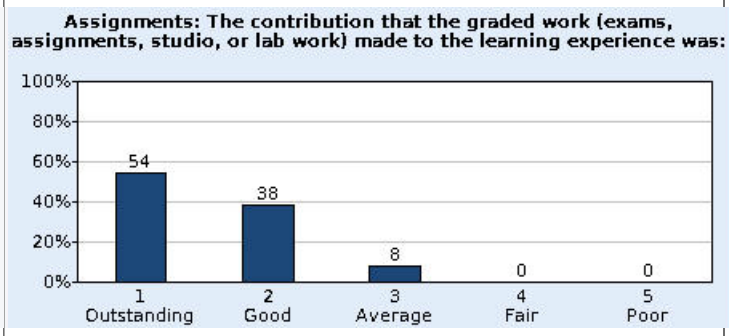
Course Evaluation for FWIS 176 001 (13995) - WRITING SOCIAL MEDIA

Term:	Fall Semester 2019
Course(s):	FWIS 176 001 (13995) - WRITING SOCIAL MEDIA
Enrolled:	15
Instructor(s):	Campbell, Baird C.

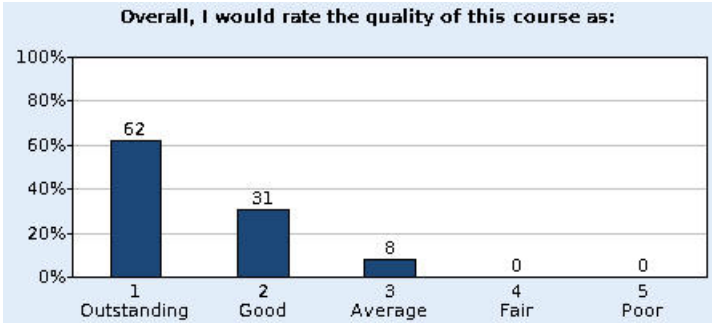
Student Numerical Responses

Class Mean: 1.38 Rice Mean: 1.75
Responses: 13

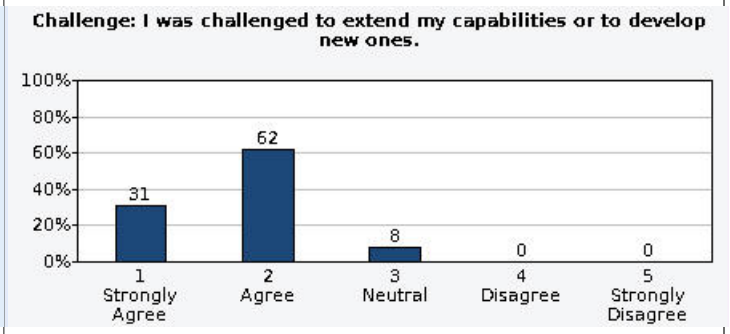
Class Mean: 1.54 Rice Mean: 1.78
Responses: 13



Class Mean: 1.46 Rice Mean: 1.76
Responses: 13



Class Mean: 1.77 Rice Mean: 1.73
Responses: 13



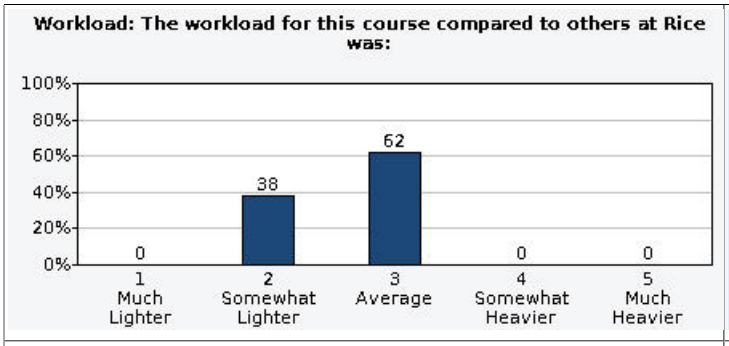
Class Mean: 2.62 Rice Mean: 2.86
Responses: 13

Class Mean: 1.31 Rice Mean: 2.24
Responses: 13

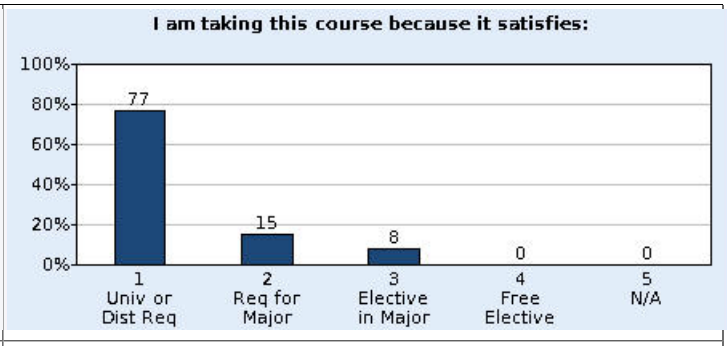
Course Evaluation for FWIS 176 001 (13995) - WRITING SOCIAL MEDIA

Term:	Fall Semester 2019
Course(s):	FWIS 176 001 (13995) - WRITING SOCIAL MEDIA
Enrolled:	15
Instructor(s):	Campbell, Baird C.

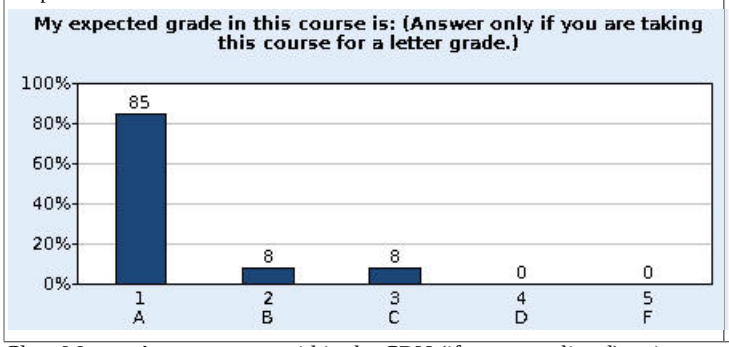
Student Numerical Responses

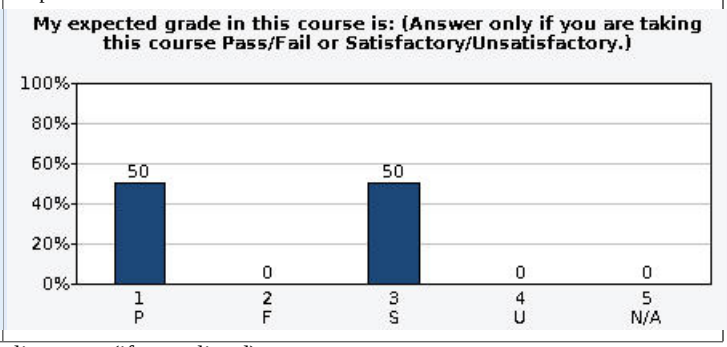


Class Mean: 1.23 Rice Mean: 1.39
Responses: 13



Class Mean: 2 Rice Mean: 1.48
Responses: 2





Class Mean - Average score within the CRN (if not cross-listed) or in cross-list group (if cross-listed).
Rice Mean - Average score across all CRNs at Rice for the term.

Selected Student Comments

This course had very clear expectations and guidelines and the instructor, Professor Campbell, was always willing to help. He provided ample opportunities for raising one's grade and made sure we learned the skills FWISs are meant to teach.
12/18/2019 04:12 P.M.

The class was really well organized and I learned a lot about not just social media, but other social phenomena as well.
12/16/2019 11:12 P.M.

This course is a really good FWIS. It is so much more than social media - it teaches you about different issues in society today and how digital advocacy and studying social media contributes to social change. The only major assignment is a 8 page paper where you pick your own topic and perform semester-long field research on social media about the topic. There are a few minor assignments including a 5 minute presentation about a meme of your choice, daily reading (pretty short), field notes for your research, and drafts for your paper. Super interesting class with not a ton of work - I would highly recommend.
12/14/2019 03:12 P.M.

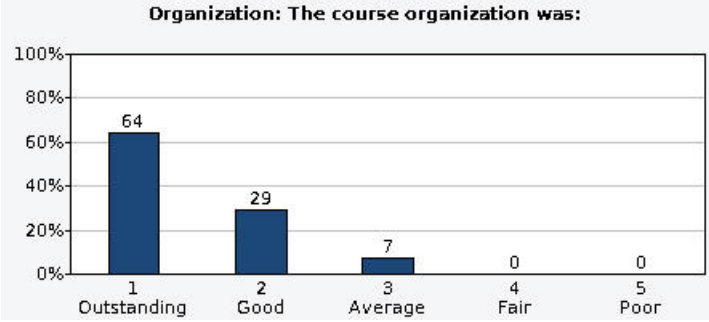
This FWIS is really interesting!! You mainly just have to read articles every night for the next class discussion. You don't actually have to write as much, you just keep working on this one paper the entire course.
12/14/2019 02:12 P.M.

Course Evaluation for FWIS 176 001 (26039) - WRITING SOCIAL MEDIA

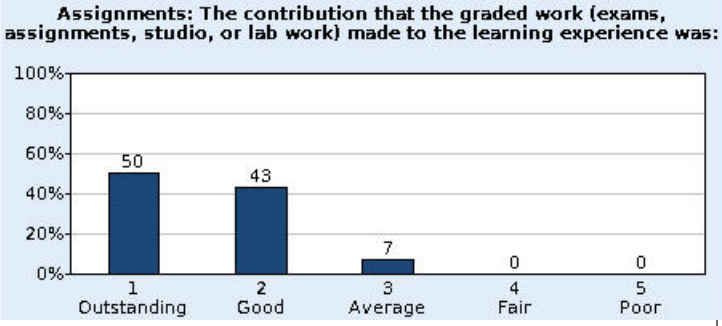
Term:	Spring Semester 2019
Course(s):	FWIS 176 001 (26039) - WRITING SOCIAL MEDIA
Enrolled:	15
Instructor(s):	Campbell, Baird C.

Student Numerical Responses

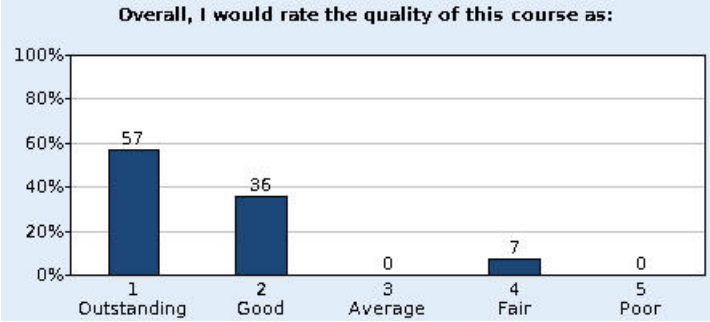
Class Mean: 1.43 Rice Mean: 1.79
Responses: 14



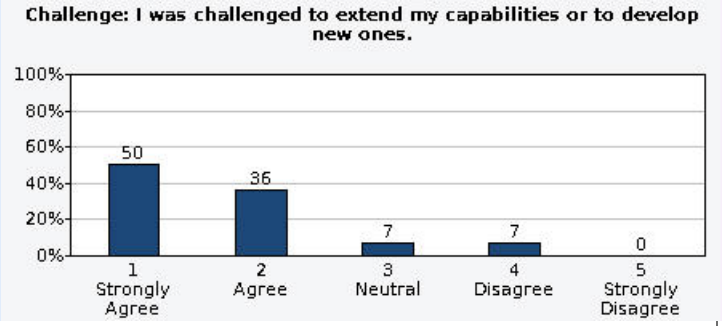
Class Mean: 1.57 Rice Mean: 1.8
Responses: 14



Class Mean: 1.57 Rice Mean: 1.78
Responses: 14



Class Mean: 1.71 Rice Mean: 1.75
Responses: 14



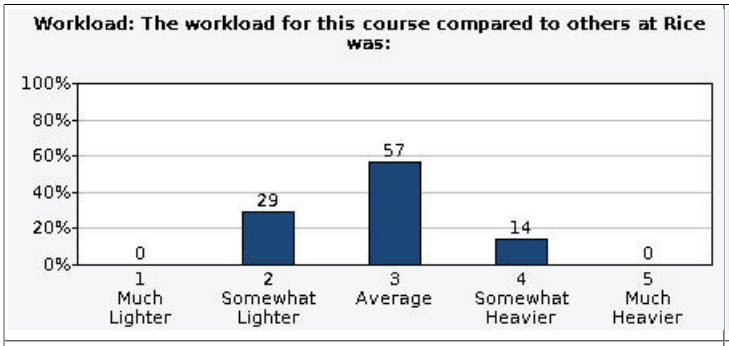
Class Mean: 2.86 Rice Mean: 2.91
Responses: 14

Class Mean: 1 Rice Mean: 2.34
Responses: 14

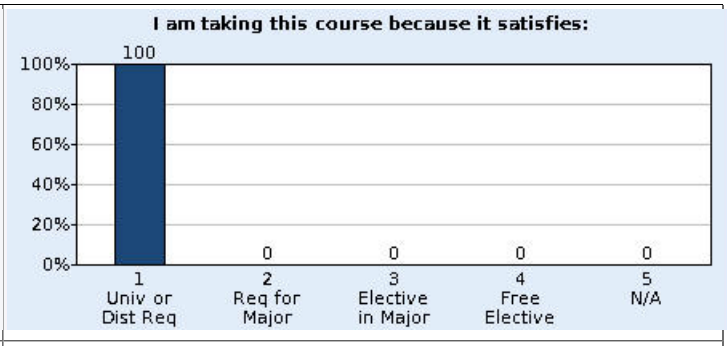
Course Evaluation for FWIS 176 001 (26039) - WRITING SOCIAL MEDIA

Term:	Spring Semester 2019
Course(s):	FWIS 176 001 (26039) - WRITING SOCIAL MEDIA
Enrolled:	15
Instructor(s):	Campbell, Baird C.

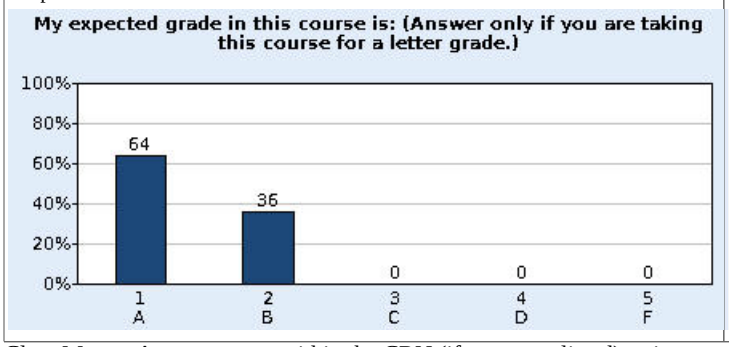
Student Numerical Responses

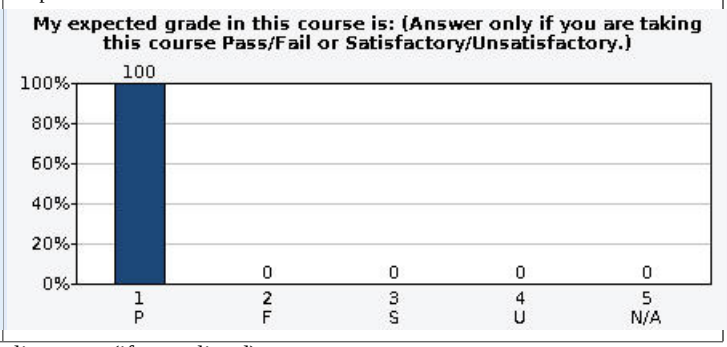


Class Mean: 1.36 Rice Mean: 1.41
Responses: 14



Class Mean: 1 Rice Mean: 1.45
Responses: 1





Class Mean - Average score within the CRN (if not cross-listed) or in cross-list group (if cross-listed).
Rice Mean - Average score across all CRNs at Rice for the term.

Selected Student Comments

Great class, would highly recommend!! Good balance of in class discussion, lecture, and presentations, supplemented by interesting readings and videos for homework.
05/15/2019 12:05 P.M.

The assignments are pretty cool and fun, but they also teach important skills at the same time like presenting well and communicating with clarity. There is not a lot of writing you have to do. As the name implies, the course is based on social media, so the research and assignments always relate to issues and concepts of social media. There are a variety of things in the course, like bringing in outside professionals, reading articles and a book, and making social media content. The course overall is not hard.
05/14/2019 05:05 P.M.

I believe this is the first time this FWIS has been offered. This fwis has been a wonderful course and taught me a lot about how big of a role social media plays when it comes to different scenarios. This course has a bunch of small assignments but the main one is the 8 page ethnographic report which you work on throughout the semester. Loved this class!
05/05/2019 03:05 A.M.

Writing Social Media is an intriguing course about reading and writing a social media ethnography. I think it is a good FWIS that takes a reasonable amount of time compared to other ones, and I like the variety of projects and presentations we did. The video, meme, and tweet projects summarizing the readings were fun and allowed us to show some creativity. The book we had to read over spring break, "The Breakup 2.0", was an entertaining read and still relevant to us today.
05/04/2019 05:05 P.M.

The course was extremely well designed, and the professor teaches us a new type of writing (ethnographic writing) which I found really interesting and fun to write.
05/03/2019 09:05 P.M.

This class was so fun. It was a good combination of academic work and things the students are interested in. The course had a lot of fun assignments that did not feel like work. You would do research on a social media platform for an hour and then write about it. I recommend!
04/20/2019 07:04 P.M.

F2F communication has transcended the limits of the spatial reality with new technologies. @deafnation further adapts to and explores the possibilities of this change by altering #signlanguage communication practices to achieve more effective communication

Yarimar Bonilla @bonilla_yarimar · 1s

The rise in popularity of the use of @instagram, @twitter, and @snapchat has provided #marginalized groups with a way to document acts of unlawful #violence, allowing them to contest the image of #racialized groups through social media functions such as hashtag campaigns.

Ilana Gershon
@TheBreakupQueen
Following

The understanding of remediation is instrumental in how relationships form & end. When a person uses a particular medium to communicate, such as IM or @facebook, or refuses to use another medium, which is just as important due to #MediaIdeologies, their intentions are revealed.

NotIlanaGershon @disposableacc7 · 46s

Some features of social media have unintended consequences due to differences between the actual user and implied user of these media, such as @facebook's relationships feature, which can cause misunderstandings when people #breakup as people have different #MediaIdeologies

Fake Tobias Raun
@tobiasraunfake
FWIS 176

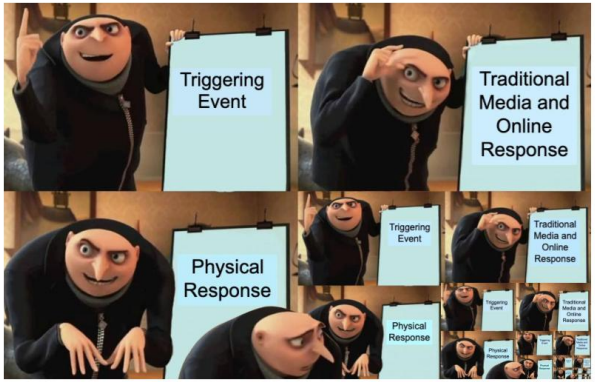
Trans men on @YouTube are gaining visibility, but they are also setting strong norms that alter how #transmen view their own #transitions.

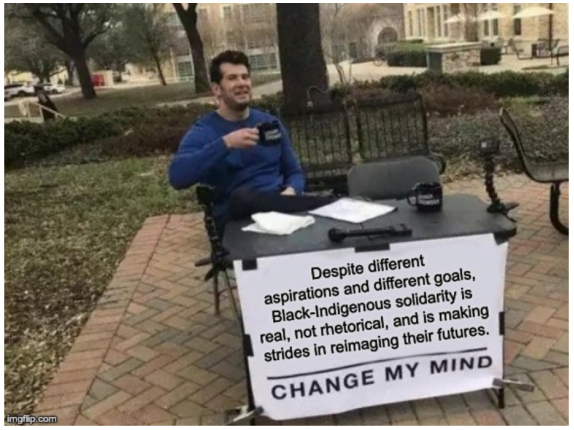
Tweet: When u see your @boyfriend's new post/text/snapchat/photo, paying attention to how #Second-OrderInfo (each party's background knowledge and expectations of communication) frames his intentions, context and his knowledge of the situation will reveal what he's *really* saying.

Ilana Gershon
@Ilana_Gershon
Follow

Our #MediaIdeologies and #IdiomsOfPractice determine how we choose to communicate via media, including how we decide to breakup. Using @Facebook or @Instagram has different meanings for everyone, and these shape how we think about media and interpret others' use of media.

Multimedia Reading Diary: Example Student Tweets





Media ideologies form independently

Media ideologies are mutually constitutive

Multimedia Reading Diary: Example Student Memes

Inquiry Based Learning Evaluation of Rice's Undergraduate Anthropology/Archaeology Curriculum

During academic year 2019-2020, I worked closely with a group of anthropology/archaeology faculty members and Rice University's Office of Undergraduate Research and Inquiry to carry out of a full review of the currently undergraduate Anthropology and Archaeology curricula. Specifically, this review analyzed the curricula in relation to an established set of criteria called Inquiry Based Learning (IBL), in hopes of receiving subsequent grants to carry out curriculum improvements based on the results. Briefly, the objective of the Inquiry Based Learning framework is to encourage students in courses across the curriculum to engage in research based on questions they are genuinely interested in, with the guidance of instructors and other experts.

Phase one of the evaluation consisted of a syllabus-level review of all courses offered in the department within the last five years. This review focused on the five key student outcomes of the IBL framework: framing, methodology, evaluation, synthesis, and communication, each of which was ranked from Level 1 (close instructor guidance) to Level 4 (instructor guidance only as needed.) These data were entered into a color-coded chart (below), demonstrating the general spread of each facet of IBL across the curriculum as a whole.

Nonetheless, as a course syllabus often fails to capture the full content of a given course, phase two of the evaluation consisted of a 2-hour focus group with undergraduate anthropology and archaeology students, in which they were invited to share their individual experiences with, and feedback about, more specific elements of the classroom experience. Through this mixed methods approach, I came to the conclusion that students felt least sure of their practical abilities in the facets of methodology and communication, results that emerged in both the IBL framework analysis and the focus group. Based on these results, I have aided the department in drafting a subsequent grant application to implement programming that explicitly addresses these perceived deficits including a dedicated methods class, an international ethnographic research practicum, and several stand-alone workshops. Below is a copy of the final IBL evaluation, as well as the most salient points from the focus group.

IBL Evaluation - Anthropology Major		Level 1 Inquiry Guided	Level II Inquiry Structured	Level III Inquiry Open-Ended	Level IV Inquiry Independent
Facet of Inquiry Student Learning Outcomes	Aliged Program Learning Outcome(s) from General Announcements (enter non existing or under development as applicable)	Students engage closed inquiry with high degree of sturcture and/or guidance/facilitations from faculty	Students engage closed or open inquiry with moderate degree of structure from faculty	Students initiate open inquiry under guidance of instructor	Students, under the guidance of an instructor, determine guidelines for researching that are in accord with discpline or context.
Framing Students generate creative, focused, and manageable questions/aims/hypotheses that address significant issues in the field and are grounded in thorough understanding of existing knowledge.	Acquire a solid foundation in **anthropological debates, concepts, goals,** and historical development of the discipline. They will develop an **understanding of the major subfields** and a grasp on how the history of the field is **relevant to the discipline's changing understanding** of the dynamics of cultures past and present. Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to **individual research questions and case studies** in order to become effective producers and critical evaluators of anthropological knowledge.	200 312 340 365 381	201 238 301 317 324 326 342 347 396	311 348 349 354 376 393 397 420 428 445 477	391 404 490-5 series
Methodology Students collect and record information/data from self-selected sources, choosing or devising an appropriate methodology or theoretical framework that may draw from other disciplines.	Develop an understanding of **anthropological theory, method, and analytical tools. They will develop the critical, comparative, and practical tools of the discipline through acquisition of methodological, theoretical, and analytic skills.** **Develop disciplinary tools for responsbily researching** and describing culture and critically conceptualizing the relationship between culture and factors such as historical change, power and social difference, and human diversity. **Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills** to individual research questions and case studies in order to become effective producers and critical evaluators of	300 312 317 345 355	301 324 326 340 342 347 365 370 381 396 428 445	201 238 311 348 349 354 387 393 477	376 391 404 420 490-5 series
Evaluation Students employ self-generated criteria to reveal insightful patterns, similarities, or differences related to topic. Students reflect insightfully to renew the research process and discuss relevant limitations.	Acquire a solid understanding of anthropological perspectives on culture, experience, and social practice that will allow them to **think historically and comparatively** - this perspective will allow students to develop a historically and comparatively informed understandingo of culture and social practice, both theoretically and through the study of particular dimensions of culture, for example gender, health, law, ethics, ritual, materiality, heritage, and the environment. Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to	203 300	238 301 311 312 317 326 340 342 345 458	201 324 348 349 391 393 420 428 445	376 391 404 477 490-5 series

	effectively apply appropriate research and analytical skills to individual research questions and case studies in order to become **effective producers and critical evaluators of anthropological knowledge.**				
Synthesis Students synthesize information/data to generalize or abstract knowledge from the inquiry findings. Students address gaps in understanding and relevant implications	Develop disciplinary tools for responsibly researching and **describing culture and critically conceptualizing the relationship between culture and factors** such as historical change, power and social difference, and human diversity.	300	317	201	376
		445		238	391
				301	393
				311	404
				312	428
				324	490-5 series
				326	
				340	
				342	
				345	
				348	
				349	
				354	
				365	
				381	
				396	
				397	
				420	
				477	
Communication Students use appropriate language and genre to share knowledge with a range of audiences. Students innovatively apply the knowledge developed to multiple contexts.	Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to individual research questions and case studies in order to become **effective producers and critical evaluators** of anthropological knowledge.	205	201	317	311
		349	238	342	354
		458	301	348	376
			312	362	393
			317	365	404
			324	389	420
			340	396	428
			381	397	477
			391	445	490-5 series

IBL Evaluation - Archaeology Major		Level 1 Inquiry Guided	Level II Inquiry Structured	Level III Inquiry Open-Ended	Level IV Inquiry Independent
Facet of Inquiry Student Learning Outcomes	Aliged Program Learning Outcome(s) from General Announcements (enter non existing or under development as applicable)	Students engage closed inquiry with high degree of sturcture and/or guidance/facilitations from faculty	Students engage closed or open inquiry with moderate degree of structure from faculty	Students initiate open inquiry under guidance of instructor	Students, under the guidance of an instructor, determine guidelines for researching that are in accord with discpline or context.
Framing Students generate creative, focused, and manageable questions/aims/hypotheses that address significant issues in the field and are grounded in thorough understanding of existing knowledge.	Acquire a solid foundation in **anthropological debates, concepts, goals,** and historical development of the discipline. They will develop an **understanding of the major subfields** and a grasp on how the history of the field is **relevant to the discipline's changing understanding** of the dynamics of cultures past and present. Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to **individual research questions and case studies** in order to become effective producers and critical evaluators of anthropological knowledge.	205 312	201 238 341 363 384 389 392	477	404 490-5 series
Methodology Students collect and record information/data from self-selected sources, choosing or devising an appropriate methodology or theoretical framework that may draw from other disciplines.	Develop an understanding of **anthropological theory, method, and analytical tools. They will develop the critical, comparative, and practical tools of the discipline through acquisition of methodological, theoretical, and analytic skills.** **Develop disciplinary tools for responsbily researching** and describing culture and critically conceptualizing the relationship between culture and factors such as historical change, power and social difference, and human diversity. **Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills** to individual research questions and case studies in order to become effective producers and critical evaluators of	205 300 312 345 355	340 370 389	201 238 363 387 392 477	384 404 490-5 series
Evaluation Students employ self-generated criteria to reveal insightful patterns, similarities, or differences related to topic. Students reflect insightfully to renew the research process and discuss relevant limitations.	Acquire a solid understanding of anthropological perspectives on culture, experience, and social practice that will allow them to **think historically and comparatively** - this perspective will allow students to develop a historically and comparatively informed understandingo of culture and social practice, both theoretically and through the study of particular dimensions of culture, for example gender, health, law, ethics, ritual, materiality, heritage, and the environment. Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to individual research questions and case studies in order to become **effective producers and critical evaluators of anthropological knowledge.**	203 300	205 238 312 345 389 392 458	201 384 391	404 477 490-5 series
Synthesis Students synthesize information/data to generalize or abstract knowledge from the inquiry findings. Students address gaps in understanding and relevant implications	Develop disciplinary tools for responsibly researching and **describing culture and critically conceptualizing the relationship between culture and factors** such as historical change, power and social difference, and human diversity.	300	205	201 238 312 341 345 384 389 392	404 490-5 series
Communication Students use appropriate language and genre to share knowledge with a range of audiences. Students innovatively apply the knowledge developed to multiple contexts.	Apply research and analytical tools. They will choose and effectively apply appropriate research and analytical skills to individual research questions and case studies in order to become **effective producers and critical evaluators** of anthropological knowledge.	205 458	201 238 312 384 391 392	317 362 363 389	341 404 427 477 490-5 series

Baird Campbell

Report – Final Synthesis of IBL and Focus Group Data

After the focus group I conducted on 2/7/20 with 8 archaeology and anthropology majors/minors, the following are a few of the most salient points.

The focus group was divided into two parts, the former focusing on the IBL framework of Framing, Methodology, Synthesis, Evaluation, and Communication; the latter was a free form discussion about positive and negative aspects of the current curriculum.

In the IBL portion, students agreed across the board that courses and professors helped them to frame their research, and then eventually to synthesize and analyze the results, but that the curriculum came up short in both methodology and communication. Though archaeology students rated the methods training of that program as more robust, there is a general feeling among the participants that they are receiving a great theoretical education, but feel less prepared to go out and undertake research on their own, especially "beyond the hedges."

Students, especially the sociocultural students, highlighted the lack of a regularly offered and practice-based methods class as a major concern. They framed this as both a practical and an ethical concern. To the first point, those who wish to pursue anthropology further question whether they have the skills necessary. To the other, all students agreed that there were serious ethical concerns about using our interlocutors to "figure out" methods. They also complained that the methods course is rarely offered, and not seemingly on any predictable schedule, such that even those who wished to take methods were unable to do so.

The other piece lacking in terms of the IBL framework is communication. While a few students had presented at conferences on the advice of faculty, they felt unsure of themselves and what they were presenting, as they had no experience with the genre. In general, students asked for more guidance in both designing projects and disseminating their results.

The second half of the focus group was open for the participants to bring up any issue they wished. One major concern is the necessity and inaccessibility of field schools for archaeologists, and field work money for sociocultural students. While some students expressed that they had been able to find money on campus to partially cover these expenses, they lamented the lack of any centralized location of this information, and felt that they were left to their own devices to find it. They also felt the department could do a better job responding to the differing circumstances of students in the program who may be unable to meet this financial burden.

Students also asked for, in addition to a methods course, more workshops to develop research and scholarly skills, especially on specific topics that are not regularly part of the curriculum (zooarchaeology was brought up, citing Eréndira's course from a few years back.) They also stressed that if classes were offered in the summer, they would take them, but that they generally do not stay in the summer because there are no classes.

While students were generally very positive about the courses offered in the department, they expressed concern that they (the students) had a fairly myopic view of anthropology, and wished that more of the introductory courses were geared toward giving them a clearer understanding of the current subfields, debates, and areas of study within anthropology. It seemed to me that it was not that the information is not present in the courses, but rather that it is not being presented in a way that helps them understand its relationship to the field overall.

Finally, they wondered if there might be more opportunities to interact more directly with graduate students in a more systematized way: not necessarily a mentorship program, but perhaps a few activities throughout the year with this express purpose in mind.

In general, participants evaluated the content of the curriculum favorably, but across the board expressed a desire for more direct guidance from faculty, especially where methodology and communication of results are concerned.

Analysis of Curriculum in relation to IBL framework

As requested, I have produced separate IBL analyses for the Archaeology and Anthropology tracks of the major. Nonetheless, it should be noted that there is significant overlap between the two curricula, and thus some courses appear on both spreadsheets. The following is a synthesis of the quantitative IBL data and the qualitative data from the focus group, divided by curriculum track.

Archaeology

In the archaeology curriculum, there is a fairly even distribution among the IBL criteria. Nonetheless, there are areas that could be strengthened, as evidenced both by the IBL table and the qualitative data from the focus group.

For example, students expressed their desire to do more independent research, which is reflected in the table. While the curriculum does well to offer a variety of opportunities for structured framing, there seem to be few opportunities for students to freely develop their own framing. This tends to occur in the 400 level courses, which is to be expected. Nonetheless, the department may wish to consider implementing some version of the 400-level approach to earlier courses in the major, perhaps simply highlighting the independent framing work students are doing without realizing it.

Archaeology students expressed comfort with methods and methodological conversations in the focus group, which is borne out in the IBL data. This is perhaps due to the more “hands on” nature of archaeology vis-à-vis sociocultural anthropology, necessitating a more concrete skillset that is more easily understood as “acquired.”

With respect to the evaluation criterion, the IBL data demonstrate an opportunity to strengthen more independent evaluative skills, where structured evaluation currently seems to be most common. This is similar to the "framing" criterion in which students seem to express the desire to do more independent analytic work. I will reiterate that this may be less about radically altering content, and more about being more purposeful in pointing out this work as it happens in class and in student projects.

The IBL data indicate that opportunities for guided and structured synthesis are fewer than those for independent synthesis, which may relate to students' desire to do more hands-on and practical work, perhaps in the classroom setting, allowing for guided synthesis of resultrs from independent research. It seems that much of the research students undertake happens outside the classroom, and thus the more analytic portions of the process seem, to students, to happen without much guidance. Faculty might consider scaffolding student research projects into their syllabi.

Though the IBL data indicate a fairly even distribution, archaeology students expressed that the curriculum did not do an adequate job in preparing students to communicate the meaning and applicability of their research, and more broadly the discipline, to others. The disconnect between the quantitative and qualitative data suggests that faculty recognize that this is an important goal, but are perhaps less adept at weaving this skill into their classes. This might be addressed by brainstorming ways to more overtly connect student research to the goings-on in the department, and working to include undergraduate students in more department spaces. The focus group data suggest that undergraduate majors are interested in getting know graduate students and faculty outside the classroom, but are unsure of how to do so. Additionally, it might be helpful to be more purposeful about pointing out the distinct skills and methods students acquire and use throughout their time in the archaeology track, such that students would be better able to connect discrete skills with non-archaeological work.

Anthropology

In general, the IBL data are evenly distributed, though it should be noted that many of the courses included in the evaluation are unlikely to be taught regularly, which may skew the data.

An analysis of the framing criterion is in line with the qualitative data, which indicate that students feel supported in the theoretical framing of their research. Students expressed that the department did an excellent job of teaching anthropological theory, which is clearly borne out in their general comfort with guided and independent framing.

Methodology, as mentioned above, demonstrates a contradiction between the quantitative data and the results of the focus group. Though most of the upper level classes in the department seek to engage in structured methodological training in their course design, focus group participants expressed a discomfort with practical methods, and were thus less confident in their ability to conduct independent research. This might be addressed by purposefully emphasizing the inherent methodologies in students' research; that is, by making visible the

methodologies they are already putting in practice in their guided research. Additionally, as has already been proposed by the department, the reinstatement of the methods requirement seems key both to teaching methods and to allaying student fears about methods. I would emphasize here that students are seeking a hands-on, practical approach to methods. Thus while theoretical conversations will necessary form part of the course structure, it seems wise to purposefully foreground the practical application of the skills acquired in class.

The evaluation and synthesis categories demonstrate what the qualitative data affirm; students feel capable of making guided and independent theoretical and analytical moves, and generally feel confident in their ability to apply anthropological theory to the world around them.

Communication demonstrates another discord between IBL results and qualitative results. While the curriculum seems designed to impart communication skills, anthropology majors expressed discomfort about their ability to communicate their knowledge, the results of their independent research, and the usefulness of anthropology more generally. Future changes to the curriculum should seek to implement changes that incentivize and teach multiple forms of communication for multiple audiences. For example, courses often contain a “presentation” component, but participants in the focus group seemed more concerned about the ability to communicate their expertise outside the classroom. This criterion would seem to present significant opportunity for instructor innovation about how to both move “beyond the hedges” and make this move salient to students.

How can social media be best incorporated into the university classroom?

Baird Campbell, Department of Anthropology, Rice University

Context

- According to the Pew Research Center, 88% of 18-29 year olds in the US use some form of social media, compared to just 7% in 2005.
- Given the average age of US college students, instructors can expect that the current generation of students will have grown up with social media, and view it as a fully integrated and unremarkable part of their daily lives.
- This represents a generational shift in media behaviors, and has driven a conversation about how and whether to adapt to the college classroom to the omnipresence of social media.
- While some instructors have remained steadfast in their belief that social media is a distraction, with no place in the classroom, others have begun to explore best practices for incorporating social media into the university classroom in ways that enhance student learning.

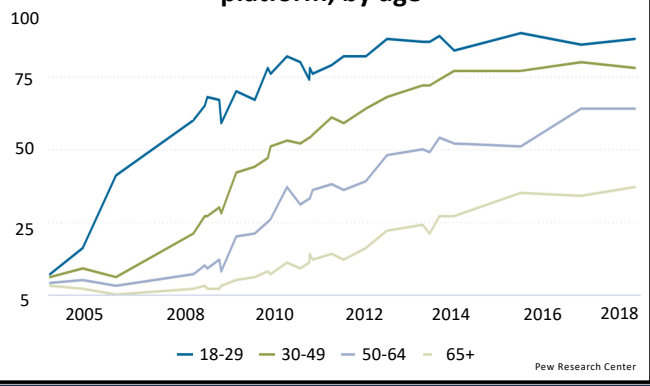
Advantages

- Most students do not require additional training in order to use social media.
- Students can access and work with real-word, current data.
- Acknowledges the role of social media in students' lives, while neither centering it in—or banishing it from—the classroom.
- Takes advantage of existing student behaviors (e.g. scrolling, viewing and posting "stories," and "stalking") to lighten the perceived workload of a course.

Limitations

- Students may be distracted or off-task, making it difficult to control classroom dynamics and student time management.
- Instructors may feel less informed about social media than their students, making it difficult to design and execute activities in an authoritative way.
- "Digital native" students may understand social media as inherently "unacademic", and thus may be confused or resistant about using them for scholarly purposes.
- Students may not have equal access to the required technology.

% of US adults who used at least one social media platform, by age

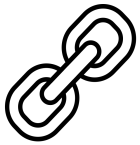


Best Practices

Research suggests three main factors that determine the success or limitations of incorporating social media into the university classroom

Successful integration of social media in the university classroom depends principally on:

Student understanding of social media as an academic tool



A clear and overt link between course content and social media-based tasks and assignments

Instructor comfort with the social media platforms in question

Social Media in the Anthropology Classroom

- One of the limitations of teaching anthropology in the classroom setting is the difficulty in teaching ethnographic methods, anthropology's primary tool.
- Through the thoughtful integration of social media into the classroom, instructors can provide the experience of conducting ethnographic fieldwork to their students without leaving the classroom.
- Anthropology pedagogy that incorporates social media holds the potential to reinvigorate the relationship between anthropology and current sociocultural and geopolitical issues, allowing students to feel that classroom work has a "real world" application.
- Social media pedagogy can also achieve one of anthropology's main goals: making the familiar strange. By asking students to engage with a technology that they likely take for granted, instructors can more easily communicate what anthropological questions look like.

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Baird Campbell

Research Synthesis - Social Media in the Classroom

One of the greatest challenges of teaching anthropology is that our primary methodology—ethnographic fieldwork—is difficult to reproduce in the classroom. Thus, we often strive to teach students what other anthropologists have learned, but find it difficult to teach ethnographic thinking without the benefit of fieldwork. However, with the advent of digital technologies like social media, anthropology as a discipline is questioning what we mean when we talk about "the field." Given that we can now often stay connected with interlocutors after returning home, does fieldwork actually end when we leave the physical field? What do we do about our interlocutors' social media? The digital revolution is changing anthropology, and thus it must also change our classrooms.

While there is little work on the incorporation of social media into specifically anthropology classrooms, a growing body of literature suggests that certain best practices are key to effectively using social media as a tool in the classroom writ large. The literature surveyed in my study suggests three key variables for successful social media integration: student comfort with social media as an academic tool (Aboulnasr, 2016; Churcher, Downs, & Tewksbury, 2014; Schroeder, Minocha, & Schneider, 2010); a clear link between course content and proposed social media use (Alghazo & Nash, 2017; Chawinga, 2017); and instructor comfort with the social media technologies in question (Arendale, 2017; Lemon, 2019).

I was initially surprised about the emphasis in the literature on the importance of student comfort with social media as an academic tool. Nonetheless, Ilana Gershon's theorization of media ideologies (Gershon, 2010) argues that media users each hold an individual but culturally-informed view of appropriate behavior on each media platform. For example, one would not apply for a job via text message, because the media ideologies surrounding that technology dictate that it is too informal for such an important task. Similarly, while today's college students are—almost without exception—digital natives with a great deal of intrinsic knowledge of how use to social media, they have *not* been trained to think of it as a tool for academic pursuits. As such, while they may have the technical knowledge to complete an assignment, they not be *aware* that this knowledge is appropriate for the classroom setting.

The second major point, that there must be a clear link between course content and the incorporation of social media, is a seemingly obviously but often overlooked point. Most instructors, to their credit, are constantly looking for new and exciting ways to teach content that their students may not find inherently interesting. It is thus understandable that that they would gravitate toward a technology that their students both like and are well-versed in, such as social media. Nonetheless, if social media is not actually appropriate for the task at hand, students are likely to struggle and become discouraged. At the very least, they may feel their time is being wasted, making them less likely to engage in future activities.

Despite the simple nature of this point, it is also the most crucial to the specific context of the anthropology classroom. As I mentioned in my introduction, ethnographic fieldwork is often deemed difficult or impossible to teach, in no small part due to the lack of access to a "field." By expanding our notion of the field to include digital spaces like Facebook groups, hashtags, and Instagram and Snapchat stories, we can allow our students to engage in real and meaningful fieldwork without ever leaving Houston. This is key both for establishing a link between the technology and the assignment, but also for driving home the real-world applications and importance of anthropology as a discipline.

Finally, the importance of instructor comfort with social media cannot be overstated. While this is seemingly true of all classroom activities—the instructor should always have at least commensurate knowledge to that of their students—this point is especially critical when incorporating social media technologies. This is both because—as stated above—students may be hesitant to see social media as an appropriate classroom tool, and simply because social media is constantly changing. Instructors who wish to use social media as a pedagogical tool must also invest the time and energy necessary to learn and understand a given platform. Arendale (2017) suggests that one way over this hurdle is to incorporate collaborative learning and production into the classroom, specifically troubling the distinction between student and instructor. Students can feel more invested in their work while also compensating for any gaps in instructor knowledge about or comfort with social media.

An additional fourth trend emerged in the literature, arguing that social media allowed for increased classroom communication (Kaufer, Gunawardena, Tan, & Cheek, 2011) and intersubjective exchange (Kivunja, 2015). I do not understand to this be a pedagogical practice, but rather a feature inherent to social media, and thus it serves more as a statement of fact than a practice per se. Furthermore, the authors of these articles fall short of outlining the role of the instructor in facilitating this sort of communication. Nonetheless, this finding does seem to confirm a more general pedagogical truth, which is that more—and more effective—communication leads to improved classroom outcomes. Social media would seem to lend itself quite well to this task.

The immediacy and communicativeness of social media platforms make them ideal technologies for improving anthropological pedagogy. Whereas instructors once had to speak in the abstract about far-flung places and people, these technologies allow students instant access to places they may never physically visit. Nonetheless, instructors should be cautious not only of the limitations and pitfalls presented in this synthesis, but also of uncritically presenting ethnography and digital ethnography as entirely comparable. Digital ethnography is colored by the media through which data are filtered, and irremediably limited by the lack of sensory and background information one encounters during offline fieldwork. However, to simply ignore the ubiquity of these technologies in our lives and the lives our students would not only deprive our students of real-world anthropological experience, but also communicate a tacit disinterest in their lives and the ways they communicate. When used appropriately and critically, I believe that social media not only *can* but *must* become an integral part of the anthropology classroom, because it has already become a part of our culture.

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