Intrinsic Motivation and Play: Classroom Games as Teaching Tools

Summary of Original Proposal

Monika Herzig (Public and Environmental Affairs), Ashley Hasty (Apparel Merchandising and Interior Design), Chanitra Bishop (IUB Libraries), Adam Leite (Philosophy).

The purpose of this investigation is to measure the effect of implementing a variety of games in the classroom. Faculty and staff from multiple fields including Philosophy, Apparel Merchandising & Design, Arts Management, and Library Science under the guidance of Ted Castronova, Sarah Smith-Robbins, and Maggie Ricci, created and experimented with a variety of games for classroom use throughout the 2012-13 school year. Initial results do indicate increased levels of engagement as players enter into the game, thus altering the traditional classroom learning experience. Through surveys and videos from a variety of game sessions and traditional classroom instruction, the faculty group will encode and evaluate the results with the goal of measuring levels of engagement as well as the influence of content versus play focus in game design on levels of engagement and learning. Data collection will take place over the course of four semesters in order to ensure large sample sizes and a sufficient amount of data.
Scholarship of Teaching and Learning Grant Application

**Intrinsic Motivation and Play - Classroom Games as Teaching Tools**

Dr. Monika Herzig - Arts Administration, School of Public and Environmental Affairs
mherzig@indiana.edu

Dr. Ashley Hasty - Apparel Merchandising and Interior Design
hastya@indiana.edu

Chanitra Bishop - Indiana University Libraries
chbishop@indiana.edu

Dr. Adam Leite - Department of Philosophy, College of Arts and Sciences
aleite@indiana.edu

**Requesting Phase III funding for December 2013 through May 2016**
Abstract

The purpose of this investigation is to measure the effect of implementing a variety of games in the classroom. Faculty and staff from multiple fields including Philosophy, Apparel Merchandising & Design, Arts Management, and Library Science under the guidance of Ted Castronova, Sarah Smith-Robbins, and Maggie Ricci, created and experimented with a variety of games for classroom use throughout the 2012/13 school year. Initial results do indicate increased levels of engagement as players enter into the game, thus altering the traditional classroom learning experience. Through surveys and videos from a variety of game sessions and traditional classroom instruction, the faculty group will encode and evaluate the results with the goal of measuring levels of engagement as well as the influence of content versus play focus in game design on levels of engagement and learning. Data collection will take place over the course of four semesters in order to ensure large sample sizes and sufficient data amount.
**Project Description**

The purpose of this investigation is to measure the effect of implementing a variety of games, developed by a CITL faculty group during the 2012/2013 school year on student engagement in the classroom. Faculty and staff from multiple fields including Philosophy, Apparel Merchandising & Design, Arts Management, and Library Science under the guidance of Ted Castronova, Sarah Smith-Robbins, and Maggie Ricci, created and experimented with a variety of games for classroom use throughout this past school year. During initial implementations in the respective classrooms and with colleagues, feedback from students and faculty was gathered in the form of surveys and video recordings. Initial results do indicate increased levels of engagement as players enter into the game, thus altering the traditional classroom learning experience.

Mihaly Csikszentmihalyi\(^1\) found in his research on creativity, that one common motivator of highly creative and productive people is their deep love for what they do, separate from financial or other extrinsic rewards. Such intrinsically motivated engagement in the subject facilitates a state of flow, thus facilitating a deep focus and greater productivity. Further research on student involvement has also explored the influence of behavioral traits, such as engagement with others, the environment, and subject matter\(^2\) as well as psychological components such as level of intrinsic motivation and thus deeper levels of learning as factors of student engagement.\(^3\) Closely tied to intrinsic motivation is play. Play has been defined as encompassing all or some of the following characteristics: behavior that is intrinsically motivated, players voluntarily participate in the activity, participants are required to actively participate and become absorbed, and the external rewards do not influence involvement.\(^4\) Games are one method of exploring play and intrinsic motivation. The importance of iterative design and continuously studying the design of the game and its effects on learning is highlighted in the research. Winn and Heeter note that iterative design is essential to commercial game design and critical to the design of educational games.\(^5\)

**Hypothesis**

The hypothesis for this investigation is that teaching subject materials embedded in a classroom game will result in increased engagement levels of students, thus resulting

---


in deeper levels of learning. Furthermore, engagement levels will vary depending on variations of playfulness and content among different games.

This hypothesis will be tested based on the following objectives:
1. We will investigate how games affect student engagement in class.
2. We will compare such engagements among different types of classroom games with varying degrees of focus on playfulness versus content.
3. We will compare engagement while playing games to engagement during other class activities including lecture and discussion.

Previous Research of Collaborators Related to the Scholarship of Teaching and Learning
The faculty members involved in this investigation bring together a wealth of research experiences related to teaching in different subject areas.

Jazz pianist and Arts Administration Lecturer Dr. Monika Herzig specializes in the areas of creative thinking techniques and music education. Her award-winning masters thesis compared the effectiveness of using computer-assisted instruction and keyboards versus traditional classroom instruction in teaching music fundamentals to future elementary classroom teachers. Results indicated higher levels of learning and motivation by implementing computer-assisted instruction with keyboard instruments rather than traditional classroom lectures. In addition, her dissertation investigated the elements of effective jazz piano pedagogy and found the need to combine a variety of learning techniques to achieve ideal results.

Apparel Merchandising Lecturer Dr. Ashley Hasty focuses on fostering creativity and collaboration through innovative uses of technology. Her courses include active learning techniques, cooperative learning, and service-learning in order to encourage the students to take a central role in their learning process, use their peers as resources, and immediately apply course material to real-world scenarios. She received an Active Learning Grant in the summer of 2013 to further the development of her board game, which introduces professional techniques to sophomore apparel merchandising majors.

Digital Scholarship & Emerging Technologies Librarian Chanitra Bishop explores and recommends new technologies and methods that can be used to engage students and increase their use and understanding of library resources. In 2010, she along with faculty in the Medical Sciences and the Libraries were awarded a New Pedagogies, New Technologies: Learning Spaces in the 21st Century grant aimed at transforming a learning space and improving learning by adding new technologies and active learning techniques and reducing the amount of lecture in the course. She also participated in the iPad Faculty Learning Community in 2010.

Associate Professor of Philosophy Adam Leite regularly teaches large sections of Introduction to Philosophy. He participated in the Freshman Learning Project in 2006, learning the Decoding the Disciplines approach to making difficult discipline-specific ways of thinking accessible to introductory students. In summer 2009 he received an IU Teaching Writing Grant for a project to recreate the assignment structure in Introduction to Philosophy to help less-prepared introductory students acquire piecemeal the skills of writing and thinking necessary for producing a successful philosophy term paper. He is
now particularly concerned to find ways to increase creative engagement with course materials and to create a course setting that does not simply function to reproduce existing educational inequalities amongst introductory-level students.

**Methodology**

Each faculty member will implement their game in the classroom and collect data in the forms of surveys and videos. The following questions have been used in preliminary investigations during the past academic year and will be investigated as part of the surveys to aid in game development and to probe the effects of game play upon student engagement:

**Enjoyment**

- I found the game enjoyable.
- I would voluntarily play this game again.
- I would like to play more games in class.
- I would like to have more games in this course.
- Playing games made learning course content more fun.
- I would like to play games in other courses.

**Retention and Comprehension**

- Playing the game made me more motivated to learn.
- The use of this game was clearly connected to course goals.
- Playing this game will help me remember course material better.
- I'd like to use game for other concepts in this class.
- I'd like to use games for other purposes in class such as exam review or projects.

**Mechanics**

- If tied to other concepts in class, I would be willing to play a longer game.
- I would be more willing to participate in games if they were computer-based.
- I would be willing to participate in more games if they were available via a mobile device (iPhone or Android for example).

**Motivation**

- Playing a game made me feel less intimidated by the course content.
- I would voluntarily play this game again.
- I would be willing to play a game in class if it was graded.

**Open Responses**

- What changes should be made to the game to make it more useful for you in the class?
- Do you have any ideas for future games to be played in the class?
- What one thing would you change about this game? Why?
- My favorite components of the game are:
- Some ideas for improving the game mechanics are:
Describe your overall experience with the use of this game in the class.

Several other questions are being considered for the classroom survey to aid in assessing levels of motivation. Examples include:
Playing this game helped me understand key course concepts.
After playing this game today: I used to think … Now I think …
After playing this game today: I used to feel … Now I feel …
This game was more about fun and play than about content. (agree/disagree scale)
This game involved a lot of important concepts and ideas from the class.
How has playing this game changed your feelings about the course?

The videos will be coded to measure student engagement during game play and during other “traditional” class activities (lecture, in-class discussion, etc.). We will evaluate existing coding methods such as the Behavioral Observation of Students in Schools (BOSS), the Code for Instructional Structure and Student Academic Response (MS-CISSAR)6, or the observation form from Griffith7 for their suitability to this task.

Results
Results of this investigation will add empirical evidence to one of the most often discussed current topics of the impact of student engagement on learning.8 Due to the collaborative nature of this project, results have the potential to strengthen approaches to teaching universally across disciplines. In addition, the variety of games will provide insights into effective techniques for constructing classroom games.
Finally, results will be analyzed according to the rubric below, which was developed by the faculty group as an indication of the various levels of playfulness and content for the games developed. The level of play versus the amount of content or scaffolding has been the subject of previous studies in which researchers found that students preferred more feedback and scaffolding9. However, more research is needed in this area.

---

Dissemination of Results

The results will be documented in a variety of written documents, a combined piece by all faculty participants focusing on the findings on student engagement as detailed above, as well as individual papers by each group member, that discuss each game specifically in relation to the subject matter and learning environment for which it was developed and related unique findings. All pieces will be submitted for publication in appropriate journals, such as Research in Higher Education and journals unique to each participant’s field. The combined findings will be presented at conferences such as Games, Learning, and Society or the North American Simulation and Gaming Association conference. In addition, individual faculty members have already received grants and written proposals for further development of their games in different formats and expanded versions.

Proposed Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video camera with Tripods/ Tapes</td>
<td>$500</td>
</tr>
<tr>
<td>Hourly help to videotape all classes (30 classes, 75 minutes each = 38 h, 7% fringe)</td>
<td>$500</td>
</tr>
<tr>
<td>Videotape Analysis/ Coding (38h x 3 = 114, 7% fringe)</td>
<td>$1500</td>
</tr>
<tr>
<td>Game Materials</td>
<td>$500</td>
</tr>
<tr>
<td>One conference presentation/ 4 investigators $1000 x 4</td>
<td>$4000</td>
</tr>
<tr>
<td>Faculty - full-time summer commitment towards analyzing results/ writing articles (3 x 1.5 week @ approx. $1,700 including 28.14 fringe benefits)</td>
<td>$4000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$12000</strong></td>
</tr>
</tbody>
</table>
# Research Timetable

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2013 – May 2014</td>
<td>All games are tested in the classroom/ videotaped/ surveys completed</td>
</tr>
<tr>
<td>May – September 2014</td>
<td>Coding of videos and analysis of survey results and personality tests, game revisions according to results</td>
</tr>
<tr>
<td>September 2014 – May 2015</td>
<td>Second round of game testing and videotaping (some might receive second round testing during the following spring semester)</td>
</tr>
<tr>
<td>May 2015 – September 2015</td>
<td>Coding of videos and analysis of second round of survey results and personality tests</td>
</tr>
<tr>
<td>September - December 2015</td>
<td>Summary of results, preparation for publication and presentation</td>
</tr>
<tr>
<td>January – May 2016</td>
<td>Presentation of results/ publication, evaluation and plans for further investigation/ development</td>
</tr>
</tbody>
</table>
ASHLEY STEFFES HASTY

CONTACT:  
244 Memorial Hall  
Bloomington, IN 47405  
(573) 680-5916  
hasty@indiana.edu

EDUCATION BACKGROUND:
University of Missouri, Columbia, Missouri (December 2009 – May 2011)  
Ph.D. Love Will Never Be Rationed: WWII Wedding Apparel

University of Missouri, Columbia, Missouri (August 2008 – December 2009)  
M.S. Second Weddings: A New Kind of Fairytale

University of Missouri Extension, Columbia, Missouri (Sept. – Dec. 2007)  
FastTrac NewVenture: Business Plan Development

Stephens College, Columbia, Missouri (August 2004 – December 2007)  
Bachelor of Science in Fashion Marketing and Management; Minor in Psychology

Stephens College and Fuji Studios (Summer 2005)  
Study Abroad in Italy: Art History and Fashion Merchandising

ACADEMIC APPOINTMENTS:
Lecturer (August 2011 - present)  
Indiana University, Bloomington, IN
• R308 - Strategies in Retail Promotion
• R309 - Brand Management and Advertising
• R350 - Themester®: Omnichannel Marketing
• R319 - Professional Techniques for the Retail Industry
• R409 - International Influences on Fashion and Retailing (Study Abroad: Paris, France)
• R490 - Themester®: Good Behavior/Bad Behavior, Critiquing the Apparel Industry
• R316 - Retail Product Management
• COLL-S 104 - Behavior Malfunction: Individual, Collective, and Institutional Ethics

Instructor (Summer 2009)  
University of Missouri, Columbia, MO
• Introduction to Textiles and Apparel Management

Teaching Assistant (August 2008 – present)  
University of Missouri, Columbia, MO
• Social Appearance in Time and Space
• History of Western Dress
Teaching Assistant *(January 2008 – May 2008)*
Stephens College, Columbia, MO
• Retail Math
• Capstone

**PROFESSIONAL MEMBERSHIPS:**
2013 – present Textile Society of America
2008 – present Costume Society of America
2008 – present International Textile and Apparel Association
2010- present —Teaching Innovation and Resources Committee
2011- present—Annual Conference Abstract Reviewer:
  • History Track
  • Pedagogical Track

2010 University of Missouri Costume Collection Strategic Planning Committee Member
2010 – 2012 American Folklore Society

**TEACHING PRESENTATIONS:**

**Hasty, A.** (2013, October). *Games, Play, and Motivation in the Classroom.* Panel presentation at the Statewide IT Conference, Bloomington, Indiana.

**Hasty, A.** (2013, September). *Work or Play: Using Games to Teach Professional Techniques.* Poster presentation at the Fall Celebration of Innovative Teaching and Learning, Bloomington, Indiana.


**RESEARCH PRESENTATIONS:**


COMPETITIVE AND PEER-REVIEWED TEACHING OPPORTUNITIES:

2013 Formative Peer Review: Course: AMID-R308 Brand Management and Advertising. Reviewer: Deborah Marr, Associate Professor in Biology


2012 Themester® Curriculum Bundle: Good Behavior, Bad Behavior: Molecules to Morality. Course: AMID-F 415 Critiquing the Apparel Industry

GRANTS AND SCHOLARSHIPS (TOTAL: $8,500):

2013 Service Learning Fellowship ($1,000)
2013 Active Learning Grant ($1,500)
2012 Faculty Learning Community – Intrinsic Motivation and Play ($750)
2011 Faculty Learning Community – Second Life ($750)
2010 Graduate Student Association Travel Award ($200)
2010 Graduate Professional Council Travel Award ($300)
2010 Stella Blum Grant through CSA (not funded)
2009 Stella Blum Grant through CSA (not funded)
2010 – 2011 Kellwood Company Scholarship ($500)
2010 – 2011 Colonial Dames Scholarship ($1,000)
2009 – 2010 Maxine Hobbs Patrick and Homer Patrick Graduate Fellowship ($1,000)
2009 – 2010 G. Maxene Harris Fellowship ($500)
2009 – 2010 Colonial Dames Scholarship ($1,000)

SERVICE:

2013 Search and Screen for the Office of Enrollment Management
2013  Guest Faculty at the CITL Teaching Orientation Luncheon
2012-present  Social Media and Technology Committee – Indiana University
2011  IU Plaid Product Development
2011-present  Scholarship Committee – Indiana University
2011-present  SIFE/Enactus Academic Advisor – Indiana University
2010  4H Workshop on Travels of a T-Shirt
2009  Judge for DECA competition in Textile Marketing
2009  Guest Speaker for Jefferson City, MO Public Schools Career Day
2008  Guest Speaker for Jefferson City, MO Public Schools Career Day
2007  Guest Speaker for Columbia Public Schools Career Day

DISTINCTIONS:
2013-2014  Faculty Fellow. Office of Service Learning, Indiana University
2011-present  Sam Walton Co-Fellow
2012  SIFE 4.0 Club. Recognition of quality educational programs
2012  SIFE IUB Regional Champions – Chicago, IL

CONFERENCES ATTENDED
2010-present  International Textile and Apparel Association Annual Conference
2011, 2012  Costume Society of America Midwest Symposium
2012-present  Association for Supervision and Curriculum Development Annual Conference
2011-present  Statewide IT Conference
2010  American Folklore Society Conference
2010  Costume Society of America National Symposium

INDUSTRY EXPERIENCE:
Sales Lead  (May 2008 – December 2008)
Ann Taylor LOFT, Columbia, MO
• Floor Coach of the Month—June
• Floor Coach of the Month—November
• Motivated sales team to meet sales goals
• Solved problems presented by customers and employees
• Communicated sales goals to sales team
• Sold merchandise to customers
• Performed opening and closing procedures
• Analyzed personal and team sales goals

Seasonal Sales Associate  (November 2004 – February 2005)
Express, Columbia, MO
• Sold merchandise to customers
• Performed opening and closing procedures
• Analyzed personal and team sales goals
Special Event Planner (May 2006 – August 2006)
Stephens College, Columbia, MO
• Conducted campus tours for potential and current clients
• Scheduled events online via SchoolDude
• Participated in Wedding Consultations

Visual Merchandiser (Seasonally August 2004 – 2010)
Victoria’s Bridal and Formal Wear Boutique, Jefferson City, MO
• Enhanced store’s social media and online presence
• Designed visual merchandise displays
• Coordinated model fittings for fashion show
• Choreographed fashion shows
• Sold bridal gowns and tuxedos to engaged couples
• Scheduled private bridal gown consultations
Dr. Monika Herzig  
Arts Administration  
SPEA 433  
812-855-4700  
 mherzig@indiana.edu, www.acmerecords.com

VITA

EDUCATION

Paedagogische Hochschule Weingarten/ Germany 1983-1988  
Bachelor in Secondary Education for Mathematics, German, and Music  
C-Certificate in Catholic Church Music  
Thesis: The Jazz Piano Styles of Art Tatum, Chick Corea, and Thelonious Monk

M.A. in Music Education  
Teacher Certification for Alabama Public Schools  

Indiana University/ Bloomington, Indiana 1991-1997  
DME in Music Education with specialty in Jazz Studies  
Dissertation: Elements of Jazz Piano Pedagogy – A Content Analysis

PROFESSIONAL SOCIETIES

Jazz Education Network since 2009, Board Member since 2010  
International Association of Jazz Education 1994 - 2008  
Chamber Music International since 2006  
Music Teacher National Association since 2003  
Music and Entertainment Industry Educators Association since 2008, Board Member since 2011

AWARDS

- Outstanding Thesis Award for Masters Thesis at University of Alabama  
- Outstanding Student Award, University of Alabama 1990 and 1991  
- Down Beat Magazine Award for Best Original Composition 1994  
- Runner-up in WTPI Winter Jazz Fest with BeebleBrox 1994 and 1995  
- Winner of WTPI Winter Jazz Fest with Oliver Nelson Jr. Quartet 1996  
- Service Learning Fellow 2008  
- Outstanding Book Award from the Association of American University Presses 2012

TEACHING EXPERIENCE

- Graduate Teaching Assistant at the University of Alabama from 1988-1991, teaching classes in Music Fundamentals and Elementary Music Teaching Methods for Elementary Education
- Graduate Teaching Assistant at Indiana University 1991-1997 with the following responsibilities:
  * Teaching Music Fundamentals to Elementary Education Majors (1991-94)
- private teaching in piano, electronic keyboards, jazz improvisation
- Faculty Position as Acting Director of the IU Soul Revue/ Black Popular Arts Ensemble at Indiana University Fall 1996
- Adjunct Faculty in Piano/ Jazz Piano at Taylor University in Upland, IN 1997/ 98
- Adjunct Faculty in Music at Indiana University/ Purdue University Indianapolis 1997 - 2003 teaching Music Theory I and II, Music Methods, Jazz History, Piano/ Jazz Piano, Music Appreciation
- Adjunct Faculty in Music at Indiana University teaching Fundamentals of Music Theory, and Introduction to the Music Business 2002 - 2007
- Lecturer in Arts Administration/SPEA at Indiana University teaching Music Industry I and II, Inside Community Arts, Creative Thinking Techniques, Arts Worlds, Arts Marketing since 2007
- Supervision and Placement of Internships and Practicas for Arts Administration as well as Music Business students since 2006

PROFESSIONAL ACTIVITIES
- organist for First United Methodist Church Ellettsville since September '96
- member of Alabama Jazz Ensemble and Jazz Combo at the University of Alabama1988-1991 appearing with Clark Terry
- member of IU Jazz Ensembles 1992 with trip to Monte Carlo, appearing with Nathan Davis, Ted Dunbar, Jerry Coker
- arranger/coach/conductor/keyboardist for IU Soul Revue 1993 – 97, appearing with Patrice Rushen
- freelance jazz pianist since 1985, touring nationally and internationally as leader and side-musician at clubs, festivals, concert series worldwide
- co-leader of jazz group BeebleBrox since 1988 with five independent CD releases and two international tours, appearances at W.C. Handy Festival, Indy Jazz Fest, Lancaster Festival, Columbus Jazz Fest among many others, opening for Tower of Power, Sting, Yes, Santana, and more
- leader of the Monika Herzig Acoustic Project since 1999 with five independent CD releases, regular national and international tours
- arranger and transcriber for numerous ensembles including Tony Fortunato/Cleveland, Carry Newcomer
- composer of original jazz music recorded by BeebleBrox, the Monika Herzig Acoustic Project, Janiece Jaffee, Cathy Morris, Heather Ramsey
- Big Band Arrangements published by the University of Colorado Press and performed by the IU Jazz Ensembles, Taylor University, Karlsruhe Uni Big Band, and many more
- Owl Studios Recording Artist with release “Peace on Earth” and “Come With Me” since 2008
- Accompanist for Indiana All State Jazz Choir sponsored by the Indiana Music Educators Association 2008, 2009, 2010
SERVICES
University
- sponsor of 30+ students in the Individualized Major Program since 2005, majoring in Music Business
- sponsor of student organizations “Business Careers in Entertainment Club” and “Music Industry Networking Club” since 2008
- adjudication of entries for Union Board’s “Live from Bloomington” 2007, 2008

Public
- co-founder, past president, vice president, and booking agent for not-for-profit organization “Jazz from Bloomington” since 1997
- initiator of JAZZ Works, a collaboration with Junior Achievement in Indianapolis 2005 – 2007
- Board member of Indianapolis Jazz Foundation 2004 – 2007
- Artistic Director/ Teaching Artist for Jazz in the Schools since 2005
- Board member of Jazz Education Network (JEN) since 2010
- Board member of Music and Entertainment Industry Educators Association (MEIEA) since 2011

GRANTS
- 2000 Indiana Arts Commission (IAC) Individual Artist Grant for the release of “Melody without Words”
- 2002 IAC Individual Artist Grant for the development of “The Wolf and the Hood” – an interactive, educational puppet show teaching the elements of music
- 2006 IAC Individual Artist Grant for recording project “What Have You Gone and Done?”
- 2006 Board member of Indianapolis Jazz Foundation 2004 – 2007
- 2006 Johnson Entrepreneurship Center Grant in support of curriculum development for “Inside the Music Industry”
- 2006 Fran Snygg Award for featured Arts Week performance “Bloomington in the Jazz Age”
- 2007 Bloomington Community Foundation grant for “Stardust Melodies – the Al Cobine Big Band plays Hoagy Carmichael”
- 2008 Arts Week grant for “A Call to Peace: Imagine – Indiana in Music and Words” with poet Norbert Krapf, songwriter Tom Roznowski, writer Scott Russell Sanders and guests
- 2008 Service Learning Faculty Grant
- 2011 Arts Week grant for “The Jazz Legacy of Indiana”, a curriculum and concert in collaboration with two Elementary Schools, additional grant support from the Life Cycle Project, Jazz from Bloomington, Smithville Telephone Company, Musician’s Union
- 2011 Individual Artist Grant from IAC for Solo Piano Multimedia Project
- 2012 MEIEA Research Grant for “Beyond Jamming”
- 2012 Arts Week grant for “Beatstreet”
- 2012 Artists in Education Grant from IAC for Indiana Jazz Masters in the Schools

PUBLICATIONS
- Big Band Arrangements published with the University of Northern Colorado Press
- 30 years of Jazz Education: An Interview with David Baker. *IAJE Research Proceedings, 1998*
- An Analysis of Chick Corea’s Jazz Piano Style. *IAJE Research Proceedings, 1999*

BOOKS

MUSIC PUBLICATIONS AS LEADER

with BeebleBrox
1990 Entropy
1991 The Thing
1992 Bloomington
1994 Raw Material
1996 Quantum Tweezers
1997 Indianapolis Intergalactic Spaceport
1998 Dominant Domain
2002 Real Brox

with the Monika Herzig Acoustic Project
2000 Melody Without Words
2001 Jammin’ at the Kitchen
2003 Melody With Harmony
2005 In Your Own Sweet Voice – A Tribute to Women Composers
2007 What Have You Gone and Done?

On Owl Studios
2008 Peace on Earth
2011 Come With Me CD/DVD combo

with Poet Norbert Krapf 2007 Imagine – Indiana in Music and Words
with vocalist Heather Ramsey 2011 – Peace Like a River
Adam J. Leite

Department of Philosophy
Sycamore Hall 026
Indiana University
1033 East Third St.
Bloomington, IN 47405

aleite@indiana.edu
(812) 856-4148

Areas of Current Interest
Epistemology, Wittgenstein, Ordinary Language Philosophy, Philosophy of Action, Moral Psychology and related topics in the Philosophy of Mind, Psychoanalysis

Employment History
Visiting Scholar, Psychoanalysis Unit, Division of Psychology and Language Sciences, University College London, 2011-12
Associate Professor of Philosophy, Indiana University, Bloomington: July, 2006 - present
Assistant Professor of Philosophy, Indiana University, Bloomington: 2000 – 2006

Education
Harvard University, Ph.D. in Philosophy, 2000
University of California, Berkeley, B.A. (summa cum laude) in Philosophy, 1992

Publications
1) “That’s not evidence; it’s not even true!”, Philosophical Quarterly, 63:250, 2013, 81-14 (published online December 17, 2012)*
5) “How to Take Skepticism Seriously,” Philosophical Studies, 148 (1), 2010, 39-60.* (Selected by the Program Committee to appear in a volume of Philosophical Studies devoted to the best papers delivered at the 2009 Pacific Division American Philosophical Association meeting.)
10) “Epistemic Gradualism and Ordinary Epistemic Practice,” Philosophy, 34:3, 2006, 311-324 (a reply to Stephen Hetherington’s critical discussion in Philosophy of my #18 below).*
14) “On Williamson’s Arguments that Knowledge is a Mental State,” *Ratio (new series)*, vol. XVIII no. 2, June 2005, pp. 165 - 75.*

* Refereed publications.

**Honors and Awards**

2010 *Philosophical Quarterly* Essay Prize (shared with Kate Abramson)
Trustees’ Teaching Award, Indiana University, Department of Philosophy, 2010
Trustees’ Teaching Award, Indiana University, Department of Philosophy, 2007
Bechtel Prize in Philosophy, Harvard University, 2000
University Medalist, University of California, Berkeley, 1992 (awarded to "the most distinguished graduate of the year")
Departmental Citation, Department of Philosophy, University of California, Berkeley, 1992
K. K. Pritchett Prize in Ancient Greek, University of California, Berkeley, 1992
Phi Beta Kappa, 1991

**Grants and Fellowships**

Andrew W. Mellon New Directions Fellowship (awarded spring 2010; $297,000 for the period 2010-13, $50,000 renewal through 2014.)
Indiana University, Teaching Writing Grant, Summer 2009
Indiana University, College Arts and Humanities Institute, workshop grant (2007-08)
Indiana University, College Arts and Humanities Institute, semester fellowship, Fall 2004
Indiana University, College of Arts and Sciences, summer research grant, Summer 2001
Andrew W. Mellon Fellowship in the Humanities, Dissertation Fellowship, 1997
Andrew W. Mellon Fellowship in the Humanities, 1992

**Presentations and Invited Talks**

“Desire and Refusal”, Interdisciplinary Seminars in Psychoanalysis, St John’s Research Centre, St John’s College, Oxford University, December 2012
“Desire and Refusal”, The London Psychoanalysis and Philosophy Group (a study group of the London Institute of Psychoanalysis), June 2012
“On Bilgrami’s ‘What is Enchantment?’”, The London Psychoanalysis and Philosophy Group (a study group of the London Institute of Psychoanalysis), May 2012
“Hayez’s ‘Susanna at Her Bath’ and Second-Personal Desire”, seminar on “Desire, Action, and Ethics,” La Sapienza University of Rome, Research Unit of the National Research Group for the Study of the British Enlightenment, April 2012

“‘That’s not evidence; it’s not even true!’” University of East Anglia, March 2012

“‘That’s not evidence; it’s not even true!’” Heythrop College, University of London, November 2011


“‘That’s not evidence; it’s not even true!’” University of Massachusetts, Amherst, December 2010.

“‘That’s not evidence; it’s not even true!’” Conference on Epistemic Justification, University of Geneva, Switzerland, March 2010 (invited keynote speaker).

“An Empirical Reply to External World Skepticism” American Philosophical Association, Pacific Division (invited paper), April 2009. (Selected by the Program Committee as one of the best papers delivered at the 2009 Pacific APA.)


Comment, “BonJour’s Arguments Against Skepticism About the A Priori,” American Philosophical Association, Central Division, April 2006


“A Reconsideration of Foundationalism’s ‘Basic Beliefs’,” American Philosophical Association, Central Division, April 2005 (refereed paper)

“Does the Principle of Inferential Justification Generate Regresses?” University of North Carolina, Chapel Hill, seminar presentation, April 2005

“An Externalist Response to the Project of Traditional Philosophy,” Inland Northwest Philosophy Conference (“Knowledge and Skepticism”), April 2004 (refereed paper)

“What the Basing Relation can Teach us about Epistemic Justification,” American Philosophical Association, Central Division, April 2004 (refereed paper)

Comment, “Reliabilism and Deflationism,” American Philosophical Association, Pacific Division, March 2004

“Epistemological Externalism and the Project of Traditional Epistemology,” Indiana University, Department of Philosophy, December 2002; University of Wisconsin, Milwaukee, Department of Philosophy, December 2002

“On Justifying and Being Justified,” University of California, Los Angeles, Department of Philosophy, February 2000; Pomona College, Department of Philosophy, February 2000; Indiana University, Department of Philosophy, March 2000

“The Dream Argument and External World Skepticism,” Oberlin College, Department of Philosophy, March 2000
Professional Service
Referee: Oxford University Press, Harvard University Press, Polity Press, Palgrave/Macmillan, 
Mind, Nous, Philosopher’s Imprint, The Philosophical Quarterly, Philosophy and 
Phenomenological Research, Synthese, Canadian Journal of Philosophy, Philosophical Studies, 
Australasian Journal of Philosophy, American Philosophical Quarterly, Dialectica, Philosophia 
(Israel), Erkenntnis, Philosophy Psychiatry and Psychology 
Fellowship/Grant Referee: American Council of Learned Societies (2009-10, 2010-11) 
Social Sciences and Humanities Research Council of Canada (2011-12) 
Advisory Committee to the Program Committee, American Philosophical Association Eastern 
Division (2012-14) 
Co-Organizer, Midwest Epistemology Workshop VI (September 2012)

Teaching Experience
Indiana University
External World Skepticism (graduate, F 2013) 
Self-Knowledge and Moral Psychology (graduate, F 2012) 
Philosophy and Psychoanalysis (Honors College, Sp 2011) 
Wittgenstein’s Philosophical Investigations (graduate, Sp 2010) 
Self-Knowledge (graduate, Sp 2009) 
Philosophy of Action (advanced undergraduate, Sp 2006, Sp 2010) 
Practical and Epistemic Normativity (with Kevin Toh; graduate, F 2005) 
Analytic Philosophy III: Sellars, Quine, and Davidson (graduate, Sp 2004) 
Empirical Justification (graduate, Sp 2001, F 2006) 
Skepticism about the External World (advanced undergraduate, F 2000) 
Introduction to Philosophy: Knowledge, Self, and Freedom (F 2001) 
2013, F 2013)

Faculty Learning Community: Intrinsic Motivation and Play, Indiana University 
A year-long bi-weekly faculty study group, organized through the Center for Innovative Teaching 
and Learning, focused on intrinsic motivation and play in the classroom.

Faculty Learning Project, Indiana University: 
Invitation-only two-week interdisciplinary seminar/practicum for experienced teachers of 
introductory courses (Sp 2006)

Graduate Writing Fellow, Harvard University:
Semester-long practicum on the use and evaluation of student writing in undergraduate 
instruction (Fall 1994)
Chanittra Bishop  
Wells Library, W121, 1320 E. 10th Street □ Bloomington, IN 47405  
chbishop@indiana.edu □ 812-855-8386

EDUCATION
2006 - 2008
Dual Degree: M.I.S/M.L.S., Indiana University, Bloomington, IN  
1999
B.A., English Truman State University, Kirksville, MO

WORK EXPERIENCE
Indiana University – Bloomington, Indiana  
01/09 – 06/2012
Instruction and Emerging Technologies Librarian – Herman B Wells Library, Teaching and Learning Department  
06/2012 – Present
Digital Scholarship and Emerging Technologies Librarian – Herman B Wells Library, Reference Department
  • Explore and recommend new technologies to integrate into the delivery of reference and instructional services
  • Create web-based resource guides and tutorials to assist students in understanding and using library resources
  • Provide 1st level support regarding questions related to the libraries’ presence in Oncourse (Indiana University’s version of the Sakai open source course management system)
  • Provide training and assistance to library staff on the creation of library web guides created with the libraries content management system
  • Teach interactive, course integrated library instruction sessions for undergraduate courses
  • Work with course Instructors to develop library assignments
  • Organize and teach library workshops for undergraduate and graduate students on a variety of research related topics including Google and Zotero
  • Provide reference services for a diverse population including faculty and graduate students which requires knowledge of major library databases including Lexis-Nexis, ProQuest, and Journal Storage (JSTOR)
  • Answer in-person, chat, instant message, and telephone reference questions at the Reference desk

Notable Accomplishments
  • Part of a group selected to participate in Indiana University’s Faculty Learning Community’s iPad Initiative; the group received an iPad to explore ways of integrating mobile technology into library services
  • Played an instrumental role in the IU Libraries being awarded and hosting the 2011 Code4lib Conference
ASHLEY STEFFES HASTY

CONTACT: 244 Memorial Hall (573) 680-5916
Bloomington, IN 47405 hastya@indiana.edu

EDUCATION BACKGROUND:

University of Missouri, Columbia, Missouri (December 2009 – May 2011)
Ph.D. Love Will Never Be Rationed: WWII Wedding Apparel

University of Missouri, Columbia, Missouri (August 2008 – December 2009)
M.S. Second Weddings: A New Kind of Fairytale

University of Missouri Extension, Columbia, Missouri (Sept. – Dec. 2007)
FastTrac NewVenture: Business Plan Development

Stephens College, Columbia, Missouri (August 2004 – December 2007)
Bachelor of Science in Fashion Marketing and Management; Minor in Psychology

Stephens College and Fuji Studios (Summer 2005)
Study Abroad in Italy: Art History and Fashion Merchandising

ACADEMIC APPOINTMENTS:

Lecturer (August 2011- present)
Indiana University, Bloomington, IN
• R308 - Strategies in Retail Promotion
• R309 - Brand Management and Advertising
• R350 - Themester®: Omnichannel Marketing
• R319 - Professional Techniques for the Retail Industry
• R409 - International Influences on Fashion and Retailing (Study Abroad: Paris, France)
• R490 - Themester®: Good Behavior/Bad Behavior, Critiquing the Apparel Industry
• R316 - Retail Product Management
• COLL-S 104 - Behavior Malfunction: Individual, Collective, and Institutional Ethics

Instructor (Summer 2009)
University of Missouri, Columbia, MO
• Introduction to Textiles and Apparel Management

Teaching Assistant (August 2008 – present)
University of Missouri, Columbia, MO
• Social Appearance in Time and Space
• History of Western Dress

Teaching Assistant (January 2008 – May 2008)
Stephens College, Columbia, MO
• Retail Math
• Capstone
PROFESSIONAL MEMBERSHIPS:

2013 – present  Textile Society of America
2008 – present  Costume Society of America
2008 – present  International Textile and Apparel Association
  • 2010- present —Teaching Innovation and Resources Committee
  • 2011- present—Annual Conference Abstract Reviewer:
    • History Track
    • Pedagogical Track

2010  University of Missouri Costume Collection Strategic Planning Committee Member
2010 – 2012  American Folklore Society

TEACHING PRESENTATIONS:


RESEARCH PRESENTATIONS:


COMPETITIVE AND PEER-REVIEWED TEACHING OPPORTUNITIES:

2013  Formative Peer Review: Course: AMID-R308 Brand Management and Advertising. Reviewer: Deborah Marr, Associate Professor in Biology


2012  Themester® Curriculum Bundle: Good Behavior, Bad Behavior: Molecules to Morality. Course: AMID-F 415 Critiquing the Apparel Industry

GRANTS AND SCHOLARSHIPS (TOTAL: $8,500):

2013  Service Learning Fellowship ($1,000)
2013  Active Learning Grant ($1,500)
2012  Faculty Learning Community – Intrinsic Motivation and Play ($750)
2011  Faculty Learning Community – Second Life ($750)
2010  Graduate Student Association Travel Award ($200)
2010  Graduate Professional Council Travel Award ($300)
2010  Stella Blum Grant through CSA (not funded)
2009  Stella Blum Grant through CSA (not funded)
2010 – 2011  Kellwood Company Scholarship ($500)
2010 – 2011  Colonial Dames Scholarship ($1,000)
2009 – 2010  Maxine Hobbs Patrick and Homer Patrick Graduate Fellowship ($1,000)
2009 – 2010  G. Maxene Harris Fellowship ($500)
2009 – 2010  Colonial Dames Scholarship ($1,000)

SERVICE:

2013  Search and Screen for the Office of Enrollment Management
2013  Guest Faculty at the CITL Teaching Orientation Luncheon
2012-present  Social Media and Technology Committee – Indiana University
2011  IU Plaid Product Development
2011-present  Scholarship Committee – Indiana University
2011-present  SIFE/Enactus Academic Advisor – Indiana University
2010  4H Workshop on Travels of a T-Shirt
2009  Judge for DECA competition in Textile Marketing
2009  Guest Speaker for Jefferson City, MO Public Schools Career Day
2008  Guest Speaker for Jefferson City, MO Public Schools Career Day
2007  Guest Speaker for Columbia Public Schools Career Day

DISTINCTIONS:

2013-2014  Faculty Fellow. Office of Service Learning, Indiana University
2011-present  Sam Walton Co-Fellow
2012  SIFE 4.0 Club. Recognition of quality educational programs
2012  SIFE IUB Regional Champions – Chicago, IL

CONFERENCES ATTENDED

2010-present  International Textile and Apparel Association Annual Conference
2011, 2012  Costume Society of America Midwest Symposium
2012-present  Association for Supervision and Curriculum Development Annual Conference
2011-present  Statewide IT Conference
2010  American Folklore Society Conference
2010  Costume Society of America National Symposium
INDUSTRY EXPERIENCE:
Sales Lead (May 2008 – December 2008)
Ann Taylor LOFT, Columbia, MO
• Floor Coach of the Month—June
• Floor Coach of the Month—November
• Motivated sales team to meet sales goals
• Solved problems presented by customers and employees
• Communicated sales goals to sales team
• Sold merchandise to customers
• Performed opening and closing procedures
• Analyzed personal and team sales goals

Seasonal Sales Associate (November 2004 – February 2005)
Express, Columbia, MO
• Sold merchandise to customers
• Performed opening and closing procedures
• Analyzed personal and team sales goals

Special Event Planner (May 2006 – August 2006)
Stephens College, Columbia, MO
• Conducted campus tours for potential and current clients
• Scheduled events online via SchoolDude
• Participated in Wedding Consultations

Visual Merchandiser (Seasonally August 2004 – 2010)
Victoria’s Bridal and Formal Wear Boutique, Jefferson City, MO
• Enhanced store’s social media and online presence
• Designed visual merchandise displays
• Coordinated model fittings for fashion show
• Choreographed fashion shows
• Sold bridal gowns and tuxedos to engaged couples
• Scheduled private bridal gown consultations
Dear George Rehrey,

Please accept this letter in support of Ashley Hasty’s Scholarship of Teaching and Learning grant in Intrinsic Motivation and Play. I understand that Ashley will be collecting data in classes and working with a small group of faculty from other departments to investigate the use of games to increase student engagement and motivation in learning. I further understand that IRB approval has already been secured to perform this study (IRB study number 1302010542). I support Ashley’s application and believe it is a valuable use of her time. Please do not hesitate to contact me if I can be of further assistance to you as you consider her application. Thank you.

Kate Rowold, Ph.D.
Professor and Department Chair
Apparel Merchandising & Interior Design, 812.855.0338
Curator, The Sage Collection, 812.855.4627

Indiana University
Department of Apparel Merchandising + Interior Design
1021 East Third Street
Memorial Hall East 249
Bloomington, Indiana 47405
October 25th, 2013
George Rehrey
Center for Innovative Teaching & Learning
Herman B Wells Library
2nd Floor, East Tower
Bloomington, IN 47405

Dear Mr. Rehrey:

Please accept this letter in support of Chanitra Bishop’s Scholarship of Teaching and Learning grant “Intrinsic Motivation and Play - Classroom Games as Teaching Tools”. I understand that Chanitra Bishop will be collecting data in classes and partnering with a small group of faculty from other departments to investigate the use of games to increase student engagement and motivation in learning. I further understand that IRB approval has already been secured to perform this study (IRB study number 1302010542).

Sincerely,

[Signature]
Diane Dallis
Associate Dean for Library Academic Services
Indiana University
Bloomington, IN 47405