The CAH Interdisciplinary Research Awards are funded by E&G dollars therefore, all state spending guidelines apply. Some prohibited purchases are non-travel related food, alcohol, catering, and personal items.

PIs must attach a summarized budget with any changes from the proposed budget listing total OPE, equipment, travel, and other expense categories. Justification is required for revisions over 20% of the proposal budget.

All award funds must be spent by May 31, 2008. Any unspent funds after that date will be lost.

The PI’s home department is responsible for assisting the PI with administrative duties such as purchasing, and tracking of funds. Administrative staff should use department number 2301-0007 for requisitions, PCards, and UCF auxiliary unit charges. Over-expenditures beyond the award amount will be charged back to the lead PIs operations department.

Departments should forward applicable backup (POs, invoices, receipts, etc.) to Kristin Wetherbee in the CAH Dean’s Office for approval and processing using the attached labels.

PIs must acknowledge the College of Arts & Humanities in publications, electronic medium, and printed matter for items funded by this award by using the statement, “This project is funded in part by the College of Arts & Humanities through the CAH Interdisciplinary Research Award.”

All PIs must submit a final report within 30 days of project completion and no later than June 30, 2008. CAH will not approve any PTFs for new proposals until this report is received. The final report should include:

- Narrative of project results - 2 pages max
- Outside funding applied for in relation to this project - 1 page max
- Budget report - 1 page max
- Collateral material - 4 pages max

Awards cannot be spent until this agreement is returned and the budget summary is approved. My signature below indicates that I have read and agree to the award guidelines in this document.

[Signatures and dates]

Return to Paul Lartonoix in the CAH Dean’s Office
The CAH Interdisciplinary Research Awards are funded by E&G dollars therefore, all state spending guidelines apply. Some prohibited purchases are non-travel related food, alcohol, catering, and personal items.

PISs must attach a summarized budget with any changes form the proposed budget listing total OPS, equipment, travel, and other expense categories. Justification is required for revisions over 20% of the proposal budget.

All award funds must be spent by May 31, 2008. Any unspent funds after that date will be lost.

PISs must acknowledge the College of Arts & Humanities in publications, electronic medium, and printed matter for items funded by this award by using the statement, "This project is funded in part by the College of Arts & Humanities through the CAH Interdisciplinary Research Award."

All PISs must submit a final report within 30 days of project completion and no later than June 30, 2008. CAH will not approve any PTFs for new proposals until this report is received. The final report should include:

- Narrative of project results - 2 pages max
- Outside funding applied for in relation to this project - 1 page max
- Budget report - 1 page max
- Collateral material - 4 pages max

Awards cannot be spent until this agreement is returned and the budget summary is approved. My signature below indicates that I have read and agree to the award guidelines in this document.

[Signatures]

[Print Names]

[Dates]

Return to Paul Lartonoix in the CAH Dean's Office
CAH Interdisciplinary Research Award
Application Form
Due Date: October 15, 2007

Check the box for the award category that you are applying for:
☐ Research/Creative Projects Award  ☑ Grant/Contract Projects Award

List researchers involved in project:
A minimum of 3 different budget units required, 2 must be from the College of Arts and Humanities (CAH)

Lead PI: T. Rudy McDaniels  Digital Media  Chair/Director Signature:  Date 10-15-07

Co-PI: Karla Kitalong  English  Chair/Director Signature:  Date 10-15-07

Co-PI: Stephen M. Fire  Philosophy  Chair/Director Signature:  Date 10-12-07

Co-PI: Mary Tripp  Philosophy  Chair/Director Signature:  Date 10-12-07

Co-PI: Natalie Underberg  Digital Media  Chair/Director Signature:  Date 10-15-07

Lead PI signature:  Date 10-15-07

Proposal Requirements:
Proposals will be peer reviewed by a panel for selection. Awards will be distributed based on available dollars. Proposal packages must not exceed 20 pages and must include the following sections in the order listed below:

Section 1: Application - Completed CAH Interdisciplinary Research Award Application
Section 2: Research Problem or Activity - Statement of the problem or activity
Section 3: Research Project - The work to be accomplished and the associated time frame
Section 4: Budget - A budget detailing the kind and amount of expenditures to be made
Section 5: Future Plans - Provide evidence of the continuity of the work and/or the potential for future funding
Section 6: Vitae - Current vitas for the PI and CO-PIs; not to exceed 2 pages each
Section 7: Appendix (optional): Any additional information that you feel would be useful to the selection committee

Hand-deliver completed and signed application and 5 copies of the proposal to the CAH Research Office Located in the CAH Dean's Office by 5:00 PM, October 15, 2007

Received by: _____________________________________________ Date: __________________________
☑ Accepted □ Declined
The Digital Humanities Exchange: A Multimedia Trading Post for Game-Based Learning in the Humanities

2007 CAH Interdisciplinary Research Proposal, Grant/Contracts Category

SECTION 2: Research Problem

Overview

Each year society produces a staggering amount of unique digital content, producing a paradoxical problem of access. On the one hand, the existing digital infrastructure provides an unparalleled means through which we are, theoretically, able to access a tremendous amount of information. On the other hand, the overwhelming amount of information, coupled with scholarly databases having little or no integration, prevents any meaningful interaction with this data, let alone any practical use. The purpose of this grant is to support the development of an innovative new technological infrastructure that is able to provide meaningful pathways through both existing legacy data sources and emerging scholarship and production.

Background

Increasing access to technology, coupled with changes in the acceptability of digital knowledge, has led to what some have estimated as being over five exabytes of new information being produced annually (Lyman et al. 2003). Such a quantity is difficult to comprehend, but it is described as being thirty-seven times larger than the digitized equivalent of the seventeen million books in the Library of Congress. Ninety-two percent of this new information is stored on magnetic media such as hard disk drives.

A further challenge is adapting these new technologies to the humanities. In their 2006 report on Cyberinfrastructure for the Humanities and Social Sciences, the American Council of Learned Societies writes the following in regards to digital networked technologies for the humanities: "A cyberstructure for humanities and social science must encourage interactions between the expert and the amateur, the creative artist and the scholar, the teacher and the student. It is not just the collection of data—digital or otherwise—that matters: at least as important is the activity that goes on around it, contributes to it, and eventually integrates with it" (14). Our goal is to enable this type of scholarly and creative exchange through the creation of a portal focused on game-based learning in the humanities. We believe that virtual worlds will vastly increase the ability of artists, scholars, and teachers to visualize innovative relationships and important integrations of special collections and digitized assets.

In terms of dealing with unique and specialized digital content, it is clear that such an abundance of information presents a serious challenge to those working with computing in the humanities. Now a developing field in its own right, humanities computing is defined as both a "practice of representation, a form of modeling" and a "way of reasoning and a set of ontological commitments" (Unsworth, online). It is our intent to both showcase the ontological commitments revealed by game-based projects in the humanities as well as to encourage new ontological explorations made possible by connecting those with knowledge of source content to those with
technological expertise in building games for learning. For instance, the question of “being” is quite interesting when examined from a virtual worlds perspective— in addition to their normal real-world identities, players also project what James Paul Gee calls projective identities, or ontological mappings of beliefs and desires from real-world identities to virtual avatars (55). For example, one might not have very strong beliefs about ethnic discrimination in the real world, but when they are experiencing that discrimination first hand in a virtual environment, those beliefs may be challenged or reformulated.

We propose building upon our existing work in creating usable game-based technologies in the humanities to allow for an innovative, exchange-based approach to information management. Such a goal presupposes that video games have uses other than for entertainment and leisure. Indeed, researchers such as James Paul Gee have applied insights from the cognitive sciences to traditional humanities domains such as literature in order to explore identity, problem solving skills, verbal and non verbal learning, and the transfer of learned abilities from one task to another. Marc Prensky notes that learning games in the humanities have been used for hundreds of years— Bach’s Well Tempered Clavier and The Art of the Fugue are his “learning games,” simple to complex musical exercises that build skill (Prensky, 2000). Although our interdisciplinary project team at the University of Central Florida has now built or is currently building several humanities learning games, we do not aim to build another game through this proposal. Instead, we hope to create an exchange mechanism to connect pioneers hoping to use virtual worlds with their own specialized content or with preexisting assets uploaded by other subject matter experts. We propose to construct a trading post for scholars interested in using game-based learning for the humanities. Our goal is to disseminate knowledge about how to build educational computer games— even on a shoestring budget and with minimal technical resources or experience. From this, our objective is to position the College of Arts and Humanities as a leader in working with emerging technologies for humanities applications and provide exposure for the innovative work being done in this domain.

SECTION 3: Research Project
During the previous two years, our team from the College of Arts and Humanities and the Institute for Simulation and Training has been building learning games for the humanities; our goal for this initiative is to create the technological infrastructure that will allow us to share what we have learned with other educators and researchers. Building upon our CAH Interdisciplinary Award from last year, we aim to create an online resource for the Center for Humanities and Digital Research that will allow us to share our lessons learned and better connect with technology pioneers in the humanities. Specifically, our short term goal is to build a prototype for an interactive, community-driven Web portal to manage digital assets with potential utility in scholarly game-based learning contexts. We follow Jacobsen, Schlenker, and Edwards’s definition of an asset as a digital file that includes specific metadata and permissions (3) and will use open source technologies such as PHP, Apache, XML, and MySQL to design the asset management system. Other texts informing our asset management design ideas
include Andreas Mauthe and Peter Thomas’s *Professional Content Management Systems: Handling Digital Media Assets* and David Austerberry’s *Digital Asset Management*. We envision this portal as a trading post where pioneering scholars can exchange ideas, assets, and knowledge of best practices for using game-based learning in the humanities.

We will call this online trading post the *Digital Humanities Exchange* (DHE). As we have envisioned it, this portal will consist of an integrated suite of technologies serving as a sophisticated asset management system coupled with collaborative tools such as a Wiki and threaded discussion forum, complex digital files such as 3D models and collections of digitized primary and secondary source materials will be annotated, distributed, and described in terms of both scholarly context and potential game-based applications. Using a two-tiered permissions system, scholarly authorities on particular learning game projects or technologies will assign a first-level metadata encoding to project files and assets. After this initial classification, the permissions will then be modified to allow general public access, allowing the assets to gain new meaning and new importance according to the informational needs of unanticipated users. To prevent abuse, the asset management system will also allow for moderation. We anticipate that this exchange portal will have two primary uses revolving around (1) the process of developing technology-based learning games for the humanities and (2) storage of, and access to, humanities content that can be used in technology-based learning games:

1. Development Process - It will serve as a resource center for those wishing to learn more about scholarly exploration using game-based technologies. For instance, it will provide resources and suggestions to scholars hoping to understand when to use “modded” approaches (in which a game is designed to run atop an existing commercial game platform) versus when to use a ground-up development engine such as Torque or Panda3D. It will also provide internal resources to game design documents and other materials linking specific learning objectives to game-based content. Original documentation content will be licensed according to the Creative Commons License and users can trade assets and ideas accordingly. Other licensing models that enable the trading and sharing of digitized content will also be explored.

2. Storage and Access - It will house and enable access to unique humanities assets which often are better realized in a three-dimensional virtual world than in a more linear metadata-supported archive or database. For instance, questions related to identity, culture, and history can often be better explored within a game-based setting that often requires additional agency, immersion, and investment from its human players.

By focusing our prototype on showcasing and sharing assets used for electronic gaming for education (also known as "serious games"), we will show how humanities content can be shared and applied to four different types of humanities-learning games, two of which are focused on Florida history and culture. In order to
show a more generalized application, we will also include searchable and downloadable assets for a third game based upon Chaucer’s *The Wife of Bath’s Tale* and a fourth based on ethical dilemmas in virtual worlds. The portal will also contain original materials and project files such as video game treatments, game design documents, and best practices manuals for designing game-based systems incorporating humanities learning content.

Though the stored content within the asset management system is not tied to a particular theme, our prototype will focus on several humanities-based topics: Central Florida history and culture (particularly African American and Latino heritage), literature (Chaucer’s *The Wife of Bath’s Tale*), and philosophy (ethical dilemmas as envisioned in virtual worlds). We believe that the innovation in this project lies in its concentration on complex media assets that can be used in more sophisticated projects such as video game environments and in its collaborative and integrative spirit. Support for this project will allow us to develop the documents and guides used to create at least three working examples of games-based learning in the humanities and one example of a game design in progress. The *Digital Humanities Exchange (DHE)* will show how students and scholars can combine original source materials – materials often rich in rhetorical meaning and historical context – with cutting edge technologies such as the interactive virtual worlds and animations found in electronic games.

We will pair proven strategies for metadata annotation using XML with a carefully designed interface featuring both planned and emergent strategies for labeling, organization, and searching. In other words, we will use both planned metadata encoded by project personnel as well as social classification strategies (user-contributed tags) to allow the interface to grow organically over time. Our prototype will be designed using original materials from the African American History Education and Culture organization as well as materials from the Works Process Administration in Ybor City, Florida. To advise our design we will rely upon advisors from the Orange County Regional History Center and the Center for Humanities and Digital Research at UCF as well as experts in the learning sciences and technology.

The following materials (including assets; preproduction, production, and postproduction documents; and executable versions of the game) will be included in the prototype system:

<table>
<thead>
<tr>
<th>Game Title:</th>
<th>Status:</th>
<th>Humanities Content Areas &amp; Standards:</th>
<th>Uploaded Assets to Include in DHE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Underground Railroad Video Game</td>
<td>Modded Prototype Complete Technology: <em>Neverwinter Nights</em></td>
<td>History, African-American Studies (linked to Florida’s Sunshine State Standards as an)</td>
<td>Unique assets and documents related to Zora Neale Hurston and Central Florida history, African American historical documents, reports and documentation on using <em>Neverwinter Nights</em> game</td>
</tr>
<tr>
<td></td>
<td>Modded Game</td>
<td>example of using targeted learning objectives</td>
<td>mods (see below for additional details)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>The Turkey Maiden Video Game</strong></td>
<td>Modded Prototype Complete Technology: -Neverwinter Nights Modded Game</td>
<td>Folklore, History</td>
<td>Ybor city documents and Spanish folk tales, speeches, art models and multimedia (see below for additional details)</td>
</tr>
<tr>
<td><strong>Chaucer’s Medieval World Video Game</strong></td>
<td>Prototype in Development Technology: -Oblivion Modded Game</td>
<td>Gender Studies, Literature</td>
<td>Original game-based assets from digital media, art, and music, white paper for working with the Oblivion modded environment</td>
</tr>
<tr>
<td><strong>Medium: An Ethics and Information Fluency Video Game</strong></td>
<td>Full Game in Development Technology: -Torque Game Engine - Maya</td>
<td>Philosophy, Ethics, Creative Writing (linked to the American Association of Colleges and Universities Core Commitments objectives as an additional example of using targeted learning objectives)</td>
<td>Original scenarios and storylines related to philosophical ethical dilemmas, best practices documents for working with the Torque game engine</td>
</tr>
</tbody>
</table>

**History and Duration of the Project**

We are fortunate to have some historical support for several of our prior projects which will feed into the Digital Humanities Exchange as examples of game-based learning projects in the humanities. The support for these projects is provided below, along with overviews and descriptions of the games.

**The Carol Mundy Underground Railroad Video Game**

We developed this simulation based, story-driven synthetic learning game as a prototype module intended to teach children about African-American culture and history along with local (Orlando) history. It runs atop the modified engine from the popular PC game Neverwinter Nights (Bioware). We built this game over two semesters (Spring and Fall 2005) and the process involved an interdisciplinary collaboration between students and...
faculty in UCF's Institute for Simulation and Training, School of Film and Digital Media, and Department of English. Digitized items from collector Carol Mundy's personal collection were used within the game to enable a larger audience to interact with these historical objects and artifacts which, through the use of narrative and gameplay, were linked with age-appropriate Florida Sunshine State Standards. The initial development of this prototype Underground Railroad module was made possible by an Institute for Simulation and Training in-house grant of $5,000 and testing in public schools (scheduled for January, 2008) was made possible by an additional in-house grant from the Office of Research for $7,500. Thus far, this project has led to numerous publications and presentations (e.g., Fiore et al., 2007; Fiore, Metcalf, & McDaniel, 2007; Greenwood-Ericksen et al., 2006; McDaniel, 2006; McDaniel et al., 2006) as well as a dissertation near completion (Greenwood-Ericksen, 2007).

**The Turkey Maiden Video Game**

The *Turkey Maiden* is an educational computer game project based on a version of Cinderella collected by folklorist Ralph Steele Boggs in 1930s Ybor City, Florida. Faculty and students in the School of Film and Digital Media created a pilot project of a computer game mod using a toolset and "hakpaks" (or custom content created and shared online by fans of the game). This variant of Cinderella, called "The Turkey Maiden" (from Kristin Congdon's anthology *Uncle Monday and Other Florida Tales*, 2001) forms the narrative structure of the game, which has been further developed by integrating specific tasks that the heroine Rosa ("Cinderella") must successfully complete to advance in the game that are based in lessons to be learned by the player about Florida history and culture. The setting of the game was re-imagined as taking place in Depression-era Ybor City (in place of the generic fairy-tale world of kings and princes). This decision was based on our primary goal of creating an educational computer game that would teach about Florida history and culture. The game interaction is thus structured around the heroine's exploration of the game space of Ybor City, which is best known for its historic cigar industry and Latin immigrant population (mainly Cuban, Spanish, and also Italian). The game (and accompanying curriculum packet) is based on five lessons about Ybor City history and culture. These lessons include the role of the lector (reader) in the cigar factory, tools and materials used in the cigar industry and the role of women in it, the significance of mutual aid societies in immigrant communities, the place of dance in Latin culture, and the connection between Jose Marti, the struggle for Cuban independence, and Ybor City. The Turkey Maiden project was initially funded by a $7,500 in-house research grant and has also generated scholarly publications (see Underberg, 2006).

**Games in Development**

In addition to the Carol Mundy Underground Railroad video game and the Turkey Maiden video game, we also have two additional projects currently under development. *Chaucer's Medieval World* was funded by a grant from the English Speaker's Union for $5,000 and is currently in development. In addition, *Medium*, an ethical
simulation game, was funded by the UCF Office of Information Fluency under a three-year timeline with a $42,500 budget. Due to the staggered nature of projects in the pipeline, we expect to host assets pulled from all phases of the educational game design process. Further development on the Underground Railroad, Chaucer, and Turkey Maiden games was also made possible by a $12,000 College of Arts and Humanities Interdisciplinary Research Award in 2006.

**Staff**

We have assembled an interdisciplinary project team with both academic and industry experience. The project director and principal investigator for this project is Dr. Rudy McDaniel. Our expert on digital ethnography and cultural heritage is Dr. Natalie Underberg. Our cognitive and learning sciences expert is Dr. Stephen M. Fiore and our usability and technical communication expert is Dr. Karla Saari Kitalong. Ms. Mary Tripp is our expert consultant and lead project manager for the Chaucer component. Our advisory board is composed of an expert in asset management, Dr. Michael Moshell, as well as the Executive Director of the Orange County Regional History Center, Ms. Sara VanArsdel. The function of the advisory board is to provide advice and recommendations for the technology implementation and the categorization and classification of historical assets.

**Work Plan**

A detailed work plan is outlined in the Gantt chart below. The six month project will run from January 1, 2008 to June 1, 2008. The bulk of implementation work will come from budgeted OPS employees with some oversight from the PI and Co-PIs during the 2007-2008 academic year.

<table>
<thead>
<tr>
<th>Plan of Work Tasking</th>
<th>Weeks from Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 (Team). Review of asset management and text encoding literature (Dublin Core/TEI P4), permissions, competition and marketing analysis. Explore Creative Commons licensing options for original materials. Develop strategies for metadata and rights/permissions management for gaming assets. Meeting with Orange County Regional History Center to discuss historical context and strategy. Begin any necessary IRB paperwork if applicable.</td>
<td>2 4 6 8 10 12 14 16 18 20 22 24</td>
</tr>
</tbody>
</table>
Task 2 (McDaniel). Examine games and separate and categorize original source materials, original content, and documentation forms of assets. Apply Creative Commons license notices to relevant original assets. Begin paperwork for student developers and OPS employees.

Task 3 (Team). Complete high-level blueprints and wireframes for DHE system. Prepare Web account and domain name and install server.

Task 4: (McDaniel/OPS). Implement DHE system using PHP/MySQL/XML. Build graphic design for interface and search. Install MediaWiki (or comparable Wiki software) and an open source threaded discussion forum.

Task 5 (Underberg/Tripp). Annotate assets from Task 2 using XML. Design a compatible parser to be used with DHE system.

Task 5 (Team). Upload document, image, and audio assets into the system.

Task 5 (Team). Upload project resources and documentation into the system.

Task 6 (Kitalong/McDaniel). Monitor user-generated tags and revise interface to meet user information seeking patterns.

Task 7. (Team) Monitor and maintain functional website with periodic review by advisors and experts. Complete white paper and post to NEH/ILMS Web sites and to DHE Web site (if allowable).

In addition to the milestones defined in this chart, the team will hold biweekly design meetings throughout the duration of the project to make adjustments to the schedule and ensure the scope of the project remains manageable.
References


SECTION 4: Budget

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>Student Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPS Technical Support @ $10/hour * 100 hours</td>
<td>$1,000.00</td>
<td></td>
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<tr>
<td>OPS Web Programmer @ $14/hour * 300 hours</td>
<td>$4,200.00</td>
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</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dell PowerEdge 2950 Server, 3 Year Warranty, 3.5Tb Storage</td>
<td>$5,000.00</td>
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<tr>
<td><strong>Travel/Conferencing</strong></td>
<td></td>
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<tr>
<td>Game Conference for Marketing / Exposure (1 person)</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>Visit to Grant Agencies (1 person)</td>
<td>$1,000.00</td>
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<tr>
<td><strong>Consultant Stipend</strong></td>
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<td></td>
</tr>
<tr>
<td>Historical Subject Matter Expert Consultant (Mundy)</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$13,200.00</td>
</tr>
</tbody>
</table>

SECTION 5: Future Plans

Our long term design goal is to further refine our interface and introduce an innovative search tool that allows users to search the DHE according to narrative parameters -- for instance, the time period during which an asset was created, the environment in which it was crafted, the sociocultural events surrounding the creation of the asset, and the key individuals involved in the creation or distribution of the asset. This unique search system will allow scholars interested in using humanities sources within narrative-driven media such as many video games and animated films to search for suitable content according to both content-based and contextual parameters. An additional long term goal is to include a more robust learning objectives manager in which users can input specific sets of learning objectives (the Sunshine State Standards for the State of Florida is one such set) and then search for assets based on the keywords defined within those learning objectives.

In order to make connections to outside entities, we will disseminate our project results through normal scholarly outlets such as journal articles, conference presentations and proceedings papers, and book chapters. In addition, we anticipate that community participation on our discussion board will present many opportunities for collaboration and exchange. Our ultimate project (the prototype system) will be open to the World Wide Web and will be housed on a server in UCF’s Center for Humanities and Digital Research and backed up on a weekly basis by automated software. The white paper detailing the construction of this project will also be encoded and stored as an asset in the DHE system.

In addition to the 2007 CAH Interdisciplinary Research Award Program, we are also submitting variants of this proposal to the National Endowment for the Humanities Digital Start-Up Grant and the MacArthur Foundation Innovations Award Challenge Grant. We expect to continue pursuing national grant opportunities with the exposure provided by this humanities exchange project.
Curriculum Vitae

T. Rudy McDaniel

University of Central Florida
Department of Digital Media
12461 Research Parkway, Ste 500
Orlando, Florida 32826-3121
E-mail: rudy@mail.ucf.edu

Education
- Ph.D. Texts and Technology, 2004: University of Central Florida
- M.A. Technical Writing, 2001: University of Central Florida
- B.S. Computer Science, Cum Laude, 2003: University of Central Florida
- B.S. Psychology Cum Laude, 1999: University of Central Florida

Academic Appointment
University of Central Florida
Assistant Professor of Digital Media
Aug 2005 – Present

Selected Research Publications

Journal Publications

Proceedings Papers

Book Chapters


Selected Conference Presentations


Funded Grant Proposals


- $12,000.00. (2007). Building Usable Games for the Humanities: Engaging Identity, Culture, and Community in Virtual Worlds. Principal Investigator. CAH Dean's Research Initiative Award. Written with Mary Tripp (Philosophy), Natalie Underberg (Digital Media), Erik Vick (Digital Media), Stephen Fiore (IST/Philosophy), and Karla Kitalong (English). Grant submitted to the College of Arts and Humanities In-House Award Program. Awarded January 29, 2007.

- $18,700.00. (2007). Developing Digital Health Literacy Materials for Latino Communities. Co-Principal Investigator. CAH Dean's Research Initiative Award. Written with Maria Redmon (Modern Languages and Literature), and Denise Gammonley (School of Social Work). Grant submitted to the College of Arts and Humanities In-House Award Program. Awarded January 29, 2007.


- $9,569.70. (2005). Federation of American Scientists. Co-Principal Investigator. Funded public service project to develop a storyline for Discover Babylon video game. Written with Jan Cannon-Bowers (Digital Media). The purpose of this project was to create a story for a game-based learning system used to teach children about ancient Iraqi culture. URL: http://www.discoverbabylon.com.
STEPHEN M. FIORE - BIOGRAPHICAL SKETCH

Professional Preparation

<table>
<thead>
<tr>
<th>Institution</th>
<th>Major</th>
<th>Degree and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery College</td>
<td>Business Administration</td>
<td>A.A. 1985</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Marketing</td>
<td>B.S. 1988</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Psychology</td>
<td>B.A. 1991</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Cognitive Psychology</td>
<td>M.S. 1994</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Cognitive Psychology</td>
<td>Ph.D. 2000</td>
</tr>
</tbody>
</table>

Appointments

2005-present  Assistant Professor, Cognitive Sciences Program, Department of Philosophy, University of Central Florida, Orlando, FL
2007-present  Director, Cognitive Sciences Laboratory, Institute for Simulation and Training, University of Central Florida, Orlando, FL
2002-2007    Director, Consortium for Research in Adaptive Distributed Learning Environments, Institute for Simulation and Training, University of Central Florida, Orlando, FL
1998-2002    Research Scientist, Team Performance Laboratory, Department of Psychology, University of Central Florida, Orlando, FL
1992-1998    Lab Coordinator, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA

Background/General Experience

Dr. Fiore has over 15 years of experience in cognitive science research, conducting a mix of basic and applied studies in learning, memory, and problem solving in individuals and in teams. He is faculty with the Cognitive Science program in the Department of Philosophy and the Institute for Simulation and Training. Dr. Fiore's responsibilities include devising and creating both large and small scale research programs as well as implementing laboratory studies in human cognition. Since 1999, Dr. Fiore has been PI or Co-PI on over $6 million in federally funded research. He currently is PI on a grant from the Office of Naval research investigating problem solving in teams and PI on a grant from the Department of Homeland Security to understand training and the development of perceptual expertise. Dr. Fiore is Co-PI on a grant from the National Science Foundation to investigate the use of simulations as an aid to decision making in environmental economics. He is also a Co-PI an Office of Naval Research grant involving the study of collaboration in complex networked environments. He has produced over 100 scholarly publications including edited volumes on Distance Learning and on Team Cognition.

Selected Publications

Books - Edited Volumes

Special Issues Co-edited

Peer-reviewed Journals - Selected Articles (last 4 years)

* Current Student or Former Student Co-authors


**Selected Book Chapters (last 2 years)**


*Current Student or Former Student Co-authors*
Curriculum Vitae
Karla Saari Kitalong

University of Central Florida
Department of English
4000 Central Florida Bv,
Orlando, Florida 32816-1346
E-mail: kitalong@mail.ucf.edu

Education
Ph.D. Rhetoric and Technical Communication, 1999: Michigan Technological University
M.S. Rhetoric and Technical Communication, 1989: Michigan Technological University
B.A. Liberal Arts, 1975: Michigan Technological University

Academic Appointments
University of Central Florida, Department of English
Director of Writing Programs 2006-present
Associate Professor 2005-present
Assistant Professor 1999-2005
Michigan Technological University, Department of Humanities
Lecturer 1992-1999

Selected Research Publications
Journal Articles

Books

Book Chapters


Selected Conference Presentations


Kitalong, K. S. It’s a Synch: Representing Sound in Mixed Reality Environments. Association of Teachers of Technical Writing, Chicago, March 2006


Funded Grant Proposals

$12,000.00. (2007). Building Usable Games for the Humanities: Engaging Identity, Culture, and Community in Virtual Worlds. CAH Dean’s Research Initiative Award, Written with T. Rudy McDaniel (Digital Media), Mary Tripp (Philosophy), Natalie Underberg (Digital Media), Erik Vick (Digital Media), and Stephen Flore (IST/Philosophy). Grant submitted to the College of Arts and Humanities In-House Award Program. Awarded January 29, 2007.

$7500.00 (2007). Come Back to the Fair. Co-Principal Investigator. CAH Dean’s Research Initiative Award. Written with Eileen Smith (IST) and Lori Walters (History/IST). Grant submitted to the College of Arts and Humanities In-House Award Program. Awarded January 29, 2007.


EDUCATION
University of California, Berkeley
B.A., Anthropology (social/cultural); 5/96
Graduated with high honors in the major; with highest distinction in general scholarship.

Indiana University, Bloomington
M.A., Folklore; 4/98

Indiana University, Bloomington
Ph.D. Folklore; 4/02; Minor in Literary Theory
Research interests: ethnographic storytelling using digital media; collaborative methods of employing new media; transmedia story adaptation; folklore and technology; religious studies; Peru, United States.

PUBLICATIONS
Published:


In Press:


TEACHING AND RESEARCH

University of Central Florida
Assistant Professor of Digital Media and Folklore (formerly Film and Folklore), 2003-present

Research specialization in the intersection of folklore and technology, focusing on ethnographic storytelling and collaborative methods of employing new media, including interactive Web design projects (such as Folkvine.org) and folklore-based educational computer game development (a game mod based on Florida folklore and history and a curriculum completed in collaboration with Arts for a Complete Education).

GRANTS

Grants I wrote and on which I am Principal Investigator (PI):

- “Catholic Nuns, Christian Clowns and the Call,” UCF Women’s Research Center Award in the Arts and Humanities, PI, 2004-2005, $1,000, funded.

Grants on which I am co-Principal Investigator or Advisory Board Member:

- “Folkvine.org Elementary School Curriculum,” Division of Cultural Affairs grant, 2006-2007, $9,464, Kristin Congdon, PI.
- “Folkvine.org High School Curriculum,” Division of Cultural Affairs grant, 2006-2007, $5,595, Kristin Congdon, PI.
- “Florida’s Cultural Story: Website and Public Talks,” Florida Humanities Council grant, 2004-2006, $23,000, Kristin Congdon, PI.
- “Florida Folk Arts Project,” Florida Department of State grant, co-PI, 2004-2005, $9,200, funded.
Mary L. Tripp  
Curriculum Vitae

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Oviedo, FL 32765  
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EDUCATION  
- Master of Arts in Teaching  
  Rallins College  
  Graduated cum laude.  
- B.S. English Education  
  University of Central Florida  
  Graduated magna cum laude. Minor in music

ACADEMIC POSITIONS  
- Instructor in Literature and Composition  
  University of Central Florida  
  Orlando, FL  
  Current  
- Visiting Instructor of Humanities  
  University of Central Florida  
  Orlando, FL  
  2006-2007  
- Associate Faculty in Humanities  
  Valencia Community College  
  Orlando, FL  
  2002-2006  
- Adjunct Professor of Humanities  
  University of Central Florida  
  Orlando, FL  
  2002-2006  
- SAT Scorer  
  Pearson Educational Management  
  Orlando, FL  
  2005  
- Adjunct Professor of Humanities and English  
  Seminole Community College  
  Oviedo, FL  
  2001-2002  
- English Teacher  
  Maynard Evans High School  
  Orlando, FL  
  1987-1991  
- Professional Educator’s Certificate, State of Florida, DOE #608436

PUBLICATIONS, PRESENTATIONS AND AWARDS  
- Invited Public Lecture. August, 2007  
  Philosophy Club of Winter Park.  
- College of Arts and Humanities Grant. January 2007.  
  Awarded $12,000. Building Usable Games in the Humanities.  
  Awarded a grant for travel to Turkey as an intercultural dialogue participant.
• English-Speaking Union Scholar, Summer 2006.
  Received a $5000 grant to study of British Literature at Oxford University in order to develop online teaching resources to enhance current humanities courses.

• Book Reviews

Articles
  <www.glimpseabroad.org>
  <http://net.valenciacc.edu/forum/v03/v03.11.tripp.htm>
• “Hermeneutics and Theory of Mind.” Forthcoming Continental Philosophy Review. Ghostwritten article for Iranian scholar, Mahin Chenari.
• “Avatar: From Other to Self-Transcendence.” To be Presented at Conference for Knowledge and Technology, January 2008.

Works in Progress
Schleiermacher’s Hermeneutics: A New Approach to Understanding Theory of the Mind. Co-writing with Mahin Chenari, PhD. Tehran, Iran.
Exploring Embodiment, Gender and Identity in Virtual Environments Design Principles for Immersive Learning Games in the Humanities. Co-writing with Natalie Underberg, PhD. and Rudy McDaniel, PhD. Digital Media at UCF.

PROFESSIONAL DEVELOPMENT/CONFERENCES
Heresy, Blasphemy, and the Freedom of Expression Interdisciplinary Conference, January 2007, UCF
Interactive Distributed Learning 6543, Fall 2006
Winter Conference seminars, December 2006
Formations, Fall 2004 and Spring 2006
Organized a student group attendance at the open rehearsal of Mahler’s Fifth Symphony. Spring 2005
Scenarios: Succeeding with Online Group Projects, Fall 2004
SoTL (Scholarship of Teaching and Learning) Conference, November 2004
Scenarios: Teaching in the Learning College, Summer 2003

Mary L. Tripp