

Course Development, Assessment, the Flipped Classroom, and Noodles: the Highs and Lows of an Online Classroom through the Medium of Noodles

Hong Li and Christine Ristaino
Emory University, USA

Where did the
noodle
originate?

How the noodle
integrated itself
into the DNA of
Italian / Chinese
cultures?



Freshman
Seminar
Spring, 2016

Summer topic
course online
2016-2018



Setting Course Goals

GOALS:

Through cross-cultural inquiries and dialogues about the noodle and its cultural significance, this course aims to promote translingual and transcultural competencies and enable students to develop an educated understanding of Chinese and Italian cultural traditions.



Setting Course Objectives

OBJECTIVES:

In this course, you will do the following:

1. Increase your knowledge of Italian and Chinese cultures through the study of noodles (readings, lectures, discussions);
2. Listen to and read translated narrative archives associated with the noodle from China, Italy and the United States (listen and discuss interviews in China and Italy);
3. Witness and reflect upon the intersection of tradition and modern life (visit noodle restaurants, write blogs and complete VT assignments);
4. Begin to see artifacts such as noodles as a jumping off point for multicultural exploration (readings, restaurant observations, research paper);
5. Learn about anthropological approaches to food studies (readings, lectures, discussions);
6. Explore how your own relationship with noodles reflects your cultural and social belief systems (blog entries, final paper).



Setting Course Learning Outcomes

- ▶ Be able to explain at least three unique aspects of Italian and three unique aspects of Chinese cultures through the study of noodles in class readings, lectures, and discussions;
- ▶ Witness and reflect upon the intersection of traditional and modern life through assigned weekly blog entries and responses, cultural and literary explorations and discussions relating to course readings, and noodle restaurant visits, and Voice Thread assignments;



Setting Course Learning Outcomes

- Integrate into student consciousness the idea of using cultural artifacts (such as noodles) as a jumping off point for multicultural exploration through the medium of assigned weekly readings and restaurant visits, and demonstrate this integration through noodle restaurant projects and final research papers;
- Explore how students' own relationship with noodles reflects their cultural and social belief systems in blog entries and identify how and where others do the same through interviews, observation, and other anthropological methods.




Deciding Course Content

Units	Topics
Unit 1 Week 1	Anthropological methods on food studies
Unit 2 Weeks 2 & 3	Introduction to Chinese and Italian food.
Unit 3 Weeks 4 & 5	All about the noodle and its relation with culture, nature, and society
Unit 4 Week 6	Noodle narratives project Final research paper



Assignments

- Self intro on VoiceThread (VT)
- Reflection journals on Scholar Blogs
- Group project and presentations
- Oral mid-term exam
- Noodle narrative project (Restaurant VT or interview)
- Creative writing (noodle poem or story)
- Research paper



Student Blog Feedback to the Class as a Whole

<http://noodlenarratives.emorydomains.org/category/professor-response-to-entries/>

Professors' feedback about blog entry #2

Posted on [July 20, 2016](#) by [Hong Li](#) • [0 comment](#)

Dear students,

We were thrilled with your second Domain entries and continue to be impressed with your insights, creativity, and investment in the material.

In this Domain entry you reflected upon the ethnographic fieldwork methods and applied them to your proposed research on the noodle recipes or other food items. We were impressed with your depth of understanding of the methods and your thoughtful probes as “anthropologists”. We particularly enjoyed those entries that included specific information on how you would analyze the noodle recipe (and/or other recipes). We also appreciated the supporting materials many of you included in your entries, such as pictures, videos, and links, etc.

Below are some suggestions for future entries.

1. Please be sure to submit your entries on time on Domain. If you still have technical difficulties uploading your entries, please let us know as soon as possible.
2. Please include a meaningful title for your entries and write your names below the titles. We are having a difficult time identifying the authors of the entries.
3. Please read the instructions for each entry before writing them.
4. When describing how you would use a fieldwork method to examine a food item, please think about the specific goals/aims, i.e., what exact you hope to accomplish? This will serve to guide you in your participatory activities and your methods for analyzing the data.

Thanks again for your great work and your creativity! We are enjoying the class!

Our best, Hong and Christine

Category: [Professor Response to Entries](#), [Summer Blog Entry 2](#)

Individual Blog Evaluation

Dear Paul,

You demonstrated a sophisticated understanding of the relationship between family and tradition as revealed in the movies. We also loved your comments about the symbiotic relationship between cooking and the actual animals and food themselves. All one has to do is take a few steps out the door to find the ingredients for dinner. Your blog is thoughtful and beautifully written. You could have elaborated a bit more on your own experiences with food, comparing them to those shown in the two movies. Your blog was organized well but took a different turn right at the end when you brought in a comment about anthropological methods. We would stick to the original themes you brought up since you weren't able to expand on the final one. Great job!

Content 38
 Organization 28
 Writing 30
 Total 96

Sincerely,

Christine and Hong

<https://noodlenarrativesemorydomains.org/category/blog-1-what-is-it-that-we-eat/>

Rubric for Blog Entries (1)

Criteria	Ratings			Pts
Subject Knowledge and Content	40.0 pts Substantial information about topic; good development of ideas; 33-40 points	30.0 pts Adequate information about topic; some development of ideas; 26-30 points	25.0 pts Limited information about topic; ideas present but not developed; only partially answers question; 15-25 points	40.0 pts
Organization	30.0 pts Logical and effective order to the content; main points are connected, fluent; 23-30	22.0 pts An apparent order to the content is intended; loosely organized but main points stand out with incomplete sequencing of ideas; 15-22 points	14.0 pts Limited order; lacks logical sequencing of ideas; disjointed; 10-14 points	30.0 pts
Writing	30.0 pts Eloquent sentence structure; work well edited; 27-30 pts	24.0 pts Generally accurate writing structure; overall communicative and effective prose; 20-24 pts	15.0 pts Frequent errors in spelling and grammar; work poorly edited; 15-23 points	30.0 pts
				Total Points: 100.0

Group Presentation Instructions

Group project instructions:

As a group of anthropologists who will conduct ethnographic research in relation to the two movies, i.e. Big Night and Eat Drink, Man, Woman, you will explore one of the four research questions below and will prepare a PPT presentation. In your PPT, include

- Introductory slide with title and names of group members
- A task slide
- A methodology slide
- A few slides for the main contents
- Conclusion slide
- Use images and/videos to enhance the information and effects
- A slide with extension/discussion questions for the class


Research questions:

1. If you were to conduct an ethnographic research in Primo and Secondo's restaurant (Paradise) using the participant-observation method, what would you do there? What would you hope to accomplish?
2. If you were to interview the father in Eat Drink Man Women and/or Secondo in Big Night, what questions would you ask and why? What information do you hope that the questions would reveal?
3. Compare the two movies and comment on the foods, meal structures, as well as social and cultural significances.
4. Your classmates are researching the cultural significance of the foods featured in the two movies and you are an expert in cultural relativism. What cultural aspects do you see as requiring careful examination through the lens of cultural relativism? In other words, please point out potential areas where stereotypical judgments might exist?



Group Presentation Evaluation

	Exemplary	Accomplished	Developing
Subject Knowledge and Content (50)	Demonstrates broad knowledge of anthropological methods of food studies through thoughtful and detailed answers to questions or in-depth specific analysis of the issues.	Demonstrates good knowledge of anthropological methods of food studies. Answers are mostly well thought out and detailed. Analysis has some depth with some specific information.	Demonstrates some knowledge of anthropological methods of food studies. Answers are sometimes not well thought out or detailed. Analysis lacks depth, with little specific information.
Organization (30)	Information is presented in a logical, interesting sequence.	Information is presented in a logical sequence.	Presentation is difficult to follow presentation-- student jumps around.
Oral Presentation Elocution/Eye Contact	Student maintains eye contact. All audience members	Student maintains eye contact most of the time. Most audience	Student occasionally makes eye contact but is mostly reading the presentation and incorrectly



Oral Midterm Exam

Oral Midterm Exam

CHN/ITAL 190 Freshman Seminar

Hong Li and Christine Ristaino

Questions:

- 1) What are the functionalist, structuralist, and developmental approaches to food studies? Think of a film, book, or family story (not from the movies) and talk about how one of the approaches plays out.
- 2) Which, in your opinion, is the most effective fieldwork method and why? If you were to do fieldwork in China or Italy on the noodle, what would you do and how would you use this method to accomplish your research goals?
- 3) What are the most important principles of Chinese cuisine in your opinion? What are some concrete examples from the readings, films, or in-class discussions that you could use to back up your response?
- 4) What are the most important principles of Italian cuisine in your opinion? What are some concrete examples from the readings, films, or in-class discussions that you could use to back up your response?
- 5) How do Italian and Chinese cultures differ in the way they view the noodle? What cultural influences come into play to make this true?
- 6) What is the most powerful insight you have gained from class discussions, readings, and blogs thus far and how has this insight changed the way you look at your own family history with food?

Instructions:

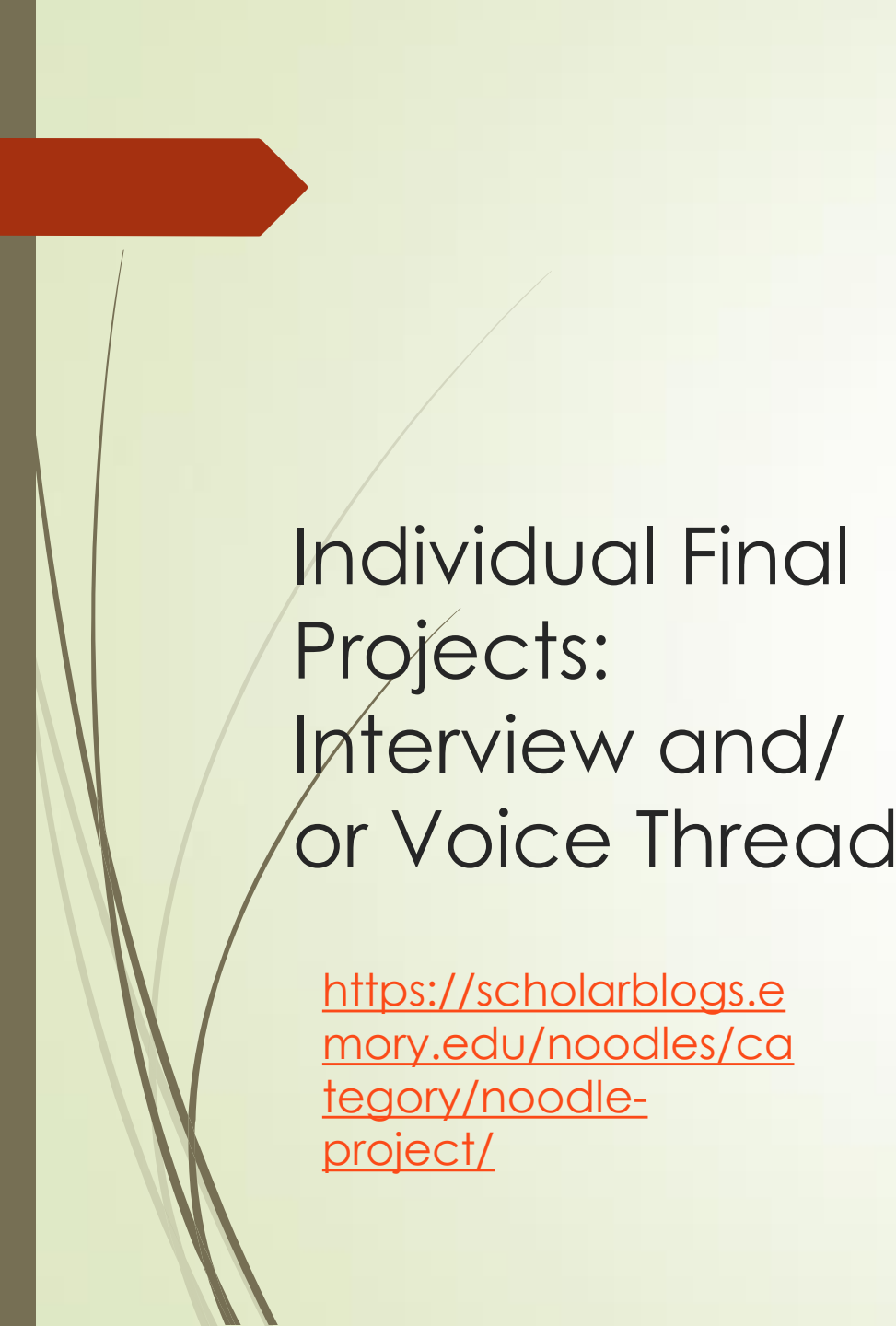
1. Re-read the reading assignments and/or watch class captures on Echo360.
2. Write down your main points for each of the questions.
3. Instructors will select two questions during the oral exams. Be sure you back up your ideas with examples or supporting details.
4. The oral exam will last 10-min each.
5. You will sign up for a time slot on Blackboard.



Oral Midterm Exam Evaluation

Dear Ruiran,

We liked the comparative aspect of your research for question number 1 regarding Chinese nang and Italian pizza. We also enjoyed the personal experience you brought into question number 2, especially your references to stinky food and alley food. However, at times we feel you relied too much on your personal experience and not enough on the readings. The information you shared seemed to come from common knowledge of Chinese culture rather than from information specific to the readings. We would have loved for you to go deeper into the readings and class discussions for both questions. We enjoyed talking with you very much during the oral exam. Sincerely, Christine and Hong 80%



Individual Final Projects: Interview and/ or Voice Thread

<https://scholarblogs.emory.edu/noodles/category/noodle-project/>

Option One:

Based upon the anthropological methods we have learned thus far, you can conduct an ethnographic observation/study of either an Italian or Chinese restaurant of your choice. You must visit the restaurant in order to do this assignment. Please make sure it is okay with the restaurant manager or owner before you begin. You should complete this project by creating a VoiceThread with images and/or videos, as well as narratives outlining the role noodles (broadly defined) play in the culture of the place, the restaurant, customers, owners, and/or employees. How has the Italian or Chinese culture manifested itself in the noodle's cultural DNA and in the DNA of the restaurant itself. Please post your VoiceThread on the class Canvas site. The written portion of this assignment should be equivalent to 3-4 type-written pages double-spaced.

Option Two

You can conduct an ethnographic interview of either an Italian/Chinese person/immigrant to discover his/her history with noodles. Your interview will become part of our Noodle Narratives archive located at the following website: <http://noodlenarratives.emorydomains.org/> . You will be required to ask at least 10 questions of your interviewee. Based on the interview you conducted, please write a noodle narrative of the person you interviewed. The narrative should be 3-4 type-written pages double-spaced and outline how noodles have influenced your interviewee culturally; how the changes in Italian or Chinese society are reflected in the noodle dishes and the person's diet; and how American culture has manifested itself in the noodle's cultural DNA. Please film your interview post your Noodle Narrative to your Domain website.

Final Projects On-Line

<http://noodlenarratives.emorydomains.org/category/interviews/>

Interview Project: An Interview with Hongmei (Video)

Posted on August 1, 2017 by Michelle's Blog • 0 comment



Category: [Student Work](#)

Noodle Narrative: Bree Iskandar

Posted on July 31, 2017 by Kate Battaglia • 0 comment

Tradition & What it Means to be Chinese American

Evaluation of Final Projects

3. Grading Rubric

Criteria	Weight	Excellent	Admirable	Needs work
Interview Questions	20%	<ul style="list-style-type: none"> * Open ended questions * Focused and in depth 	<ul style="list-style-type: none"> * Many open ended questions * Mostly focused and in depth 	<ul style="list-style-type: none"> * Few questions were open ended * Few questions were focused or in depth
Logical and Sequential	10%	<ul style="list-style-type: none"> * Questions asked in logical order * Questions are designed to build on previous questions 	<ul style="list-style-type: none"> * Most questions asked in logical order * Many questions are designed to build on previous questions 	<ul style="list-style-type: none"> * Few questions are asked in logical order * Few questions are designed to build on previous questions
Video	10%	<ul style="list-style-type: none"> * Video is audible and clear * Video has an introduction to interviewee 	<ul style="list-style-type: none"> * Video is mostly audible and clear but has sections that are inaudible and unclear * Video has an introduction to interviewee 	<ul style="list-style-type: none"> * Video is mostly inaudible and/or unclear * Video has no introduction to interviewee

Oral and Written Report	50%	<ul style="list-style-type: none"> * Clearly outlines how noodles have influenced your interviewee culturally * Clearly outlines how the changes in Italian or Chinese society are reflected in the noodle dishes and the person's diet * Clearly outlines how American culture has manifested itself in the noodle's cultural DNA 	<ul style="list-style-type: none"> * Mostly outlines how noodles have influenced your interviewee culturally * Mostly outlines how the changes in Italian or Chinese society are reflected in the noodle dishes and the person's diet * Mostly outlines how American culture has manifested itself in the noodle's cultural DNA 	<ul style="list-style-type: none"> * Doesn't outline how noodles have influenced your interviewee culturally * Doesn't outline how the changes in Italian or Chinese society are reflected in the noodle dishes and the person's diet * Doesn't outline how American culture has manifested itself in the noodle's cultural DNA
Logistics	10%	<ul style="list-style-type: none"> * Interview questions are uploaded on Canvas on time * Video is uploaded on Blog site on time 	<ul style="list-style-type: none"> * Interview questions are uploaded on Canvas on time * Video is uploaded on Blog site on time 	<ul style="list-style-type: none"> * Interview questions are not uploaded on Canvas on time * Video is not uploaded on Blog site on time

Final Paper

⋮ ▾ Research Paper and Presentation 20% of Total + ⚙️ ▾

⋮ 📄 Completed Paper (Including submission of topic/outline) ✓ ⚙️ ▾
Due Aug 5 at 12pm | 100 pts

<https://noodlenarratives.emorydomains.org/category/student-work/>

ITAL376W

Final Research Paper

Theme:

You will conduct, research, and write a final research paper on a topic of your interest relevant to noodle/food cultures. The paper may analyze primary sources (such as literary works), discuss the cultural and social significance of noodles, evaluate the impact of social changes on dietary choices, and research immigrant experiences in regard to foods, etc. It should anthropological theories to food studies or use fieldwork methods if appropriate. In the past, our students have written about Korean noodles; the anthropological study of instant noodles; regional differences in food culture in China and Italy; the development of and cultural adaptation of the noodle; the evolution of pasta; a study of why noodles became a staple dish in China; differences between fresh and dry pasta, past, present, and future; the effects of the Risorgimento on Italian cuisine; Italian and Chinese noodles in South America; the relationship between food, regionalism, and globalization; the adaption of Chinese and Italian noodles in India; the cultural and social significance of noodles; and Pasta's role in the changing of a nation: Italy and Pasta.

Length:

Your paper should be between 8-10 pages, double spaced, and typed in size 12 font.

Due Dates:

We ask you to email us the topic and outline of your paper by midnight on Saturday, July 29. Your research papers are due by **August 5th at 12pm.**

Resources:

For all writing assignments in this course, please note that the following resources exist: 1. writing handbooks (e.g., Lunsford & Connors, The New St. Martins Handbook or Watkins & Dillingham, The Practical English Handbook); 2. The Artful Edit: On the Practice of Editing Yourself, by Susan Bell 3. the Emory Writing Center website; 4. conferences with a Writing Center Tutor (404-727-0886). The Emory Writing Center is now offering summer distance tutoring. Anyone interested in distance tutoring should email writingcenter@emory.edu. For more information about our distance tutoring option, please visit http://www.writingcenter.emory.edu/appointments/policies.html#Distance_Tutoring.



Evaluation of Final Papers

GRADING RUBRIC FOR FINAL PAPER

Topic and Outline (20 points)

- The topic is specific enough to be explored deeply.
- The outline clearly states the central points of the paper.
- The topic/outline is submitted on time.

Subject Knowledge and Content (40 points)

- Minimal information about topic; inappropriate or irrelevant information; not enough information about topic to evaluate; doesn't answer question posed **12-18 points**
- Limited information about topic, ideas present but not developed; only partially answers question **19-25 points**
- Adequate information about topic; some development of ideas; **26-32 points**
- Substantial information about topic; good development of ideas; **33-40 points**

Organization (30 points)

- Series of separate sentences with no transition; disconnected ideas, no order of the content; **9-14 points**
- Limited order, lacks of logical sequencing of ideas, disjointed; **15-19 points**
- An apparent order to the content is intended, loosely organized but main points stand out although sequencing of ideas is not complete; **20-25 points**
- Logical and effective order to the content, main points are connected, fluent; **26-30 points**

Writing (10 points)

- Frequent errors in spelling and grammar; work was poorly edited; **0-5 points**
- Generally accurate writing structure; overall communicative and effective prose **5-7 points**
- Eloquent sentence structure, work well edited; **8-10 10**



Assessment

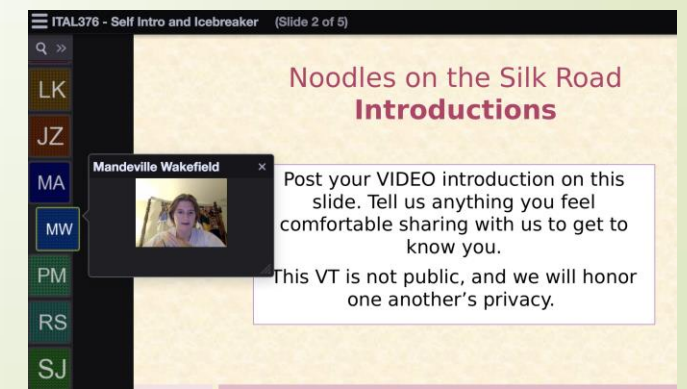
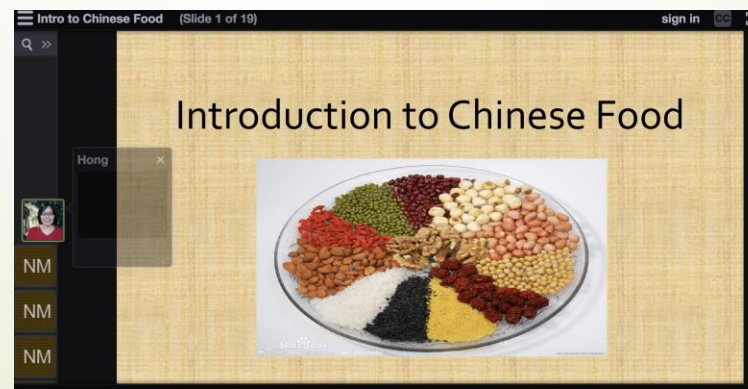
Category	Weighing
Self-intro Voice Thread and Class participation	10%
Reflection entries on Scholar Blogs	20%
Group Project Presentations	15%
Mid-term exam (oral)	15%
Interview Project and/or Voice Thread Noodle Narrative	20%
Final Paper and Presentation	20%

How to create an interactive and collaborative learning experience within an online course



Flipped Classroom through VoiceThread

- Integrating text, audio, video, and images to create lectures in a multi-media format
- Allowing students to respond via text, audio, or video
- Connecting synchronous and asynchronous sessions
- More time for discussions, analysis, and idea sharing in synchronous sessions.





☰ SU18_CHN_375W_1 > Modules

Summer 2018

- Home
- Announcements
- Syllabus
- Modules**
- Assignments
- Discussions
- Collaborations
- Grades
- Attendance
- Library Course Reserves
- Conferences
- Quizzes

- Getting Started
- Weekly Modules
- Multimedial Sources
- Class Recordings
- PowerPoint Presentations

zoom June19morning

Watch later Share

LITERATURE OF FOOD

June 19, 2018

MORE VIDEOS

A screenshot of a Zoom meeting. The main window shows a presentation slide titled "LITERATURE OF FOOD" dated "June 19, 2018". The slide has a large black L-shaped graphic on the left and right sides. In the top right corner, there are icons for "Watch later" and "Share". On the right side of the screen, there is a vertical stack of five small video thumbnails showing participants in the meeting. At the bottom left, there is a "MORE VIDEOS" button.

Scholar Blogs

- Online posting of reflection journals
- Can embed images and videos
- Allows online commenting

<https://scholarblogs.emory.edu/noodles/>

Noodle Narratives

Posted on July 27, 2017 by Katerina yau • 0 comment



Since I grew up with eating noodles made by my grandmother while my parents were busy on their jobs, I believe she can be a wonderful interviewee with the quality of volubility and confidence. That I lived with her and was fully emerged in and highly influenced by her view of culture, which perfectly achieves the anthropological concept of culture relativism, can be another reason for her to be my interviewee. She was born and grew up in Jiangxi, China and moved to Hubei province at her 20s. These two places are located in the southern part of China and most of the citizens there eat rice for their daily cuisines. Living in the societies that do not regard noodles as a major dish for almost all of her life, my grandmother can have a distinctive perspective on noodles from those residents in the northern areas of China. During the conversation, curiosity, conversion and nutrition would be the three primary points that summarize her perception of noodles

Conclusions

We discovered the similarities Chinese and Italian cultures share, especially around the emotions and connections created through the act of food preparation and eating together.

Il Posto, Toronto, Ontario

Homemade noodles!



Conclusions

We concluded that food is a way to bridge cultures and maintain connections with the homeland when one is away.

Chef Liu, Atlanta, GA



Imitation of Du Fu's poem "Cold Noodle soup with Sophora Leaves", by Yujing Wang



Emerald green are cucumbers, light purple is the sweet radish,
We shred them and leave them on the cutting board.
Handmade noodles are offered in the supermarket across the street,
They are bathed in cold water instantly after being boiled.
Minced pork is stir-fried with salted soybean sauce,
The toppings are evenly mixed with the noodles after being served.
I eat more, worrying that I may soon say farewell to my hometown.
Pleasant coolness is conveyed by the vegetables of summer,
A thick salty flavor from the sauce rolls on my tongue.
I urge my parents to have a try, proud of the dish I've accomplished.
I wish to bring the ingredients of this recipe when I travel,
Boasting about where I come from when such scent emerges from the kitchen.
My journey is long, I worry if the food could preserve,
But my love is deep and hard to alter.
A bowl of noodle may be trivial,
It's connection with my city renders it irreplaceable.
Oceans away in Emory University,
My fellow students gulp the convenient meals from our cafeteria,
Anytime when I feel nostalgic,
This flavor is crucial for the occasion.