The Stanford Learning Laboratory studied the use of innovative pedagogy and technology in a distributed multi-site course offered by the Stanford University Overseas Studies Program: “Literary Institutions: A Comparative Approach.” 23 students in Paris, Oxford, Berlin, Florence, and Santiago de Chile, and a faculty member based on the home campus used Web-based applications to engage in a collaborative dialogue focusing on team- and project-based learning.

During the second half of the quarter, students spent most of their time conducting in-depth group research projects on literary institutions. Students could chose to work with classmates from their particular overseas campus or with students at other locations.

The data is still under review and a full review of the findings will be made available through the Learning Lab’s home page: http://learninglab.stanford.edu