



University of Massachusetts

AMHERST • BOSTON • DARTMOUTH • LOWELL • WORCESTER • UMASS ONLINE

Information Technology Council Subcommittee on Academic Technology

October 2007

Call for Proposals: ENHANCING LEARNING THROUGH THE USE OF TECHNOLOGY

The University of Massachusetts Information Technology Council Subcommittee on Academic Technology (SAT) invites grant proposals from faculty and staff who wish to explore the use of electronic technologies to improve students' learning and enhance their academic experience. The chief goals of the SAT's grant initiative are as follows:

- To promote effective learning.
- To advance assessment of teaching practices and student learning outcomes.
- To encourage exploration, experimentation, and innovation in teaching and learning with technology.
- To foster the sharing of information, effort, and infrastructure, especially across disciplines and/or campuses.
- To encourage effective use of a variety of instructional technology tools.
- To meet additional goals and requirements particular to each grant category below.

We invite proposals in the following categories:

- **Personal Teaching Improvement (\$2,000 - \$8,000)**
Personal Teaching Improvement awards focus on the instructor's (or instructors') use of technology to enhance teaching and learning at the course level.
- **Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement (\$6,000 - \$25,000)**
Grants for Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement should build on work performed at the University of Massachusetts or elsewhere suggesting the feasibility of larger scale teaching/learning improvement. Technologies involved should show promise for advancing and/or assessing learning outcomes.
- **Research on Teaching and Learning (\$6,000 - \$25,000)**
This initiative will fund projects that involve research on teaching as a scholarly endeavor. Such projects also involve activities that fall under either of the other two grant categories. However, as spelled out below, the investigators will concern themselves more fully with teaching as a scholarly activity, as it is defined by the Carnegie Foundation: it is scholarship that 1) poses a problem about a teaching/learning issue; 2) studies the problem using appropriate methods; 3) applies the results to practice; and 4) communicates results, self-reflects, and invites peer review.

Timeline

- Proposals must be delivered **electronically and in print** to campus Provost's office: **Friday, February 1, 2008**
- Proposals should be delivered to the SAT **electronically** (responsibility of Principal Investigator): **Friday, February 15, 2008**
- Signed cover sheets should be delivered by **post or courier** to President's Office: **Wednesday, February 20, 2008**
- Awards will be determined and notifications made by **Monday, March 31, 2008**
- When grantees have reconfirmed their projects, funds will be transferred to the campuses for expenditures through FY 2009.

Guidelines and Procedures

All Categories

The following parameters apply regardless of grant category.

- Applicants should position their proposals explicitly in the realm of teaching and learning: what problem or issue in teaching and learning does the effort address? How? What are the intended enhancements?
- Proposals should include an assessment plan: What objective indicators, qualitative or quantitative, will be employed to understand the project's effect? How will those indicators be gauged?
- Investigators should consult with and seek assistance from centers for the improvement of teaching and instructional technology support centers on their campuses. The proposal should indicate the nature of such consultation.
- Grant monies will typically support the following:
 - Costs of hardware and software that would not be obtained under normal campus procurement practice;
 - Additional compensation for grant related work performed in the summer;
 - Stipends for graduate or undergraduate student assistance.
- Grant monies will not support course load reductions or non-summer stipends.
- The SAT is especially interested in well formed proposals that involve collaborations across discipline and campus lines

Conditions attached to awards:

- Awardees will submit interim and final reports to the Subcommittee on Academic Technology, and will be asked to share their progress via poster or presentation session at the annual Information Technology Conference in the Spring of 2009.
- Additionally, awardees may be asked to provide information to others through informal consultations, information provided on the Academic Technology website, or other means.

Personal Teaching Improvement

Personal Teaching Improvement Grants may involve individual faculty or groups of faculty who wish to enhance their teaching by undertaking such activities as the following:

- Develop new teaching strategies that take advantage of electronic technology (e.g., substantially revising a course or courses to capitalize on particular features of technology, such as WebCT Vista's tools for faculty and student interaction)
- Develop or explore new technology in support of effective teaching
- The SAT will weigh proposals in this category not only in terms of their intrinsic, one-time feasibility but also their "seed" potential, their likelihood of generating ever more consequential efforts down the road.

Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement

Grants for Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement will typically underwrite larger scale projects involving significant leading edge technologies. These projects should explicitly address cross-campus imperatives as identified in the Subcommittee on Academic Technology's vision and planning document, Academic Technology for Teaching and Learning and the President's Office's strategic priority to "improve the student learning experience at the University of Massachusetts" through more effective use of technology in the classroom and the delivery of student services."

The SAT has identified the following new and evolving technologies as especially worthy of attention in this category, but submissions involving other technologies will be considered:

Assessment of Learning Outcomes Using Technology, Including Electronic Portfolios. Proposals in this area could involve the application of innovative technology to one or more of the following objectives:

- Assessment of learning's nature and extent (as opposed to assigning of grades), and for the measurement of learning improvement
- Assessment that enables further learning e.g., student self assessments, peer editing, practice tests and quizzes
- Encouragement of students to employ constructive learning behaviors, including reflection and self-assessment
- Enhancement of instructor feedback of student work
- Assessment of course or program outcome
- Teaching/Learning Using Blackboard Vista and Associated Course Management and Communication Tools (e.g., Wimba, Turnitin, Refworks, etc.).

Exploration of the use of portable devices that facilitate faculty-student and student interaction through such means as the following: effective feedback to students (e.g., via inking and network technology); effective note taking and marking up for students and faculty; connectivity; portability; real-time analysis and presentation of course material.

Scholarship of Teaching and Learning (\$6,000 – \$25,000)

The SAT is especially interested in proposals that apply a scholarly investigatory strategy to a problem concerning the intersection of information technology with teaching and learning. Such problems might involve assessment of learning outcomes; the relative merits of alternative pedagogical strategies involving academic technology; comparisons of alternate pedagogical methods; discipline-related issues in learning and technology; case studies of innovative teaching; student engagement with particular tools or techniques; or substantial reviews of the literature on teaching, learning, and technology.

The successful proposal will demonstrate a commitment to, and the feasibility of, publishing the project's results in a scholarly, peer reviewed medium. Applications in this category may comfortably reside in other grant categories, with the addition of the emphasis on the scholarly methodology and the intent to publish results. The committee's review will include an assessment of each proposal's capacity to advance the academic community's understanding of the issue at hand, its methodological soundness, and its potential for dissemination through print and/or online media.

Successful applications would clearly indicate the problem posed, the application to the practice of teaching, and evidence of the communication of results to peers.

Preparing and Submitting Your Proposal

Proposal Format

The proposal should include a cover page with the information listed below and up to five pages, double spaced (minimum of size 12 font) covering the remainder of the information about the project. Only the first five pages will be considered if more than five pages are submitted. Letters from the Principal Investigator and other possible investigators are **not** included in the five page limit.

1. COVER PAGE

- a. Project Title
- b. Project Category (Personal Teaching Improvement; Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement; Scholarship of Teaching and Learning)
- c. Principal Investigator: Name, Title, Department, Campus
- d. Other Investigators : Name, Title, Department, Campus
- e. Mailing Address, Electronic Mail Address, and Telephone Number of All Investigators
- f. Total Amount of Funds Requested - please specify distribution by campus (Typical project awards: Personal Teaching Improvement, \$2,000 - \$8,000; Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement, \$6,000 - \$25,000; Scholarship of Teaching and Learning, \$6,000 - \$25,000)
- g. Project Abstract (limit 75 words)
- h. Signature of Investigator's (or Investigators') Department Chair(s) or Program Director(s)
- i. Signature of Investigator's (or Investigators') Dean(s)
- j. Signature of Provost(s)

2. **COVER LETTER FROM PRINCIPAL INVESTIGATOR** conveying the proposal and providing any additional information s/he deems appropriate

3. **LETTERS OF INTENT FROM EACH PROJECT INVESTIGATOR** in addition to the Principal Investigator.

4. **PROJECT NARRATIVE**

The project narrative should define the goals of the project in terms of teaching and learning outcomes, and identify the methodology for achieving those goals. It should describe how this project will support the goals of the appropriate grant category and how the experience gained from this project might be leveraged for external funding in future years.

The narrative should identify resources – campus-based or beyond – that are expected to contribute to the project. The committee will look for indication of the role of campus-based instructional/faculty development offices, technical support personnel, and others whose expertise will be important. The SAT urges applicants to consult with such personnel in the preparation of their proposals.

Critically, the narrative should identify a clear strategy for assessing the project's realization of its goals.

Proposals in the Programmatic, Multidisciplinary, and/or Multicampus Teaching Improvement category should clearly identify the goals, objectives, and nature of participation for all parties involved.

Proposals for grants in the Scholarship of Teaching and Learning category should delineate the investigatory strategy as well as possible venues for dissemination of the study's findings.

5. **PROJECT DELIVERABLE**

In some instances, the nature of the product deliverable will be inherently clear (e.g., a publishable paper for Scholarship of Teaching and Learning projects). In others, it may not. In such cases, a description of the project deliverable should be included. Past grant recipients have created such deliverables as multimedia courseware, distance learning courses, and World Wide Web sites for class material.

6. **PROJECT BUDGET**

All grant expenses must be detailed in this section and directly relate to production of the deliverable.

If this request is part of a larger project, please indicate how the remainder of the funds will be obtained or what portion can be accomplished with the requested amount. Your budget may include outside funding provided written authorization from the appropriate campus official is included in your proposal. Project funding will be available in June 2008 and must be expended by May 2009.

7. **PROJECT TIMETABLE**

Identify milestones in your project. The project must be completed and demonstrable by May 1, 2009. An interim report is due December 15, 2008. The final report is due June 1, 2009.

Proposal Submission

1. Delivery to Campus Provost Office: February 1, 2008

2. Electronic Delivery to President's Office: February 15, 2008

It will be the Principal Investigator's responsibility to assure that the proposal is submitted electronically by 5:00 pm. on February 15, 2008. Proposals received thereafter will be ineligible for consideration. Attach the proposal (preferably in the form of a PDF file, but Microsoft Word 2003 format will also be accepted) to your email message. While a copy of the Cover Page is required at this time, the *signed* cover page will be accepted through February 20, 2008 (see next item).

3. Campus Courier or Postal Delivery of Signed Cover Page: February 20, 2008

Submission Addresses:

Electronic Mail (for the complete proposal, less the cover page):

atgrantfy2009@umassp.edu

Courier or Postal (for the signed cover page)

Academic Technology Grant Proposals

Attention: Mark Schlesinger

University of Massachusetts

225 Franklin Street, 12th Floor

Boston, MA 02110

For additional information, contact:

Mark Schlesinger, Associate Vice President for Academic Technology

Telephone: (617) 287-7102

Email: mschlesinger@umassp.edu