

TEACHING + TECHNOLOGY INITIATIVE FELLOWSHIP PROGRAM

Request for Proposals 2008-09

PURPOSE

The TTI Fellows program aims to promote interdisciplinary discussions of effective teaching and the development of exciting, innovative uses of technology for teaching at the University of Virginia. The program will support up to four instructional fellowships in 2008-09 for well-defined projects that make innovative and effective use of technology for teaching and that show promise for spreading these advances to other faculty members. The program is open to faculty members in any School or Department with proposals to develop undergraduate teaching. Individuals from the professional schools who secure funding from their school to develop graduate courses are also welcome to apply to TTI so that those faculty and projects can benefit from the interdisciplinary interaction of the program. (Past Fellows whose project budgets were supplied by their Schools include Elliott Weiss, Darden; Margo Figgins, Curry; Alf Weaver, Engineering.)

DESCRIPTION OF FELLOWSHIPS

September 2008 – August 2009

Fellows will be provided with the hardware and software as well as the release time (e.g. summer stipend and/or course relief) necessary to complete their projects. Guidance from an Instructional Technology Advisor is also provided. The duration of the fellowship will be 12 months, September 2008 - August 2009. Project budgets should not exceed \$20,000. Proposals that can be accomplished for less than the maximum budget are encouraged as that would allow the possibility of funding more than four projects.

APPLICATION PROCESS

Application instructions are given below and are also available from Deans, Chairs, and the Teaching Resource Center. The guidelines can also be found on the web at <http://tti.virginia.edu>.

Applicants are strongly encouraged to consult with the TTI Instructional Technology Advisors as they develop their proposals. Their names and contact information appear at the end of this document, "TTI Fellowship Program Contact List."

DEADLINE

Applications should be forwarded by email as a PDF or as a Microsoft Word attachment, to the Provost's Office, c/o TTI Fellowship Program, attention Delores Roberts (dbr7a@virginia.edu), The deadline for receipt of proposals is **Monday, February 11, 2008**. As they are received, proposals will be sent for commentary to individual faculty and technical support staff. Those reviews will be forwarded to Chief Information Officer James Hilton and Vice Provost for Academic Programs Milton Adams who will make final funding decisions. TTI Fellows will be announced by the Provost's Office by mid-May. The program will begin with a weekend retreat in September 2008.

NOTE

Any tenure-track assistant professor awarded a fellowship will have the option of delaying the tenure decision for one year. This option recognizes the significant commitment of time involved in the groundbreaking work of these fellowships. Successful applicants who wish to take this option must request it in writing to the Provost and the appropriate Dean before the start of the fellowship period.

SELECTION CRITERIA

Innovation: Particular emphasis will be given to projects that are innovative in nature either because the technology is newly emerging or because that technology has not yet been explored or exploited sufficiently for classroom use here at UVa. UVa is interested in advancing its skill and infrastructure in instructional technology. Examples of emerging technologies which may offer opportunities to enrich teaching are cited in “Emerging Technologies” at the end of this section.

Pedagogical Effectiveness: Projects selected will typically allow instructors to do something better than or other than what is currently being done with traditional technologies. Long-term teaching improvements will generally be foreseen as a result of the project. Applicants are encouraged to include supporting material from the relevant instructional technology and education literature, if available.

Preparation and Feasibility: Where appropriate, precise plans for programming and the use of field-tested software will be described. A timetable for completion and implementation of the project in the instructional program (preferably during the term following the end of the fellowship) should be well thought out and realistic.

Collegiality in Project Development: A TTI Fellowship is more than a solo award. Applicants should indicate a willingness to engage in debate and discussion with other TTI Fellows by participating in the September retreat and monthly meetings that are an essential element of the program. It is probably best not to apply for this Fellowship if travel plans or other commitments will make regular participation difficult. Fellows should also anticipate occasional participation in ongoing campus discussions of instructional technology use.

Plans for Project Dissemination: The proposal should show how the project would impact teaching in the applicant’s school or department and other faculty as well as the Fellow. Projects that develop materials that can be used in other courses and/or that are usable by other faculty members are especially encouraged. The project should be strongly endorsed by the applicant’s school or department, including plans to showcase the work within the department, the University community, and the appropriate professional conferences and journals.

Emerging Technologies:

Although TTI projects are not prescribed in any way and should be developed by you to address your own innovation, what follows are examples of some fairly new technologies which have yet to be explored for potential enrichment of teaching and learning:

Social Networking. Online environments and sites such as Facebook and MySpace have exploded in popularity recently. Can the energy that students expend in these environments be harnessed effectively in classes here at UVa?

Wireless Computing. Emerging and rapidly developing wireless technologies offer great promise in interactive aspects of education. How can we make practical use of one of these technologies?

Mash-up Culture. The ability of students to quickly and effectively re-mix digital information to analyze and comment on their culture has taken the interactive nature of the web to new levels of activity. YouTube and GoogleVideo, for example, offer public exposure to massive amounts of this self-created, re-mixed content. How can the students’ skills be enhanced in this mash-up culture, even as their ability to critique and improve that content is increased?

Creative Commons and Copyleft. There is currently a lot of discussion about creative complements and counters to copyright. How can a course take advantage of those emerging movements to further its own pedagogical aims?

Note: An excellent series of publications by Educause can be found at:

<http://www.educause.edu/7ThingsYouShouldKnowAboutSeries/7495>

These publications succinctly summarize emerging technologies and their impact on pedagogy.

CONSIDERATIONS for SELECTION

The following is offered as clarification of factors considered in reviewing and selecting proposals. James Hilton and Milton Adams will:

- a) seek to fund new approaches and cutting edge pedagogical innovations.
- b) strive for a balance of proposals from the Humanities, Sciences and Social Sciences.
- c) consider pedagogy over technology.
- d) carefully consider the feasibility of the project in light of the currently available instructional environment. (It is recommended that authors consult with the Instructional Technology Advisors to TTI while developing proposals to determine if the project can be accomplished with existing university resources and/or establish that it will require upgraded facilities or systems.)
- e) strive to include excellent proposals regardless of the technical expertise of the proposing faculty member. It is understood that participating faculty members will, with limited instruction and support from the Instructional Technology Advisor, be expected to develop a level of expertise and the technical skills to manage projects themselves, during and following the official grant period, and to integrate these into their teaching and research.

TTI FELLOWSHIP PROGRAM GUIDELINES

Please follow the format (sections I – VIII) given below in creating your proposal. The electronic version of the completed application (in PDF or Word format) should be emailed to the Provost's Office, c/o TTI Fellowship Program, attention Delores Roberts (dbr7a@virginia.edu) to arrive by the deadline, **Monday, February 11, 2008**. Please note that it is the applicant's responsibility to prompt his or her Dean or Chair to complete the electronic Recommendation Form provided here. The completed recommendation may be included in the applicant's proposal or sent directly by the Dean or Chair.

TTI FELLOWSHIP PROGRAM: CHAIR or DEAN RECOMMENDATION FORM

Please return recommendations to the Provost's Office, c/o TTI Fellowship Program, attention Delores Roberts (dbr7a@virginia.edu), by the deadline date, **February 11, 2008**.

Applicant
Department and School
Dean/Chair providing reference

Please give a candid evaluation of this Teaching + Technology Initiative proposal. We will appreciate your assessment of: (1) the project in terms of its importance to the instructional program in your School or Department; (2) the applicant's ability to bring the project to completion during the fellowship period; (3) the likelihood of a long-term impact of the applicant's project on the teaching mission of the School or Department as a whole.

TTI PROPOSAL FORMAT

I. Project Title and Summary Description (about 100 words)

This information should be an "executive summary" describing the TTI project.

II. Innovative Pedagogical Aims of Project (Three page limit)

Please explain how your project will apply technology to enhance or replace existing methodologies for greater over-all teaching effectiveness. Is there existing research that indicates the effectiveness of this approach? What do you regard as the long-term improvements in teaching that will result from your project? Are there ways your fellowship can impact courses other than the one for which your project is designed? Is this approach new in your field, new to UVa or just emerging due to some recent technological innovation?

III. Preparation and Feasibility (Two page limit)

How do you visualize the stages necessary to complete your project during your fellowship year? Will the programming be done by you or will you require a student programmer? If someone other than you will be writing the programs, what plans have been made for ongoing updates and enhancements? What timetable do you envision for completion of the project? When do you anticipate implementing the results of the project in the instructional program of your school or department?

IV. Evaluation and Assessment (Two page limit)

What criteria can be used to evaluate accomplishments during project development (the Fellowship year)? How can the pedagogical effectiveness of the project be measured? What is "success" for this project? Are there existing tools, measures, or benchmarks that could be used in the assessment and evaluation of particular aspects of the project?

V. Collegiality in Project Development (One page limit)

Comment on your expectations regarding interdisciplinary discussions with other TTI Fellows (retreat, monthly meetings, and informal exchanges) during the development and early implementation stages.

VI. Dissemination (One page limit)

Include a plan to make others in your department aware of your TTI work. Do you foresee any applications for your work beyond your department? Are there professional channels (such as specific conferences, workshops, or journals) that would be effective ways to communicate the project to a larger constituency?

VII. Brief Summary of Equipment and Support Needed (One page limit)

What sort of equipment (hardware, software, supplies) is necessary for the success of the project? Are there any anticipated training needs? If graduate assistants or other student employees will be involved, what role will they play?

VIII. Budget (Two page limit)

Provide as precise an outline of your budgetary requirements as possible, using the following guidelines. Project budgets should not exceed \$20,000. Since our annual program budget is fixed, however, proposals for less than the maximum budget are encouraged in order to enable additional projects. General considerations about developing a project budget follow.

Applicants are strongly encouraged to consult the TTI Instructional Technology Advisors for assistance in developing a realistic budget. They will know of existing resources and of personnel who have expertise in particular areas. Contact information for ITAs is given below.

There is no standard range for a TTI budget. Projects have varied in scope and cost. It is appropriate to request funds for hardware, software, labor support, course release, and summer stipend (capped at \$5,000). Some departments have contributed in one or more of those categories, though co-funding is not a requirement. Our recent experience indicates that often the most crucial parts of the budget are funds for labor involved with: adding value to digitized materials, such as photographs, slides, sound, video, etc.; the development of interactive software components or tools; web page creation; media acquisition; programming

TTI FELLOWSHIP PROGRAM CONTACT LIST

Instructional Technology Advisors to TTI Fellows

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TRC Consultant to TTI
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Teaching Resource Center
24 E. Range, Hotel D, 2-2867

Manager of Instructional Technology

PREVIOUS TTI FELLOWS

School/Department, Fellow, Year:

Anthropology, J. David Sapir, 1997	Art, John J. Dobbins, 1997
Anthropology, Rachel Most/Stephen Plog, 2002	Art, Lawrence Goedde/Leslie Rahuba, 1999
Architecture, Kirk Martini, 1995 and 2002	Art, Daniel Ehnбом/Andrea Douglas, 2004
Architecture, John Quale, 2006	Asian & M.E. Languages & Literatures, Robert Heuckstedt/Rachel Saury, 2001
Architecture, Earl Mark, 1996	Asian & M.E. Languages & Literatures, Tomoko Marshall, 2002
Architecture (Landscape), Reuben Rainey, 1996	Astronomy, Edward Murphy, 2002
Architecture (Landscape), Kathy Poole, 1997	Chemistry, Francis A. Carey, 1995
Architecture, Peter Waldman, 2001	Chemistry, Charles Grisham, 1996
Architecture, William Sherman, 2002	Chemistry, Charles Grisham/John Lloyd, 2004
Art, Marion Roberts, 1996	
Art, James Hagan, 1997	

Chemistry, Brooks Pate, 1996
 Chemistry, Richard Sundberg, 2003
 Classics, Mark Morford (emeritus), 1996
 Curry School of Education, Glen Bull, 1996
 Curry School of Education, Margo Figgins/Carl Young, 2001
 Curry School of Education, John Lloyd/Charles Grisham, 2004
 Curry School of Education, Kristin Sayeski, 2005
 Darden Business School, Elliott N. Weiss, 1997
 Drama, Kathryn Rohe, 1996
 Drama, R. Lee Kennedy, 1999
 Drama, Tom Bloom, 2000
 Engineering (CS), Jörg Liebeherr, 1995
 Engineering (CS), David Luebke, 2001
 Engineering (CS), Alfred Weaver, 2002
 Engineering (EE), Zongli Lin, 2001
 Engineering (Elec&Com), Paxton Marshall, 2006
 Engineering (MANE), Larry G. Richards, 1995
 Engineering (MANE), Robert J. Ribando, 1995
 Engineering (Mech&Aero) Edward Berger/ Silvia Blemker, 2007
 Engineering (TCC), Michael Gorman, 1996
 English (American Studies), Alan Howard, 1997
 English, Michael H. Levenson, 1995
 English, John M. Unsworth, 1999
 Environmental Sci., Jeffrey Raffensperger, 1995
 Environmental Science, Wallace Reed, 1996
 French, Janet R. Horne, 1997
 French, Roland H. Simon, 1999
 French, Kandioura Drame, 2003
 French, Cheryl Krueger, 2005
 History, Brian Balogh, 1996
 History, Edward Ayers/William Thomas III, 1997
 History, Phyllis Leffler, 2000
 Math, Jeff Holt, 2000
 Music, Scott DeVeaux, 2004
 Music, Matthew Burtner, 2007
 Nursing, Sarah P. Farrell, 1997
 Physics, Stephen T. Thornton, 1997
 Physics, Louis Bloomfield, 2001
 Physics, Michael Fowler, 2002
 Psychology, Michael Kubovy, 1995
 Psychology, Charlotte Patterson, 1996
 Psychology, Stacey Sinclair, 2004
 Religious Studies, Benjamin C. Ray, 1995
 Religious Studies, Abdulaziz Sachedina, 1999
 Religious Studies, David Germano, 2001
 Slavic Languages and Literatures, Karen Ryan, 1997
 Slavic Languages and Literatures, Natalie Kononenko, 2000
 Sociology, Charles Denk/Douglas Loyd, 1995
 Sociology, Jeffrey K. Hadden, 1995
 Spanish, Italian, and Portuguese, Cristina della Coletta, 2000
 Spanish, Italian, and Portuguese, Emily Scida, 2005