

New Pedagogies, New Technologies: Learning Spaces in the 21st Century Request for Proposals

Introduction

Indiana University Bloomington seeks innovative proposals for curricular revision, learning space enhancement, and assessment that can demonstrate improved learning outcomes.

The competition focuses on how best to combine pedagogy, information technology, and physical and virtual space, to enhance learner success,¹ and offers funding to support a holistic, transformative course or curriculum redesign process that includes rethinking how courses are taught, how technology can enhance the teaching and learning processes, and how classroom and learning space designs can support these new teaching practices. Learning spaces can have significant impact on teaching and learning through an influence on learner expectations and the enablement of various instructional methods. Technology can facilitate participation and collaboration, bring in experts from around the world, and support exploration of virtual worlds.

University Information Technology Services (UITS) and Office of the Vice Provost for Undergraduate Education (OVPUE) will also support this initiative through pedagogical and technical consultation and collaboration provided by the Campus Teaching and Learning Spaces Committee, UITS Teaching and Learning Technologies Centers (TLTC) and Classroom Technology Services (CTS), Campus Instructional Consulting (CIC) and, where relevant, the Campus Writing Program (CWP) and the Office of Service Learning (OSL).

Review Criteria

Successful proposals will likely include many of these elements:

- Holistic course transformation, involving the curriculum, instructional methods, learning, technology and thoughtful classroom design.
- An evolutionary, high-impact plan that addresses a large or multi-section undergraduate course, or a sequence of courses, offered on a regular basis.
- Integrated use of assistive technologies to support visual, collaborative, active and interactive learning.
- Coherent use of the ePortfolio to document evidence of student learning gains and to inform future development of teaching.
- Engaged approaches to teaching that are scaleable and sustainable.
- Evidence of support for the proposal (including a commitment of financial support) from the originating department and/or school.
- Total combined enrollment across course sections of no fewer than 100 in each semester (fall and spring). Proposals to develop a new course/sequence of courses will also be considered, provided they meet the minimum student enrollment criteria.

¹ Oblinger, D.G. (2006). Learning Spaces. *Educause*.

Successful proposals will involve innovative pedagogies which combine learning technologies and the physical space. Ideas should not be constrained by existing classrooms or learning spaces, as transformed or new spaces may be created for outstanding proposals. Ideally, the transformed course and space will be:

- Bold – looking beyond tried and tested technologies and pedagogies
- Supportive –developing the potential of all learners
- Flexible –accommodating both current and evolving pedagogies
- Future-proofed –enabling space to be re-allocated and reconfigured
- Creative –energizing and inspiring learners and tutors
- Enterprising – making each space capable of supporting different purposes.²

Eligibility

All full-time faculty at Indiana University Bloomington are eligible with preference given to tenure-track/tenured faculty. Adjunct and part-time faculty applying independently must be able to demonstrate a successful and sustained teaching record at IU. (Adjunct/part-time instructors may also be part of a team headed by a full-time faculty member).

Evaluation and Dissemination Plan

The purpose of these grants is to improve student learning by drawing on and contributing to what is known about *how* students learn. The proposals must provide a plan for evaluating the project and for disseminating the findings within IU and to the larger academic community.

Review Process

The proposals will be reviewed by a committee of faculty, administrators, and professional staff . Applicants will be notified about the results of the selection process approximately four weeks after the proposed deadline. Reviewers may request interviews with faculty applicants if needed.

Timeline

Information sessions will be held on the following dates to provide interested faculty, schools, and departments with more information about the grant program:

October 12, 10:00-11:00 am (Wells Library, Room 305)

October 13, 2:00-3:00 pm (Wells Library, Room 305)

Throughout the fall semester, the TLTC and CIC will be available to consult with faculty, schools, and departments as they develop their proposals. These additional resources will be

² “Designing Spaces for Effective Learning: A Guide to 21st Century Learning Spaces” Higher Education Funding Council for England (2006)

made available in order to increase awareness of the new and emerging technologies available to support course and curricular transformation and to guide faculty in their choice of pedagogical strategies, curricular or course design and concomitant reflection on learning spaces and their configuration.

Final grant proposals will be due by 5 p.m. on January 26, 2010. Grants will be awarded in mid-February 2010. Winning teams will have the opportunity to design their innovative learning space and teach their “transformed” courses in these spaces during (and beyond) the Fall 2010 semester.

For general questions about the RFP process, please send an email to newpedagogies@oncourse.iu.edu

Proposal Support

Specific support available to grant recipients includes:

- Instructional design assistance, including assistance with ePortfolio, and other technologies that support teaching and learning
- Digital/multimedia production support
- Consultation /support on physical learning space (learning environment) redesign, to include classroom technology and furniture/class layout options

Funding

Funding for the technology innovation in classrooms and/or informal learning spaces will be provided by UITS. The budget for classroom technology and/or informal learning spaces is not required as part of the budget justification in the proposal, but we strongly recommend that applicants consult with UITS and TLTC to assess space and costs for IT needs.

Funding for course development and/or faculty release time will be provided by OVPUE. The amount of funds to be awarded for course development and/or release time is expected to be in the range of \$7.5K-\$20K for each funded project, depending on the scale of the project. Funds may be requested to support course buyouts, summer stipends, graduate student support or related expenses.

Successful projects will provide a plan for sustaining efforts beyond those described in the project proposal. One or two projects are expected to be funded this year.

Proposals that include additional or matching funds from the department and/or school and those that demonstrate sustainability beyond the initial faculty will be preferred.

Proposal Guidelines

After consultation, applicants should be able to answer such questions as:

- What are the current teaching and learning challenges for the course?

- What major learning objectives of the course are not being met?
- How would you describe this project?
- What is an appropriate timeline for the “evolution” of the course (i.e. timeline for the grant)?
- How much course release time is being requested for faculty involvement in the grant?
- What are the desired learning outcomes/measures of student learning?
- What out-of-class activities might be considered?
- What other courses (within or external to the course program/department) might integrate/benefit from the course evolution?
- What technologies are being currently used effectively in the course?
- How will the project efforts be sustained beyond the project timeline?

Proposal narratives, including budget, budget justification and bibliography, must be limited to no more than five pages, single-spaced. Preferred page margins of 1" from the top and 1" from the bottom of the page, and 1.25" from the left and right sides of the page should be used. Preferred 12 point fonts in Times New Roman or similar font style are expected.

Proposals must be submitted electronically in MS Word or PDF and include an attached curriculum vitae and letters of endorsement from the applicant's departmental chair and/or dean. Letters of support do not require original signatures but should be sent from the author's e-mail account. All documents should be emailed to newpedagogies@oncourse.iu.edu by 5 p.m. on January 26, 2010.

What are some examples of innovative course, curricular and classroom transformations?

- An introductory anthropology course asks student teams to work collaboratively in analyzing different objects. The instructor wants to simulate an in-the-field archaeological dig, so projects a large wide-screen image of the site, with specific areas of the “site” assigned to each group; thus, each student team can work in its own section of the “dig”, but still have visual access to the other groups. Each group also has the ability to digitally capture their analysis for later distribution.
- An instructor wants to demonstrate principles of clinical psychology, with a small group of students role-playing as experimenters and participants, while the rest of the class observes live from a remote location. A smaller room is equipped with cameras so the interactions of the role-playing students can be heard/seen in the larger classroom. The instructor is privately able to communicate with the role-playing students via an iTouch, which the role-playing students are also using to capture their notes on the “experiment.”
- An instructor in a creative writing course wants to encourage in-class group work, where students peer review rough drafts of their classmate’s stories. Furniture in the room is light-weight and easily maneuverable, with electronic whiteboards also placed on movable platforms. Students can then break into small groups, and position the furniture/equipment to their liking.
- A mathematics instructor wishes to move freely about the room while groups of students are working on a problem, so he/she can use a tablet PC to write notes about each group’s work for later discussion with the entire class. The students are also utilizing tablet PCs to work collaboratively on the problem; when the instructor works with an individual group, he/she can then “join” this electronic collaboration using his/her tablet PC, offering comments as well as

simultaneously capturing the work of each group for later review.

- An instructor of a class on modern art wants to annotate “live” classroom notes across a projected image. Using a smart pen, either connected to an installed classroom workstation or his/her tablet PC, the instructor “writes” across the image, with the marked-up image being stored for later review by the students.
- As part of a course on landscape design, an instructor wants to simulate a work area in the physical classroom. Using wide-screen projection, the work area is projected to scale, and this same work area image is visible on student laptops/tablet PC’s. As students draw on their laptops/tablet PC’s, their work is instantly viewable on the projected larger image, and in the “spot” where they are drawing.
- A journalism instructor wishes to simulate a “breaking news” situation, where students are asked to quickly incorporate specific details about the event as they are occurring. For this exercise, all but a selected group of students in the course are asked to join the class through a virtual classroom. (All students will play both roles, over the course of the semester). The remote group is to serve as the “audience” for the breaking news story, while the classroom group acts as the news center. Utilizing an online collaboration environment such as Adobe Connect, and taking advantage of video/audio streaming capabilities that installed classroom equipment provides, the classroom students “broadcast” the story to their remote classmates.
- A music instructor, in a lecture on composition, wants to demonstrate to students the effect of adding different instruments, and to do so “live” in the classroom. The classroom computer is equipped with a touch screen that allows her immediate access to multimedia files not just on her USB thumb drive, but potentially anywhere on the university network. As he/she accesses each file, it becomes a kind of “virtual sticky note” on the display that can be organized in any fashion desired. The resulting composition can be saved/shared with his/her students.
- A sociology instructor teaching a writing-intensive 200-level course wants students to work online on writing assignments in class, and to participate in all-class discussions of course reading material. The classroom is equipped in the center with an open-square arrangement of tables and chairs so that 25 students face one another for discussion. Tables can be separated for smaller group work as well. On the perimeter of the room are computer stations to accommodate in-class group online research or individual writing time, and the room has a printer and multi-user projection for sharing drafts. Chairs are easily moveable so that students can slide between work at the computers and discussion in the center space. The instructor is able to move freely within the open-square and to move from computer station to station. Lining only the walls with monitors keeps students from using the computers off-task during discussion, preventing a problem common in classrooms that have only front-facing monitors.