Application for College of Liberal Arts
Summer Institute for Instructional Technology Innovation

1 – 5 June 2009 (with weekly follow ups through June)

The College of Liberal Arts in conjunction with Instructional Technology Services, the Center for Teaching Excellence, and the University Writing Center will offer a Summer Institute for Instructional Technology Innovation for faculty who want to incorporate new instructional technology appropriate for their teaching goals. Up to six faculty members in the College will be selected, with their Department Head's approval, and will receive a $3,000 professional bursary, of which the College will provide $2,500 to each faculty member and their department provides another $500 (your business officer can provide details about how you can use the bursary). Faculty members' proposals will be selected competitively based on:

- Innovativeness (some realistic examples are listed on the next page)
- Impact on students (e.g., affects large classes or can be adopted over the curriculum)

Institute Information (1 – 5 June in the mornings, with follow-ups through 26 June 2009): During the first week, the institute staff and University representatives will provide 15 contact hours of appropriate background material related to instructional technology and pedagogy. During each of the following three weeks, an institute staff member or technician will be able to meet with you at ITS or wherever you work on campus to assist you for an hour each week. There will also be weekly meetings for technical or pedagogical issues that you might have and project progress briefings through 26 June 2009. Instructional Technology Services (004 HELD) will be open from 8 AM until 5 PM every business day for you to work in their labs, too.

Part 1: Application Information

Please turn this form and your proposal in to your **department head** by Tuesday, 21 April 2009
[Endorsement from departments must be returned to Stephen Balfour (MS 4223) by **Wednesday 29 April 2009**]

Name_____ Course(s) affected_____

Part 2: Detailed Description

Please attach a project proposal (up to two pages) with attention to the following areas:

- **Pedagogical Aims**: What are your goals for student learning in the course you intend to enhance with technology? How will the technology help you to meet these goals?
- **Technology to be used**: What resources will you need to accomplish your goals?
- **Plans for Implementation**: How do you plan to implement your project in the fall or spring semester?
- **Plans for Assessment**: What are the criteria that you might use to evaluate student learning that may have been affected by the introduction of technology? How might the success of your project be measured?

Some Examples

Changing Class Communication Patterns to Enhance Learning. Information technology tools have changed the way that humans communicate with each other. From the tried-and-true technology of e-mail, to the new and wild wikis (web pages anyone can change) to web-based forms for collecting data, there are many new ways to communicate and collaborate. In what ways could you implement a Listserv, instant messaging, or the technologies above to enhance the learning environment for your students? What additional skills might they be able to learn with these technologies? How might all of this restructure your course?

Language Learning. A language professor may want to increase students' ability to be interactive with their developing linguistic skills. That professor could incorporate an extended series of on-line chat sessions using instant messaging, NetMeeting or Centra software between the students and native speakers from other nations. Students could record their chat sessions and save them as a text file to be included in a portfolio for review at the end of the term. Using shared application features such as Whiteboard, the students are encouraged to host 'Pictionary' sessions. All of these on-line sessions increase students' out of class exposure to the language in a format different from that of the typical language lab.

Writing in Large Sections. The Calibrated Peer Review system (http://cpr.molsci.ucla.edu/) developed at UCLA allows students to write and then review the peers' writing based on some evaluation questions and training. This activity lets students analyze and evaluate material as well as demonstrate comprehension and application. A faculty member may wish to develop four writing assignments for large section courses using the Calibrated Peer Review system.

Immediate Personalized Feedback. The world-wide web is necessarily an interactive experience which means that it can be used to give immediate feedback about choices students select during online practice exercises. A professor could develop an on-line tutorial which records the set of a student's responses and presents situations according to all of that student's past choices; eventually assisting the student in finding the correct solution based on hints or tips. Such an on-line decision tree might be helpful in learning a complex theory or process.

Animating the Tough Stuff. Many professors can identify the five or seven most difficult concepts they teach in their course. A professor may wish to create online, dynamic animations with interactive video to assist students in learning those tough concepts. Adobe's Flash program may be the tool for creating these interactive animations—it allows students to manipulate parameters and graphically see the results based on theories or processes.

Intellectual Property Rules for the Summer Institute

The overarching principle of the summer institute is to assist faculty members as they begin creating their own technology mediated instructional materials. Thus, although Texas A&M University Rule 17.02.02M1 (http://rules-saps.tamu.edu/PDFs/17.02.02.M1.pdf) governs the creating of Technology Mediated Instructional Materials with substantial support, the College of Liberal Arts will grant the participants the non-exclusive rights to use, distribute for non-profit use, and ability to make derivative works from the products of the institute.

Please e-mail any questions or ideas regarding this or any other instructional technology issue to Stephen Balfour at balfour@tamu.edu.