Call for Proposals
Grants for Experimentation in Teaching (GET)
For Spring 2016
Proposals due December 13, 2015

PURPOSE

The purpose of the UTLC Grants for Experimentation in Teaching (GET) program is to promote a more vibrant culture of experimentation and to improve the design and teaching of GW courses. We wish to encourage the prototyping and trial of small- to medium-sized changes in teaching approaches and the collection of data to see how those experiences affected relevant outcomes.

We invite imagination.

Experiments can be big or small; it is the process of intentional teaching that counts!

Generating feedback as you teach has been shown to help instructors and students alike. So, applicants should propose a change in their teaching approach and how they will gauge if the change worked. A few ideas are suggested below; we are happy to discuss other options before proposals are due.

Participation in this program can have added benefits. For some faculty, it could translate into research on teaching that can be reported in annual reports for tenure and promotion and published articles. And grantees will be invited to present their findings and methodology at Teaching Day 2016.

We encourage applications from those who have not had a research program before and are looking to enter into one. Faculty who have participated in the UTLC’s Course Design Institute or the Learning Community for Junior Faculty (FLC, Jr.) are particularly encouraged to apply in order to build on concepts and ideas from those programs.

For the Spring 2016 award period, a total of $10,000 is available to fund projects in the following categories:

**Course Design Improvement:** This funding is to support changes in the overall design of a course and the study of how and to what extent change generated improvements in student learning, student motivation, or faculty satisfaction with their teaching. Examples of a course change are the addition of a course-long project, regular use of feedback practices like reading quizzes, or adoption of a flipped classroom approach. Examples of how these could be assessed include grade comparisons, short end- or beginning-of-class student feedback, student focus groups, or concept tests. Applicants may request $500-$4,000.

**Assignment Design Improvement:** This funding is to support faculty who want to focus on a particular assignment approach they use in one or several courses. It can be used to initiate a new assignment or to extend an existing approach and then to assess if and how the assignment worked. Examples include team contracts for a group project or introducing phases into the writing
of a paper or project (as scaffolding for student learning). Examples of how these could be assessed are the same as for course design. Applicants may request $500 - $2,000.

RULES OF ENGAGEMENT

• The principal investigator must be a fulltime GW faculty member who is teaching in spring 2016.
• Eligible expenses include but are not limited to: hiring of research assistance, consulting or data-analysis fees, research equipment, supplies. Grants will be provided as operating funds through the faculty member’s department, not as compensation for the researcher.
• Ineligible projects & expenses (not exhaustive list):
  Dissertation research, conference/institute travel and fees, an individual’s scholarship, payments for entertainment, alcohol, gift cards, routine operation expenses and wages, purchasing of equipment for personal use, funds for the production of commercial items.
• Funds are for the current budget year 2016.

PROPOSAL REVIEW & EVALUATION CRITERIA

All grants will be reviewed in full and awarded at the discretion of the University Teaching and Learning Center. The focus will be on how well the intervention and ideas for measuring if and how an intervention worked are explained and, when possible, supported from literature or the experiments of others. If you have questions or would like assistance developing a proposal, please contact Patricia Dinneen, the UTLC’s director at pdinneen@gwu.edu. We wish to invite interesting ideas about how to generate data, qualitative or quantitative, that can provide substantive student feedback to instructors above and beyond what can be gleaned from student evaluations.

SUBMITTING YOUR PROPOSAL - Project Proposal Outline (include all of the following sections)

1) Overview
   a) Names, titles and affiliations, and contact information for the principal investigator and all co-investigators.
   b) Proposal category: Course Design Improvement or Assignment Design improvement
   c) Abstract of 250 words describing the project.

2) Importance of the Project (up to 750 words): Fundable proposals will successfully argue for the centrality or critical nature of the issue addressed. Proposals must have a clear problem statement that outlines what issue the intervention will address with the funds from the UTLC grant. The text should include a brief literature review or description of similar experiments others have tried. It must clearly indicate how this project will gauge if and how intended changes, to a course or assignment, are to be measured and communicated. Strong proposals will have potential relevance for other GW faculty and courses. Cross-course or cross-disciplinary projects are encouraged, especially for a larger grant award, but not required.

3) Project Design: (up to 2000 words) In addition to the problem statement, each proposal must include the following:
a) Project objectives: Explicit objectives for the project that are clearly tied to the problem statement. Include description of products to be generated.

b) Feedback approach: Qualitative and/or quantitative data that will be generated on if and how the intervention worked.

c) Project timeline: Describe how the change will be implemented during Spring 2016.

d) Project staff and responsibilities: Brief description of who will work on the project and their responsibilities.

4) Timeline: (up to 500 words): Provide a proposed timeline sufficient to achieve objectives.

5) Budget and justification: (up to 500 words) Each item in the budget should be associated with an amount. The amounts should be reasonable and the outlined expenses should be directly relevant to meeting the project objectives outlined above.

6) Vita and Probability of Success. We also ask for a vita that should include any previous publications or presentations on teaching and your topic of study. Evidence of past experience with the experimental approach or the teaching approach is highly desired.

7) Agreement. To be considered for a grant, in addition to meeting the above requirements, principal investigators must include the following statement: “I have read the above criteria for the UTLC Grants for Teaching Experimentation (GET) program and am eligible to receive this grant. I am also prepared to share my approach and results with others at GW.”

AWARDEE EXPECTATIONS. All recipients are expected to:

• Conduct the research as proposed, to the best of their ability, and keep the UTLC Director apprised of changes that might need to be made in their plans.

• Submit a proposal for a Teaching Day Faculty-led Session and/or a publishable account of the research for distribution internally at GW.

• Keep the UTLC Director informed of IRB status if Internal Review Board approval is advised.

• Provide a brief mid-semester report by March 14, 2016.

• Submit a one-page final report that describes: a) overview of the project activities, b) summary of results for the project, and c) summary research results, by August 1, 2016.

• Acknowledge the funding from UTLC when collecting data, and presenting and publishing the findings.

GRANT SUBMISSION PROCESS

• Follow the Proposal Outline described above

• Proposal due date: Proposals must be received by 11:59 PM EST, December 13, 2015

• Proposals accepted as Word or PDF documents

• Document naming convention: Principal Investigator’s Surname

• E-mail your proposal to the UTLC Director Patricia Dinneen: pdinneen@gwu.edu

• Use subject heading: GET Proposal

• Applicants will be notified of the decision by December 22, 2015