



Course:

Instructor Name:

Semester(s) offered:

Campuses offered:

Large Course Redesign Grant Proposal

The University of Connecticut Center for Excellence in Teaching and Learning (CETL) invites participation in a university-wide initiative to redesign large-enrollment courses using technology-supported active learning strategies to “change the course of learning.”

The Large Course Redesign Grant Initiative is aimed at “making large courses feel small” through the integration of pedagogy with technology. The initiative will identify opportunities to improve mastery of learning outcomes in entire courses with 100 or more students with an identifiable academic problem or opportunity by advancing active learning, integrating educational technology, and maximizing resources. Success of the grant initiative is measured through assessment of student outcomes, resolution or reduction in academic problem, and demonstration of integration of active learning and educational technology.

To assist us in determining if a course is a good fit for the Large Course Redesign Grant Initiative, CETL is seeking detailed information about the course. We hope you are interested in being considered for the grant initiative and will provide us with this valuable information to guide our decision.

Please answer the following questions below with your initial thoughts on improving and measuring outcomes in each of these areas identified in the Large Course Redesign Grant Initiative. Please use as much space as necessary to provide a complete picture of the course.

Why do you want to redesign the course?

Identifiable academic problem or opportunity: Courses selected to be redesigned should face an identifiable academic problem (e.g., low successful completion rates), a resource problem (e.g., an inability to meet demand based on current resources), or a faculty aspiration to improve learning effectiveness and outcomes, or a combination of multiple problems or opportunities. What

identifiable academic problem or opportunity does this course currently have? What do students struggle with most in the course? What evidence do you have?

Whole course redesign: In each case, the whole course--rather than a single class or section--is redesigned.

-How will you ensure the whole course is redesigned? (Please be sure to consider how all sections in Storrs and regional campuses will be redesigned)

-What current challenges exist in the course that will need resolution in order to design all sections? (e.g., Multiple faculty, combined HuskyCT sections, variation across regional campuses, classroom access, enrollment issues)

Advancing active learning: The redesign project should make the teaching-learning enterprise significantly more active and learner-centered through the use of different classroom techniques or pedagogy (such as hybrid/blended courses or problem-based learning). How will you advance active learning?

Integrated educational technology: Instructional equipment, instructional software and/or web-based learning resources assume an important role in engaging students with course content. Resources include tutorials, exercises and low-stakes quizzes that provide frequent practice, feedback, and reinforcement of course concepts. How will you integrate technology?

Mastery of learning: The redesign projects include assessment of student achievement of predefined learning outcomes. Do you have predefined learning outcomes/learning objectives? Do you spell out your learning objectives for your students to make learning transparent?

EXEMPLARS and INNOVATORS

While instructional designers can offer ideas and guidance on best practices, faculty often have seen successful innovation while reading pedagogy-related literature or at regional or national conferences. As part of the planning process, the faculty member leading the redesign will have the opportunity to participate in an inquiry and learning phase. During this phase, faculty will evaluate how other institutions have made advances in teaching in your discipline or a similar discipline. Please thoughtfully reply to these prompts about teaching exemplars and innovators in your discipline. Please use as much space as necessary to provide a complete picture of the course.

1. Education-related literature

Please provide findings from discipline-specific or discipline-related literature from other institutions showing exemplars and innovators about which you are interested in learning more. Explain what interests you about

these exemplars and innovators. Whenever possible, please provide links to the resources so our instructional designers can also read them.

2. Case-studies or anecdotal information

Occasionally faculty have heard about institutions or faculty at other institutions who are serving as innovators and exemplars in teaching in your discipline or similar discipline but have not published their findings yet.

Please provide information about these institutions or faculty and what they are doing that interests you.