

**Title III Grant, Strengthening Institutions Program
Faculty Innovations in Learning Project Proposal 2007-08**

The Title III Grant provides \$500.00 stipends for **faculty groups** who work together to **redesign or develop a new learning community or cohort which integrates active, collaborative and/or technology assisted learning methodologies* and assessments**. Each faculty member working on a project is eligible to receive a \$500.00 stipend.

Individual faculty Innovation Project stipends are also available. Faculty are encouraged to **develop a learning module demonstrating an active, collaborative or technology assisted learning methodology**, e.g., how to create a podcast, videostreaming or other. This module will be placed in Web CT 6 or on the Staff Development web site for other faculty to use as a reference tool on learning/teaching strategies.

The **ultimate goal is to foster *student engagement and success in achieving student learning outcomes (SLOs)*** through the development and implementation of expertise in new learning practices and improvements. Creativity and innovation as well as collaboration among faculty are encouraged to meet students' unique needs.

Thirty stipends will be available during the 2007-08 academic year. To apply, please include the following information in your request for Title III Project Funds:

1. Project Description (include title, purpose, and scope of project; indicate how your project fosters student engagement and success in achieving SLOs)

Online Orientation – PD 101

Beginning with the class of Spring 2008 the counseling department will orient new students through PD 101, a class, rather than through the traditional 2-3 hour orientation program. We hope the class option will better enable students to get the information and resources needed to be successful in college.

I would like to create and offer this class on-line to give students another option for taking PD 101. This class will allow students the flexibility needed to take advantage of our Personal Development orientation class option, connect with a counselor and have all their questions answered before they begin taking classes at Ohlone.

We hope the orientation class option helps us retain students who would have typically gone through the orientation program and then failed to enroll in classes.

2. Project Outcomes (Student Centered)

Students going through the PD 101 orientation option will be able to employ self-management skills needed to attain academic goals and demonstrate the ability to research and identify college resources.

3. Assessment Strategies

Counselors will work with students to ensure they have registered for the appropriate courses necessary to attain their academic goals. By choosing classes, developing an education plan and enrolling in classes students will illustrate whether or not they have sufficiently mastered these skills.

4. Project Implementation Timeline

I plan to create this class and have it ready for students to enroll in by November 2008.
(yikes)

5. Faculty Responsible for Development and Implementation

Jennifer Harper

6. Technology and Software Requirements; Distribution (If needed; additional funds *may* be available for department technology needs)

I will request a WebCT course shell to begin development of this course.

Send completed project proposal to Deb Parziale, Activity Coordinator. The Title III Project Team will review the applications as received and award the stipends as merited. There is no application deadline. This will be an ongoing opportunity as long as funds are available.

Stipends will be paid upon completion of the following:

For Group Projects: Write a short summary of your completed project. Describe project activities, assessment, outcomes, and recommendations. Update Official Course Outline with revisions made as an outcome of your project, as needed.

For Individual Projects: Please submit your completed Learning Module.

Title III Grant Operational Definitions

These definitions were developed from review of the feedback from the faculty survey conducted in February 2006 in collaboration with the Learning College Task Force.

***Active and/or Collaborative Learning**

Active learning engages students in projects and/or activities that involve doing something to construct new meaning. One example is to define a problem/need and then find a solution. These activities involve the instructor working along with the students as a guide, facilitator, and co-contributor. Students are responsible and accountable for their own learning and can work independently or in groups. As student participation in activities and projects increases and dialog increases, faculty time giving lectures greatly decreases. Students are discovering rather

than being given the information. The instructor and students become colleagues in learning.

Collaborative learning involves students working with other students and faculty in one course or in more than one course across the disciplines, e.g., learning community. Collaborative learning involves both students and instructors as co-creators of new meanings or new knowledge. The success of these collaborations is dependent upon the contributions of every participant. Collaborative learning is often a key component of active learning, yet can also be used in quick short-term activities to review concepts or teach new ones. Faculty and staff also participate in collaborative learning through their participation in learning communities. Collaborative learning promotes interaction, interdependence and teamwork.

***Technology-Assisted Learning**

Technology-assisted learning incorporates appropriate technology (hardware and/or software) into a course for the primary purposes of facilitating learning and engaging students. The intent here is not just the act of using technology, but how and why it is used.

A goal is for faculty to use technology-assisted learning in a way that is “new” for them. For some this may mean using technology for the first time or creating a hybrid or online course. For others who use technology regularly, this may mean using a different creative approach. It is expected that, if technology is a subject of study within a course, then "technology-assisted learning" would incorporate additional technologies or would approach the technology in a different way than would be automatically expected as part of the course material.