CENTER FOR TEACHING EFFECTIVENESS www.udel.edu/cte/
GENERAL EDUCATION INITIATIVE www.udel.edu/ugs/gened/
INFORMATION TECHNOLOGIES www.udel.edu/present/

2007-2008 Instructional Grants
**Projects which advance the General Education Goals by means of
Instructionally-Enhanced and/or Technology-Enhanced Course Redesign**

TEMPLATE FOR FINAL PROPOSALS
Final Proposal Deadline: Sunday, February 18, 2007

All final proposals should be electronically submitted as a Microsoft Word attachment by email: *mailto:instructional-grant@udel.edu*. Notice of receipt of final proposals will follow via email. Proposals will be reviewed by Center for Teaching Effectiveness and Information Technologies.

Title of Project	Student Multimedia Design Projects: Going Abroad		
Principal Investigator	Monika Shafi		
Rank	Director of Women's Studies and Elias Ahuja Professor, Foreign Language & Literatures	**E-mail**	mshafi@udel.edu
Department	Women's Studies		
Co-investigator(s)	Carolyn Bitzer		
Rank	Supplementary Faculty	**E-mail**	cbitzer@udel.edu
Department	Women's Studies		
x ☐	***This project has been discussed with all department chairs of the Principal Investigator and Co-Investigator(s).***		

Nature of Project. Project will advance the following General Education Goal. *(select only one)*	
	Capstone – Goal # 7 is given priority in review of grant projects.
	Quantitative Reasoning – Goal # 1 is given priority in review of grant projects.
x	Student Multimedia Design Center – Goal # 1 is given priority in review of grant projects.
	Academic and Student Affairs – Goal # 7 is given priority in review of grant projects.
	Other *(please specify)* – Meritorious grant projects strongly supporting **one** General Education Goal will be considered.
To advance the above **General Education Goal**, this project will use. *(select as appropriate)*	
x	Problem-based Learning
x	Active Learning Approaches, e.g., case studies, collaborative learning
x	Technology, e.g., WebCT, multimedia, emerging technology
	Other *(please specify)*

Course Number	Course Title	Semester(s) Offered in 2007-08	Est. Students Per Semester	Percent Major
WOM S 250	Topics in International Women's Studies: India	Winter 2008	12-18	
WOM S 202	Introduction to International Women's Studies: India	Winter 2008	12-18	

Course fulfills the following University/College/Department requirements.

These courses both fulfill multicultural requirements.

1. Description of Project *(2 page limit)*
Please describe nature of your project, stating the instructional problem(s) to be solved.

      a. *How will the project impact student learning in the course?*
      Address each question separately in preparing your project description.

      b. *How will the project complement your current teaching activities (e.g. instructional approach, methods, pedagogy)?*
      Address each question separately in preparing your project description.

      c. *How will the project impact department / college / university objectives*
      Address each question separately in preparing your project description.

      d. *How will the project best utilize existing departmental resources (e.g. equipment, software, facilities, expertise, personnel)?*
      Address each question separately in preparing your project description.

a.   To enhance student learning, we want to upgrade two successful student projects piloted during our five-week, seven-credit study abroad program in Maharashtra, India last winter: a class blog for *Introduction to International Women's Studies: India* and a course portfolio for *Topics in International Women's Studies: India*.

   For the class blog, students journaled daily about their personal experiences and posted weekly reflective writings to an attractive, PRESENT-customized, restricted-access blog site. Their blogs highlighted both the vibrant women's movement in India and their visits to various empowerment agencies. The blogs revealed the students' personal and collective transformations and captured experiences, observations, and emotions, all of which might remain otherwise private, lost, or unexplored. After PRESENT-training, the students assumed full responsibility for sharing a computer, managing a website, writing posts, and sending emails of their blog entries to a select group of family and friends. Even though the blog assignment was just one of the requirements during this intense, winter session program, the students were so committed to these blogs that they often chose to stay up late into the night crafting their one-page posts.

    For the second project, students created themed, artistic final portfolios or scrapbooks which incorporated lecture material. Although students responded enthusiastically to both these projects, improvements would increase learning and provide tangible demonstrations of significant learning while abroad. A series of pre-trip Student Multimedia Design Center (SMDC) trainings, along with access to quality digital media equipment, templates, and long distance web mail support would provide students the opportunity to synthesize their knowledge and apply emergent technologies while abroad.

   Specifically, by focusing on students' writings and analyses for the blog project, we want to add critical cross-cultural readings (on gender, race, class, caste, gaze, privilege and so on), clarify the audience, and create a grading rubric for formalized peer and instructor feedback. To transform the portfolio into a student multimedia design project, we would research and restructure the project so students could gather and archive travel images and audio and create a short, informational final presentation while abroad. The digital project would incorporate a grading rubric and clear instructions for generating an organized, themed, thoughtful multimedia

presentation suitable for a potential employer. Their final blog writings and digital media presentations could be inserted into their e-portfolios when these become available.

The student multimedia and blog projects will greatly improve student learning. Students can fine tune their written and presentation communication skills, heighten their cross-cultural sensitivity, learn technologies and global connectivity issues, and formalize their reflections and observations while studying abroad. The blog posts and the images and audio-based presentation would demonstrate significant learning. Students may also choose to use these documents for future scholarly publications and presentations.

b.   The multimedia projects complement our active learning instructional approach. The assignments offer students an opportunity to extend their learning outside the classroom, by critically thinking and communicating about real issues and concerns. The presentation project also helps students create and synthesize products—while tying their educational experience together —these are the highest skills described in *Revised Bloom's Taxonomy*.

c.   The upgrades would allow students to develop numerous skills listed in the ten goals of undergraduate education: critical thinking, effective communication, technology application, analysis, ethical considerations, and working independently and collaboratively.

More broadly, these upgraded projects can be models for other study abroad programs. With the support and periodic strategic input by a core group of study abroad program directors and faculty, the projects, along with the grading rubrics, provide two different, independent templates to evaluate student learning, writing, and digital documentation skills while traveling abroad.

Lesa Griffiths, the director of International Studies, and Marion Bernard Amos, director of Foreign Language and Literatures' Study Abroad Programs have expressed interest and support for this instructional proposal. Lesa Griffiths has committed to assisting in determining the core faculty group, setting up regular meetings, and involving the International Studies computing staff to ensure the templates and demonstrations can be easily uploaded to their website, which could then be easily adapted for other study abroad programs, and made consistent with their website design.

d.   Carolyn Bitzer plans on utilizing the expertise and resources from the SMDC, International Studies and Study Abroad office, the director of Foreign Languages and Literatures Study Abroad, the PRESENT, the Office of Educational Assessment, the Writing Center, and two former India study abroad students to complete the templates. Publicity to faculty about the student project templates will be provided through Study Abroad (their website, faculty pre-trip training, and post-trip luncheon) and through faculty institutes and workshops.

2. Implementation *(2 page limit)*

Support involved in project (e.g., User Services, CTE, Library, Media Services)	Assistance confirmed (name of personnel)
Student Multimedia Design Center	*Paul Hyde*
PRESENT	*Janet de Vry*
Office of Educational Assessment	*Kathleen Pusecker*
International Studies and Study Abroad	*Lesa Griffiths*
Foreign Languages and Literatures, Study Abroad	*Marion Bernard Amos*
The Writing Center	*Dorry Ross*

a. *What is your timeline for development of the project (between July 1, 2007 and June 30, 2008)?*
Address each question separately in preparing your project description.

b. *What stumbling blocks do you anticipate which may hinder the success of the project?*
Address each question separately in preparing your project description.

c. *How will the project be sustained by your department / college upon completion?*
Address each question separately in preparing your project description.

a. Timeline

July–August 2007   The Writing Center staff prepares grading rubric, feedback mechanisms for the blog, and reviews gathered articles for cross cultural critical thinking. Carolyn Bitzer meets with SMDC staff to determine training and equipment needs, gets input from former students, and works with WC staff. Create new SMD design project templates and grading rubric. Schedule fall student pre-trip SMDC training and collaborator input meetings.

Sept-Dec 2007   Finalize upgrades to assignments and rubrics coordinate equipment and trainings. Conduct the faculty input meeting with IT, SMDC, IS, FLL, former students and Assessment. Attend trainings and orientations with students.

January 2008   Run revamped and new *Student Multimedia Design Projects: Going Abroad* program

February 2008   Complete project assessment and adjustments to the templates.

March-May 2008   Expand template for Study Abroad office and make adaptable for all programs. Report findings at faculty workshops or conferences. Highlight

the projects on UD's Study Abroad website and faculty luncheon. Submit final report.

b. The Student Multimedia Design Center staff involvement will be critical for the three mandatory pre-trip trainings (one on blogging and two on multimedia design options), faculty support, advice, and logistics. Further, the SMDC staff will provide support to students and faculty via email during the month abroad.

c.   While students will bring their own cameras with digital and audio clip capability, some equipment will be purchased for this pilot and donated and maintained by the IS staff for future study abroad trips incorporating SMD projects. Software will be borrowed from the SMDC. The blog and multimedia project templates, the course requirements, readings, and rubrics will be available for all study abroad instructors not only within our Department but also across campus. The project will be sustained through Women's Studies and other study abroad programs through UD.

3. Assessment *(2 page limit)*
An assessment guide is available at www.udel.edu/cte/eval.htm.

Support involved in project (e.g., CTE, Office of Educational Assessment)	Assistance confirmed (name of personnel)
Office of Educational Assessment	*Kathleen Pusecker*

a. *Describe how you will evaluate the students' learning. What assessment means will you use to evaluate student achievement of project goals (e.g. assignments, student work, portfolios, types of exams)?*
Address each question separately in preparing your project description.

b. *How you will determine the effectiveness of the project?*
Address each question separately in preparing your project description.

a. Working with Kathy Pusecker, student learning will be assessed on multiple levels for each project. For the *Introduction to International WS: India* course, we will evaluate student critical thinking, communication skills, technology application abilities, and reflection through pre/post trip diversity sensitivity and technology surveys. The pre and post survey about societal issues of privilege, class, gender, caste, cross cultural sensitivity and technological applications (global multimedia connectivity, blogs, etc) will clarify the impact of the project on students' knowledge, analytical skills, and emergent technology abilities.

The blog grading rubric will be prepared in conjunction with the Writing Center staff to evaluate quality of student learning and their written and presentation communication skills. Dorry Ross has experience creating rubrics, feedback, pre/post surveys and editing. She not only assisted in creating the original blog assignment, but she also read the students' blogs during the pilot program to India in near real time.

For the second course, *Topics in International WS: India*, a grading rubric will be created to assess student application of course content, communication skill, synthesis, and technological application in the multimedia design project.

b. The effectiveness of the project can be determined by evaluating the student's projects and their ability to achieve the desired goals. Further, developing templates that can be used in other study abroad settings by other faculty will be the ultimate indication of the project's effectiveness.

4. Funds Requested - typically awards have not exceeded $20,000 *(2 page limit)*
Address each aspect separately in preparing your project budget.

ITEM	AMOUNT REQUESTED	DEPT/COLLEGE actual and in-kind funds	EXPLANATION/JUSTIFICATION
TOTAL of Budget Items	$18,800		
Faculty summer S-contract 2007 Carolyn Bitzer Dorry Ross	4,500 2,000		See below.
2008 (post-trip) Carolyn Bitzer Dorry Ross	4,500 2,000		
Graduate stipend			
Graduate stipend fringe 4%			
Graduate student non-contract (no fringe), or undergraduate student misc wage (no fringe)			
Consultant non-UD S-contract			
Consultant non-UD S-contract fringe 8%			
Equipment (itemize/detail)	3,500		See list below.
Software (itemize/detail)		SMDC	
Supplies & Books (itemize/detail)			
Conferences & Travel (itemize/detail)			
Other (itemize/detail) Student stipends 2007	1,000		See below.

2008	1,000		
Collaborators-meetings	300		
Sustainability costs		WS will support future trips	Costs to be covered to sustain course and maintain equipment and software once grant funds are expended.
Pending support from other source(s)			
Prior grant(s) (2000-2006)			

Summer of 2007 Preparation of Templates

S-Contract Carolyn Bitzer ($4,500)
To develop a template for the student multimedia design projects, collaborate with SMDC, IT, IS, FLL study abroad faculty to determine the most appropriate technology and software for the blog and multimedia projects, incorporate pretrip training in the new Student Multimedia Design Center, find cross cultural sensitivity readings, incorporate aspects of PBL, and create a rubric for assessment. The SMD Projects: Going Abroad templates will be prepared during the summer of 2007. Modifications, promotion, faculty workshops will occur during the summer of 2008.

S-Contract Dorry Ross Writing Center   ($2,000)
Assist in assessment during the summer and winter sessions, presentation materials, project adjustments, writing and editing post-trip articles and publicity. Funding is needed since the staff is not paid during summer session.

Stipend for two undergraduate students' input ($1,000)
Two students who participated in the study abroad last year could offer their insights into the newly created and revamped projects' feasibility and clarity.

Post-trip 2008 Adjustments and Publicity about Template
Carolyn Bitzer ($4,500)
 For adjustments, preparations of templates and materials, providing samples for study abroad faculty website, presenting at conferences and workshops, and publicity about the availability of templates to faculty.

S-Contract Writing Center Staff ($2,000)

During winter 2008, Dorry Ross will read the student blogs and assist in the necessary reworking of the assignment and rubric and finalized document revision. She needs to be paid since she is not funded during winter session.

Student Stipend ($1000)
A student participant from the India 2008 study abroad program will assist in preparing a write-up about the projects from a student's perspective, provide feedback on the revamps, and attend local conferences and/or faculty presentations about the projects.

Equipment ($3500)
$2000 for a laptop
$600 for digital video camera kit (comparable to a Canon Elura 100 mini-DV tape camera)
Kit to include camera, tapes, memory cards, lens filter, batteries, battery charge, small case for daily use, and interface cables.
$600 for digital audio recording kit (comparable to an Edirol R-09 audio recorder)
Kit to include recorder with built-in microphones, memory cards, batteries, battery charger, small case for daily use, and interface cables.
$100 for international power converters and surge protectors
$200 for wheeled travel case to accommodate technology kits and extra components

Two Faculty Input Sessions ($300)

For snacks, food, and beverages for the participants at two meetings (one pre and one post trip with invited collaborators: five study abroad faculty from IS, SMDC, Present, Assessment, Writing Center, and student consultants.

c.   The project is sustainable because the major costs are in the development of student multimedia design project templates (logistics, rubrics, Writing Center, Present, SMDC, assessment, faculty and student input) that other faculty can use. Students will bring their own cameras (with video clip capability) for study abroad programs. The purchased equipment will be available through IS for other study abroad SMD projects. Future student and staff training will take place through the SMDC as well.