Education Innovation Fund – Learning by Doing

As part of the QEP, Learning by Doing, the Education Innovation Fund has been established as a dedicated fund reserved for teaching faculty who wish to pursue experiential learning opportunities with their students. This fund is meant to encourage experiential opportunities for students and faculty and is not meant to offset regular departmental or course experiences that should be part of the annual budgeting process or course fee structure. Experiential learning opportunities should be explicitly connected to a course or curricular program. A limited number of grants are available each year with a maximum award of $2,000 per course or experience. Although the standard funding limit ranges from $0 to $2,000, funding requests above $2,000 will be considered for comprehensive projects with strong assessment plans that specifically demonstrate quality enhancement for student learning.

Faculty who integrate new innovative teaching methods into their courses will be supported through available grants that can be applied to supplies, equipment, software, fees, registrations, transportation, and other costs directly associated with creating and implementing the new experiential learning techniques.

A ‘new’ experiential learning technique can be an entirely new approach to a course or could be a new activity or assignment for a course you may have been teaching for a while. These activities should refresh your teaching approach and improve student learning outcomes in the course.

Experiential learning has the following elements (Association for Experiential Education, 2007-2014):

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator’s primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.
Eligibility
The EIF grant program is open to individuals and small teams of AU faculty and staff, and projects must be connected to a specific course. Collaboration across departments and with community partners is encouraged. All full-time Augusta University faculty members teaching undergraduate students are eligible to apply.

Faculty who have participated in Learning by Doing sponsored workshops will be given preference. At the time of this application, there has been only one workshop held this past summer.

Application Requirements
The 3 - 4 page proposal must clearly identify the following:

- Summary of proposed experiential learning initiative. Is the project experiential in nature and is there an explicit connection to a course or curricular program? How will the initiative be described in your syllabus?
- Innovation and Impact – How fresh or original is this approach to you and/or your discipline? How will you describe the activity in your syllabus? How does this project impact your students? How will your students benefit? How many students will benefit?
- Assessment – How will student learning outcomes be measured? How will you know if the project was a success? How did it affect students? (not just did they like it, but did it improve outcomes)?
- Sustainment – How can you continue this opportunity when grant funding is not available?
- Learning outcomes - How will you address at least one of the following leadership competencies: communication, collaboration, problem solving, or professionalism?
- Budget and budget justification - Funds can be used for supplies, equipment, software, fees, transportation, and other costs directly associated with executing the learning experience in the faculty member’s course or courses. Use the attached budget form.

The Education Innovation Fund is a unique way to incorporate leadership student learning outcomes with implementing new experiential learning techniques. The learning outcomes are listed below. Your activity should address at least one of these learning outcomes. You will be provided a rubric to assess the learning outcome for your activity.

Learning by Doing Student Learning Outcomes:

- SLO 1 - Students will demonstrate their ability to communicate in a manner appropriate for the audience and occasion.
- SLO 2 - Students will demonstrate problem solving skills.
- SLO 3 - Students will explain selected leadership theories or models as related to student’s own leadership development/experience.
- SLO 4 - Students will exhibit behaviors that distinguish them as competent professionals in their field.
- SLO 5 - Students will be able to effectively work in teams.

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand. ~Confucius (circa 450 BC).
Final Reports

You will be required to submit a final report to inform other faculty of new student engagement ideas. Due dates for reports are specified in the award letter based on the project’s timeline. This report may take the form of a written report to be posted on the experiential learning website, a presentation on campus or other method.

Assessment data of student learning are required as part of the report. Award recipients will be required to present the project in some manner at a campus-wide seminar, Research Day, Faculty Development Day or other venue. The presentation should provide a description of the project, student learning assessment data, and how funds were used to support the project.

Each student who participates, will be required to submit a guided reflection as part of the assessment.

NOTE: If final reports are not submitted or do not include agreed upon assessment data, or a presentation of the project is not scheduled, awardees may not be eligible for complete or future funding.

Examples of Projects

Course activities may involve active learning in the classroom such as innovative hands-on or interactive experiences involving technology or exposure to campus or community partners. Experiential learning engages students beyond the classroom in projects that encourage them to apply their knowledge and skills in a practical setting. An essential component of experiential learning is that students engage in critical reflection before, during, and after the experience. Below are some examples of experiential learning activities. These are NOT all inclusive.

Simulations & Role Playing

Role play and simulations are forms of experiential learning (Russell & Shepherd, 2010). Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Two relevant examples are below.

Game of Politics®

The Game of Politics® American government simulations use role playing to make American politics come alive. These national government classroom and online simulations create an active learning experience, and are appropriate for higher education government classes.
Reacting to the Past

*Reacting to the Past* (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. Short-term Study Away

Travel to an off-campus site to enable on-site research or tours. For example, you may want to take students to an off-campus site to tour a manufacturing plant, a prison, a zoo, an art museum, a nature preserve, etc. for a short-term study away experience. Funds could be used for entry fees, transportation costs, tools, supplies, etc.

Experiences as part of a class could include learning about architectural salvage, visiting local archeological sites, documenting historical buildings, leading visitors on Summerville’s Tour of Homes, and taking field trips to local cemeteries and the historic Woodrow Wilson House.

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**Service Learning, Community Based Learning**

Field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life ([https://www.aacu.org/leap/hips](https://www.aacu.org/leap/hips)).

**Leadership and Service Experience**

A community-service or problem-based experience that requires a minimum of 120 hours per semester of volunteer service work to a public or nonprofit organizations, or a service to the community that may not have an agency attached to it. The service can be to the University community or the Community at large. The experience requires the implementation of the leadership SLOs, reflection on service experience and student mentoring. This can be a 0 credit, non-academic course or part of a course with adjusted service requirements. *This experience does not have to be explicitly linked to a course.*
Lab Experience

Have you wanted to provide an exciting lab experience for your students, but you don’t have the supplies? Whether it’s for a science lab or for a creative lab for art, music or humanities, consider expanding the field experience or lab experience to improve student learning and integrate innovative labs into your courses.

These examples are not all inclusive.

Selection Committee

The Curriculum and Assessment Committee, with members representing all undergraduate colleges, will review proposals and make recommendations to the Vice President of Academic and Faculty Affairs through the Experiential Learning Director.

The Curriculum and Assessment Committee includes:

- Amy Abdulovic-Cui, PhD, College of Science and Mathematics
- Pam Hayward, PhD, Pamplin College of Arts, Humanities, and Social Sciences
- Rebecca Rule, MN, College of Nursing
- Jessica Simpson, PhD, College of Education
- Marsha Loda, PhD, Hull College of Business
- Fay Verburg, MSLS, University Libraries
- Kimberly Gray, DPA, Director of Experiential Learning

Timeline

Proposals are due on November 10, 2017. Awards will be determined within four weeks of submission, if not sooner.

Deadline

Any questions should be directed to Dr. Kimberly Gray, Director of Experiential Learning at kim.gray@augusta.edu or 706-446-5564.
## Budget Form

### Education Innovation Fund – BUDGET

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<td><strong>TOTAL EIF REQUEST</strong></td>
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**Budget Justification:** (use additional pages as necessary)
Final Report Form

Name: ____________________________ Department: ____________________________

Email: ____________________________

Activity Name: ____________________________ Course Title: ____________________________

# of Students Involved: ____________________________

1. Please briefly describe your experiential learning activity and results/benefits.

2. Please describe its impact on your students, what they learned and how you met the learning outcomes.

3. What changes, if any, would you make to improve the activity?

4. Will you continue doing this activity in the future? Why or why not?

5. Please attach your syllabus or the section of your syllabus where the initiative is described.
Proposal Review – Scoring
Your proposal will be reviewed with the following rubric.

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