



EquipLCU Pedagogy Funding Opportunities

In order for LCU to instill and foster academic tenacity in our students, faculty must consider learning frameworks that support students in their efforts to persist in the classroom. These monetary awards are intended to support faculty in two ways: 1) to provide funding for training or materials that faculty need to widen their repertoire of pedagogical strategies, or 2) to provide Research and Development awards for faculty who desire to redesign curriculum or courses to meet the needs of 21st century learners or participate in scholarly work related to teaching and learning, such as conducting research or working on publications. Three funding options are offered:

- 1) Travel Grants
- 2) Materials Grants
- 3) Research and Development Awards

Travel Grants

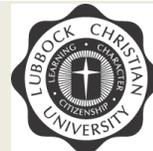
Travel grants are awarded to faculty to support attendance at conferences that focus on pedagogy, or ones that have a strand that does so – either discipline specific or related to higher education in general. Funding would cover conference registration fees, travel, meals, and lodging up to \$1,000.00 per grant.

Materials Grants

This grant provides funding needed to purchase materials that have the potential to enrich the classroom and create a learner-centered environment for students. Up to \$1,000.00 per grant.

Research and Development Awards

This stipend supports faculty in their efforts to redesign courses or create curricula to include research based strategies that are learner-centered, or to support faculty who are involved in scholarly work related to pedagogy including research or publication endeavors. Awarded at \$1,500.00 each.



The purpose of the Quality Enhancement Plan (QEP) is to instill and foster academic tenacity among beginning undergraduate students in order to support persistence.

Goal: To develop learning environments that support a growth mindset and academic tenacity

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- Recipients of these awards may be asked to share their experiences with other faculty through break-out sessions at faculty conferences, semi-annual lunch and learns, or other selected venues. Travel and Material grant amounts are specific to incurred costs up to \$1,000.00, and the Research and Development awards are provided as \$1,500.00 stipends.
- Proposals are accepted twice per academic year: October 15 and February 15 and are considered by the EquipLCU Grants committee using the rubric provided. Proposals that are turned in late will be kept and considered at the next application time, if the applicant wishes to re-apply.
- An applicant must use the guidelines below to write a proposal and submit online at <https://lcu.edu/resources/equip-lcu/equip-lcu-grant-application/> on or before the deadline.
- Proposals should include the following components, which will be used as a guide by the EquipLCU Grant Committee as they evaluate the submissions and award funding. Use the rubrics provided to guide you.

EquipLCU Travel Grant Rubric			
5	3	1	Score
The conference has a strong pedagogical focus and I have the potential to learn a great deal about best practices in teaching	The conference offers some sessions related to pedagogy and I have the potential to learn about best practices in teaching	The conference has no (or very little) pedagogical focus	
I provided a detailed and compelling description of how my participation in this conference will contribute to my scholarship of teaching	I provided a description of how my participation in this conference will contribute to my scholarship of teaching	My description of how this conference will contribute to my scholarship of teaching was unclear or unrelated	
I provided a detailed and compelling description of how my participation in this conference will benefit students, especially related to learning environments that foster academic tenacity	I provided a description of how my participation in this conference will benefit students, with some emphasis on learning environments that foster academic tenacity	My description of how this conference will benefit students was unclear, or it was unrelated to learning environments that foster academic tenacity	
My budget description was detailed and accurate		My budget description was vague or inaccurate	
Total			

EquipLCU Travel Grant Proposal

1. Applicant’s name
2. Name, date(s), and location of the conference or event
3. A description of the conference and sessions related to pedagogy that are offered
4. A description of how attendance at the conference will contribute to your scholarship of teaching
5. A description of how attendance at the conference will benefit students, especially as you work to design classroom environments that support academic tenacity in students
6. A budget justification including specific expenses and projected costs

EquipLCU Materials Grant Rubric			
5	3	1	Score
I provided a detailed and compelling description of the materials I need and how I will use them in the classroom. It is clear that these materials will help me implement learner-centered instruction in my course(s)	I provided a description of the materials I need and how I will use them in the classroom. These materials have the potential to help me implement learner-centered instruction in my course(s)	My description of the materials was unclear, or the materials are unrelated to creating a learner-centered environment in my course(s)	
I provided a detailed and compelling description of how using these materials will contribute to my scholarship of teaching	I provided a description of how using these materials will contribute to my scholarship of teaching	My description of how these materials will contribute to my scholarship of teaching was unclear or off-target	
I provided a detailed and compelling description of how using these materials will benefit students, especially related to learning environments that foster academic tenacity	I provided a description of how using these materials will benefit students, with some emphasis on learning environments that foster academic tenacity	My description of how these materials will benefit students was unclear or off-target	
My budget description was detailed and accurate		My budget description was vague or inaccurate	
Total			

EquipLCU Materials Grant Proposal

1. Applicant’s name
2. The course/course number(s) and number of students that will be affected
3. A description of the materials that you wish to purchase and how it will be used in the classroom
4. A description of how these materials will contribute to your scholarship of teaching
5. A description of how these materials will benefit students, especially as you work to design classroom environments that support academic tenacity in students
6. A budget justification including specific expenses

EquipLCU Research and Development Award			
5	3	1	
I provided a detailed and compelling description of the course/curriculum that I want to improve, or the scholarly work in which I am engaged. It is clear that these endeavors will contribute to implementing learner-centered instruction in my course(s)	I provided a description of the course/curriculum that I want to improve, or the scholarly work in which I am engaged. These endeavors have the potential to contribute to implementing learner-centered instruction in my course(s)	My description of the research or development project was unclear, or unrelated to creating a learner-centered environment in my course(s)	
The research cited in my annotated bibliography strongly supports the course or curriculum changes I intend to make, or the scholarly work in which I am engaged	The research cited in my annotated bibliography supports the course or curriculum changes I intend to make, or the scholarly work in which I am engaged	It is unclear how the research cited in my annotated bibliography is related to my project, or it is off-target	
I provided a detailed and compelling description of the goals of the project and how I intend to accomplish them. The goals reflect a strong pedagogical focus with great potential to enhance learning environments that foster academic tenacity	I provided a description of the goals of the project and how I intend to accomplish them. The goals reflect a pedagogical focus with some potential to enhance learning environments that foster academic tenacity	My description of the goals of the project and how I intend to accomplish them is unclear, or the goals are off-target with little to no potential to enhance learning environments that foster academic tenacity	
I provided a detailed and compelling description of how this project will contribute to my scholarship of teaching	I provided a description of how this project will contribute to my scholarship of teaching	My description of how this project will contribute to my scholarship of teaching was unclear or off-target	
I provided a detailed and compelling description of how this project will benefit students, especially related to learning environments that foster academic tenacity	I provided a description of how this project will benefit students, with some emphasis on learning environments that foster academic tenacity	My description of how this project will benefit students was unclear or off-target	
I provided a detailed and compelling description of how this project will benefit the LCU community, including faculty or departments	I provided a description of how this project will benefit the LCU community, including faculty or departments	My description of how this project will benefit the LCU community was unclear or off-target	
Total			

EquipLCU Research and Development Award

1. Applicant’s name
2. A detailed description of 1) the course and course curriculum that you want to change, or 2) the scholarly work in which you are involved
3. An annotated bibliography (with 3 – 5 resources) that reflects the research that supports the changes to your curriculum or the scholarly work in which you are involved
4. The goals of the project and specific plans for progress and completion
5. A description of how completing this project will
 - a. contribute to your scholarship of teaching

- b. benefit students, especially as you work to design classroom environments that support academic tenacity in students
- c. benefit the LCU community, including other faculty or departments

Exemplary examples of applications from the past:

Materials -

Name	xxxxxxx
Email	xxxxxxxxxxx
What Kind of Proposal	EquipLCU Materials Grant Proposal
Have you or will you receive any other funding for this travel/project/product request?	No
The course/course number(s) and number of students that will be affected	<p>MAT1310 College Mathematics</p> <p>All secondary math education majors are required to take this course. On average, the class size is between 10 to 15 students, and the class is offered by the math department once a year.</p>
A description of the materials that you wish to purchase and how they will be used in the classroom	<p>I would like to purchase 10 abacuses so that the department can have a class set available for use in MAT1310.</p> <p>Students will be able to use an abacus themselves in class. Students will learn how to "read" an abacus as well as how to do computations using the abacus. Students would also have the opportunity to work collaboratively to check each other's computations and help each other as they learn to use the tool.</p>
A description of how these materials will contribute to your scholarship of teaching	<p>One of the learning outcomes for the course requires knowledge of other mathematical systems. We teach the students a variety of historical numeration systems (Egyptian, Roman, Chinese, Hindu-Arabic, Babylonian, Mayan, and Greek), and we introduce the students to</p>

historical calculation devices (abacus and Napier's rods, for example).

When we teach the students how to use an abacus, we use pictures of an abacus provided in the textbook. Currently, we sketch an abacus on the white board, then draw a whole new sketch every time we want to "move" a bead on the abacus. Unless the instructor that semester owns an abacus personally, students do not even see an actual abacus, much less get to use one themselves.

As a department, we are looking for ways to create learner-centered environments in our classrooms. Using our current methods, the abacus lesson is not learner-centered. The lesson relies heavily on teacher explanation and sketches on the board. Then we assign the problems from the book and move forward. However, the abacus lesson is one of the easiest lessons to modify and improve, provided the appropriate materials are available.

Teaching students to use an abacus without letting them use an abacus is like teaching a student to do computer programming without letting them use a computer. It is ineffective, inefficient, and often frustrating to both the students and the teacher.

Enabling students to use an abacus in class would immediately make the lesson more engaging, interactive, and learner-centered. Students would be able to work together as they learn, and the teacher would be able to help students understand the tool on a much deeper level.

A description of how these materials will benefit students, especially as you work to design classroom environments that support academic tenacity in students

Without a class set of abacuses, the instructor resorts to standing at the white board and lecturing about an abacus without the student ever getting to see an abacus, hold an abacus, or use an abacus.

With a class set of abacuses, the students are immediately interested and engaged because it is something new and interactive that they can hold in their hands. They are essentially learning how to use one of history's first calculators. All of the students in this course want to be math teachers, and while they know what an abacus is, they have made it all the way to college without ever knowing how one works.

If a class set of abacuses is available, students can do computations individually and in partners. They can work collaboratively as they learn to use the tool, and most importantly, the students will actually get to hold the tool we are teaching them to use. Using the tool itself will be much more beneficial to students than repeatedly drawing pictures of a tool that they do not have. A class set of abacuses would change the learning environment and empower students to learn something new, work collaboratively, and enjoy the learning process.

The goal is to create a memorable learning experience for students so that when they graduate and leave LCU and teach in classrooms of their own, they seek to create memorable experiences for their students as well. Our future teachers can show their future students how people used to do arithmetic hundreds of years ago using a tool that did not even require batteries!

A budget justification including specific expenses

The current price on Amazon for one good quality abacus is \$19.67.
 To purchase a class set of 10, it would cost $10(\$19.67) = \196.70 .
 Estimated tax to be collected is \$16.20.
 Free shipping is included via Amazon Prime.
 Assuming that the pricing does not change on Amazon, the grand total would be \$212.90.

Materials	I provided a detailed and compelling description of the materials I need and how I will use them in the classroom. It is clear that these materials will help me implement learner-centered instruction in my course(s) (5 pts)
My Scholarship	I provided a detailed and compelling description of how using these materials will contribute to my scholarship of teaching (5 pts)
Student Benefit	I provided a detailed and compelling description of how using these materials will benefit students, especially related to learning environments that foster academic tenacity (5 pts)
Budget	My budget description was detailed and accurate (5 pts)
Total	20

Travel -

Name	XXXXXXXXXXXX
Email	XXXXXXXXXXXX
What Kind of Proposal	EquipLCU Travel Grant Proposal
Have you or will you receive any other funding for this travel/project/product request?	No
Name, date(s), and location of the conference or event	Magna Teaching With Technology Conference October 5-7, 2018 St. Louis, Missouri
A description of the conference and sessions related to pedagogy that are offered	This conference equips educators in higher education to better use technology in the classroom and the online learning environments. The website identifies these areas of focus for the conference: Active Learning, Pedagogy, Learning Design, Emergent Technologies, Faculty Development, Student Assessment.
A description of how attendance at the conference will contribute to your scholarship of teaching (scholarship of teaching involves an inquiry approach to implementation in which you use the results to improve what goes on in the classroom)	In the Learning Academy directed by Dr. Box, we have learned the role of metacognition in learning. In part, metacognition and tenacity are dependent on the student's willingness and ability to self-assess and access information as they construct their understanding of new information. I believe that the use of technology will improve classroom performance and is measurable through the implementation of MAI, class surveys, and formative assessment. As a new professor, I have the opportunity to develop these skills and incorporate them in my teaching as courses are developed.
A description of how attendance at the conference will benefit students, especially as you	The vast majority of our students are digital natives. The role of visual and interactive teaching methods are important to speak the language of this generation. In order to capitalize on their own learning language, appropriate technology use must be incorporated in the pedagogy.

work to design classroom environments that support academic tenacity in students	Technology in the classroom captures the student's attention to facilitate a learning environment suited to multiple learning personalities and abilities. Technology outside of the classroom and posted on the LMS, facilitates the student's ability to self-assess their own knowledge and the tools to increase retention knowledge, leading to academic tenacity. Outside of the classroom learning opportunities may also support the transfer of knowledge to other subjects. Finally, I teach online classes and I want to improve those classes, a necessary step to overcome the lack of face-to-face interactions.
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A budget justification including specific expenses and projected costs	<p>Registration before 3/30: \$679 Estimated airfare: \$350 Hotel at the conference site: \$450 (2 nights, single or double occupancy) Round trip shuttle service: \$25.00 Meals not included in conference: \$30.00</p> <p>Approximate total cost: \$1534</p> <p>If another female attends, the price per person would be lower as we share the hotel room and the registration fee will be \$20 each.</p>
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Strong Focus	The conference has a strong pedagogical focus and I have the potential to learn a great deal about best practices in teaching (5 pts)
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My Scholarship	I provided a detailed and compelling description of how my participation in this conference will contribute to my scholarship of teaching (5 pts)
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Student Benefit	I provided a detailed and compelling description of how my participation in this conference will benefit students, especially related to learning environments that foster academic tenacity (5 pts)
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Budget	My budget description was detailed and accurate (5 pts)
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Total	20
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Research and Development -

Name	XXXXXXXXXXXX
Email	XXXXXXXXXXXX
What Kind of Proposal	EquipLCU Research and Development Award
Have you or will you receive any other funding for this travel/project/product request?	No
A detailed description of 1) the course and course curriculum that you want to change, or 2) the scholarly work in which you are involved	<p>E Pluribus Unum: Washington, Lincoln, and the Forging of a Nation (WSH2352) is an annual, fall, pre-semester course that is entering its third year of implementation. Newly-enrolled students accompany Dr. Kregg Fehr, Dr. Stacy Patty, Dr. Lamar Reinsch, and President Tim Perrin on a week-long tour of historic sites in Philadelphia, Gettysburg, and Washington, D. C. that witnessed pivotal moments in the history of the United States. Though all of the assembled faculty contribute to student learning in this interdisciplinary course that considers history, government, leadership, and socio-cultural perspectives, Dr. xxxx is the professor of record and the person responsible for constructing the curriculum and presiding over its implementation.</p> <p>The course approach draws from the idea that site-based learning contributes to an immersive educational experience that both enhances student acquisition of content material and prompts critical thinking. But site visits are not sufficient by themselves. Too often, students simply stare at the monuments/edifices in front of them and treat the time in the field as mere academic tourism, not as a time for reflection on, and extension of, course theses.</p> <p>Connecting primary written documents and scholarly secondary works to the location visited is key to broadening student perspective and to advancing course goals. Often, faculty assign readings before a field trip. Certainly, background readings are necessary, but the integration of place and related documents gives substance to a field excursion. Sometimes, faculty have their students carry binders of</p>

associated documents or distribute handouts at the sites visited, but paper documents are unwieldy and problematic when a group is on foot.

As the vast majority of students carry phones which are information systems as well as communication devices, restructuring WSH2352 to include use of student phones as field libraries, and for note taking, could enhance significantly the class. One anticipated outcome is the physical streamlining of the course, with students having less to carry when engaged in field-based, active learning. Another is an elevated learning experience in which documents and sites are evaluated concurrently, rather than sequentially. And yet another is greater student engagement, as the course integrates popular technology in a less-traditional means of content delivery.

An annotated bibliography (with 3 – 5 resources) that reflects the research that supports the changes to your curriculum or the scholarly work in which you are involved

Ludvigsson, David. *Enhancing Student Learning in History: Perspectives on University History Teaching*. Uppsala, Sweden: Uppsala University, 2012.

Ludvigsson's work considers challenges to the effective teaching of history in the twenty-first century. One of the author's chapters examines student reaction to site-based study. One of the major criticisms leveled was the trips to the field seemed separate from the classroom, that there was a disconnect in purpose. Student perception was that class was for learning and study, while field trips were for tourism and play. Ludvigsson calls for finding ways to combine the two through such strategies as on-site, electronic journaling

Kelly, T. Mills. *Teaching History in the Digital Age*. Ann Arbor, MI: University of Michigan Press, 2013.

Dr. Kelly contends that of all the content fields offered by universities, both domestic and abroad, History has seen the slowest to accept and implement a transition to the Digital Age. With subtle humor Kelly notes that historians and others in the Humanities have written about the dawn of the Digital Age, but have largely otherwise ignored it. Perhaps it is partly the nature of the field, History, itself to move at a speed that can only be described as "ponderous," but Kelly encourages historians to venture into a new era of teaching.

Staley, David J. *Computers, Visualization and History: How New*

Technology Will Transform Our Understanding of the Past (History, Humanities, and New Technology). Abingdon, UK: Routledge Press, 2002.

The primary emphasis of Staley's work is on the virtual reality revolution and how emerging technology will encourage historians to move from linear narrative to immersion and introspection. Still, before he ventures into a discussion of visualization technologies, he devotes significant effort to the argument that, to foster critical thinking in the twenty-first century, historians must recognize their students' have changed, and that the changes are directly related to a growing dependency on, and celebration of, the devices that are now considered necessities. Staley further asserts that historians must begin transitioning their classes to meet the expectations of the Digital Age, and should be excited about the way technology can further expand the perspective mosaic that constitutes the historical record.

Miller, Michelle D. Minds Online: Teaching Effectively with Technology. Cambridge: Harvard University Press, 2016.

A psychology professor at Northern Arizona University, Michelle Miller evaluates how the brain assimilates knowledge. Drawing upon studies which indicate emerging technologies have changed the way students organize and process data, she encourages educators to create more effective learning experiences by reconceptualizing the classroom. She offers practical strategies for the integration of technology and for assessing student learning in the Digital Age.

The goals of the project and specific plans for progress and completion

A revised E Pluribus Unum course, one with greater opportunities for enhanced student learning during site-based coursework, is the primary goal of this project. But an additional, anticipated outcome is that the revising of E Pluribus Unum to include more mobile-accessed instructional aids will transform learning in Dr. Fehr's other classes, as most of his classes incorporate field learning elements.

Specifically, any funding granted would be used to carve a block of time for course revision, the purchase of necessary instructional modules. Additionally, funding would be used to offset travel costs to one of ten higher-education, EdTech conferences offered in Texas in 2018.

Preliminary investigation indicates that Google Drive is the best vehicle for

document/project storage that students can access during the E Pluribus Unum course. Google Drive offers more storage space, and a growing number of students are somewhat familiar with its use from high school classroom experiences.

It is hoped that revisions to WSH2352 will be complete before the class is offered again in August, 2018. It is expected, however, that the revising process will be continuous, as the grant recipient becomes more versed in EdTech and as learning technologies continue to develop.

<p>A description of how completing this project will: A) contribute to your scholarship of teaching B) benefit students, especially as you work to design classroom environments that support academic tenacity in students C) benefit the LCU community, including other faculty or departments</p>	<p>Completion of the project will entail significant research into, and implementation of, trending advances in pedagogical delivery and thus should enhance the grant recipient's teaching, his students' learning experience, and the university's overall reputation as a school that is current in its pedagogical approaches. Moreover, the grant recipient will have numerous opportunities to extend the impact of the project through application to other courses, and through the sharing of project results at academic conferences and in journals such as <i>The History Teacher</i> and <i>Teaching History</i>.</p>
<p>Instruction</p>	<p>I provided a detailed and compelling description of the course/curriculum that I want to improve, or the scholarly work in which I am engaged. It is clear that these endeavors will contribute to implementing learner-centered instruction in my course(s) (5 pts)</p>
<p>Total</p>	<p>5</p>