**2019-20 University of Calgary Teaching and Learning Grants**

**SoTL GRANT**

Duration: □ 1 year / □ 2 years

Complete this form clearly and fully, using the description of the adjudication criteria in the grants program materials on the [Taylor Institute website](http://www.ucalgary.ca/taylorinstitute/awards-grants/teaching-grants). When finished, please delete the non-bold information and instructions, leave all headings and subheadings, and ensure that your entire application document is no longer than 3,000 words. (With the non-bold information and instructions deleted, the form is approximately 230 words.) [Submit your application materials](http://www.ucalgary.ca/taylorinstitute/awards-grants/teaching-grants#application) by **October 28, 2019**

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| Principal Grant Holder’s Name: [Please check [the guidelines](http://www.ucalgary.ca/taylorinstitute/awards-grants/teaching-grants/eligibility) for who can (and can’t) serve as PGH.] |
| Rank, Faculty, Department/Unit:  |
| Email Address:  | **Campus Phone Number:**  |

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| For all collaborative projects, include the following for every collaborator:

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| Name | Project Role | Rank, Faculty, Dept./Unit | Email Address |
| Example: John Doe | Co-PI (only 1 allowed) | Professor, Arts, English | johndoe@email.com |
| Example: Jane Smith | Collaborator | Instructor, Arts, English | janesmith@email.com |
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| Add/delete rows as needed. |  |  |  |

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| **PROJECT TITLE:**  |
| Select the UCalgary Strategic Initiatives that apply:□  **Experiential Learning**□  **Learning Technologies** □  **Mental Health**□  **Internationalization** | □ **Sustainability**□ **Indigeneity**□ **Open Educational Resource (OER)[[1]](#footnote-1)\*** |
| **Abstract** Up to 250 words. |

**1. Grounded in Context**

To establish how your proposed project is relevant to student learning at the University of Calgary, explain how it emerges from your local experiences in teaching and learning.

**2. Scholarly Inquiry into Teaching and Learning**

What is the question or goal *about teaching* you pursue through this project? What is the question or goal *about student learning* you pursue through this project—and how will the project help to better understand or improve this learning? Please underline these key questions/goals driving the project. (This connection to student learning is the main difference between successful and unsuccessful applications: the application clearly shows the relevance of its inquiry and goals to student learning, and not just teaching.)

How is this inquiry informed by existing pedagogical research?[[2]](#footnote-2) Demonstrate that a) you’re addressing a significant issue in teaching and learning and b) you’ve done at least some preliminary research to situate it within this relevant scholarly conversation. (This preliminary lit review is another distinction of successful applications: the sources focus on a significant teaching and learning issue that’s clearly at the heart of the project’s inquiry/goals, and the sources are from high-quality educational or pedagogical venues.)

**3. Activities Aligned with Inquiry**

Describe the activities that you propose for your project, clearly and explicitly identifying how they respond to your inquiry (the questions, goals, and issues described in #2). Clearly and explicitly describe the specific kinds of evidence of student learning you’ll gather, where and how you’ll gather them, and how you’ll analyze them. Also include a monthly schedule of all of these activities. (This alignment is a third characteristic of successful applications: it’s clear how the proposed activities will provide answers to its questions and goals about teaching and learning.)

**4. Impact & Knowledge-Sharing**

 How will your project ultimately help to better understand or improve student learning? Specifically, what would a successful completion of your project look like: how would it affect the context described in #1? How would it provide helpful responses to your inquiry (the questions and issues described in #2)? How will teaching and learning at the University of Calgary—other courses, educators, and contexts—benefit from your project’s activities, lesson, instruments, or findings? How will these impacts be sustained beyond the funding period?

How will you share what you learn from this project with relevant audiences at the University of Calgary—and beyond?[[3]](#footnote-3)

**5. Collaborating with Students**

We recommend that faculty and staff invite students as partners in their efforts to better understand and improve student learning and effective teaching. This kind of co-inquiry is strengthened by the inclusion of all relevant perspectives, and the varied evidence provided by each of these perspectives, at the center of teaching and learning experiences. From the initial stages of project development to publicly sharing results, such collaborative projects give students (both undergraduate and graduate) opportunities to experience inquiry and research early, from a fully informed vantage point, and with mentorship from experienced researchers. These collaborations also give faculty and staff direct insight into students’ perspectives and experiences as learners.

If you plan to collaborate with a student (or students) on your team, specify what role(s) and activities they will have in relation to the project, and how you plan to recognize their contributions (appropriate to their role(s) and activities) to the project. (Although RAs paid through grant funding cannot be listed as collaborators in the table above, if known, we encourage you to name them in this section.)

**Bibliography**

Include full citations for all sources cited in your application.

**Budget Rationale**

Please complete the Teaching and Learning Grants budget spreadsheet and upload it with this completed application. Clearly explain how each budgeted item or activity supports the project as described above. (To avoid delays resulting from requests for revisions [or disqualification], consult the [budget guidelines](http://www.ucalgary.ca/taylorinstitute/awards-grants/teaching-grants/teaching-grants-budgets).). If your project has additional funding sources, identify the source and which components of the project they will support.

**Ethics**

□ Check the box if Ethics certification will be required for my project.

□ If you checked the box above, you must also check this box indicating that you have reviewed the [Ethics in the Scholarship of Teaching and Learning Guide](https://taylorinstitute.ucalgary.ca/sites/default/files/Ethics%20in%20SoTL-Taylor%20Institute%20Guide.pdf) (also available on the Teaching and Learning Grants website).

To determine if you’ll need ethics certification, please [review this helpful infographic](http://www.ucalgary.ca/taylorinstitute/sites/default/files/Ethics%20%2B%20SoTL%20-%20Flow%20Chart.pdf). You are also welcome to contact Kiara Mikita [kkokita@ucalgary.ca] at the Taylor Institute, or the CFREB at cfreb@ucalgary.ca or 220-4283. [Nursing, Kinesiology, and Medicine should instead contact CHREB at chreb@ucalgary.ca or 220-2297.]

We ask you to do this step now [and apply ASAP, if relevant] to avoid a frequent delay encountered by grant recipients in beginning their project: for projects requiring ethics certification, the official notice from the CFREB/CHREB must be submitted to Research Services *before they will set up an account and release any funds for the project.*

1. \* An open educational resource (OER) is peer reviewed academic content that has been made freely available via an open license such as a Creative Commons License. [Consult](https://library.ucalgary.ca/consultation) with your subject Librarian in Libraries and Cultural Resources and they will offer support and referral to resources as needed around OER’s (e.g., Copyright and Repository Services). [↑](#footnote-ref-1)
2. Relevant educational research, the scholarship of teaching and learning (SoTL), discipline-based educational research (DBER), learning theory or science, etc. [↑](#footnote-ref-2)
3. To share locally, consider presentations, blog posts, workshops, etc., at the Taylor Institute, in your department (contact your Head), or in your Faculty (contact your Associate Dean of Teaching and Learning). Additionally, the University of Calgary Conference on Postsecondary Learning and Teaching occurs May each year. (Check the Taylor Institute website for details.) For ideas on disseminating your work beyond campus, consult with the Taylor Institute’s Academic Director. [↑](#footnote-ref-3)