

SPRING 2019 KOLT TEACHING INNOVATION GRANT PROPOSALS

| Instructor | Course Name | Department / College | Objective of the Teaching Innovation Initiative | Previous Application |
|------------------------------|--|---|--|----------------------|
| Meliz Ergin Bilgin | LITR 442 Readings in Critical Theory | CSSH / English Language and Comparative Literature | <p>This proposal seeks 1., to address the disconnect between students' theoretical understanding of critical theory texts and their awareness of the real-world implications and urgency of critical theory concepts by redesigning the course with a student-centered, hands-on research project at its heart; and 2., to encourage students to engage with and explore digital humanities tools as platforms for more collaborative and innovative research projects in literary studies. Students are asked to apply their research on their chosen critical theory approach (i.e., environmentalism, gender theory, critical race theory, etc) to a real-world problem (case study). In conjunction with their written report on their chosen case study, students engage with critical cartography practices by using either NeatLine or ESRI Story Map to create digital maps (spatial, temporal, conceptual, etc) that act as visual translations of their research findings. Students also gain experience using hypothes.is for digital annotation, deliver a final presentation, and produce a 2,000-word scholarly essay.</p> | No |
| Gülfer Göze and Sarah Kılınç | ENG 500 Academic Writing | Writing Center | <p>This proposal aims to redesign ENG 500, the Writing Center's graduate-level writing course, to transition to a more student-centered, flipped classroom environment in the form of video lectures with active learning components (quizzes, short written responses, open-ended questions, etc), to be filmed with Panopto and made available on Blackboard. Because the course serves such a large number of students, the standardization of the lecture component will streamline and universalize learning outcomes while freeing instructors to spend more time facilitating small group workshops and consulting with students on their individual writing projects and challenges. The current system for submitting essays requires students to turn in a first draft, meet with the instructor for a single, short feedback session, and then turn in a revised, final draft. A revised system would include at least two consultation sessions with the instructor, plus participation in small-group, peer-review workshops. This shift would allow more opportunity for student feedback and input throughout the year, giving instructors time and means to respond and adjust to student needs. Grant funds would support the purchase of interactive software programs such as Padlet to support small-group collaborations. Finally, this proposal would support interdepartmental teaching relationships by strengthening ties and increasing collaboration between the Writing Center and other graduate programs and university institutions (ACWR, the library, the VPRD, the Research Development Program under the VPAA, etc).</p> | No |

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| İlker Kayı | INPL 401 Interprofessional Learning | School of Medicine (Course offered jointly by School of Medicine, School of Nursing, CSSH Media and Visual Arts, and CSSH Psychology) | <p>This proposal aims to support the development of this interdisciplinary, interdepartmental course, which allows small teams of students from different majors and schools to collaborate on and implement a campus-based, solution-oriented project over the course of a semester. The course features six instructors, who teach complementary sessions throughout the term. Thematically, the course focuses on wellbeing, and student projects seek to design and implement a program or resource that improves an aspect of wellbeing on campus (nutrition, exercise, sleep, etc). These projects involve team-based, active learning, including intra- and inter-group peer review and feedback. They also help students apply their prior knowledge to real-world problems to create innovative solutions in collaboration with professionals in other disciplines by "using the campus environment as a lab for inquiry." Various workshops focus on design-thinking approaches, ethnographic fieldwork, and systems-thinking approaches, while pushing students to develop leadership skills. Students reflect on their weekly progress in shared project logs and submit a self-reflective final paper.</p> | No |
| Ayda Kebapci | NURS 206 Surgical Nursing | SON | <p>This proposal seeks to develop a student-centered, English-language version of NURS 206 by incorporating active learning methods and making various outside resources (online videos, etc) available via Blackboard. With this revised course format, the instructor aims to: 1., create more continuity between NURS 206 and its prerequisite courses, NURS 202 and NURS 204 by using active learning methods to encourage discussion and reinforcement of previously learned concepts, and 2., to support information retention and mastery through student-centered active learning practices with the goal of closing the gap between theoretical, academic knowledge and applicable clinical skills. The proposed syllabus includes seven in-class activities and three out-of-class assignments, each designed to elicit student participation and collaboration, with the goal of engaging students in their own learning. The instructor will work closely with instructors of NURS 202 and 204 to create lectures that reinforce prior knowledge. Finally, the redesigned course will place a special emphasis on guiding students to improve their in-class note-taking practices, which further support information retention and mastery.</p> | No |

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| Erkan Şenses | CHBI 301 Fluid Mechanics (cross-listed with MECH 301) | CE - Chemical and Biological Engineering (CHBI) | <p>This proposal aims to redesign CHBI 301, which serves a crucial bridge between theoretical knowledge of mathematics and physics and the development of a solution-oriented engineering mindset. Here, students begin to apply their prior learning to practiced-based problem-solving. Success in this course is important for success in subsequent engineering courses; however, many enrolled students are re-taking the course as juniors after having failed MECH 301 and come in with negative associations. The proposed redesign will: 1. encourage cooperation between CHBI and MECH students as well as increase team-based learning opportunities by incorporating in-class group activities and a semester-long design project; 2. emphasize research-based active learning by assigning students the task of designing their own experiment; 3. increase the use of Blackboard discussion forums and clickers in class, with the support of KOLT Educational Technologists; and 4. initiate the use of 'on-demand' feedback to improve ongoing communication between students and instructor (i.e. evaluations available either weekly or at any point, based on consultation with KOLT staff about possible mechanisms).</p> | No |
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