

2019 PROVOST'S LEARNING INNOVATIONS GRANTS CALL FOR PROPOSALS

The **Provost's Learning Innovations Grants** (PLIG) program was developed to broaden and enrich the learning experience of RIT students by funding faculty-initiated projects that enhance student learning. Managed by the Innovative Learning Institute (ILI), this program has been designed to:

- Better support dissemination of individual faculty learning to the wider faculty population
- Integrate funding with Institute priorities
- Support the scholarship of teaching and learning

I. ELIGIBILITY

All full-time RIT faculty (tenured, tenure-track, visiting, lecturers, etc.) are eligible to apply.

II. GRANT TYPES

There are two types of grants—Exploration and Focus—for PLIG 2019. Full details are available on the [Grants Types](#) page of the PLIG website (www.rit.edu/plig).

III. USE OF GRANT FUNDS

Provost's Learning Innovations Grants for 2019 may range from \$1,000-\$5,000.

Examples of the use of PLIG funds include:

- Course release (reasonable, actual replacement costs for faculty members removed from teaching)
- Development of new technology-based learning tools and/or environments
- Technologies or equipment required that are not normally provided by the department/college
- Resources for research design and consultation, data collection and aggregation, instrument development and/or purchase, secure data storage, data analysis, and report generation
- Travel to support research activity and/or meet with potential funding sources

IV. PLIG TIMELINE AND TASKS

The grant timeline assumes that most recipients will use the Spring 2019 and/or Summer 2019 term(s) to plan and develop their PLIG-funded project for delivery or implementation during the Fall 2019, Spring 2020, and/or Summer 2020 term(s). The full [timeline](#), including grantee tasks, is available on the PLIG website.

V. SELECTION COMMITTEE AND EVALUATION CRITERIA

Applications for PLIG funds are evaluated by the [PLIG selection committee](#) according to the following criteria:

- *Utility* (solves a defined problem; has potential to benefit many courses/faculty)
- *Creativity* (is a novel approach or application; represents a new paradigm)
- *Efficacy* (uses an evidence-based approach; impact to student learning and/or the student experience can be demonstrated)

The criteria are further defined, illustrated, and explained in the [Proposal Evaluation](#) section of the PLIG website.

VI. QUESTIONS

Please email plig@rit.edu with any questions about the PLIG process.

(Examples of previously funded projects are available in the [Previous Awards](#) section of the PLIG website).

2019 PROVOST'S LEARNING INNOVATIONS GRANTS

APPLICATION

INSTRUCTIONS

1. Complete this Application Form and save as "Lastname_Firstname_APP" (*using your name*).
2. Ask your Department Head to complete the Department Head Certification, scan and save as, "Lastname_Firstname_SIG" (*using your name*).
3. Email all documents to plig@rit.edu, **no later than 11:59pm ET, January 21, 2019**.

If you have any questions about completing this application, please contact Michael Starenko at 585-475-5035 or mssetc@rit.edu.

APPLICANT INFORMATION

This application is for a (please select *one* type of grant):

Exploration Grant

Focus Grant – Active Learning Across All Course Modes

Principal Applicant Name: Kelly Metz Davis

Faculty Title: Lecturer **Email:** kmmsfs@rit.edu **Phone:** 585-475-5118
(*Full-time only*)

College: NTID **Department:** Business Studies Department

Department Head Name: Mark Pfuntner **Email:** mjpvd@rit.edu

Others involved in the project (if any): _____

Project Name: Bringing Life to Static Content by Using Lightboard Studio Concepts

Total Funds Requested (*as calculated on the budget worksheet on the next page*): \$3,900.00
(*requests of \$1,000 to \$5,000 will be considered*)

BUDGET

Complete the table below to calculate your budget

- The total shown on this worksheet must match the “Total funds requested” in the Applicant Information section on page 1 of this application form.
- If awarded, additional funds will be provided to cover any benefits and ITS expenses associated with the salary budget requested.
- Note that any equipment or other materials purchased with grant funds are the property of your department and revert to the department after your project is completed

Personnel	Purpose/Justification	Amount
Full-time Faculty/Staff		
Kelly Metz Davis	Develop tutorials using Lightboard Concept via videos (20, 10 minute videos @ 15 hours per week for 5 weeks at \$39/hr. 10 videos in ASL and 10 in Simultaneous Communication) Editing the video and working with NTID Engineering Services for Captioning and narration.	2,925.00
Adjuncts, Part-time Faculty/Staff, Summer Salary		
Student Workers, Graduate Assistants		
One Student Worker	Assist with technology utilizing cameras, light board and room projectors. (15 hours per week for 5 weeks @ \$13.00 per hour, based on current co-op wage for NTID Learning Consortium)	975.00
Personnel Total		\$ 3,900.00
Equipment	Purpose/Justification	Amount
Equipment Total		\$ 0.00
Travel	Purpose/Justification	Amount
Travel Total		\$ 0.00
Other (Specify)	Purpose/Justification	Amount
Other Total		\$ 0.00
Total Award Requested		\$3,900.00

STATEMENT OF UTILITY (two pages maximum)

Using the evaluation criteria outlined in the [Proposal Evaluation](#) section of the PLIG website, please provide an overview of the project you are proposing, including:

- Project objectives
- An explanation of the teaching/learning problem(s) it is designed to address
- An explanation of the significance of the project to student outcomes and/or the student experience.
- A brief description of how the project integrates with activity already underway at RIT in a priority area and/or how this approach has been successfully used at RIT already.

Background:

National Technical Institute for the Deaf (NTID) is one of the nine colleges here at Rochester Institute of Technology (RIT) serving a unique population, Deaf and Hard of Hearing students. It has been recognized that the majority of our students rely heavily on the visual delivery of information in the classroom. Often times, these students find themselves wanting to review content outside of the classroom but are unable to remember how to address a certain classroom problem. While it is the students' responsibility for asking their professor or tutor for assistance, there are times when they are simply not available such as night time or on the weekends. Knowing that NTID also has Academic Support Teams that are housed in their respective colleges, these Support Teams provide tutoring sessions for our cross-registered students here at NTID/RIT. The videos that I have created for both of my accounting classes (housed in NTID) and the tutoring sessions that are provided here at Saunders College of Business (SCB) for all SCB accounting classes for clarification purposes. Our Deaf and Hard of Hearing students are diverse in the way that they communicate with others, some are strictly American Sign Language (ASL) users, some rely on hearing and sign language at the same time thus known as Simultaneous Communication (Sim-Com) and others just rely on hearing/lip reading.

NTID courses are taught by way of direct instruction, which means that instructors are responsible for communicating in the classroom that best fits the diverse communication preference of the students. ASL usage in the classroom is not the only thing that instructors provide, other tools such as clear fingerspelling, printed/visual aids, spoken language (with/without voice) and web-based instructional materials are provided. Instructors at NTID are more familiar with the best practices in the classroom. The important thing that DeafTec has found and it has been emphasized over the years is to ensure that the line of sight for deaf and hard of hearing students is not obstructed, making eye contact, facing the class and not talking to the board. In a hearing classroom setting with hearing students being able to hear and read the slides/visual aids it comes easy to them while for our deaf and hard of hearing students find it difficult to be attentive to the interpreter while trying to read the slides. This is centered on the Universal Design classroom setting developed by DeafTec.

What is the Lightboard Studio and how does it work?

The Lightboard studio is a glass chalkboard that is used for recording video lecture topic where you face your viewers instead of having your back to them. While working on videos for a couple of my classes based around the lecture and content, it became limited in terms of what I could do and how the content could be presented. Trying to show Accounting concepts such as journal entries, financial statements, and important concepts in a visual way has become increasingly challenging. It is challenging because Accounting is a dry and static topic that isn't easily understood without visual examples. RIT has plethora of technological resources available but the Lightboard studio would be a nice addition to developing the flipped classroom curriculum. Lightboard studio allows for a PowerPoint/Excel to be projected at the same time the capability for the instructor to write on it. This will change the way instructors interact with students online. Instructors who teach Deaf and Hard of Hearing students find it awkward when they have to pause to turn their back to write on the whiteboard. NTID Learning Consortium has purchased a Lightboard which will be available to faculty who are eager to incorporate this in their classroom instruction. It not only eliminates the awkwardness but keeps the viewer engaged on the content that is being taught.

It is my goal to incorporate the Lightboard concept in the Accounting classes at NTID as it will allow the flexibility to showcase problems and diagrams while the instructor is present in the video for students to revisit at a later time. These videos will allow the classroom time to be utilized for classroom activities and critical thinking assignments that will help them increase their knowledge in this subject area. Allowing students to have access to the materials for an unlimited time period throughout the semester is important, this would encourage them to review the materials on their own time. These videos will also be used for tutoring sessions across many Accounting courses here in SCB by showcasing visual diagrams to help students better understand the content at hand. It will be a mixture of the instructor signing, voicing and showing how to solve problems all in one video which makes it easy on the viewer's eyes.

The grant will be separated in four parts:

Late Spring 2019: Script and materials will be developed in preparation for the videos. Work with Linda Bryant from the NTID Learning Consortium (NLC) Sprint Relay Lab to create a pre and post survey so it can be used in my data collection and evaluation. Meet with NTID Engineering Services to obtain a timeline.

Summer 2019: Videos will be produced in both Sim-Com and ASL with captions and narration to provide equal access to the diverse student group. Upload the videos to the course shell to ensure that it is readily available for the Fall Semester. Meet with the co-op student to determine if the information is being presented as clear to someone who is not a business major.

Fall 2019: Implementing videos in the classroom content via myCourse shell. Obtain mid-semester and end of the semester survey regarding the videos in the classroom.

Spring 2020: Analyze the data from students, make notes on how often these students viewed the videos throughout the semester and evaluate how it was used throughout the semester. Make modifications/improvement as needed.

According to NLC (LB) there has been no indication that there is any department here on campus that is currently using the Lightboard studio. NTID Learning Consortium has informed those who have a great interest in the online/flipped classroom methods that the Lightboard studio is available for their usage.

STATEMENT OF CREATIVITY (three paragraphs maximum)

Provide a brief description of how this is a novel approach, or a new application of an existing mode or model of teaching and learning, and/or research about how teaching and learning represents a new paradigm.

Ask the average person if they think accounting is exciting and I'm pretty sure that the majority would quickly say no. Accounting is a very strict structured, rule-based discipline that is taught in a traditional way. This is the challenge for every instructor teaching accounting...how do I make this information become dynamic. There is a movement at RIT established by Dr. David C. Munson Jr., President of RIT, where faculty are encouraged to be creative, focus on critical thinking and introduce complex problem solving in their curriculum. By creating these videos, it will allow for the instructor to write out the information/problem/content at the same time clearly explaining the process. The normal flipped classroom/online video where there are multiple split screens showcasing the instructor, content and captions is outdated. Now is the time to merge all of the split screens into one. Lightboard studio will allow us to do that by having the instructor in front of the content at the same time having the captions below to allow for seamless learning experience leveling the playing field in the class. This is enhanced by visual examples and eye contact, awkwardness is eliminated and personal experience is enhanced.

Accounting is a static topic that many people think is boring, this encourages instructors to take the initiative to bring life to a discipline that is known to be dry. Lightboard studio is a cutting edge, state of the art and dynamic equipment that not only benefits the students but changes the way instructors teach their courses. This does not have to be limited to Accounting, it can be used amongst courses that students dread taking. Hopefully this opens doors for faculty members here at RIT/NTID and be creative.

The Lightboard studio would allow me to satisfy the Universal Design as established by DeafTec by having a space that accommodates both students and the instructional method, minimizes the unnecessary physical effort or requirements, providing a supportive learning environment, accessible while fair, straightforward at the same time consistent, and being flexible with the way the material is presented.

Example of a complex subject area via Lightboard studio method can be viewed here:
<https://www.youtube.com/watch?v=43j9RcDlv14>

STATEMENT OF EFFICACY (two pages maximum)

Provide a brief description of the experiment/research design, methodology, and methods of data collection and analysis you will use to gauge efficacy.

There are three ways that I will evaluate the outcome:

- 1) Since I will be working with the co-op student that is hired by NTID Learning Consortium, I will be utilizing this student not only for his/her expertise with the filming but s/he will be my test subject. Since they typically are not Business majors, it will be beneficial to me ensuring that I am presenting the content as clear as I can. I will survey their knowledge before filming starts, midway and at the end of the filming. This will gauge whether my materials are clear to those that have no knowledge of accounting at all.
- 2) Documenting how much time it takes to create the videos to the editing process and comparing it to the normal class lecture to determine how much time is wasted in a typical Deaf and Hard of Hearing accounting class.
- 3) Survey:
 - a. Pre – Class Survey
 - i. The survey would be designed around finding out whether students have had exposure to video lectures. Explaining clearly that there are two different methodologies available such as videos where the instructor is on a split screen with the content while explaining it and the instructor explaining the content hands on in a way that is captured on video. The survey will have roughly 10 questions, focusing on the video methodology, their success in the courses, thoughts, communication preferences and other factors. Typically there are roughly 8-10 students in the Accounting class so this will be my goal to get 100% participation for the survey. These students will be registered and coded under the NTID Business Studies Department in the Business Associates Program.
 - b. Mid-Semester Survey
 - i. The mid-semester survey would serve as a chance for the instructor to gauge whether students are utilizing the videos on more than one occasion and how it is benefiting them thus far.
 - c. Post – Class Survey
 - i. The survey will be modified to reflect questions that will show how the Lightboard studio is beneficial in a class that is heavily focused on content and concepts building up on one another. It is expected that there will be 100% participation in the survey. The results will be collected and analyzed to determine if the videos were effective in clearly demonstrating complex Accounting concepts.

ADDITIONAL CONSIDERATIONS

Please address these questions, if needed.

Will your project require assistance for extensive or unusual media, multimedia, simulation, and/or software development? If so, please explain?

No.

All courses offered by RIT must be accessible to students with disabilities, according to Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (rit.edu/studentaffairs/disabilityservices/info). Is your proposed teaching approach accessible to all students, with reasonable accommodation? If not, please explain.

Yes. All videos will be captioned and narrated per RIT policy.

RIT abides by the Family Educational Rights and Privacy Act of 1974 (FERPA), which prohibits instructors from making students' identities, course work, and educational records public without their consent (rit.edu/xVzNE). Will any data gathering or sharing for your project raise any FERPA issues? If so, please explain.

No.

DISSEMINATION AGREEMENT

By completing this grant application, I agree to provide the materials and services described here, in support of disseminating what is learned from this project to the RIT community.

I also agree to return all/a portion of the funds that I receive for this project to RIT if I fail to complete or provide the materials described here:

- Full Project Plan (*including roles and responsibilities, milestone dates, and pertinent project details*)
- Preliminary Findings report (*may include experiment/study design, lessons learned, initial data collection, and/or literature review summary*)
- Participation in an ILI/TLS Preliminary Findings Roundtable dissemination event (*share and discuss your preliminary findings with your PLIG cohort*)
- Final Summary of Findings (*including data collection, lessons learned, implications for further study, and which may be in the form of an article abstract, conference presentation outline, or short report*)
- Final budget accounting (*reconciliation of budget provided with your application and the actual project expenses*)
- Participation in an ILI/TLS PLIG Showcase dissemination event (*present a poster or other display at the annual Showcase*)

By submitting this application, I accept this agreement. KMMD (*applicant, please initial here*)

TIMELINE AND TASKS

Please indicate any variances to the planned PLIG 2019 schedule as described in the above Dissemination Agreement and the reasons for this variance. *If you do not intend to deviate from the schedule, you may leave this section blank.*

Task	Date	Proposed Variance and Reason
Full Project Plan submitted to TLS	August 16, 2019	
Preliminary Findings report submitted to TLS	January 10, 2020	
Participation in an ILI/TLS Preliminary Findings Roundtable dissemination event	February, 2020	
Summary of Final Findings report submitted to TLS	August 21, 2020	
Final Budget Accounting report submitted to TLS	August 21, 2020	
Participation in an ILI/TLS PLIG Showcase dissemination event	November 2020	

DISSEMINATION PLAN (*optional*)

Provide details about the journals, conferences, shows, or other external vehicles with strong potential for dissemination of your results (in addition to the ILI/TLS Preliminary Findings Roundtable and PLIG Showcase dissemination events). Include supporting documentation, such as preliminary interest or acceptance, with your application, if available. *(Please note that special consideration will be given to proposals that have a defined opportunity for external dissemination, such as an academic journal or professional conference.)*

I plan on submitting proposals showcasing how beneficial the Lightboard studio is for the accounting classes. The proposals will include the project plan including the accessibility as well as students perception and research to the following conferences:

- The 2020 American Accounting Association “Conference on Teaching and Learning in Accounting” Annual Conference
- The 2020 Annual Conference of Teachers of Accounting at Two-Year Colleges (TACTYC)
- The Annual Conference of the Association on Higher Education and Disability (AHEAD)
- The 2020 Biennial Best Practice in Mainstream Education of Deaf and Hard of Hearing Students Conference
- The 2020 Biennial Conference of the National Association of the Deaf (NAD)
- The 2020 Association of College Educators – Deaf and Hard of Hearing Annual (ACE-DHH) Conference
- Center for Professional Development – Hosting a workshop/class on how beneficial this is for our Deaf and Hard of Hearing Students.

DEPARTMENT HEAD CERTIFICATION

I support this PLIG application and verify that the principal applicant is a full-time faculty member in good standing in my department.

Principal Applicant Name: Kelly Metz Davis

Department Head Name (PRINT): Mark J. Funtun Email: mjfnvd@rit.edu

Department Head Signature: Mark J. Funtun Date: 1/30/19

NOTE: When signed, please scan and email with your Application Form to: plig@rit.edu