

## 2019 PROVOST'S LEARNING INNOVATIONS GRANTS CALL FOR PROPOSALS

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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](http://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](mailto: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).

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## 2019 PROVOST'S LEARNING INNOVATIONS GRANTS

# APPLICATION

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### 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](mailto: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](mailto: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:** Emi Moriuchi

**Faculty Title:** Assistant Professor of Marketing **Email:** emoriuchi@saunders.rit.edu

**Phone:** 585-475-4355  
(Full-time only)

**College:** Saunders College of Business **Department:** MIS, Marketing and Digital Business

**Department Head Name:** Sean Hansen **Email:** shansen@saunders.rit.edu

Others involved in the project (if any): \_\_\_\_\_

**Project Name:** Experiential learning in Internet Marketing: An Eye-tracking Approach

**Total Funds Requested** (*as calculated on the budget worksheet on the next page*): \$5000  
(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
<b>Full-time Faculty/Staff</b>		
<b>Adjuncts, Part-time Faculty/Staff, Summer Salary</b>		
<b>Student Workers, Graduate Assistants</b>		
<b>Personnel Total</b>		<b>\$ 0.00</b>
Equipment	Purpose/Justification	Amount
<b>Equipment Total</b>		<b>\$ 0.00</b>
Travel	Purpose/Justification	Amount
<b>Travel Total</b>		<b>\$ 0.00</b>
Other (Specify)	Purpose/Justification	Amount
Tobii Eye-tracking Software	To gather and analyze data.	\$5000
<b>Other Total</b>		<b>\$ 0.00</b>
<b>Total Award Requested</b>		<b>\$5,000.00</b>

## 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.

### Project objectives

A curricular area offered in the Department of MIS, Marketing and Digital business in the Saunders College of Business at RIT is new media marketing, the field of Internet marketing, Social Media marketing and Search Engine Marketing. As the field of digital marketing advances, marketing practitioners are taking an interdisciplinary approach to teach students skills that are complementary of each other. From developing marketing plans, websites, social media accounts, and implementation through simulation. While many of these are resources are self-developed by the instructor or crowdsource, there are many other measurement tools that are not readily available for use for free. For example, the user experience of websites in an Internet marketing class, or the social ads posted in Social media platforms.

The PI teaches both Internet marketing and social media marketing and are familiar with the development of content (organic and paid) on social and on websites. While the creativity part of marketing is explored, the results are often not measured. If students are able to conduct preliminary research by testing their finished products with their target audience with an eye-tracker, it would serve as an enhanced pedagogical technique in marketing.

### Teaching Problem

In basic marketing, the introduction of one or two pedagogical techniques such as lecture and case studies would be ideal. For upper-level electives, students are already familiar with and interested in the course material. For students in these courses, the more pedagogical diversity the better. Being closer to entering the workforce, these students are likely happier working out their interests through a variety of pedagogies that may include computer simulations, online discussion and real client projects. In other words, activities that are conducted in class needs to be relevant to what is expected of them when they are in the workforce. When there is pedagogy diversity which includes hands-on activities, it can have a positive relationship with satisfaction, perceived learning subject matter and perceived skill development, though these relationships vary depending on the type of class activity. In addition, students who experience greater levels of pedagogical diversity not only like the course instructors more, their grades also improve (Higazi 2014).

In marketing, it is not an uncommon practice for students to develop marketing plans which encourages them to apply their knowledge they learned from class. However, implementation of the plan is often not conducted and thus not allowing students to measure their actual success with the consumer market. This suggests that there is an obvious gap between plan development and implementation and measurement in undergraduate courses. This project can be viewed as an effort to fill this gap. This project also allows instructor to find a proper balance between theory and application. Practical application and measurement of success is critical in business professionals. Practical projects require is an onerous and time consuming tasks to prepare for student groups and students often seek to measure their success. If students are able to obtain reliable feedback by themselves from the general consumer market, then the knowledge level in the class will be heightened.

## Significance to student outcome

Cross-disciplinary knowledge is encouraged in the business school and especially in marketing. In marketing many fields cross paths to provide students a rounded experience. This proposed eye-tracking software will make several contributions that will benefit students' learning outcome. 1) The activities that we currently have in class are very practical thus needing a more realistic scale. Students will not only become better content creator, better design, but better at linking theoretical concepts and analysis method with applied practices and with real time user experience data. Second, this software proposes to employ active learning when students are testing out their website creation with an eye-tracker. Although there are various methods in developing relevant knowledge, hands-on activities have been used in business discipline. More recently, more business classes find the positive outcome on active learning.

## Integration into current activities

Active learning is an approach that is highly encouraged in Saunders College of Business. Active learning has several advantages. According to Di Vesta and Smith (1974) Active learning types of activities influences how much classroom material is retained. Active learning benefits both the instructors and the students. Not only do the knowledge of the instructors grow and their practice changes, how the instructors teach produces a sense of efficacy which has a positive ripple effect on the students' learning experience (Garet et al., 2001). These activities, however, needs to be designed around the important learning outcomes and promote thoughtful engagement on the part of the student (Christenson, Reschly and Wylie, 2012). Kolb (2014) added that in experiential learning, ideas are not fixed and immutable elements of thought. Rather, they are formed and reformed through experiences.

I plan to integrate eye-tracking research into my MKTG 320 course. In this Internet marketing course, the proposed project would be used to help student evaluate their website, which gives students a good opportunity to understanding the user experience aspect of website. The nature of marketing encourages individuals to explore the arts and science of discipline. Designing of a website is the arts of marketing and that complements the science, which is the user experience of the website. Visual marketing has been a growing importance in digital marketing, and it is one of the skill sets that sets students apart when they are in the job market.

## References

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. Springer Science & Business Media.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American educational research journal*, 38(4), 915-945.

Higazi, T. B. Pedagogical Diversity in Introductory Human Anatomy and Physiology Class in a Small College Setting. HAPS, 11.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

## 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.

Students in digital marketing are often given tasks to create plans and occasionally to create websites. For the past few semesters, I have students create an e-commerce website using WordPress. However, the evaluation is based on my rubric which I don't think gives student the full understanding of what a quality website should look like from the general public (e.g. consumers). Thus, using an eye-tracking, and collecting data from random students, would allow them to understand how favorable their website was to other users, who coincidentally fall into their target market. Eye-tracking techniques are not widely used in marketing pedagogy. Thus, it fills the gap theory-practice pedagogy challenge. However, with the nature of marketing, students are exposed to different areas of disciplines which sometimes encourages them in cross-disciplinary work.

[1] The proposed projects would engage students in systematic and active learning of website development and the online consumer markets. When implementing this project, the instructor will provide various activities to engage students in active and self-paced learning via website development. For example, one of the main activities would be introducing the digital marketing simulation. It is a self-pace learning activity which the Internet marketing students go through in my course. This activity teaches students about the user interface, search engine optimization technique and content marketing. This simulation mimics the layout and algorithm of Google. In general, it would provide students with practical knowledge of the important components for an ecommerce website. After each round, students will be given an opportunity to assess their performance. For example, was the content ideal for their target audience, do the keywords needs revision or elimination, what type of layout was most effective for their target audience?

[2] The proposed project would allow students to engage in some group based active learning activities of developing an ecommerce website through Wordpress. Students will be divided into groups, and gain design and content knowledge through their hands-on on an actual website development for their proposed company.

## **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.

This project allows marketing professors to explore the use of technology in classrooms to enhance students' learning experiences. A survey would be given to students at the end of the assignment which asks about their No towards such hands-on experience.

### **Data collection and evaluating**

- 1) After most of the groups and their members complete the website development and user experience testing, the instructor will collect the data regarding students' experience with ecommerce website development.
- 2) The instructor will try to collect the data about students' learning experiences through their reflection paper as well as from pedagogical surveys. These qualitative and quantitative data would be good measures of the efficacy of student's self-paced active learning.
- 3) In the students' final presentation, I will ask students to share their experience with their website development and how the eye-tracking measurement technique helped them make their website to have better user experience which eventually leads to higher sales conversions. Once the final project has been submitted, the instructor will evaluate which groups followed the website design principles and search engine optimization techniques. Through these activities, every student in this course should gain sufficient experiences developing and design an ecommerce website which is search engine optimized.

## 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, the project does not require such assistance.

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](http://rit.edu/studentaffairs/disabilityservices/info)). Is your proposed teaching approach accessible to all students, with reasonable accommodation? If not, please explain.

Yes, it should be accessible to all students.

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](http://rit.edu/xVzNE)). Will any data gathering or sharing for your project raise any FERPA issues? If so, please explain.

This project will not raise any FERPA issues.



## 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. EM (*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.)*

Upon integrating of the eye-tracking component into the class project, the investigator will plan to submit the results to conferences such as Marketing Educator's Association which is a marketing pedagogy conference.

Students ranging from marketing to new media design students can gain knowledge through this activity by learning the fundamentals of website design through hands-on and real time feedback from general Internet users.

The proposed project, if successful in the Internet marketing class, the experience could also be useful for instructors in some other disciplines that might have a cross over between marketing, and other visual based courses. Therefore, an alternative dissemination will be an internal presentation of the project in the Saunders College of Business.

## 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:** Emi Moriuchi

**Department Head Name (PRINT):** Sean Hansen **Email:** shansen@saunders.rit.edu

**Department Head Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

NOTE: When signed, please scan and email with your Application Form to: [plig@rit.edu](mailto:plig@rit.edu)