Request for Proposals

Academic Technology & Innovation Mini-Grant (ATIG) Program:
Educational Innovation with Technology, COE Preservice Educator Track

*Sponsored by the Center for Academic Technology*

**Due Date:** 5pm on September 30, 2021

**Notification Date:** Grantees will be notified by late November 2021

**Grant Duration:** January 2022 through April 2022

**Purpose**

This grant is intended to foster innovative teaching and learning using technology. Projects should focus on empowering classroom use of technology; requests for professional development funding for conferences, online courses, etc. will not be funded. While projects where preservice educators create instructional content will be considered for funding, *projects that focus on student learning through hands-on use of technology will be given priority.* Possible projects include but are not limited to those that would accomplish one or more of the following goals:

- Enhance students’ digital literacy skills and critical consumption of media content;
- Promote student data privacy and digital identity skills;
- Empower students to demonstrate mastery of a learning outcome by self-selecting and using an appropriate technology tool to demonstrate learning;
- Explore real-world problems and use technology to respond to those problems;
- Apply a design process for problem-based learning using technology;
- Practice data science skills by gathering and analyzing data sets, creating visuals from the data, and making decisions from data analysis;
- Communicate effectively through the creation of visuals, media, websites, etc. using a variety of technology tools;
- Use technology tools to organize and collaborate with teammates.

**Examples of Project Ideas**

- Using the mapping tool ArcGIS, students explore what other learning spaces could be available in their community and create social-distancing models.
- Using Google tools and Adobe Spark, students investigate home internet connections by surveying peers and create a social media campaign using the data collected.
- Using 360° cameras and Google Tour Creator, students record their school or home pandemic environment and compare it to experiences documented in *The Diary of Anne Frank*.
- Using Snowball mics and Audacity, students create podcasts from the perspective of a minor character in a book or play.
- Using SparkFun kits, students solve a problem in their community using a design process.
- Using TinkerCad and a 3D printer, ELL students design and print story dice to practice vocabulary and oral speaking skills.
• Using Adobe Spark, students create digital storytelling projects that explore historical events from diverse perspectives.

Technologies Available
The university has a wide variety of technologies available to Butler faculty. Under this grant project, those technologies will become available to grant recipients to explore applications of technology in K-12 and community environments. Grant recipients may request access to:

- Lightboard Studio
- Sound Booth
- VR equipment (1 Oculus Rift S headset)
- 360° cameras (3)
- Digital video cameras (5+)
- Green screen (1)
- iPads (20+)
- Merge cube (1)
- Looking Glass Display (1)
- Snowball Mics (3)
- Padcaster (1)
- Catch Box (1)
- Photogrammetry equipment
- RTI equipment

If a project needs technology or software beyond what is listed above, please describe the requirements in the Project Description and Budget Outline sections of the grant proposal.

Eligibility
The grant is open to Butler University COE students who are interning or student teaching in the Spring 2022 semester. Students must obtain permission from either a Butler faculty member or a cooperating teacher prior to submitting their proposal. This mini-grant may be used to support projects for which other funding has been received (i.e. other grants) but this must be disclosed.

Funding
The Primary Investigator (PI) will receive $400, either as a stipend paid at the end of the grant period or as a bi-weekly payment for hourly time worked. For team proposals, a stipend of $700 will be divided evenly among the PI and co-PI’s or as prescribed in the proposal budget section.

If additional funding is needed to support project goals, a detailed rationale (amount requested, purpose, etc.) must be provided in the budget section of the proposal. Grant recipients will work with the CAT Administrative Specialist to make grant-related purchases. Purchased equipment will be returned to CAT upon the completion of the grant period.

Review Process
• Proposals will be reviewed by a panel consisting of approximately three (3) Butler faculty, one (1) librarian faculty and one (1) CAT staff member.
• Selected grantees will be notified by late November 2021.

Support for Grantees
• Grantees will be connected with CAT Academic Technology Specialists, IT staff, and/or CAT Instructional Designers for additional consultation and support.
- For subject area and specific content support, assistance from subject liaison librarians will be available.

**Grantee Responsibilities**

- Grantees will be mindful of partnering schools’ data privacy policies and inform the parents of minors about the grant project if necessary.
- Grantees will acknowledge receipt of the grant in any presentation or publication of work supported by the grant.
- Grantees will complete and submit a final project report no later than April 29, 2022.
- Grantees will participate, as necessary, in training opportunities regarding related technology.
- Grantees will participate in at least (1) of the following peer development activities:
  - Present on their ATIG project at a relevant Butler event such as the Undergraduate Research Conference (URC)
  - Facilitate or co-facilitate ATIG relevant programs designed to promote technology-supported learning at Butler (i.e. CAT workshops or related programs, etc.)

**Application Process**

Applicants will submit their proposal via the ATIG Submission Form. Use the following prompts to prepare your application:

1. Applicant/principal investigator information:
   - Name
   - Major(s)
   - Email Address
2. If team submission, indicate co-applicants/investigators:
   - Name(s)
   - Major(s)
   - Email Address(es)
3. Project Information – Access/Review the Scoring Rubric (pdf)
   - Project Title and Description, including grade(s) involved (2,500 char. max):
     - How is this project informed by your teacher identity statement and/or belief statement(s)?
     - How does this technology support your plan for professional development?
   - Goals and Outcomes (2,500 char. max). Consider the following questions:
     - What do you want to explore?
     - What challenges do you hope to address with the project?
     - What opportunities are you hoping to gain?
     - What are the anticipated outcomes and/or how will students be impacted?
   - Instructional Method Rationale (2,500 char. max). Consider:
     - Where has this approach been tried before?
What is the supporting literature?
In what ways is this application of technology supported by educational theory?

- Project Timeline;
- Description of roles of all personnel involved in the project, including PI (1,250 char. max);
- Anticipated Budget Outline (2,000 char. max);
  - Itemized budget
  - Rationale for anticipated expenses
  - For team submissions, indicate how the stipend should be divided among team members
- Evaluation Plan (2,000 char. max);
- Dissemination Plan (1,250 char. max):
  - Will student projects be shared? How and with whom?
  - How will you share out your work and/or findings?
  - What peer development activity will you participate in? (e.g. Butler’s URC)
- Sustainability Plan, assuming project is successful (2,000 char. max);
- Demonstration of support from COE faculty, cooperating teacher, and/or intern supervisor via their completion and submission of project support and acknowledgment form.

Questions should be directed to cat@butler.edu.