

## Course Transformation Awards for Spring 2008 Courses

The Office of the Provost invites full-time **continuing** faculty to apply for course-transformation awards of \$1000 in the following: Infusion; Experiential Teaching and Learning; Global Learning; and Library, Technology, and Learning. Selected faculty will receive \$500 at the onset and the remainder when the final report is submitted. The report should describe the process of evaluation used at the conclusion of the course as well as give the faculty member's plan for sharing the results with colleagues. **Only proposals for courses taught during Spring 2008 will be considered at this time.** The deadline for submitting proposals to the appropriate committee is Friday, November 30, 2007. Guidelines for each award are below.

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### Infusion

The Infusion Subcommittee (Betsey Dyer, Javier Trevino, Kim Miller, and Deyonne Bryant) invites proposals for course transformations addressing race/ethnicity and its intersection with at least one of the following: gender, class, sexuality, and religion in the United States or globally. Consistent with the faculty commitment to infuse scholarship about historically marginalized groups throughout the curriculum, race/ethnicity and its intersecting domain(s) must be a central theme in the course. Faculty applicants should attach the syllabus of the course under consideration to a proposal of 200-300 words that describes the course transformation and its contribution to the departmental major or the general education program at Wheaton. Please send proposals (electronic submissions only please, formatted as Word .doc files) to Betsey Dyer, [bdyer@wheatonma.edu](mailto:bdyer@wheatonma.edu), by Friday, November 30, 2007. Inquiries can sent to any member of the Infusion subcommittee.

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### FYS Infusion

The First-Year Seminar (FYS) Steering Committee invites proposals for course transformations of FYS addressing race/ethnicity and its intersection with at least one of: gender, class, sexuality, and religion in the United States or globally. In accord with the Wheaton faculty's commitment to infuse scholarship about historically marginalized groups throughout the curriculum, race/ethnicity and its intersecting domain(s) must be a central theme of such a transformed course. Faculty applicants should attach the syllabus of the course under consideration to a proposal of no more than 500 words that describes the course transformation project and explains concretely how the course, in its content and pedagogy, addresses and honors the Wheaton faculty's commitment to infuse scholarship about historically marginalized groups in this Foundation of Wheaton's curriculum. Please address inquiries and send proposals (electronic submissions only please, formatted as Word .doc files) to John Bezís-Selfa, Chair of the FYS Steering Committee, at [jbeselfa@wheatonma.edu](mailto:jbeselfa@wheatonma.edu) by Friday, November 30.

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## **Experiential Teaching and Learning**

The Experiential Teaching & Learning (ETL) Subcommittee welcomes individual faculty proposals to develop or modify a course that includes or is connected to a significant experiential learning dimension, and that also addresses the foundations, connections and/or infusion themes of our curriculum. The course must intentionally use non-traditional classroom/laboratory activities as resource or "text" for the learning, and incorporate multiple strategies for evaluation of both the experiential component and its contribution to teaching and student learning. If you would like assistance in transforming or creating a course, please contact Grace Baron (Ext. 3689, gbaron) or Kay Gruder (Ext. 3796, kgruder).

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## **Global Learning**

Wheaton has received funds from the AAC&U to support transformations of “general education science courses with significant global learning outcomes.” Wheaton will match this grant to provide support for course transformation in support of global learning outcomes. These global learning outcomes include:

- Understand the increasing interdependence between the global and the local
- Understand implication of individual and community actions of global sustainability
- Use technology for local and global communication
- Use scientific theory, method, and data analysis in analyzing the world
- Understand the increasing interdependence between the global and the local
- Understand the impact of human actions of global processes, systems, and sustainability
- Understand the physical and biological functioning of the earth

We especially seek pedagogies that integrate scientific knowledge, relate science to society and to the students’ own lives, and prepare students to become scientifically literate global citizens; that combine the scientific approach with other modes of thought, such as writing and visual expression; and that make effective use of new teaching technologies. Please send proposals (electronic submissions only please, formatted as Word .doc files) to Shawn Christian, at schristi@wheatonma.edu by Friday, November 30. For advice or information about developing proposals, you may also contact Teresa Celada and Laura Muller.

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## **Library, Technology, and Learning**

*The Library, Technology, and Learning Committee (LTLC) enthusiastically solicits proposals for course transformations focused on use of information and technology resources to enhance courses that cover any aspect of the Wheaton curriculum. Funding for this initiative has been provided by the Provost and VP for LIS. We especially encourage transformations that make use of technology to address at least one of the following broad areas:*

- *Pedagogical innovation*
- *Collaboration with Research and Instruction staff*

- *Utilization and highlighting of existing technology*
- *Generalizability to multiple courses*

LTLC hopes that funding such course transformations will stimulate efforts to bring information and technology resources into the classroom or enhance their current classroom use. We define technology broadly to mean resources developed and supported by Media Services and the Research and Instruction staff. The transformations should help to integrate the use of technology into the Wheaton curriculum and continue to accentuate the use of technology to enhance and diversify learning opportunities.

Proposals should be submitted to the Library, Technology and Learning Committee via email to [mkahn@wheatoncollege.edu](mailto:mkahn@wheatoncollege.edu), by November 30.

Our guidelines specify that each proposal should

1. Identify the course and the technology to be used in the course. Is the technology already available? Or will new technology be needed?
2. Describe the pedagogical goals or outcomes of the proposal and specify strategies that will be used to reach them. How will technology be used in this regard?
3. Indicate how the proposal addresses one or more goals of the curriculum.
4. What is the size of the course and might the use of technology be generalized and useful in other areas? If so, how?
5. Identify any equipment, software, material or training needs.
6. Identify collaborative needs regarding Research and Instruction staff, including specific collaborators, if possible. (We encourage developing the proposal with a member of Research and Instruction staff. For a list see: <http://www.wheatoncollege.edu/Library/Reference/Liaisons.html>)

For advice and/or information about developing proposals, contact Margaret Gardner, Scott Hamlin, or LTLC faculty members (Cecile Danehy, Michael Kahn, Kathryn Tomasek).

