



2018 Innovation Mini-Grant Application

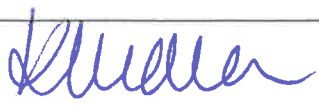



Shasta College is committed to supporting innovation ideas that enhance student learning and success. As a result of the 2015 Governor's Innovation Award, there is now a designated fund (up to \$100,000 per year for the next three to five years) to support faculty and staff projects that ultimately result in increased goal attainment for students. In accordance with the criteria for the Innovation Award, practices that enhance transfer and four-year degree completion while reducing time to degree are the highest priorities.

Please complete this application and submit it to the Office of Grant Development by February 28, 2018. For questions, please contact Amy Schutter, Director of Grant Development, at aschutter@shastacollege.edu or 242-7713.

Submitted by:	Mark Blaser (with support of the Faculty Excellence Committee)
Division/Dept. Name:	SLAM/Chemistry
Project Name:	Active Learning Classroom Workshop
Project Overview	Please provide a brief overview of the project. This project will offer Shasta College faculty with a two-day workshop that will: provide evidence to motivate moving from traditional instructional methods to a more active learning instructional model; describe and model various active learning strategies; provide training and resources for faculty to successfully implement these active learning strategies in their classes; and provide support for effective instructional use of active learning strategies via a community of shared practice.
Student Impact	The main focus of the Innovation Award funds is to positively impact student learning and success. Please describe how your project will: <ul style="list-style-type: none">• Improve one or more Student Learning Outcomes (SLOs)• Increase student engagement and/or success• Reduce the amount of time for a student to complete a Certificate, Associates Degree or Bachelor's Degree• Document measurable results (consult with the Research Office) Increasing amounts of evidence are accumulating to support use of active learning methods to improve instruction in the college classroom. In fact, many researchers are concluding that using traditional methods of instruction, even as controls in studies, is no longer even pedagogically ethical. Many, many studies demonstrate the benefits of active learning, including increased student engagement, better student learning outcomes (e.g. the ability to use data to analyze and solve problems, which is the SLO for many science courses), enhanced ability to work in groups, and improvements in critical thinking.* However, despite the known efficacy of active learning, for a variety of reasons (such as instructor inertia, student pushback, not enough dissemination of research results, lack of training and support for instructors and students, etc.) these methods are not yet being widely used in higher education. This workshop intends to address this situation (at least at Shasta College in the immediate future) by: providing instruction and explanation of known best practices for active learning; demonstrating various active learning strategies and the pros and cons of each; and helping workshop participants develop and implement their choice(s) of active learning methods for the 2018-2019 school year. This will hopefully lead to expanded use of active learning methods at Shasta College, and therefore greater engagement and learning for our students. Lessons learned from this workshop and the follow up group meetings during the 2018-19 academic year will then be used to inform a more effective, broader dissemination of active learning instructional methods, and will ease the path for later adopters. (*Numerous studies / publications that provide evidence for the benefits of active learning; these are available upon request.)

Collaboration	<p>Mini-grant projects often involve collaboration between multiple divisions/departments and/or outside entities (K-12, CSU/UC, or community partnerships). Please:</p> <ul style="list-style-type: none"> • List any internal and/or external collaborative partners • Confirm that the partners are aware of the project and what their role in implementation will be
<p>Workshop presenters/facilitators are experienced active learning practitioners and researchers who have given multiple presentations and workshops on active learning methods. One is from Shasta College, with working knowledge of our academic culture. The other will be from the University of British Columbia, with deep expertise in education research and extensive experience in organizing and facilitating workshops of this sort. Workshop participants will be selected from Shasta College instructors who are: interested in learning about active learning methods; able to commit to implementation of some active learning strategies and activities in their classes during the 2018-2019 academic year; and willing to participate in an active learning work group that will meet throughout the year to share experiences and contribute to developing guidelines for active learning practices that are found to be effective and are recommended for Shasta College. It is hoped that activities and methods implemented as a result of this workshop may yield data and other evidence that can be analyzed to help better inform instructional practices at Shasta College, and might even ultimately produce some presentable or even publishable results. Note also that this project will also offer collaboration possibilities with the proposed Response Systems Workshop Innovation Mini-Grant.</p>	
Future Possibilities	<p>The Shasta College mini-grants initiative provides the testing ground for innovative ideas to determine successful outcomes that may be used on a broader scale. Please discuss if the project is:</p> <ul style="list-style-type: none"> • Replicable (easily shared with other campus programs) • Scalable • Cost-Effective (e.g., through number of students served; through District efficiencies increasing service to students; or if scaling up will prove cost-effective)
<p>Active learning is known to be useful for and effective in all disciplines. If the workshop succeeds in doing what it is intended to do, this process is totally replicable in all other divisions and departments, and can easily be expanded and scaled to the entire Shasta College community. Many active learning methods are very inexpensive, and can be are very cost-effective, with a very high "bang for the buck" in terms of (potential) student engagement and learning gains for the cost per student. Future workshops could build on the techniques demonstrated in this workshop, explore other active learning methods, foster connections between instructors and disciplines, lead to a positive learning cycle, and contribute to building a community of practice at Shasta College. The evidence for active learning methods is now so strong that it is clear this is something Shasta College should be, well, actively pursuing. In order to fulfill our vision of being a "nationally recognized model community college engaging its communities through innovation in student learning and growth", we need to move to more widespread use of this effective instructional technology, and this project will (hopefully) help make that happen.</p>	
Logistics	<p>The mini-grant cycle—to include planning, implementation, and evaluation—is a maximum of 18 months (Fall-Spring-Fall), and all funding sources should be considered. Please confirm that:</p> <ul style="list-style-type: none"> • The project phases can be completed within an 18-month cycle • No other funding sources are available for the project • A Budget Proposal form has been completed and is attached.
<p>General planning for the workshop has been done, with the specific dates and particulars of the workshop to be finalized upon project approval. The workshop would be offered during summer 2018 (tentatively early- to mid-July, with enough lead time for participants to be able to properly prepare for and implement their chose active learning methods during fall semester 2018. Follow up meetings and Active Learning Workgroup support sessions will occur regularly throughout the 2018-2019 school year. Result of discussions will be analyzed and summarized, and a report and recommendations for future dissemination and implementation of active learning methods will be submitted by the end of summer 2019. Workgroup members with potentially publishable findings will be encouraged and supported to identify appropriate journals and prepare and submit papers. A budget proposal has been completed and is attached.</p>	

	
---	---

Research Office Signature

Date

	
---	---

Dean or Supervisor's Signature

Date