**Vice-Chancellor’s Learning and Teaching Grants 2017: Guidelines for small grants**

Individuals and teams are invited to apply for amounts of between $2,000 and $10,000, which must be expended in 2017. Two types of small grants are available:

**1. video/screencast making grants** are available for amounts of $2,000-$4,000 or equivalent professional assistance to staff who have participated in the Power of Screen Presenting workshop. These grants will support the development of higher quality video, screencast and similar materials to support student learning, consistent with learning.futures and the balanced teaching periods.

2. **learning.futures grants** are available for amounts of up to $10,000**.** These will support staff to re-engineer their approaches to teaching and learning in line with the learning.futures strategy, along with the requirements of the balanced teaching periods. Grants encourage engagement with the following developments:

* ‘Flipped learning’ where students access digital resources and undertake pre-work before coming to classes where they engage in active and collaborative learning, followed by post-work that involves review and reflection on learning.
* The increasing development of open, digital libraries that enable students to engage with extensive educational resources and tutorials, and have their understandings of key ideas automatically assessed.
* Initiatives relating to innovative uses of learning spaces such as [large collaborative theatres](http://www.uts.edu.au/research-and-teaching/teaching-and-learning/learning2014/new-spaces) and [collaborative pod classrooms](http://www.uts.edu.au/sites/default/files/FutureSpaces2ndEditionWeb%5B1%5D.pdf).
* Collaboration technologies (including social media) to support formal and informal peer learning.
* Initiatives involving creative, transdisciplinary, project-based and inquiry-based learning.
* Authenticity in learning experiences and assessment.
* Learning analytics, specifically using data to personalise students' learning experiences or to provide feedback to students on their learning.
* Student employability and transition to the workplace, including embedding employability initiatives in the curriculum and developing internship-like experiences.
* Balanced teaching periods. Academics may apply for funding to be spent on developing week 1 resources or activities for use by students, assessment support resources or similar activities that support further adaptation of subjects to the new academic calendar.

**Requirements for video/screencast grants**

Videos must be intended for use in UTS subjects, should be able to be reused for several teaching sessions and focus on areas for which existing open resources are not available or locally relevant, for example:

* Conceptually difficult areas of subject matter for which relevant open resources are unavailable.
* Engaging students with aspects of current professional practice and application of knowledge, for example through video interviews with professionals, case materials etc.
* Engaging students with current research or research practices relevant to their subjects.
* Enabling new students to learn from previous students about learning in the subject and what it takes to succeed

Funding may be used for: time release; hiring media assistance (including media students); paying reasonable costs for industry professionals to participate in videos; evaluation support costs (eg focus group catering, movie tickets) or similar. It may not be used for video equipment, conferences or travel other than local travel for the purpose of making videos in relevant locations. Funding must be spent prior to the start of Spring session 2017. A final report (due Aug 2017) should outline project activities, outcomes and also a statement of expenditure against the project budget.

Applications must be submitted on the video project application form and meet page limit requirements. **Applications can be submitted at any time until February 24,** and will be assessed within one week of receipt. A further round of applications may be opened following this pilot round.

**Requirements for learning.futures grants**

Projects funded for 2017 will enable academic and professional staff (as individuals or teams) to engage in innovation, test and modify existing innovations, reconfigure subjects and learning activities, including assessment, or develop new resources for learning.futures. Projects must go beyond the routine updating of curriculum, resources or support services. Subjects that are the focus of grants must be or have the intention of becoming learning.futures compliant in 2017. Projects may include research components, but must have a development component that directly benefits students. Project leaders are strongly encouraged to include one or more student members in development teams.

Applications may be made for projects that build on previous projects funded under this scheme, provided the applicants have submitted project reports that show appropriate evidence of that earlier project’s success. Projects should demonstrate they are consistent with the UTS Strategic Plan 2009-2018. There are also opportunities to [partner](https://www.uts.edu.au/research-and-teaching/teaching-and-research-integration/connected-intelligence-centre/news/analytics) with the [Connected Intelligence Centre](http://cic.uts.edu.au).

Successful grant applicants should expect to contribute to the learning.futures website and engage colleagues with their work. Funds must be spent in 2017. A final project report (due February 2018) should outline project activities, developments, outcomes and also a statement of expenditure against the project budget.

Applications must be submitted on the project application form, meet word and page limit requirements and include 4 components. The following provides guidance for addressing each component.

## Project Summary

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| **Project title:**  A good title will accurately communicate the Project’s overall intention, suggesting its significance. |
| **Summary of Project**  In no more than 100 words of plain language, summarise aims, significance and anticipated outcomes of the proposed Project. The summary should be written for a general audience, as (if the application is successful) it will appear on the UTS’s website. Use “The project will … “ rather than “I will” “We will” etc in the summary. |
| **Keywords**  Provide 5-8 key words that indicate this Project’s focus. |
| **Project applicant/team leader** |

## Team members and consultation

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| **Applicant/team leader experience and capability statement**  Applicants are required to include a 100-250 word statement on previous experience and/or skills in introducing learning and teaching innovations and/or carrying out projects within time and budget constraints.  Applicants should list all previous learning and teaching grants received. If a grant was received in 2016, an interim report (1 page) must be provided with the application. Applicants who have not submitted reports will not be eligible until the report is received  Staff who intend to be on PEP or other extended leave during 2017 will normally not be eligible to be sole applicants or team leaders. Any applicant who will be on PEP needs to provide evidence that the project is consistent with their PEP and can be completed in 2017. |

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| Provide a list of names of other members of staff involved in the project and their affiliation. |
| Provide a list of names of staff members in university units (e.g. IML, AVS, ITD, UTS Web team, Library, Student Services) who have been consulted in relation to this project. There are staff available to advise on the development of web-based resources. (This is necessary if services/support from other units will be required to develop or implement the project.) |
| Endorsement by Dean or Director A statement of support by the Dean of the applicant’s faculty is required. Applicants are advised to contact the Associate Dean (Teaching and Learning) or Deputy Dean (if applicable) in their Faculty to ascertain any faculty requirements for supporting applications and consult their academic supervisor and Head of School/Program or equivalent to about the availability of any teaching release. |

## Project Description (learning.futures grants 2 pages – see application form for information required)

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| **Aims:**  What does this Project set out to achieve (aims)?  Why are these aims relevant to UTS and learning.futures?  How will students benefit? |
| Background rationale and significance: What is the background context for the project eg large subject, changing nature of the discipline, substantial course or subject review, student learning challenges etc?  What is the student learning or experience issue that the project seeks to address?  How will this project address this issue? What educational ideas inform the project? How will it go beyond what is already known or is already available? (Note: for projects that are aiming to develop resources you should provide information about where you have searched for existing open or accessible resources, and describe how what you are seeking to develop differs.) |
| Approaches to conducting the Project: What will be done in the project?  What methods will be used to evaluate success?  A Project plan and proposed timelines must be included.  An interactive tool to help to plan project evaluations is available at <http://tiny.cc/evalplan> You are encouraged to use this to think about planning, carrying out and reporting on your evaluation. |
| Communicating progress and findings: What approaches will be used to communicate and disseminate the project developments and outcomes, or open up opportunities for engagement with interested staff, during and post Project? |
| Sustainability of Project outcomes: How will the anticipated Project outcomes become embedded and sustained over time?  Are there any future developments that may potentially arise out of this Project? If so, please describe. |

## Project timelines and budgets

Budgets for projects funded under this initiative must be expended during 2017. $10,000 is the maximum funding available ($4000 for video projects), but applicants could consider the possibility of applying for small-scale projects to pilot ideas or develop small-scale initiatives.

Please see **Appendix A** for advice on costing various budget items. Eligible budget items include:

* + Teaching or marking release or admin support for staff working directly on the project. If requesting teaching release, please consider the practicality and seek approval in advance.
  + Salaries for project assistance, including student assistance, costed to reflect the hours necessary;
  + Production of new subject materials or resources that go beyond routine updating;
  + Purchase of software or resources which are a direct part of the project. Applications that involve any resource or software development need to include evidence that this does not replicate material already available (for example, provide information about where you have searched for similar material and how your project differs from existing material);
  + Costs of workshops or similar activities aimed at sharing practice;
  + Incidental costs of project evaluation, for example small incentives or catering for student focus groups. Evaluation is expected to be carried out within the project budget by team members or project assistant(s).
  + Local travel costs necessary to produce project outcomes – for example costs related to interviewing industry practitioners or visiting industry sites as part of a project;
  + Support for participation in learning and teaching conferences where the work will be presented (up to $1000, please nominate the relevant conference(s)).

Items which are *not* eligible include:

* + Personal computers, mobile devices and similar equipment, except where these will be directly used by students for their learning as part of the project and the use will be sustainable;
  + Conference travel other than as above;
  + Any recurrent costs incurred through embedding the project outcomes. If recurrent costs will arise and the project is seen as of sufficient value to warrant ongoing support, the Dean/Director needs to confirm that these costs will be supported by the Faculty/Unit.

## Application process and deadline

Applications will be submitted to the office of Professor Shirley Alexander, DVC and Vice-President (Education and Students), by email and accompanied by **five** signed hard copies. The emailed application should be in the form of a PDF and should be sent to [Anna.Neo@uts.edu.au](mailto:Anna.Neo@uts.edu.au) Email and hard copies of applications must be received by **10 am, Friday 24th February 2017.**

You may discuss your project idea or application prior to submission with staff from the **Institute for Interactive Media and Learning** (IML) (call IML on ext. 1669). IML will also run an information session. Times and locations will be announced in Staff Notices and on the Teach-Learnnet listserv.

# Appendix A: Budget advice for projects

Budgets should reflect the minimum level of funding required to complete the project. Budgets must be adequately costed and justified.

## Teaching release costs

Teaching release is to be costed on the basis of casual replacement. There needs to be a justification of how the amount of time requested will be used to complete the project, and a realistic assessment of whether release is feasible. Project support, admin assistance, student assistance or marking replacement might be more viable options. Normally replacement will be given for no more than 2 hours/week of teaching per staff member. Alternatively, release may be given for assessment marking and feedback at the ‘other academic activity’ hourly rate + oncosts. The number of hours needs to be justified on the basis of student numbers or similar. Please note that casual pay rates include casual loadings, but do not include on-costs, which must be added. (Go to Staff Connect and search for ‘Pay rates’ and ‘On-costs’ to find the relevant information.)

## Project staff costs

Funding for research or administrative assistance should reflect the level of work required. This should be adequately described in the budget justification. Casual research or project assistance, such as support for literature and resource searching, collecting and analysing evaluation data etc that is carried out with guidance from the project leader would usually be costed at Research assistant HEW5 + on costs. See the schedule of rates for Casual Professional Staff on Staff Connect.

Applicants are encouraged to consider employing UTS students with appropriate skills.

## Costs related to evaluation data collection, student focus groups, interviews etc:

Funding may be requested for small (under $20) incentives such as movie tickets to encourage students to participate in focus groups or interviews as part of a project evaluation. Please note that movie vouchers can be obtained from the UTS union at reduced rates. Catering for focus groups can be included.

Questionnaires: Wherever possible, questionnaires should be administered online, using a freely available option such as UTSOnline or UTS Survey manager (contact IML for details).

## Resources and costs for services from UTS units or outside providers

Costs for development of video, web, podcast and other audio-visual and other resources should be based on actual quotes from providers, or hours required of project staff such as media interns. Applicants for projects that may involve staff or services from UTS units such as AVS, IML or the UTS Web Team need to consult with these units in advance of submitting the project application to discuss options, ensure that resources (including staff time) are available for the project and obtain quotes if applicable.

IML staff can advise on projects, but learning technologists’ time cannot be bought out to develop projects using project funding.