# Mobile Learning Fellows Program
# Walters State Community College

The purpose of the Mobile Learning Fellows program is to encourage faculty to explore methods of engaging students and encouraging active student involvement using mobile devices and emerging technologies, and to share their methods with others.

Technology is constantly evolving and with it the opportunities to develop more exciting ways to engage students. The WSCC Mobile Learning Fellows Program will provide incentives and rewards to faculty who use these technologies to develop creative ways to increase student learning and who share with others those ways of engaging students via mobile learning.

Process: Step One, Proposals. Faculty wishing to participate should submit a proposal by the end of the spring semester (see attached WSCC Mobile Learning Fellows Proposal form).  A Fellows Committee consisting of eight faculty members and one staff member will read and analyze the proposals for a number of criteria (see attached Criteria for Analysis of Proposals).  Using these criteria, the Fellows Committee will, by June 1, select two proposals to fund.  Each of the two faculty members will receive a stipend at the end of the funding cycle pending completion of the proposed project.

Process: Step Two, Training by IDT. During the summer, the two faculty members of the funded proposals will attend a seminar designed to outline possible techniques to be used in determining the effectiveness of their plan in the classroom.  After the training, the two funded faculty members will create and submit an addendum to their proposal which details assessment methods they will use to assess the effectiveness in terms of student learning, student engagement, and faculty satisfaction ("How will you evaluate…").  This addendum will then become a part of the larger proposal.  In addition, during the summer, the IDT will assist the Fellows with any additional training or technologies the Fellows request.

Process: Step Three, Implementation. During the Fall semester, the Fellows will implement their plan.  Midway during the Fall term, each of the Fellows will meet with the Assistant Dean of Online Instruction to report their initial steps in carrying out the plan, student reactions thus far, any results gathered to date, and their preliminary impressions and reactions to the implementation of their plan.  If needed, changes and adjustments may be made at this time to the plan/proposal. (Faculty are encouraged to continue their proposed implementation into the Spring semester if possible to make a stronger case for the effectiveness and wider applicability of their plan and its effects.  However, this is not a necessary part of the initial proposal and plan.)

Process: Step Four, Initial Assessment.  By the end of February, the Fellows will produce and submit to the Dean of Online Instruction a rough draft of their initial assessment.  This initial assessment should include assessment result in the form of prose narrative of no more than two pages, any tabular or raw data of assessment, and a video.  This video should include an explanation of the plan, snippets of students being engaged in and participating in the classroom, interviews with students detailing their opinions of their engagement with and participation in the classroom and learning, and a brief oral summary by the Fellow of the effectiveness of his intervention/change in classroom processes as a result of the proposal.

Process: Step Five, Awarding of Stipends. By June, Fellows will submit a final assessment of the results of their proposal and a final copy of the video they have produced. Formal presentation of the awards will take place during Inaugural Week.

Process: Follow Up Requirement. Fellows will be asked to:
1. Present their findings and/or video at the August Inaugural Week faculty meeting.
2. Sit on the Fellows committee during the next cycle.
3. Participate in the summer IDT training for the next cycle of WSCC Fellows.


Attachments:
      WSCC Fellows Proposal Form
      Criteria for Analysis of Proposals

# WSCC Fellows Proposal Form

[Faculty should complete this form and forward via email to their department chair and/or division dean. Division deans will signify their support of the project by forwarding to Vickie Mills, Distance Education (Vickie.Mills@ws.edu or extension 6996).]

Name:

Department:

Phone:

Email:

Project Title:

What do you want to achieve:

Provide some background on how you came up with this project:

How will you evaluate the effectiveness of the project: (This portion of the plan will be completed after the summer IDT training)

I agree to abide by the terms of this proposal and WSCC Fellows Program. I will complete all assessment tools (reports and video). I have read and agree to the terms of the WSCC Intellectual Property Rights policy. Click here to read the WSCC Policy and Procedures Manual; search for page 162 and read "Intellectual Property Rights." I understand that to receive the stipend I must complete the project and present the findings at Inaugural Week.

# Criteria for Analysis of Proposals

1. Does the plan develop methods of engaging the students in the classroom?
2. Does the plan develop instructional methods in the classroom?
3. Does the plan involve student learning outside the classroom?
4. Does the plan involve innovative techniques?
5. Does the plan allow students to produce media as an alternative to traditional assessments of learning?
6. Does the plan have the potential to transform instruction across departments and divisions?
7. Does the plan focus on ways to involve students in using mobile learning technologies?

| Criteria | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Does the plan develop methods of engaging the students in the classroom? | | | | | | |
| Comments: | | | | | | |

| Does the plan develop instructional methods in the classroom? | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| Comments: | | | | | | |

| Does the plan involve student learning outside the classroom? | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| Comments: | | | | | | |

| Does the plan involve innovative techniques? | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| Comments: | | | | | | |

| Does the plan allow students to produce media as an alternative to traditional assessments of learning? | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| Comments: | | | | | | |

| Does the plan have the potential to transform instruction | Low | Middle | High |
|---|---|---|---|

| across departments and divisions? | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | | | | | | |
| Comments: | | | | | | |

| | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| Does the plan focus on ways to involve students in using mobile learning technologies? | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| Comments: | | | | | | |