Applying for a small teaching and learning grant

Jan McLean
Lindsay Hewson
This session....

• Overview of the process – small grants
• What makes a good application?
• Questions and answers
Learning and Teaching Innovation Grants

• Aimed to highlight value of teaching, facilitate achievement of UNSW priorities, build capacity and capability for leadership, and build a pipeline to OLT

• Applicants will be faculties, schools, or individuals seeking support for:
  o small scale learning and teaching development initiatives,
  o or pilots/trials of planned, large scale educational changes

• *that align with priorities* as outlined in the information booklet

• one-off basis, maximum of $20,000, period of 12 months.
OLT seed grants

• Seed Grants support pilot projects which test and evaluate an original idea, or stand-alone, small-scale project, or projects which build the capacity of early career academics (>2<5 years)
• Original idea - not one previously funded
• Changes in 2015 (see OLT webpages)
• Must be in priority areas (see page 9 Application instructions)
• Up to $40,000
• Include Impact
UNSW application Process - changes from 2014

- Amended application
  - Overcome issues in 2014
  - more closely aligned to OLT seed grants
  - impact
- update in priorities (see page 17 booklet)
- Funding - $20,000
- Anything involving technical modifications to TELT platforms needs advice from TELT senior manager - see page 5 booklet
Application Process - amended from 2014

Written project proposal:

A. Project rationale (What do you want to do and why is it needed?) -
   (OLT A: Project rationale and sector readiness)

B. Outcomes and scope of the project (OLT B: Project outputs or deliverables)
   - A description of the project deliverables and the scope of the project

C. Project plan (OLT D: Project approach)
   - What will be done to ensure the proposed project delivers its stated outcomes.

D. Impact plan (OLT C: Project impact - refer to the IMPEL Ladder Model proposed by OLT)
   - Plan for maximising the impact of your project and for disseminating its results.

E. Project team and governance (OLT E: Project team and governance)
   - Roles and responsibilities of the team members, reference group etc.

F. Budget (OLT F: Project budget)

G. Evaluation Plan
Timelines

UNSW Innovation grants

- Call for Proposals: 9 April
- Close for Endorsed Applications: 29 May
- Assessment of Endorsed Applications: 2 June
- Notification of Outcomes to Applicants: 15 June
- Successful Round 1 Projects Commence: 1 July

OLT seed Grant

- First draft to LTU: 6 April
- Final version to LTU: 6 June
- OLT deadline: 22 June
UNSW Selection criteria:

The quality of the innovation proposal

- The clarity of the proposal and arguments to demonstrate how the innovation idea will address one or more UNSW Learning and Teaching Priorities for 2014-2018.
- The innovative nature and potential usefulness of the proposal and its outcomes in the development of policy and/or practice in learning and teaching in the applicant’s Faculty/School or UNSW as a whole.
- The strength of the link to prior projects by your or others, and the conceptual and theoretical frameworks that underpin the proposal.
Selection criteria cont.

The quality of the project plan

• The clarity of the outcomes, and the appropriateness and coherence of the proposed project plan with the stated outcomes.

• The appropriateness of the project team and the governance arrangements.

• The appropriateness of the project’s plans for the evaluation, dissemination and embedding of project outcomes in the policies/practices of the applicant’s faculty/school or UNSW as a whole (impact).

• The appropriateness of the Project’s proposed budget and the strength of its justification.
What makes a good application?
Features of a good application

- Adheres to the application instructions, including clear responses to each assessment criteria
- Demonstrates a need in higher education learning and teaching for an innovative solution
- Has thought and planned for outcomes and impact
- Demonstrates readiness for the project, including through building on existing work (completed OLT projects, for example)
- Aligns realistic and substantiated project elements: outputs, approach, timeframe, budget, team

From OLT 2015 (available on OLT website)
Rationale - refer to application form

A1, A2 – Context and proposal

- Context and clarity are key - Clearly identify and address an issue or problem that is both worthy and urgent (in your context) and what you propose to do
  - Helps to show how it connects with other work
  - Consider student’s needs

- Note - What you propose to do needs to be based on the enhancement of teaching and student learning – not just an argument for the adoption of new technology
Rationale cont

A3 – what evidence suggests it will be effective

- **Show your thinking as to how what you are proposing will meet the need/fill the gap/solve the problem**

- **What do you understand terms to mean eg blended learning, flipped classroom, communities of practice…in plain english!**

- **Where you can, show how project draws on what has already been done in the area, at UNSW or more broadly as shown in the literature - eg rather than reinventing the wheel, the project adapts current thinking to a particular context.**
Rationale cont.

A4 – Why is it an innovation and how it is useful?
- It must be clear why the project is needed - how it goes beyond ‘business as usual’ to warrant extra funding, (and is not a research project)
- Don’t just offer a ‘solution’ – how does it meet the need
- Why is this innovative in your context

A5 – UNSW Priorities
- Clear argument as to how the project will address 1 or more priorities
- Articulates how project will contribute to practice/policy
B. Outcomes and scope of the project (OLT B: Project outputs or deliverables) - A description of the project deliverables and the scope of the project.

- **Project’s aims and outcomes are clear, specific and measurable for instance might include:**
  - Tools developed – eg innovative assessment/feedback tools for your discipline, technology related tools
  - Implementation guides
  - Resources - open repository available on web, exemplars, models
  - Community – development/expansion of existing community (be specific)
  - Professional development - Workshops/seminars
  - Changes to courses/programs (link to impact)
  - Data – learning analytics – used to do what?; survey outcomes
  - Publications - Case studies published

- **Realistic and focused scope – it is a small grant!**
C Project Plan (OLT D - project approach)

• What will be done to ensure the project delivers its stated outcomes
  o Aligns outcomes with a realistic development/project management plan and appropriate strategies indicating that the project is achievable by this project team within the timeframe and budget
  o Leave no doubt that it is doable within the funding/timeframe
D Impact Plan (OLT C - impact)

- refer to the IMPEL Ladder Model proposed by OLT
- Your plan for maximising the impact of your project and for disseminating its results.
  - Impact is the difference your project will make - to students, staff, courses/programs, communities….
- Brief (a paragraph or two given the scale of the project) - but *align to outcomes* (can help you write outcomes) and evaluation

* Suggest making this your starting point
Levels of impact

Outcomes and impact
Outcomes - changes and benefits during the project
Impact - all changes and benefits during and after
See (Tilly Hinton OLT)

Small grant - initially small impact!
E. Project team and governance (OLT E: Project team and governance) - roles and responsibilities of the team members, reference group etc

- Clarify team structure - defining roles, responsibilities, accountabilities
  Reporting structure and frameworks clearly defined:
  - within the project team e.g. all team members report to the project manager, and there will be a weekly project meeting
  - from project manager to senior management (or a committee)
    - e.g. project manager provides a weekly report to senior management, and will meet with them once a month
  - Senior management (or committee) are provided with project updates and oversee the work of the project manager to ensure that the project is keeping on track.
F Budget

• *includes both budget and justification*

See form - Personnel Costs:
• salaries (e.g. project manager, research assistant/fellow), wages and on-costs of personnel who have overall responsibility for the project.
• On-costs to the maximum of 28% may be included.

Project Support:
• all non-staff expenditure for the administration and day to day management of the project, not directly contributing to a specific project outcomes. For example, management meetings, stationery, travel, consumables.

Project Activities: This section must be completed where the purpose of expenditure is directly linked to a project deliverable.
• All costs which directly contribute to a specified activity or outcome, including evaluation and dissemination. For example: the hosting of workshops, website development and hosting, publications (including production), dissemination, and project evaluation.
• travel relating to specific activities, and personnel expenses if personnel are recruited for a specific project activity. For example a facilitator for a workshop.
G Evaluation plan

How you will gather and use feedback to keep the project on track and to explore the outcomes of the project.
- Not just what you will do (eg a survey) but why and how
- How will you measure the outcomes?
  - Eg increased student satisfaction
  - Uptake by staff?
  - Improvement in students’ performance/participation?
  - Building community?
Gantt Charts
Project management at a glance
Week

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Needs Assessment
Training
*Design Generation
Design Finalization
*Primer Design
Ordering Primers
*Create Plasmids
*Transfect Yeast Cells
Select Colonies
Grow Culture
Flow Cytometry
*Data Analysis

Completed
Remaining

(Margaret)
(Darren)
(Fiona)
(Margaret)
(Fiona)
(Margaret)
(Klaus)
(Klaus)
Project Objective (what will be achieved by when)

- Bake a cake in time for my daughter’s birthday party.

Project Deliverables (what will be delivered by when)

- One 2-layer chocolate cake with Pokemon decorations, in time for the birthday party.

Success Criteria (what will meet or exceed the expectation of each stakeholder)

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Success Criteria</th>
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</thead>
<tbody>
<tr>
<td>Daughter</td>
<td>Chocolate cake, Pokemon decorations, on time.</td>
</tr>
<tr>
<td>Parents</td>
<td>Reasonable cost, on time.</td>
</tr>
<tr>
<td>Birthday party guests</td>
<td>Sufficient quantity, taste, on time.</td>
</tr>
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How To Bake a Successful Cake

<table>
<thead>
<tr>
<th>List of Activities</th>
<th>Start</th>
<th>Dur</th>
<th>Start</th>
<th>Dur</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start cake</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td>0%</td>
</tr>
<tr>
<td>Look in cake recipe book</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>Obtain ingredients</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Preheat oven</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Measure and mix ingredients</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>0%</td>
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<tr>
<td>Bake cake</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>0%</td>
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<td>Cool cake</td>
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<td>1</td>
<td>12</td>
<td>1</td>
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<tr>
<td>Look in frosting recipe book</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Obtain frosting ingredients</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>0%</td>
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<tr>
<td>Measure and mix frosting</td>
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<td>2</td>
<td>8</td>
<td>2</td>
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<tr>
<td>Spread frosting on cake</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>0%</td>
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<tr>
<td>Drive to shops</td>
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<td>3</td>
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<td>Buy Pokemon decorations</td>
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<td>Drive home</td>
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<td>Apply Pokemon decorations</td>
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<td>Project buffer</td>
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<tr>
<td>Serve cake</td>
<td>19</td>
<td>1</td>
<td>19</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Collect party-goers reactions</td>
<td>19</td>
<td>2</td>
<td>19</td>
<td>2</td>
<td>0%</td>
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</tbody>
</table>
Support

- UNSW [OLT teaching grant resources](#)
- Ask for feedback particularly from:
  - colleagues within Faculty who have received grants (including OLT),
  - key learning and teaching people within the Faculty including ADE, HoS and administration (re budgets),
  - LTU contacts
- OLT resources on impact - see Tilly Hinton’s presentation [here](#)