

# RADFORD UNIVERSITY

Realising Inclusive Science Excellence

## Kickbox Minigrants for Infusing PBL & Inclusivity in the Curriculum

*Open to all Biology, Chemistry, and Physics faculty.*

Deadline for submission: **March 18, 2019.**

**Funding opportunity:** Kickbox minigrants are meant to be a virtual “**box**” of resources that **kickstart** projects that aim to embed inclusive pedagogies and project-based learning into courses. Individuals may request up to \$500. We prioritize proposals that (1) show promise relative to scalability and sustainability and (2) focus on courses at the 100 and 200 level. Additional funding is available to scale kickbox minigrant projects that through assessment demonstrate the project creates a more inclusive and welcoming classroom environment.

**Overview of REALISE:** REALISE seeks to support faculty as they create an academic environment 1) that is student-ready, welcoming, and inclusive, 2) that encourages student success through active learning instructional approaches, and 3) in which all students have legitimate opportunities for success.

*Inclusive pedagogy* is a student-centered approach to teaching that pays attention to the varied backgrounds, learning styles, and assets of all the learners in our courses. It is an approach to teaching that values all, and where instructors and students work together to create a supportive and open environment that fosters social justice and allows each individual to be fully present and feel equally valued.

*Project-based learning* is an inclusive pedagogy that is characterized by projects that deeply engage students in meaningful, complex, “real world” problems that allow them the opportunity to explore with faculty as facilitators in the process.

The aim of the kickbox minigrants is to fund projects that create a more inclusive classroom environment by embedding project-based learning into the classroom.

There are many strategies to create inclusive classrooms. Those strategies are often found on inclusive strategy checklists (<http://www.monash.edu.au/lls/inclusivity/>), presented in Universal Design guidelines (<https://commons.georgetown.edu/teaching/design/universal-design/>), and embedded in the principles of project-based learning (please review

the REALISE D2L project-based learning folder). REALISE seeks to support projects aimed at identifying what strategies work best to create welcoming, inclusive classroom environments at Radford.

**Proposal Requirements (\$500 max):**

1. Title.
2. Describe your project and goals
3. Describe the target population of students (which course(s), majors, minors, transfer students, general education, etc.) including how many and which students will be impacted by the product/s created as a result of funding this kickbox minigrant project.

Previous awards have involved students in the minigrant project in a variety of ways. Examples include:

- Involve a small number of students, outside of a class, to pilot and debug a classroom experience that will later be implemented in a first-year introductory course. If this is your model, how will you recruit/choose students and structure out-of-class meeting times so as to not exclude students that have may have to work, etc.? Attend to matters of student opportunity and inclusivity in your project plan.
  - Have upper-level students in one course pilot or design/build a classroom experience that will ultimately be implemented in an introductory course.
  - Dive right in and work within an introductory course to pilot a classroom experience that could be later used more broadly across sections.
4. Describe how implementing your proposed activities will improve the course environment for our students. What aspect(s) of the course(s) are you seeking to change? How will the classroom be more inclusive after implementing the proposed activities?
  5. Describe how your project will scale beyond your course and to other faculty members. Did you collaborate or consultant with other faculty during the development phase of your project? How do you see implementing this change as a sustainable practice?
  6. Describe the assessment plan for your project. How will you know that your project has improved the course environment?

7. Provide a budget for that describes how funds will be used to support the goals of the project.
8. Provide a timeline for your project. When will you complete the kickbox project (spring or summer 2019)?

**Submission:** Faculty should submit proposal by March 18, 2019 to the “Spring 2019 Kickbox” assignment folder on the REALISE D2L site. Please upload your proposal as a pdf and name your file “*your last name\_Kickbox*”.

**Expectations:** If funded, you agree to participate in the collection of assessment data and to disseminate your course redesign project to the REALISE community. Dissemination might entail describing your work in a “lightning” talk, and/or providing the learning materials in a form such that other faculty could pick them up and use them for their course. In addition, please provide a summary of your assessment results to the REALISE team. We also encourage you to submit high resolution images of students engaged with aspects of your project to [tphelpsdu@radford.edu](mailto:tphelpsdu@radford.edu).

**Seek advice before you submit:** We encourage you to reach out with questions to Tara Phelps-Durr ([tphelpsdu@radford.edu](mailto:tphelpsdu@radford.edu)), Jeremy Wojdak ([jmwojdak@radford.edu](mailto:jmwojdak@radford.edu)), or Sarah Kennedy ([skennedy25@radford.edu](mailto:skennedy25@radford.edu)) regarding your project idea before you submit. We can work with you to clarify these guidelines, and make suggestions that might sharpen your proposal before you invest the time in writing.

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## Kickbox Rubric Spring 2019

Faculty: \_\_\_\_\_

Project Title: \_\_\_\_\_

CATEGORY	3	2	1
Inclusivity	The proposal includes a project that clearly articulates how it will engage all students	The proposal includes a project that vaguely articulates how it will engage all students	The proposal includes a project that does not address engaging all students
PBL-Authenticity	The proposed project is pulled directly from the real world.	The proposed project involves a situation that could be encountered in the real world	The proposed project feels artificial or contrived
PBL-Engagement	The proposed project involves a question/problem/challenge that is current and relevant	The proposed project involves a question/problem/challenge that is somewhat dated or tangentially germane to current events/disciplinary trends	The proposed project involves a question/problem/challenge that seems disconnected to current events/disciplinary trends

<b>Curricular impact</b>	<b>The proposal clearly articulates how the project will be integrated into a first or second year course.</b>	<b>The proposal includes some mention of how the project will be integrated into a first or second year course.</b>	<b>The proposal does not mention the integration of the project beyond one course taught by a single faculty member.</b>
<b>Student Impact</b>	<b>The proposal clearly articulates the anticipated positive impact of the project on students. Projected impact is grounded in the literature.</b>	<b>The proposal vaguely addresses positive impact of the project on students. Literature supporting projected impact is incomplete.</b>	<b>The proposal does not address positive impact of the project on students. Literature supporting projected impact is missing.</b>
<b>Assessment</b>	<b>The proposal includes a clearly articulated assessment plan to evaluate the impact on creating a more inclusive environment for students.</b>	<b>The proposal includes an assessment plan to evaluate the impact on creating a more inclusive student environment but the plan is not clearly articulated</b>	<b>The proposal includes an attempt at an assessment plan, but does not capture impact, OR no assessment plan is included</b>
<b>Budget</b>	<b>The proposal presents a clearly articulated budget to support proposed activities within the specified funding range.</b>	<b>The proposal presents a vague budget to support the activities OR is outside the specified funding range.</b>	<b>The proposal presents a vague budget AND is outside the specified funding range, OR no budget is included.</b>