

Technology-Enhanced Curriculum Projects Initiative

An interim report to the United Negro College Fund, Inc.

Introduction and Overview

Xavier University of Louisiana's Technology-Enhanced Curriculum Projects Initiative, an initiative funded by a grant from the United Negro College Fund, Inc. and implemented by Xavier's Center for the Advancement of Teaching, supports Xavier faculty members who work together in developing new curricula that incorporate new technology or revising existing curricula to the same end. The goal of this initiative is to improve the curriculum and hence, student learning, at Xavier University by integrating information technologies in appropriate and effective ways.

To this end, the initiative promotes the formation of small (3-5 member) faculty teams or communities. These may be disciplinary or cross-disciplinary, and have been established through a competitive request for proposals issued by the Center for the Advancement of Teaching (henceforth, the Center).

Communities whose proposals are approved for funding will proceed through five distinct phases:

1. Planning and Research;
2. Preliminary Curriculum Development;
3. Summer Institute: Intensive Training and Curriculum Development;
4. Curriculum Implementation;
5. Evaluation and Reflection.

In this interim report, we describe the activities associated with this UNCF-funded initiative during the period June 1, 2002 to April 30, 2003. During this time, Technology-Enhanced Curriculum projects have progressed through Phases I and II.

Grant Activities

In October 2002, the Center for the Advancement of Teaching issued a Request for Proposals (RFP) from all Xavier University faculty members to establish faculty communities for the purposes of improving teaching and student learning by integrating technology into the teaching and learning process. The RFP is on the Center's website at: http://cat.xula.edu/rfp/2003_multipack/03-tec.

Faculty members from three departments—Education, Languages, and Theology—submitted proposals. Five faculty members who serve on the Center's Advisory Group reviewed each proposal and copies of the reviewers' comments were subsequently forwarded to the faculty members who submitted the proposals. The three proposals submitted were approved for funding; information about the three projects is presented in Table 1.

Project name	Description	Faculty
Technology-Enhanced Curriculum Development: Introductory French I and II	A team of faculty members will work together to select methods of course delivery, identify a list of common communicative and structural outcomes to be achieved by all students, and develop a comprehensive set of technological resources which will support achievement of the outcomes.	Dr. Carmen Rogers, Dr. Elizabeth Smith-Rousselle, and Dr. Susan Spillman
The Electronic Portfolio and WebQuest Project	This project will enable the faculty and their students to sequentially and developmentally learn: (1) the various types and purposes of electronic portfolios; (2) how to develop WebQuest teaching materials; (3) the potential of both WebQuest and electronic portfolios to be used in the teaching and learning process; and (4) how to collect evidence that knowledge and skills learned through this project have been integrated into the PK-12 environment.	Dr. Deborah Bordelon, Dr. John Fulwiler, Dr. Theresa Rheams, and Ms. Elizabeth Rhodes
The Technological Enhancement of Curricula in the Theology Department	Through the use of technology in a variety of courses in the Theology Department, we aim to: (1) establish greater coordination and standardization of the multiple sections of the introductory courses; (2) provide students will better access to current research in various areas of theology; (3) more effectively challenge students to evaluate their theological presuppositions and knowledge; and (4) create a greater diversity of teaching strategies.	Dr. Jerry Farmer, Dr. Mark A. Gstohl, Dr. Michael Homan, and Sr. Mary Ann Stachow, S.B.S.

Table 1. Technology-Enhanced Curriculum Projects Initiative -- projects in progress, April 2003.

Spring 2003

During the Spring 2003 semester, the faculty members in each community progressed through Phases I and II by planning the details of the curriculum development project, setting specific goals for the group, and doing the basic research necessary to determine what technological components will integrate into the curriculum. The faculty members also planned their Summer Institute, a period during which technology training and the actual curriculum development or revision efforts will occur.

During the Spring 2003 semester, the Center served as an advisor and group meeting facilitator by staying in touch with the communities and making sure that the work was "on track." In addition to the times when the communities met on their own, the Center organized monthly luncheon meetings for all participants. The luncheons afforded the faculty members an opportunity to learn about each project, explore areas of common interest and concern, and, in general, be inspired by each other's work. At the luncheons, faculty members also:

1. completed a survey to document each faculty member's current level of technology use and expertise, as well as experience in using various types of software (a copy of the survey and the survey results are available in the Center for the Advancement of Teaching);
2. discussed the Summer Institute goals, plans, and budgets;
3. discussed ways to document the work that completed during Phases I and II.

As we approach the end of the Spring 2003 semester and Phases I & II of the first round of the Technology-Enhanced Curriculum Projects Initiative, faculty members are preparing for Phase III -- the Summer Institute (see Table 2). The Center is also purchasing technology resources for each community in preparation for the technology training and curriculum development work that will be accomplished during Phase III. Finally, each community leader will complete a progress report by mid-May 2003.

Project name	Phase III: Summer Institute
Technology-Enhanced Curriculum Development: Introductory French I and II	May 12-23, 2003
The Technological Enhancement of Curricula in the Theology Department	May 13-20, 2003
The Electronic Portfolio and WebQuest Project	May 26-June 6, 2003

Table 2. Technology-Enhanced Curriculum Initiative Summer Institute.

Looking Ahead

During the early part of Summer 2003, Dr. Gayna Credle-Stevens, the Center's Instructional Design Specialist and Coordinator of the Technology-Enhanced Curriculum Projects Initiative, will compile the information provided by faculty members in the progress reports; these reports are due in mid-May. This compilation of the information will be provided in the next annual report.

Faculty members will also be expected to report on the strengths, weaknesses, and outcomes of Phase III, the Summer Institute. This information will also be provided in the next annual report.

Beginning in August 2003, the three projects will begin Phase IV when the individual faculty members from each community will put the new curriculum into practice in the classroom. The Center will continue to work closely with the communities in order to assist and encourage them to both implement and assess the use of technology in substantive and meaningful ways.