Faculty Advancement Program in Technology (FAPT)

PROGRESS REPORT GUIDELINES

I. INTRODUCTION

In Spring 2002, United Negro College Fund, Inc. (UNCF) introduced a faculty enhancement program to its 39 member institutions. This program, entitled The UNCF/Faculty Advancement Program in Technology (FAPT) is designed to make the best use of current technology to augment, strengthen, and advance current teaching and learning methods at our member colleges and universities.

Under the criteria of the program, your school received a 3-year grant, of which year-one was issued to your institution in Summer/Fall 2002. Pursuant to program guidelines noted in the Request for Proposals, your school is required to submit an annual progress report about the program. The following pages contain reporting guidelines that will assist you in completing your annual progress reports.

The deadline for submitting your reports is Monday, June 30, 2004. Reports should be submitted via US Postal or e-mail to:

US Postal: United Negro College Fund
Attn: Vida A. Durant
8260 Willow Oaks Corporate Drive, 1st Floor
Fairfax, VA 22031

e-mail: Vida.Durant@uncf.org

As you complete the report, please be mindful of the expected outcomes from the FAPT Initiative that were outlined on page 4 of the Request for Proposal. Per the proposal, information must include quantitative and qualitative evidence relating to the extent to which:

- Faculty technology knowledge and skill levels are being improved.
- Faculty are being strengthened
- Learning outcomes are enhanced
- Technology is integrated into the curriculum.
- Institutions are improving their ability to attract and retain faculty.

These points should be highlighted/emphasized throughout your report.

II. Basic Information

Institution Information

Institution Name				
Xavier University of Louisiana				
Street Address (2 lines) 1 Drexel Drive Center for the Advancement of Teaching				
City	State	Zip	Telephone	Fax
New Orleans	**LA**	**70125**	**504.520.7512**	**504.520.7903**

Contact Information

Prefix	First Name	M.I.	Last Name	Suffix
☐Mr. ☐Mrs. ☐Ms. ** Dr. ☐ _____	**Todd**		**Stanislav**	☐Jr. ☐II ☐III. ** PhD. ☐ _____
Contact Title **Associate Professor and Director**		Department **Biology and Center for the Advancement of Teaching**		
E-Mail Address:	**tstanisl@xula.edu**			
Is this the original contact/project lead? ** Yes ☐ No If not, who was the original contact?				

Project:

Project Title: **UNCF Faculty Advancement Program in Technology (FAPT)**			
Project Start Date:	**August 23, 2002**	End Date:	**April 30, 2005**

III. Reporting Outline

FAPT Program

1. Briefly restate your original goals and objectives, as stated in your proposal.

Desired Outcomes (from page 12 of the original proposal)
The initiative should increase student use of technology, information technology (IT) literacy, technical skill levels, and comprehension of course content.

It is hoped that all participating faculty members will move up at least one level on the IT Professional Development Phase Identification and Evaluation Training chart.

2. Were there any changes from original plan? If so, what is the rationale for those changes?

There have been no changes from the original plan.

3. Describe the evaluation system used to evaluate the program.

Faculty projects that are funded by this grant comprise the Center for the Advancement of Teaching's Technology-Enhanced Curriculum Initiative. In the final phase (Phase V), each project is implemented into the classroom. At that time, the faculty members assess the impact of the technology-enhanced curriculum on teaching and student learning. The changes in faculty members' technology skills and knowledge, as a result of their participation in this grant initiative, will be determined at the conclusion of Phase V.

4. Report on Faculty Participation.

a. Identify total number of faculty members within institution.

2003-2004 academic year: 236 faculty members (data obtained from the *2003-04 Xavier University Profile*)

b. Of the total, how many participated in FAPT? (Provide number and percentage)

Total Participants	Percentage of Total Faculty
19	8%

c. Provide list of participating departments and number of participants per department.

Department	Number of Participants
Division of Education	3
Languages	3
Theology	4
Computer Sciences & Computer Engineering	4
Library	2
Counseling Center	2
Business	1

d. Provide a profile of each faculty member that participated in the program. For each profile, please include the following:

i. Degree Status

Please see the table below.

ii. Faculty Rank

Please see the table below.

iii. Department

Please see the table below.

Department	Degree Status	Faculty Rank
Division of Education	.	
John Fulwiler	Ph.D.	Professor
Deborah Bordelon	Ph.D.	Associate Professor
Theresa Rheams	Ph.D.	Assistant Professor
Languages		
Carmen Rogers	Ph.D.	Associate Professor
Susan Spillman	Ph.D.	Associate Professor
Elizabeth Rousselle	Ph.D.	Assistant Professor
Theology		
Sr. Mary Ann Stachow	Ph.D.	Assistant Professor
Jerry Farmer	Ph.D.	Associate Professor
Michael Homan	Ph.D.	Assistant Professor
Mark Gstohl	Ph.D.	Assistant Professor
Computer Sciences and Computer Engineering		
Andrea Edwards	Ph.D.	Assistant Professor
Marguerite Giguette	Ph.D.	Professor
Ray Lang	Ph.D.	Associate Professor
Jeff L. Matocha	Ph.D.	Assistant Professor
Library		
Gennice King	M.A.	Library Faculty and Associate Director
Elizabeth Rhodes	Ed.D.	Library Faculty and Educational Technology Specialist
Counseling Center		
Eloise Dixon	B.A.	Director
Shirley Labbe	M.A.	Assistant Director
Business		
Clifford Wright	M.B.A.	Professor

iv. Their role in the program and activities accomplished within the program.

Grant Activities

Faculty and staff members from seven departments—Business, Computer Sciences and Computer Engineering, Counseling Center, Education, Languages, Library, and Theology—were involved in this Initiative (see the table that follows).

Project name	Description and Status	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. Project completed spring 2004.	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. Project incomplete as of spring 2004.	Dr. Deborah Bordelon, Dr. John Fulwiler, and Dr. Theresa Rheams
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. Project completed spring 2004.	Dr. Jerry Farmer, Dr. Mark A. Gstohl, Dr. Michael Homan, and Sr. Mary Ann Stachow, S.B.S.
Adding Interactive Exercises to Introductory Programming Laboratories	This project involves the identification, integration, and assessment of appropriate interactive tools and animations in the Drill sections of the Computer Sciences and Computer Engineering Department's Computer Science I and II courses. Project begun spring 2004.	Dr. Andrea Edwards, Dr. Marguerite Giguette, Dr. Ray Lang, and Dr. Jeff L. Matocha

Enhancing UNIV 1010 and 1020: A Technology-Enhanced Curriculum Project	The goal of this project is to bring together all persons involved in these courses to enrich the delivery of the content through technological and computer-mediated tools. Project begun spring 2004.	Mrs. Eloise Dixon, Mrs. Gennice King, Mrs. Shirley Labbe, and Dr. Elizabeth Rhodes
Digital Movies and Images of an Archaeological Excavation and Famous Places in Biblical Lands for Students on the Web and in the Classroom	Dr. Homan writes, "I believe students would be more engaged and have better comprehension if my lectures can be broken up with short movies showing me at the sites we are discussing." During an archaeological excavation at Tel Zeitah and travels in the Near East, Dr. Homan will record still and video images of these sites for incorporation into his courses at Xavier. Project begun summer 2004.	Dr. Michael M. Homan
Distance Learning: New Directions in Teaching and Learning at Xavier	Staff from Xavier University's Library, the Center for the Advancement of Teaching, and two faculty members from the Business and Computer Sciences and Computer Engineering departments, are collaborating on this distance learning project. In this project, we will assess faculty and student teaching and learning issues that are associated with two distance education courses. Project begun summer 2004.	Dr. Andrea Edwards, Dr. Elizabeth Rhodes, and Mr. Clifford Wright

Technology-Enhanced Curriculum Initiative projects in progress or completed, June 2003-June 2004

v. A general assessment of the quality of the participant as provided by his or her dean or department chair. Assessment should include:
   a. Improvements in skill levels
   b. Improvements in technology knowledge

An assessment of each faculty member by his or her chair or dean is not available.

vi. How was the participant strengthened and how was their learning enhanced through the program?

Faculty members whose projects began in spring 2003 enhanced their learning in several ways. For example, the Languages Department faculty members developed their abilities to integrate Blackboard, a Web course management system, into their courses. Faculty members from the Division of Education indicated that they had increased their knowledge of how to develop WebQuests for use in the college or university classroom. These same faculty members also learned to use digital video for in-class presentations and for use on the Web. Faculty members from the Theology Department developed new approaches to teaching with technology that included having students author websites and video segments as part of their class projects. Also, some faculty members integrate the use a Web log ("blog") into their courses. All of the faculty members involved in these early Technology-Enhanced Curriculum Initiative projects improved their abilities to use digital cameras, both still and video.

vii. How did or how will this participant integrate their activities/learning into their curriculum?

In the courses taught my members of the Language Department who were also involved in the Technology-Enhanced Curriculum Initiative, PowerPoint was used to develop and present course review materials that were used by students outside of class; PowerPoint was also used during class to assist in delivering course content to the students.

In Theology courses, two faculty members involved in this Initiative maintained course websites and required students to develop both the content for Web pages and the Web pages themselves. In developing the content for the Web pages, the students applied research methodologies to analyze Biblical text. One faculty member stated, "Learning was enhanced by encouraging the students to organize their thoughts in designing their websites prior to writing a paper on their subjects…." Some students also used video and sound clips in their Web pages, thereby enabling learning via a variety of media.

Faculty from the Division of Education placed an emphasis on creating WebQuests. Some students enrolled in graduate courses in the Division developed WebQuests to share external links and provide professional development plans for K-12 teachers. Some students were also required to create short videos to demonstrate literacy lessons. Faculty members involved in the project, therefore, had to teach students how to create WebQuests and produce the video clips. Last, Blackboard was also used as a course management tool for students to submit lesson plans, conduct peer critiques, and submit reflections on field experiences.

viii. Did the participant become or was recognized to become a trainer/support for other faculty members?

Faculty members involved in the Technology-Enhanced Curriculum Initiative did not formally become recognized as trainers or supporters of other faculty members. However, the faculty members supported each other in using technology and implementing the projects associated with the Initiative. Of special note, all of the PowerPoint slides developed by the faculty members in the Languages Department in this project, as well as excerpts from the CD *Vive la Louisiana, un État pas comme tous les autres* are now available through the French Consulate for use by French teachers throughout the five-state area served.

Staff involved in the University 1010-1020 course revision project held technology training workshops during summer 2004 for the other faculty and staff members who also teach the University 1010-1020 courses.

ix. Per the STaR Chart (see Appendix A), identify the participant's level at the start of the program and their current level.

This information is available upon request. Please contact Xavier University's Center for the Advancement of Teaching.

x. Per the Information Technology Professional Development Phase Identification & Evaluation Training (see Appendix B), identify the participant's level at the start of the program and their current level.

This information is available upon request. Please contact Xavier University's Center for the Advancement of Teaching.

5. Provide a brief narrative on outcomes, to-date?

Fall 2003 and Spring 2004

During the 2003-04 academic year, the faculty members from the Theology, Education, and Languages departments progressed through Phases IV and V by implementing and evaluating the curriculum development project. In the spring 2004 semester, in particular, two new projects were also launched involving faculty members from the Computer Sciences and Computer Engineering Department, and staff from the Library and Counseling Center. These faculty and staff members progressed through Phase I in spring 2004 by planning the details of the curriculum development projects, setting specific goals, and doing the basic research necessary to determine what technological components will integrate into the curriculum. These faculty and staff members also planned their Summer Institute, a period during which technology training and the actual curriculum development or revision efforts will occur.

During this time, 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 periodic meetings with the participants. These meetings 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.

Summer 2004

During the early part of summer 2004, faculty and staff members from the Computer Sciences and Computer Engineering Department, Library, and Counseling Center participated in Phase III – the Summer Institute – the primary purposes of which were information technology training and curriculum development; the latter purpose was continued throughout the summer months. Beginning in August 2004, these two 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.

Also during summer 2004, two projects began: Dr. Michael Homan (Theology Department) will further develop the technology-enhanced curriculum project he first began with colleagues in spring 2003. In this new phase of his project, a phase we refer to as "Phase VI," Dr. Homan will conduct an assessment project to determiner whether or not students are more engaged and have better comprehension if course content as a result of his use of video segments that show the historical sites that are being discussed in his course.

The second project begun in summer 2004 involves two faculty members – one from the Computer Sciences and Computer Engineering Department and one from the Business Department – who are collaborating with Xavier's Educational Technology Support Specialist to develop, teach, and assess courses that are being offered for the first time as online courses.

6. What were the quantitative outcome measures, if any, related to that goal (e.g., level of awareness of issue, achievement indicator, organizational capacity, etc.):

a. Original baseline (status before program began).

Student technology usage and skill levels were lower for many of the items used in the classes.

b. Overall target (goal to be reached by end of grant).

Students have increased their technology usage and skill levels as a result of their participation in courses that have been enhanced with technology.

c. Current actual state (as of this reporting period).

We are in the process of collecting additional data.

Faculty members from two of the three Technology-Enhanced Curriculum Initiative projects (i.e., Languages and Theology departments) have completed their final assessment and reflections in summer 2004. Their reports follow.

The Technological Enhancement of Curricula in the Theology Department: Evaluation and Reflection

Dr. Jerry Farmer, Dr. Mark Gstohl, Dr. Michael Homan, Sr. Mary Ann Stachow

Anticipated outcome (what you set out to accomplish)	**Tasks and activities (what was done)**	**Summary of results (indicators of what occurred)**	**Use of data (what do the results mean to you)**	**Future plans (changes, additions and recommendations)**
Establish greater coordination and standardization of the multiple sections of introductory courses. Provide students with better access to current research in various areas of technology. More effectively challenge students to evaluate their theological presuppositions and knowledge. Create a greater diversity of teaching strategies. Provide students immediate access to articles required for course by means of electronic PDF documents posted on Blackboard Website.	Learned to varying degrees web authoring, working with digital still and moving images, incorporating these images in PowerPoint/Keynote, Blackboard, and various software applications. Students made Web pages, digital movies, accessed articles on blackboard. Scanned fifteen articles into MS Word format and then printed them into PDF documents using Adobe Acrobat Distiller.	Students learned how to use various technologies. Student evaluations showed in one class that making the student movie was the most popular activity we did all semester and they felt it helped them learn course content. Student familiarity and understanding of required articles increased and consequently student learning improved as well as a significant increase in critical thinking skills. 36/39 students in Dr. Homan's Prophets course agreed or strongly agreed that "Visual aids helped me learn." Introductory courses in the end were not as standardized as we originally hoped, due largely to the conflicting schedules of the large number of adjunct teachers required.	We will continue to use technological applications in the classroom. Visual aids help students learn. Group projects that involve digital movies improve classroom dynamics and aid in making the material more interesting to students.	Continue learning new technologies. Continue to use the technologies we learned in teaching. Continue to use this same technology in other courses where this has not yet been incorporated.

Languages Department Technology Enhanced Curriculum Initiative: Evaluation and Reflection

Dr. Carmen Rogers, Dr. Elizabeth Smith-Rousselle, and Dr. Susan Spillman

I. Organizing principle

This report concerns the activities of the Technology Enhanced Curriculum group responsible for the revision and implementation of the FREN 1010-1020 curriculum.

The organizing principle of this project is the standardization of the teaching of FREN1010 and 1020. Fundamental to this is the review and implementation of the standards articulated by ACTFL. As stated in the original proposal, the following goals form the basis of instruction in the Department of Languages and at the same time serve as the organizing principles of our project.

The Department of Languages adopts as its organizing principle in its classes the National Standards promulgated by the American Council of Teachers of Foreign Languages (ACTFL). We have adopted these as the fundamental goals of our courses:

- Communication: This is at the heart of second language study.

Students get many opportunities to communicate face-to-face, in writing, and through reading. ACTFL recognizes three primary standards which are subsumed under this heading.

a. Interpersonal Communication—Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

b. Interpretive Communication—Students understand and interpret spoken and written French on a variety of topics.

c. Presentational Communication—Students present information, concepts and ideas in French on a variety of topics to an audience of listeners or readers.

- Cultures: Students gain knowledge and understanding of the cultures of the Francophone world.

a. Practices of Culture—Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Francophone world.

b. Products of Culture—Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Francophone world.

- Connections: Students use French to connect with other disciplines and expand knowledge.

a. Making Connections—Students reinforce and further their knowledge of other disciplines through French.

b. Acquiring Information—Students acquire information and recognize the distinctive viewpoints that are only available through the French language and Francophone cultures.

- Comparisons: Students develop insight into the nature of language and culture.

a. Language Comparisons—Students demonstrate understanding of the nature of language through comparisons of French and their native language.

b. Cultural Comparisons—Students demonstrate understanding of the nature of culture through comparisons of Francophone culture with their own.

- Communities: Students use French to participate in communities at home and around the world.

  a. School and Community—Students use French both within and beyond the school setting.

  b. Lifelong Learning—Students show evidence of becoming lifelong learners by using French for personal enjoyment and enrichment.

II. Challenges and Difficulties

Our project was designed and carried out by three members of the French faculty. The fourth member of the French teaching group, who teaches three French classes each semester, has not shown any interest in revising her syllabi nor her pedagogical approach. Because of this, it is difficult for students who enroll in her classes at the 1010 level to transfer to another instructor for 1020.

III. Text, homework, other exercises

Drs. Rogers, Smith-Rousselle and Spillman adapted the text *Entre Amis*. This text has a coordinated website which is documented on the syllabus. All online homework assignments are taken from that site. In addition, students used the University of Texas's "Tex and Tammy's French Grammar" in order to review grammar concepts which were presented in class. Because the site has explanations in English, students found it particularly helpful.

IV. Outcomes

The outcomes achieved and not achieved by the FREN1010-1020 TEC project are described below. Sections in red type concern technology outcomes; sections in black indicate student performance outcomes. Student outcomes, taken from the ACTFL standards listed above, are those which received the most emphasis in our coursework.

Anticipated outcome (what you set out to accomplish)	**Tasks and activities (what was done)**	**Summary of results (indicators of what occurred)**	**Use of data (what do the results mean to you)**	**Future plans (changes, additions and recommendations)**
Increased use of Blackboard in order to make information available to students outside of class	One section of the French 1010-1020 sequence was enhanced with Blackboard each semester. Instructor posted syllabi, assignments, announcements, and all PowerPoint slides on site. PowerPoint slides were posted as needed throughout the course of the semester. In addition, all PowerPoint slides which were developed in class in lieu of traditional writing on board were saved, refined, and put onto the Blackboard site for student review.	Over 93% of site use was for purposes of accessing course documents, including the PowerPoint slides. Usage peaked in the last four weeks before the final. Surprisingly, there was little correlation between high grades and Blackboard use; however, in two cases, students who made significant improvement in their averages from January-May made the greatest use of Blackboard.	At this time, the use of Blackboard to supplement course activity is effective; students like using Blackboard.	We plan to incorporate a Blackboard site for each section of FREN1010-1020 taught by Spillman, Rogers and Smith-Rousselle beginning in the fall of 2004. Dr. Spillman will seek further Blackboard training during the summer of 2004 and will implement the use of the grade book feature. She will also experiment with the virtual classroom when required to be absent from campus due to attendance at a conference. Dr. Spillman will add links to her own personal Web page.

Improved comprehension and retention of concepts in classes through implementation of PowerPoint slides during the class meetings.	Each instructor participating in the project received a CD with copies of all PowerPoint slides for use at her discretion. All three used the slides as part of classroom presentations.	Student commentary was favorable as to the value of PowerPoint slides in the teaching of French.	Instructors were not surprised by this result; attractive slides make presentation easier for the instructor. Increased instructor ease results in greater learning by students. These results were verified by comparing results on quizzes; students demonstrated a considerable increase in scores on sections where vocabulary and tasks had been presented with PowerPoint.	During the summer, 2004, Dr. Spillman will develop a new set of slides to be added to those already in use. She will experiment with integrating some video clips from the *Vive la Louisiane* Rich Media project.
Enhanced use of links to external sites for the purpose of doing online homework, reviewing concepts presented in class, and giving supplementary reports.	All three instructors required students to do all online exercises correlated with the textbook, *Entre Amis*. These include both fill in the blank and multiple choice self-correcting exercises as well as Web-based activities requiring online research and original short written responses.	In spite of the points given for completion of exercises and a grade of zero for each set that was not done, students did not complete all the required exercises. Furthermore, there was limited correlation between doing all assignments and earning a high final grade.	Students who realize that they have enough points to earn an A or high B without the extra points to be earned or subtracted through online homework may decide not to do it.	Grade for the completion of the online homework will be more heavily weighted. Even for students who have high averages, the self-correction feature of online homework is very valuable for reviewing difficult concepts.

Anticipated outcome (what you set out to accomplish)	Anticipated Tasks and activities (what was done)	Summary of results (indicators of what occurred)	Use of data (what do the results mean to you)	Future plans (changes, additions and recommendations)
Interpersonal Communication Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.	Increased communicative ability in small-group conversations and in short correspondences.	Each instructor gave an oral final examination in order to verify student performance. Results supported what we anticipated; students demonstrated an increase in speaking ability proportionate to their language usage in class.	Students need increased opportunities to speak French. They will progress in proportion to the time spent in speaking the language. We anticipated this and as a result we have decided to find more ways to increase students' time in oral practice.	A number of students have requested laboratory sessions or drill sessions similar to those in the sciences. Instructors plan to work on implementing strategies to make this possible without conflicting with other courses in the students' curricula.
Interpretive Communication Students understand and interpret spoken and written French on a variety of topics.	Listening activities including news broadcasts, oral comprehension sections on tests, and short video selections.	Listening sections on each test; in-class practice in listening. Students' performance on each test evaluated for accuracy.	Students who are adept in traditional grammar-based exercises are not always equally strong in listening. This indicates a need to increase listening practice in our classes.	As stated in preceding outcome, a number of students have requested laboratory sessions or drill sessions similar to those in the sciences. The faculty plan to work on implementing strategies to make this possible without conflicting with other courses in the students' curricula. Of particular interest is a series of question and answer exercises based upon the French version of *The Lord of the Rings* films. These DVD's, purchased in Paris for course use, have French, English and Spanish subtitles. Students in 1020 will use short segments of the French soundtrack with French subtitles to improve comprehension.

Presentational Communication Students present information, concepts and ideas in French on a variety of topics to an audience of listeners or readers.	Students are required to present short oral reports in class on a variety of topics, such as weather reports, virtual "fashion shows" and news articles.	Students demonstrated increased oral communicative ability and a greater interest in the cultural topics as a result of making these reports. Use of authentic materials such as French news sites, weather sites, and online fashion magazines gives students the additional sense of accomplishment that they are working with materials used by native speakers on a regular basis.	We are "on the right track" in incorporating authentic materials in our classes. Students' sense of satisfaction in being able to read and comprehend what native speakers do cannot be underestimated.	During the summer of 2004, the faculty will develop additional exercises based upon authentic documents.
Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Francophone world. Products of Culture—Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Francophone world.	Students read short articles comparing cultural products such as dress, food, family relationships, lodgings, music, spiritual practices, and the visual arts. They also read a number of short poems from throughout the Francophone world. Xavier students who are native speakers of French serve as conversation subjects for elementary French students, visiting classes and interacting with students.	Students are required to answer culture questions IN FRENCH on each test. These are based upon readings from the text. With few exceptions, they achieved excellent results on this section of the test. These ranged from simple questions about greetings to more complex questions concerning class work, arrangements of rooms in the home, and appropriate responses to questions in social situations.	These results substantiate our observation, based upon years of teaching, that culture is an extremely important topic in elementary language classes. Students find their interest enhanced by inclusion of cultural topics in FREN1010-1020.	We will continue our plans to implement a film series and will also develop a series of "language encounters" involving native speakers and our students.

School and Community Students use French both within and beyond the school setting.	Students carried out conversational interchanges with native speakers in their classes. They also reported limited use of spoken French in encounters with Francophones outside of the campus.		This is indicative of a very high level of motivation. Students' enthusiasm at being able to converse after only one semester of study is a stimulus to the faculty to continue seeking opportunities for further language usage.	The French faculty will offer more opportunities, such as a Francophone film series, for use of French outside the classroom.
Lifelong Learning Students show evidence of becoming lifelong learners by using French for personal enjoyment and enrichment.	As previously stated, students carried out conversational interchanges with native speakers in their classes. They also reported limited use of spoken French in encounters with Francophones outside of campus.	One FREN1020 student participated as an intern at the French Consulate, even though she could receive no academic credit for it. Another student indicated that she wishes to add a double concentration in French in order to be qualified to apply for the assistantship program in France as soon as she receives her degree.	Experiences such as these are indicative of the fact that students are motivated to learn French! We intend to continue to provide opportunities for students to become involved in the international French community.	Instructors will work closely with students to make them aware of programs such as the internship at the French Consulate-General and the assistantship program which selects students for teaching positions as assistants in French schools.

7. Lessons Learned:

a. What key lessons have been learned from this project, to-date?

We have learned that:

i) it is imperative that faculty members give particular attention during Phase I to the specific learning and teaching goals that they wish to affect by the revised curriculum, that is, a rationale for revising the curriculum must be clearly and cogently presented

ii) once the specific teaching and learning goals have been identified, data must be collected prior to the revision of the curriculum so that any change in these goals that may occur as a result of the revised curriculum may in fact be measured

iii) faculty members must systematically identify the technological nature of the revisions that will be made to the curriculum; moreover, a rationale for these particular technological revisions must be made

iv) using technology involves procurement specifications, workshop training and exploration, in general, on the part of faculty.

b. What, if any, specific challenges have had to be overcome in order to achieve your objectives, and how did you do so or how are you planning to do so?

Although we revised Phase I of the Initiative so that during this Phase faculty members would articulate a rationale or identify the goals for the revisions, we were not altogether successful in implementing this. We simply need to be more diligent and focused in our effort to implement this new feature of Phase I.

We are continually challenged with finding a mutually convenient time to work with groups of faculty. During year II of the grant, rather than meeting with all the faculty members involved in the Initiative, we met with individual groups (i.e., Languages Department faculty members). This alleviated some but not all of the obstacles associated with finding a time when everyone involved in the Initiative can meet to discuss their projects.

c. What actions, tools or technologies have proven effective at strengthening or sustaining the impact of work supported by the FAPT initiative?

Blackboard, a Web course management system, has become a prominent campus fixture. Faculty members have begun to use more Blackboard features for purposes related to the Initiative. For example, Blackboard was use to provide access to research papers and other articles that had been saved as PDFs. Some faculty members use the tracking feature of Blackboard to assess patterns of student use. Finally, some faculty members have used Blackboard to deliver video for classroom use.

There is very little if anything that replaces the careful advising that a faculty member or staff person can provide to each project and its participants. The investment of people—their time and thought—is indispensable in achieving both short term progress and long-term impact.

d. Are there any additional best practices that you recommend we share with other institutions?

Two things come to mind:

1. invest a significant amount of time and resources at the outset of the project to write a detailed plan than addresses each component of the project, from identifying its goals, to developing implementation and assessment plans, to crafting a plan for disseminating and possibly further developing the project
2. as concerns assessment, this is an area that typically requires extra effort. Often times, faculty members have had little to no experience conducting research on teaching and learning. The expert help from a staff or faculty member with expertise in pedagogy, learning theory, and assessment would seem indispensable in this regard.

e. Are you supporting the replication/adaptation of this program elsewhere?

At present, Xavier's Technology-Enhanced Curriculum Initiative is localized in the Center for the Advancement of Teaching and three academic departments. There are no immediate plans to replicate this program outside of Xavier University.

f. Did you or do you plan to partner with other institutions in this program?

As noted in the Year I report, this sounds like a wonderful idea and one worth pursuing. How exactly could be accomplish this? Who are the other institutions involved in the program? We welcome your assistance and suggestions.

g. Are there additional programs being used in conjunction with this program and what are the benefits of the simultaneous programs?

Also as noted in the Year I report, Xavier University's Center for the Advancement of Teaching has two other technology initiatives. Both of these, however, are individual-based. The UNCF program is a wonderful opportunity for teams of faculty members to work together on technology-enhanced curriculum development projects.

h. Were you able to retain or attract faculty because of this program? If so, please provide details.

At this point in time, we have no data which address this question.

8. Provide details on hardware, software, learning materials purchased for usage in the program.

Please see the table on the next page.

Technology-Enhanced Curriculum Initiative: Hardware and Software and related supplies (planned or completed purchases)	
Theology	
	Epson PowerLite LCD projector
	New Ilumina – Live the Bible software
	Quickverse 6.0 Greek software
	Learn Hebrew software
	Virtual Shabat software
	TextBridge Pro software
	Apple firewire
	DB-9 serial adapter
	External hard drive
Division of Education	
	ADVC-100 DV converter
Library and Counseling Center	
	Epson PowerLite projector and replacement bulbs
	HP LaserJet printer and cable
	Canon PowerShot camera, camera case, and tripod
	512 MB Compact Flash card
	HP Flatbed scanner
	Zip 250 external drive
	HP Compaq computer and display
	Sony digital camcorder
Center for the Advancement of Teaching	
	Mini-DVD tapes
	Replacement lamps for LCD projector
	DVD-R disks
	Camera bag
	Shrook and Interarchy software
Computer Sciences and Computer Engineering	
	CodeLab user licenses

9. If community outreach programs were launched, please provide the details of each program.

No community outreach program is currently associated with Xavier's Technology-Enhanced Curriculum Initiative, although we would welcome the opportunity.

IV. Expenditure Report

1. What was the original amount requested for Year 2?
   $65,568.00

2. What was the original amount received for Year 2?
   $65,568.00

3. Attach an expenditure report based on the following template:

   Covering the period _5/01/2003_ to __4/30/2004_

Salary

This information is available upon request. Please contact Xavier University's Center for the Advancement of Teaching.

Travel

Line Item #	Participant	Planned Expenditure	Actual Expenditure	Variance
1	Consultant travel	1,200.00	0.00	1,200.00
2	From budget year I	1,000.00	0.00	1,000.00
	Total	$2,200.00	$ 0.00	$2,200.00

The $2,200.00 travel fund will be used in year III.

Basic Materials/Supplies

Line Item #	Participant	Planned Expenditure	Actual Expenditure	Variance
1	Supplies	400.00	639.55	(239.55)
2	From budget year I	417.73	417.73	0.00
	Total	$ 817.73	$1,057.28	($ 239.55)

The $239.55 overspent will be covered by funds in year III, thus reducing the funds available for supplies in year III to $160.45.

Technology Supplies

Line Item #	Participant	Planned Expenditure	Actual Expenditure	Variance
1	Computers & Accessories	9,000.00	6,481.53	2,518.47
	Total	$9,000.00	$6,481.53	$2,518.47

$2,518.47 of technology fund is still available and will be carried over to year III.

Other

Line Item #	Participant	Planned Expenditure	Actual Expenditure	Variance
1	Consultant fees	1,500.00	200.00	1,300.00
2	Food and Catering	500.00	619.55	(119.55)
3	Other Miscellaneous	1,000.00	131.00	869.00

	Total	$3,000.00	$ 950.55	$ 749.45

Fund for consultant fees of $1,300.00 is to be carried over to year III, as well as $869.00 for miscellaneous costs. The $119.55 overspent for food and catering will be covered by year III fund, thus reducing the available amount to $380.45.

4. Provide detailed explanation for each variance.
   Please see explanations under each section.

5. If any unspent funds, please state amount requested for carry-over, and plans and timeframe for using those funds.
   The amounts indicated in the "Variance" column are those which will be carried-over into year III of the grant. The monies will be encumbered in ways to support the grant goals and the Technology-Enhanced Curriculum Initiative. Inasmuch as the day-to-day work of the Center for the Advancement of Teaching relates to and supports this grant, some grant funds will be utilized to directly support this work. Additional explanations are provided under each section.

Appendix A
Background Information on Teacher Preparation STaR Chart: A Self-Assessment Tool for Colleges of Education

A. Why a Teacher Preparation STaR Chart?

The CEO Forum's Teacher Preparation STaR Chart was designed and developed to assist colleges and universities on how to determine their technology readiness. The intended use of it is not to serve as a definitive measurement of the institution's effectiveness in integrating technology and planning for technology resources, but that of to serve as a guide for evaluating the institution's technology readiness and assisting in the planning for meeting its technology goals. Upon completion of the assessment, an institution may fall within a wide range of technological readiness levels. Henceforth, mixed results should be expected.

The chart is segmented into 2 departmental areas: *University* and the *Schools/Colleges/ Departments of Education (SCDEs)*. These 2 departmental areas are further broken down into the six (6) categories that are list below.

1. University Chancellors, College President, Provost and All Deans
2. Education Deans and Directors of Teacher Education
3. SCDE Curriculum
4. Faculty
5. Students
6. Alumni

B. Who developed the Teacher Preparation Technology Readiness STaR Chart?

Concerned by the lack of technology preparedness in today's teacher education programs, the CEO Forum developed an assessment tool that would help teacher preparation programs chart a new course. Encouraged by members of Congress, the U.S. Secretary of Education, and experts in the teacher education community, the CEO Forum developed a School Technology and Readiness (STaR) Chart for schools, colleges, and departments of education (SCDEs). Building on the success of the STaR Charts developed in 1998 and 1999 for the K-12 community, the Teacher Preparation STaR Chart:

- Provides teacher preparation programs with a set of benchmarks they can use to measure their progress in integrating technology into their programs.
- Offers explicit goals that SCDEs are encourage to strive towards as they move from "Early Tech" to "Advanced Tech;".
- Draws national attention to the need for programs, policies, and funding to ensure that all teachers entering the classroom are competent and confident in their ability to use technology effectively to support student learning.

The Teacher Preparation STaR Chart was developed with the assistance of a wide group of stakeholders, including education deans, faculty members, students, superintendents, educators, and members of the business community. Their input and guidance provided perspective and a sense of urgency for the project: Preparing a New Generation of Teachers.[1]

The UNCF Faculty Advancement Program in Technology RFP requires the CEO Forum's Teacher Preparation Technology Readiness Self-assessment findings be reported via the submission of the initiatives proposal. Institutions may administer the on-line self-assessment survey by linking into the CEO Forum's website (www.ceoforum.org) and clicking on the "STaR Chart" button to complete the on-line assessment. Upon completion of the survey, a 2-page report may be obtained and printed. HBCUs submitting proposals for this initiative should include this printed report as a part of their proposal.

[1] "Part 1: Setting the Context", The CEO Forum on Education & Technology, Teacher Preparation STaR Chart: A Self-Assessment Tool for Colleges of Education, Preparing a New Generation of Teachers, January 2000, page 2 & 3.

Appendix B
Background on IT Professional Development Phase Identification & Evaluation Training Chart

The IT Professional Development Phase Identification and Evaluation Training Chart is an educational technology assessment and monitoring process tool for faculty and support staff preparation.

Like all students learning about and acquiring technology knowledge and skills, faculty move through a series similar to what the Apple Classrooms of Tomorrow (ACoT) have identified as levels of teacher expertise as they increase their confidence and skills in using technology. These levels are defined as the following:

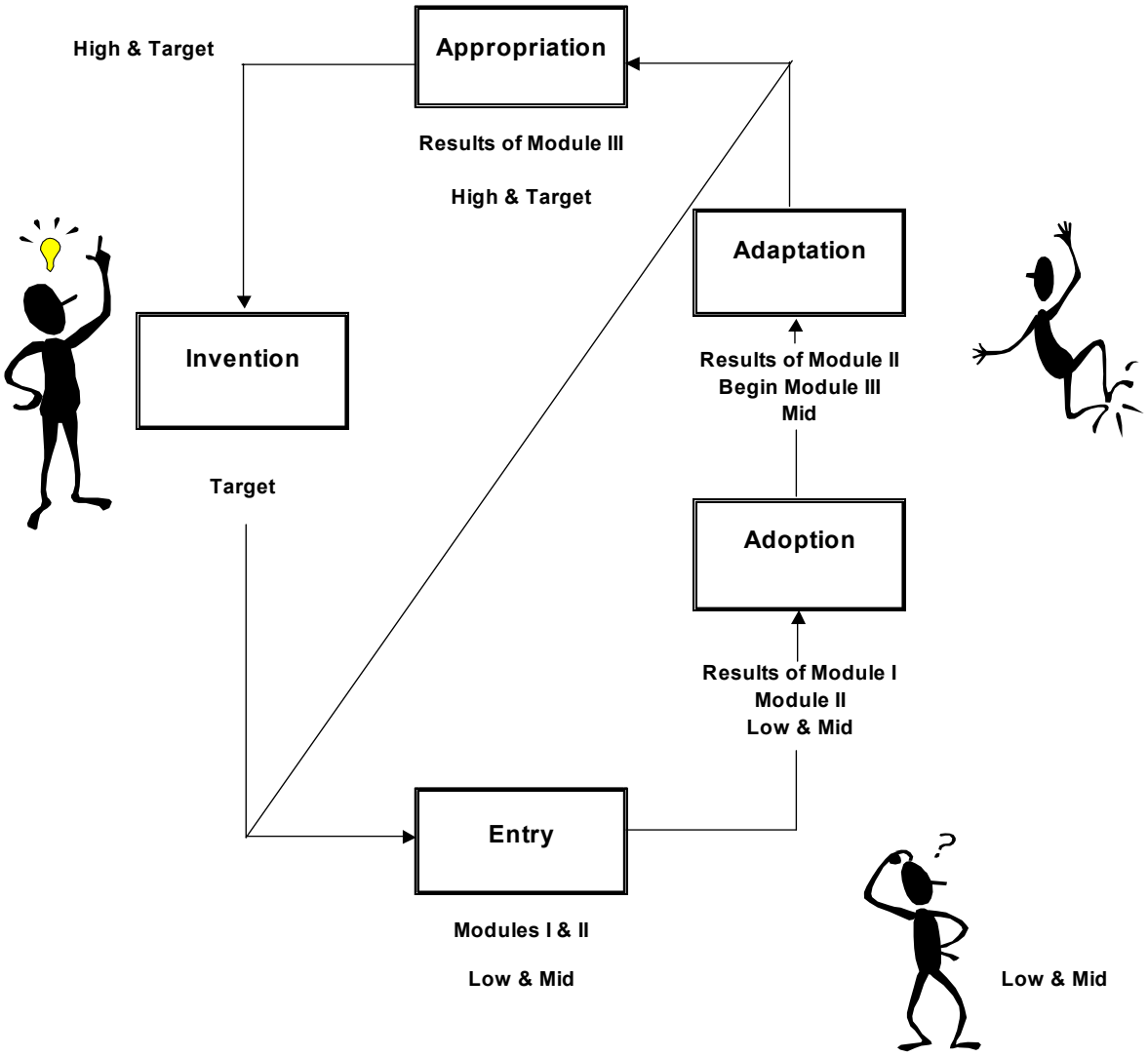
- ✓ **Entry** Educators struggle to learn the basics of using technology
- ✓ **Adoption** Educators move from the initial struggles to successful use of technology on a basic level
- ✓ **Adaptation** Educators move from basic use of technology to discovery of its potential for increased productivity
- ✓ **Appropriation** Having achieved mastery over the technology, educators use it "effortlessly" as a tool to accomplish a variety of instructional and management goals
- ✓ **Invention** Educators are prepared to develop entirely new learning environments that utilize technology as a flexible teaching and learning tool. They begin to "think with technology," designing new ways to solve learning problems that their students may have faced in the past.

See the attached Appendix B Chart: Information Technology Professional Development Phase Identification & Evaluation Training Chart. An Educational Technology Faculty & Support Staff Preparation Assessment & Monitoring Processing Tool.

Appendix B (Chart)

Infortmation Technology Professional Development Phase Identification & Evaluation Training Chart

An Educational Technology Faculty & Support Staff Preparation Assessment & Monitoring Processing Tool



The Stages of Professional Development

Instructional Changes that Occur During the Process of Integrating Technology to Transform the Learning Environment

- ✓ **Entry** — Educators struggle to learn the basics of using technology
- ✓ **Adoption** — Educators move from the initial struggles to successful use of technology on a basic level
- ✓ **Adaptation** — Educators move from basic use of technology to discovery of its potential for increased productivity

- ✓ **Appropriation** Having achieved mastery over the technology, educators use it "effortlessly" as a tool to accomplish a variety of instructional and management goals

- ✓ **Invention** Educators are prepared to develop entirely new learning environments that utilize technology as a flexible teaching and learning tool. They begin to "think with technology," designing new ways to solve learning problems that their students may have faced in the past.