Gateway Initiative:
Call for Proposals for 2015-2016 Course Redesign

Last year, Dartmouth received a generous gift to enhance teaching and learning in large introductory-level courses in the Arts and Sciences. The grant will fund the redesign of 12 "gateway" courses over a 3-year period. Four of those classes are underway this year: Biology 13, Classics 1, Math 3, and Russian 13. You can read descriptions of the redesign process of the first three courses (Russian 13 just got started) below.

In this next round, four proposals will be selected for courses taught in 2015-2016. Faculty selected to participate are eligible for up to $7500 per faculty member as a stipend or research funding.

Gateway funding might be used for the following:

- Dedicated instructional design assistance
- Graduate and/or undergraduate teaching assistants
- Creation of innovative assignments or assessment tools
- Development of online and in-class curricular components and activities
- Professional development (training, workshops, conference attendance)
- Videotaping of lectures or student activities
- Purchase of hardware or software
- Funding for activities associated with the course

Proposals should include the following:

1. A copy of the current syllabus
2. Data on previous enrollment figures, median grades, and dates of future offerings of the course
3. A 2-3 page statement describing
    a. Discussion of the educational rationale for redesigning the course
    b. Description of what the redesign will entail
    c. Explanation of how the revised course will enhance teaching and learning
    d. Estimated budget
4. A letter from your department chair indicating support for the proposal

Proposals are due by **Monday, March 2, 2015**. Send proposals to dcal@dartmouth.edu. For more information, please visit www.dartmouth.edh/~dcal/gateway OR email Josh Kim (Joshua.M.Kim@dartmouth.edu).

Proposals will be reviewed by a committee comprised of faculty, staff from DCAL and staff from Educational Technology. Awards will be announced by April 1, 2015.

Faculty whose proposals are approved will be expected to participate in the evaluation and assessment of their course and its redesign process, in collaboration with staff from DCAL, Institutional Research, and Academic Computing to share course evaluations, conduct surveys of students and faculty, and classroom observation, as well as to present their work to the Dartmouth community.

Math 3/Calculus, Scott Pauls

"Our redesign goal for Math 3 was to create a course structure that allows for instruction and interaction tailored to student learning needs, thus better accommodating a population with heterogeneous mathematical preparation. We redesigned the course using a flipped instructional methodology - combining a traditional text with Khan Academy video instruction, we enabled (and required) students to work through materials and make initial attempts at problems sets prior to coming to class. This freed up class time for coaching and mentoring on the areas where students needed the most attention, which instructors determined from feedback and data from the Khan Academy platform. An analysis of data we collected in the first instance of the new class gives a much clearer understanding of our student learning process than was previously possible using traditional teaching methods, and has provided us with a roadmap for further improvements in the course."

Classics 1/Antiquity Today: An Introduction to Classical Studies, Paul Christesen

"Participation in the Gateway program enabled me to accomplish some of my teaching goals in CLST 1 that were previously out of reach. First, the Gateway Program provided a mechanism for dedicated access to instructional design assistance and collaboration. I worked very closely, and over extended time periods, with the instructional design team to find new opportunities to create active and experiential learning opportunities in the course. The second big advantage of the Gateway Program was that it paid for a team of undergraduate Teaching Assistants. This team of highly motivated undergraduates (who had previously taken and excelled in the course) were instrumental in working with me to develop a tight-knit learning community within our entire class. The Gateway Program also provided a flexible budget that I could draw on for logistical, technical and operational needs that arose as I was teaching the course, a resource that allowed us to experiment with new techniques and methods in the course design and teaching."

Bio 13/Gene Expression and Inheritance, Tom Jack, Patrick Dolph, and Erik Griffin

"The primary redesign goal for Biology 13, Gene Expression and Inheritance, has been to create and refine a student-centered active learning environment built around small group problem solving during class. In order to allow students more opportunities to apply the material they are learning at a deeper level, we developed new learning materials that students can access before and after class and created new in-class activities as well as refine prior activities from previous terms. New teaching strategies, technologies, and methods of collaboration with non-faculty educators in our teaching team were all utilized to meet our teaching and learning goals. The Biology 13 team consisted of 3 faculty, an instructional designer, a subject librarian, a gap-year '14 Dartmouth Teaching Fellow, and various consultations with other educators across the college."