Mike,

Attached and below is a grant proposal submitted to the TLT
Collaborative Board by J. Douglas Wellman and I. We discussed this with
Joanne Dehoney and since she is not here to receive the submission we
are forwarding it to you.

Lea

Teaching, Learning, and Technology Web Portal Proposal
March 15, 2000

The North Carolina State University Faculty Center for Teaching and
Learning proposes the creation of a major Teaching, Learning, and
Technology Web Portal which will bring a framework of pedagogical
concepts to the desktops of faculty at the 16 universities of the
University of North Carolina System. There is currently an explosion of
knowledge about pedagogy and about the relationship between pedagogy and
instructional technology. Increasing pressure on faculty time, the fact
that many of the 16 UNC campuses are just beginning centers for teaching
and learning, and the raised awareness of the role technology can play
in learning have converged to make the creation of a web portal that can
serve as a major learning tool for faculty a desirable goal.

The establishment of such a site will provide a valuable resource to the
8,000 faculty members of the UNC system. It will also provide a valuable
piece of the virtual teaching, learning, and technology center
infrastructure envisioned by members of the national Teaching, Learning,
and Technology Roundtable movement. It can potentially link to many
national and international sites and create a virtual library of
information on the subject of teaching and learning both with and
without technology.   Projected faculty retirements in the next 5-10
years will bring into the teaching ranks teachers who are inexperienced
in the classroom but comfortable with the use of technology to retrieve
information. Current expectations are that resources will be available
online, anywhere, any time. Creation of this web portal is a major piece
of providing the UNC System with a tool to promote a learning
organization culture among teaching professionals.

The website is envisioned as a comprehensive and multi-faceted source of
information on teaching learning and the use of technology to enhance
learning. Two main types of items initially included in the website are:
1) explanations of various teaching concepts and models such as Bloom's
Taxonomy of the Cognitive Domain, Simpson's Taxonomy of the Psychomotor
Domain, and Krathwohl's Taxonomy of the Affective Domain
< http://www.ncsu.edu/fctl/lecsem/hewlett/seminar2.html >
2) links to sites within and outside the university that contain useful
material on teaching

techniques, for example, a link to a professor's website that contains material on
active learning
<http://www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.htm>
and a link to another university's site that provides a variety of
information on teaching evaluation <http://ase.tufts.edu/cte/index.htm>.
Additional items that may be included are found in Appendix A.

Broad Benefits: Faculty on all campuses of the UNC system will be
invited to use the website and to suggest items to expand the content
through the TLT Collaborative network. Teaching and Learning Centers in
the UNC system are at varying levels of maturity and can be expected to
make varying degrees of usage of the site. The site will grow based on
expansion of our own offerings, requests for material, and awareness of
material in other sites much as open source software is continually
refined and improved by many users. The TLT Group in Washington, D. C.
will be invited to participate by offering ideas that may coincide with
their interest in developing a nationwide/worldwide portal to a virtual
TLT Center. The proposed portal could serve as a major pilot for their
wider interests or as one piece of their portal.

The web portal is to be designed for ease of use – one site providing
access to commonly sought information previously available only after
searching a great number of sites. By creating a portal aimed at broad
use by faculty throughout the system, duplication of effort can be
avoided. This portal can serve as the beginning of a virtual state-wide
teaching, learning, and technology center by providing access to a basic
pedagogical framework for UNC faculty members regardless of the size of
their institutions.
Since FCTL is currently revising its website to include the framework
mentioned, it is well positioned to go forward with this effort.
Collaborative working relationships already established between teaching
and learning centers (the Carolina Colloquy) which provides another
communication mechanism.

Timeframe: Since the time for expending grant funding is short it is
proposed that a major experienced commercial website developer be hired
to quickly bring the site into use by June 1, 2000 with continuing
expansion and refinement expected. Major additions would continue past
the July 1 date with the cost of these refinements borne by NCSU unless
other campuses choose to collaborate on a broader level.

Principal Participants: NCSU project coordinator working with TLT
Collaborative staff and web designers in consultation with staff in
FCTL, other teaching and learning centers, learning technologies
centers, faculty advisors/testers, librarians, and campus TLT Roundtable
participants.

Budget:
Projected Expenditures
Commercial website designers (based on initial inquiry)
$30,000
Purchase of TLT Flashlight Program & Tools
5,000
TOTAL Expenditures
$35,000

Projected Financial Resources
Resources from TLT Collaborative
$30,000
NCSU project coordination (in kind)
5,000
TOTAL Resources
$35,000

Measurable Outcomes:
The website log will be monitored for usage from the various UNC
campuses and outside users. A brief feedback questionnaire will be part
of the site and will provide information regarding usefulness and
suggestions for additional features. Links to the site will be
monitored.

Appendix A

Proposed Components of a Teaching, Learning, and Technology Web Portal

· the components of a framework of pedagogical concepts
· descriptions, examples, and explanations of these concepts
· descriptions of teaching and learning technology tools and best
applications of these various tools for particular pedagogical outcomes
· reviews of books, articles, videotape resources on teaching, learning,
and technology
· electronic access to many of the book and article resources listed
above
· listservs and discussion groups that provide teaching, learning, and
technological information to faculty
· teaching, learning, and technology support people, facilities, and
equipment
· training opportunities for various technological tools and pedagogies
· descriptions and samples of various workshops and courses available
locally and beyond to enhance teaching and learning experiences at all
16 campuses
· the TLTR Flashlight Project Assessment tools and report
· worldwide teaching centers' websites
· ADA guidelines affecting online course development
· tools for the management of professional membership and journal
ordering for individual faculty members and departments
· tools to assess learning styles and that offer learning strategies
based on these learning styles
· copyright explanations as they relate to the online learning
environment
· other items as identified

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