

“Seed Money”: UDI Project Announces Faculty Incentive Grant Award Recipients

Winter is a good time to plan for harvest, even at the UDI project. In January 2002, the Project made incentive grants available to faculty members at UDI partner schools to provide "seed money" for the development of innovative instructional products. Grant applications were reviewed by a team of UDI project staff using specific selection criteria pertaining to the proposed application of UDI Principles, the potential of the project outcomes to be published on Facultyware, and the overall quality and innovation reflected in the proposed activities.

Seven outstanding projects involving individuals and faculty teams were awarded funding (see chart below). These funded projects are now underway and will be completed by June 30, 2002. The projects explore the application of the Principles of UDI© in a variety of academic disciplines and classroom settings. Projects represent different uses of the Principles including **planning** classroom environments, revising existing **delivery of instruction** to be more inclusive, and expanding means of **assessing student learning**.

Each project will result in an instructional product to be submitted for review and possible publication on the Facultyware web site. Several of the projects will be presented by the faculty authors at the upcoming Postsecondary LD Training Institute (see UDI Updates for more information about the Institute). We anticipate the harvest from this “seed money” and the carefully tended “spring growth” of these innovative projects may be a “crop” of instructional products for everyone to benefit from on the Facultyware website. Congratulations once again to these outstanding grant recipients!

| Grant Recipient | Institution | Department | Project Title | Project Description |
|---|----------------------------------|--|---|--|
| Barbara Paskov | Manchester Community College | Mathematics | Alternative Methods of Demonstrating Knowledge in a Math Class | An exploration of alternatives to traditional oral presentations; other methods that demonstrate learning while meeting the needs of diverse learners. |
| Donna McCormac-Condon and James M. Gentile | Manchester Community College | English | Module/Product Using Color Coding as an Organizational Strategy | An application of organizational strategies to writing tasks, oral presentations, and reading assignments. |
| Gail Hammond | Manchester Community College | English | Student Self-Assessment and Reflection on Learning Styles | An application of a portfolio development method, used to develop student self-awareness of preferred learning style. |
| Gene Wintner, Susan Cunningham, Joanna Fortna | Northern Essex Community College | Developmental Studies and the Learning Accommodations Center | Multi-modal, Multi-intelligence Classroom Activities | An examination of multi-modal, multi-intelligence teaching methods applied to developmental writing and reading curricula in college classes. |
| James M. Gentile | Manchester Community College | English | "Icebreaker" in Writing Curriculum | An introduction to rhetoric, illustrating the |

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| | | | | relationship between oral and written speech for a classroom of diverse learners. |
| Ken Klucznik | Manchester Community College | English | Alternative Means of Assessment of Content Understanding | A comparison of applied teaching strategies that develop student responses to literature. |
| Sandra Jenkins, Eileen Furey, Maureen O'Connor | Manchester Community College | Social Science and Hospitality Management | Redesigning a Food Service Lab Using UDI Principles | An assessment of environmental needs of diverse learners in a laboratory setting. |

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