



Request for Proposals

Colorado Community College System Immersive and Game-based Learning Faculty Challenge Grants Deadline for Round 2 Submission: November 16, 2012

The Colorado Community College System invites proposals that address the growing educational uses of and interest in game-based and immersive learning. The primary intent of the Faculty Challenge Grant Program is to identify, improve, and scale sustainable, collaborative solutions that improve student success. It is intended that the funded projects will serve as “lighthouse programs” to illuminate the way for others to follow; and that these solutions will be available to faculty and students throughout the CCCS. The motivational and engagement aspects of games/immersive learning appear to offer promise for improving students’ persistence, retention, and completion. Universities and colleges across the country are experimenting with Game Based Learning (GBL) by adding elements of game-based and immersive activities to their courses. This can take many forms, but may include the following:

- Alternate reality
- Augmented reality/location-based services
- Drill-and-practice games
- e-Learning w/ game dynamics as part of design
- Immersive simulations
- Integration of “off-the-shelf” games into courses
- Puzzles
- Scavenger hunts
- Virtual worlds

A **game-based learning** project will use game *principles* to improve teaching and learning experiences, with technology playing a facilitative role. Game principles include the following:

- End-state goal = winning (competition)
- Conflict(s) or challenge(s)
- Rules
- Player(s)
- Motivation
- Feedback
- Practice
- Intensity
- Choice/involvement

An **immersive learning** project will use highly engaging educational “hooks” that bring the learning experience to life for students. Among the types of solutions potentially suitable are interactive video (e.g., students creating, editing, and repurposing video as a pedagogical tool); immersive environments (e.g., “virtual worlds”); augmented reality; remote instrumentation; adaptive learning platforms; social-media-based learning environments; and simulations. This list is not exhaustive; any solution that

demonstrates the ability to increase deeper learning and engagement and the potential to scale will receive full consideration.

In short, the student must be actively engaged in the experience, not simply watching a video or reading text. For immersive and game-based learning to succeed, the drivers **MUST** focus on motivation and engagement as strategies for improving student retention, progress and completion. *Without a driving pedagogical rationale, the value of immersion and games in, by and for learning will be trivialized.*

RFP Priorities:

1. Projects must be collaborative in nature. For example, interdepartmental or intercampus initiatives incorporating elements of game-based or immersive learning.
2. Proposals should incorporate student ideas and feedback.
3. Must incorporate behavior motivation considerations (for example, points, badges, leaderboards, among others).
4. Proposals should address instructional design needs/resources.
5. Must track student learning outcomes and include evidence-based evaluation strategy.
6. Proposals should address how will other faculty in the CCCS will learn about and incorporate your solution.
7. Demonstrate a shift in pedagogy – using games/immersive technology in support of learning.
8. Identify the technology-based resources needed as part of immersive strategy:
 - Review of relevant content assets/apps for the subject area.
 - Review *delivery* of content/apps (web-based, D2L, iPad, cell phone, mobile device, etc.)
9. Priority will be given to projects that move from 100% classroom based to “hybrid” or “blended” learning. For example: “flipping” the classroom – doing things outside of class that used to be done in class (such as lectures), and using class time for collaborative activities. Blended learning provides students with both the flexibility of online learning (time and place) and the structure and engagement of the in-person classroom experience. CCCS is interested in exploring a variety of blended learning models, including various time-share models (e.g., 50:50, 60:40, or 30:70 face-to-face versus online). CCCS will not consider proposals for “web-enhanced” courses that do not fundamentally change the instructional model.

In addition to the above listed priorities, applicants should note the following criteria:

- Technology-enabled deeper learning and engagement solutions often pose distinctive, even insurmountable, challenges to persons with disabilities; moreover, non-accessible solutions may generate obstacles or risks hindering adoption. Consequently, preference will be given to proposals demonstrating the ability to meet major accessibility standards (e.g., “Section 508,” or WCAG). Proposals must, at a minimum, have a clear and credible roadmap for meeting accessibility requirements in a timely manner.
- Preference will be given to solutions that generate rich data and analytics for continuous feedback that can support students toward completion.

Expected Outcomes

Applicants should specify the expected outcomes of their program, including plans for evaluation. An external evaluator is not necessary, but a clear plan for measuring outcomes is expected. Examples of outcomes include, but are not limited to:

- *Scaling outcomes*. Scaling and adoption of the proposed solution. Scaling can be defined as reaching a number of institutions, courses, and learners that is a significant multiple of those being reached presently. Pervasive integration implies integration into, for example, all sections of a course and all relevant curricular segments of its syllabus.
- *Student outcomes*. Efficacy is the same or better, with learning outcomes equal or better; content mastery achieved in the same or less time, course completion is as good or better, etc. Students successfully complete the course and make progress toward program completion. Note that each proposal must set expectations for scaling and student outcomes in *specific, measurable terms*. The actual numbers of students, courses, and institutions expected to participate/adopt must be spelled out.

Criteria:

Proposal review will utilize the following general criteria:

- Alignment of proposal with RFP priorities.
- Clarity of focus, outcomes, and measures.
- Scale and scope of potential impact (e.g., number of students, programs, institutions, etc.).
- Estimated likelihood that the proposal will provide a model others can readily adopt.
- Expertise and leadership of the applicants; capacity of the team to scale the solution as proposed
- Strengths of relationships and willingness to collaborate with other institutions
- Capacity to collect, analyze, and share data for project evaluation

Eligibility, Amount and Duration of Grants:

Faculty and staff (full-time or part-time, credit or non-credit) from any CCCS college are eligible to participate as a project leader or co-leader. CCCS expects to award multiple grants in 2012-13 in response to this RFP. Awards will be made between \$10,000 and \$100,000 each, depending on the scope and scale of the project. The duration of the Round 2 grants will be 18 months. The Round 2 grants will begin on or near January 1, 2013 and must be completed by June 30, 2014. CCCS awarded 15 grants in Round 1, and expects to award another 10-15 grants in Round 2. Project leaders who received funding in Round 1 may apply for additional funding in Round 2, but it must be presented as a new project with its own set of timelines and deliverables, which must be distinct from the Round 1 project.

Reporting:

At least two reports will be prepared by the grantee for each CCCS grant: an Annual Financial and Project report, due 12 months from the date of award; and a final Financial and Project Report, due three months following the end of the grant. The reports are to be submitted electronically and should be cumulative, stand-alone documents that describe the work proposed in the grant award. The project section of each report must include any technical data gathered, models developed, and summary conclusions. The financial section of each report should include an account of the funds expended.

Intellectual Property and Terms of Use:

So that the knowledge gained during the challenge is promptly and broadly disseminated, all products, documents, written materials, and other content submitted to CCCS during the period of an applicant's grant will be made available under a Creative Commons attribution license. We recommend that applicants review the terms of this license, which is described at <http://creativecommons.org/licenses/by/3.0/us/>. By providing any submission materials, the sender represents to CCCS that it has the right to provide the information submitted.

Deadline for Proposals: November 16, 2012 by 11:59 pm MST

Please send your proposal documents to: ImmersiveLearning@cccs.edu

Submission Guidelines: Proposal should include a cover page, a four-page narrative, and budget.

- Cover Page using attached template:
 - Name and contact information for project leader
 - President's signature from project leader's institution
 - List of project partners (co-leaders, collaborators, key staff, etc.)
 - Total funding amount requested
- Narrative: four pages, single-spaced – maximum length.
 - Overview of project
 - How project addresses each RFP Priority Area
 - Project Management and Evaluation
 - Project Outcomes
- Completed budget using attached template (Use separate sheet for each college that will be receiving funds under your proposal.) Please note: only direct costs may be requested for this grant.

Awards will be announced December 14, 2012

Projects begin January 1, 2013

Inquiries:

Please direct all inquiries about the CCCS Immersive and Game-based Learning Faculty Challenge Grants to: Rhonda Epper, Assistant Provost, CCCS (rhonda.epper@cccs.edu, 303-595-1596) or to one of the members of the Immersive Learning Advisory Group:

- Glenn Rohlfing – PPCC
- Fred Lahey – CCA
- JoAnn Burkhart – CCA
- Kae Novak – FRCC
- Fred Boettcher – OJC
- Lisa Gallegos - OJC
- Candace Garrod – RRCC
- Rick Reeves - RRCC
- Randall O'Laughlin – TSJC
- Paula Davis – TSJC
- Kaylah Zelig – CCD
- Jeremy Porier – ACC
- Rita Friberg – PCC
- Karen Kaemmerling – CCCOnline