



IDEA is a nonprofit organization dedicated to improving learning in higher education through research, assessment and professional development. Join us as we make an impact on the future of teaching and learning.

The IDEA Center recently awarded Impact Grants totaling nearly \$45,000 to six higher education institutions implementing projects with a goal to positively impact teaching and learning and student well-being.

Champlain College, Burlington, VT

Faculty Development Initiative: Making the Most of Student Feedback

Seeking to increase the level and skill of faculty in reflection on Student Ratings of Instruction (SRI) and the incorporation of improvements and new methods of teaching, project investigators are creating an online course for their professional development series to teach online adjunct professors how to most effectively administer the IDEA SRI and make best use of individual formative results.

Dordt College, Sioux Center, IA

The Effects of Pre-class, Web-based Activities to Motivate Active Learning in First- and Second-year Mathematics Courses

For Dordt College, the focus of their Impact Grant research combines both pedagogy and technology to ask: Do structured pre-class activities delivered online in freshman and sophomore math courses result

“This research is a valuable contribution to higher education in three important ways: It contributes to the research of active learning pedagogy, it develops activities for others to implement higher learning pedagogy, and it replicates studies on the efficacy of online homework.”

Mike Janssen, Dordt College

in improvement in both direct and indirect measures of student learning? This research will push the boundaries of active learning by exploring an innovative pedagogical method of delivering online pre-class activities to drive active, in-class learning tasks.

Franklin and Marshall College, Lancaster, PA

Instituting Required Classroom Visitation in Faculty Evaluation

What are the benefits for faculty who participate in classroom visitation and what is the extent to which a faculty learning community can impact institutional culture? These are the underlying research questions posed by the project investigators at Franklin and Marshall College as they undertake a pilot study of a classroom visitation model.

Kutztown University, Kutztown, PA

An Exploratory Study of a Cognitive Emotional Methodology for Critical Thinking in Teaching and Curriculum Development

Kutztown University project investigators plan to implement and formally evaluate a new and innovative methodology designed to teach students how to think critically for decision making in social work education and practice.

San Francisco State University, San Francisco, CA

Improving Student Learning through Novel Mobile Laboratories and Flipped Laboratory Learning Modules

To overcome the limitations of virtual laboratories in their current forms, researchers at San Francisco State University plan to harness the power of mobile technology and the Internet of Things to develop standalone mobile laboratory learning modules. The modules will consist of three interconnected mobile apps—Analysis, Situation, and Experiment—to teach theory, give practical examples, and conduct physical experiments.

“At the national level, we are addressing the pressing need of attracting and retaining students in STEM majors.”

Zhaoshuo Jiang, Ph.D., San Francisco State University

University of Nebraska—Lincoln, Lincoln, NE

Helping Students Soar to Success on Synthesis Writing: An Investigation of SOAR Strategies for Synthesis Writing

Synthesis writing is a complex and challenging task with little research having been done on successful strategies. The SOAR method (Select, Organize, Associate, and Regulate) has shown promise and the researchers plan to examine the effects of SOAR for improving college students’ synthesis writing performance.