

## 2000-2001 MINI-GRANT APPLICATIONS

Prepared by Academic Affairs

Faculty Member	Name of Mini-Grant	Outcome Expected	Summary
<p>Eric Burgess</p> <p>Submitted 6/5/01 Approved Presented Payment of \$2500 authorized 12/21/01</p>	<p>Mgmt 3210, Supervision and Leadership, Development of a Web-based Online Course</p>	<p>This project will be completed within the budget and available to UMC students by spring semester (January 2002)</p>	<p>UMC schedules 2 sections of Mgmt 3210 each semester; the classes are always full to overflowing. Offering an online version of the course will make it available to more students. The course will be especially attractive to distant learners and working students who cannot attend scheduled classes. An online syllabus and course outline will guide the learner through a structured learning process. The exercises, to be completed independently by students, will include case studies, interactive projects, self-assessments, self-tests and exams. Online students will be assessed against the same criteria as regular students.</p>
<p>Lisa Eggert</p> <p>Submitted spring 2001 Approved Presented 2/1/02 Payment</p>	<p>Development of Microeconomic Online Course</p>	<p>To provide students the opportunity to complete Microeconomics online, beginning fall term 2001</p>	<p>Readings, lectures, and assignments will be accessed via my website. Instructor/student communications, as well as student/student communication, will be via email and scheduled chat sessions. These chat sessions will be structured as a venue for students to assist each other in learning the material as students often provide valuable insight and alternative perspectives. I plan to incorporate 10 units of material; 9 of these units will be consistent to all students: Introduction, Trade and specialization, Supply and Demand, Factors Affecting Demand, Elasticity, Factors Affecting Supply, Perfect Competition, Pure Monopoly, Monopolistic Competition and Oligopoly. The tenth unit, student's choice, will offer options such as labor unions, agriculture, poverty, and others. Each unit will include a text reading, a "lecture", and an assignment, typically consisting of an interactive element. Most often, the assignment will be an internet activity or brief form of internet research with a question to answer that is pertinent to the unit material. At the end of each unit, the student will be required to demonstrate his/her proficiency with the unit's material by writing an essay in response to 1-3 questions that I provide. Students who are unable to demonstrate adequate competence will receive individual attention from me to help them identify the specific source of difficulty.</p>
<p>Jennifer Johnson</p> <p>Submitted 12/19/00 Approved Presented Payment of \$2000 authorized 6/4/01</p>	<p>Revision of current web-based curriculum for Composition I.</p>	<p>Comp 1011 web page and course will be significantly revised and enhanced.</p>	<p>To provide distance learning students with the best possible learning situation, the Composition I course that is currently posted online needs to be extensively revised. Dr. Traci Kelly developed those pages and, aside from the work I've done in the last six months, they have not been altered since 1997-1998. The revisions I intend to implement on the Comp I site will provide students with even more online-based instruction, including a variety of links; a class bulletin board which will be a requirement for all students to read, participate in, and respond to; and improved assignments to make the best possible use of the latest technology.</p> <p>This course will be almost pure technology, with the exception of the textbook. From the first reading of the syllabus, to submission of every assignment (seven 3-4 page essays and a weekly writing journal) via e-mail, to the use of MOO or MUD environments and bulletin boards, students will learn to utilize e-mail, web-based research, and electronic collaboration while honing their writing and critical thinking skills with electronic instruction from me.</p>

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			<p>Distance learning has, in the past, found retention of students to be a primary issue. Revamping web sites and syllabi to make them as user (student)-friendly as possible will help reduce the number of students who do not finish the course, or who need repeated extensions to do so. Providing an effective composition course in this form will assist the student to become literate in the area of Internet communication and research skills, as well as general communication and research skills traditionally taught in composition. Students who take composition through distance learning will have a significant addition to their marketability in the workforce, because the job market continues to seek the above skills, particularly computer literacy, in every career.</p>
<p>Jennifer Johnson Submitted 12/19/00 Approved Presented Payment</p>	<p>Development of web-based curriculum for Composition II.</p>	<p>Comp 1013 web page and course will be created for Distance Learning.</p>	<p>To provide distance learning students with the best possible learning situation, the online Composition II course needs to be re-created. Though Dr. Traci Kelly developed this course website in 1997, the web page itself is no longer in operation. The course I intend to implement will provide students with considerable online-based instruction, including a library of links for research, evaluation, and synthesis of a variety of materials; a class bulletin board which will be a requirement for all students to read, participate in, and respond to; and assignments to make the best possible use of the latest technology.</p> <p>To provide distance learning students with the best possible learning situation, the online Composition II course needs to be re-created. Though Dr. Traci Kelly developed this course website in 1997, the web page itself is no longer in operation. The course I intend to implement will provide students with considerable online-based instruction, including a library of links for research, evaluation, and synthesis of a variety of materials; a class bulletin board which will be a requirement for all students to read, participate in, and respond to; and assignments to make the best possible use of the latest technology.</p> <p>As with the Composition I request, this project will create websites and syllabi that are as user (student)-friendly as possible to help reduce the number of students who do not finish the course, or who need repeated extensions to do so. Providing an effective Composition II course in this form will further assist the student to become literate in the area of Internet communication and research skills, as well as general communication and research skills traditionally taught in composition. This website will provide students with a broad understanding of many kinds of communication. Students who take composition through distance learning will have a significant addition to their marketability in the workforce, because the job market continues to seek the above skills, particularly computer literacy, in every career.</p>
<p>Vern Markey Submitted 11/16/00 Approved Presented</p>	<p>Beverage Technology Student Self-Study Guides.</p>	<p>The on-campus student, through a customized training module, will be able to use the self-study guides for the HRI 3341 Beverage Technology course.</p>	<p>The project will contain study modules, which each student may complete to succeed in the course. These study modules will be developed utilizing Toolbook authoring software in conjunction with the ITC.</p> <p>Modules will be designed according to the existing course content areas, such as:</p>

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Payment of \$2000 authorized 5/23/01		These will be designed to allow the student to work through several sessions to prepare the student for quizzes and exams. The student will develop a more thorough knowledge of wine regions of the world, the wines they produce, and major grape varieties used to produce wines.	<p>Wines of the World</p> <ul style="list-style-type: none"> <li>a. wine making</li> <li>b. wines of the U.S., Italy, France, Germany, Australia               <ul style="list-style-type: none"> <li>1. varietal wines, generic wines</li> <li>2. vintage</li> <li>3. wine and food</li> </ul> </li> <li>c. sparkling wines, Champagne, fortified wines</li> </ul> <p>The student will access the study guides via a web page. Each student will prepare for quizzes and exams using the study guides, which will provide a score, based on selected answers. The students may use the study guides as often as needed to prepare themselves to succeed according to the expected course outcomes.</p>
Cleon Melsa  Submitted 7/17/00 Approved Presented Payment of \$2,000 authorized 12/18/00	Interactive problems utilizing WebCT calculated questions.	<p>Using WebCT to develop new interactive materials for Introductory Chemistry.</p> <p>The emphasis would be on developing assignment problems with randomly generated variables in the calculated questions of WebCT.</p> <p>Resulting in immediate feed back of the assignment results to the students.            Become better informed on the calculated question section of WebCT. Determine the strengths and weaknesses of the formula section of the calculated question.</p> <p>Present the topic of use of WebCt calculated question in the August workshop for Dr. Dan Lim.</p>	<p>One of the purposes of the grant is to encourage the students to complete their assignments. The students will be given two chances (in most cases) to correctly complete the question. Many times there will be a support box, which will give hints on how to try the problem if it is not answered correctly the first time.</p> <p>The calculated questions will also encourage the students to do their own work. Unlike textbook assignments where each student is doing the exact same problem as every other student, each student will now have a problem different than the rest of the students. No two students will have the same assignment!</p> <p>Using the WebCT interactive assignment developed, the student will complete the assignment before coming to class and they will have immediate feedback. I will also be aware of the results of their assignments; therefore, I will have a list of problems the students have had difficulty with and I will be able to build upon this in the classroom in a timelier manner.</p>
Cleon Melsa  Submitted 4/25/01 Approved 4/25/01 Presented Payment of \$2500 authorized 2/25/02	Interactive problems utilizing WebCT-v3 calculated questions.	<p>Using WebCT version 3 to develop first time interactive materials for General Principles of Chemistry I.</p> <p>The emphasis would be on developing assignment problems with randomly generated</p>	<p>One of the purposes of the grant is to encourage the students to complete their assignments. The students will be given two chances to complete the question. Many times there will be a support box, which will give hints on how to try the problem if it is not answered correctly the first time.</p> <p>The calculated questions will also encourage the students to do their own work. Unlike textbook assignment, where each student is doing the exact same problem as every other student, each student will now have a problem different than the</p>

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		<p>variables in the calculated questions of Web CT.</p> <p>Resulting in immediate feedback of the assignment results to the students.</p> <p>Become better informed on the calculated question section of WebCT-v3. Determine the strengths and weaknesses of the formula section of the calculated question.</p> <p>Present the topic of use of WebCT-v3 calculated questions in the fall workshop for Dr. Dan Lim.</p>	<p>rest of the students. No two students will have the same assignment!</p> <p>Using the WebCT-v3 interactive assignment, the student will complete the assignment before coming to class and have immediate feedback. I will also be aware of their assignment results. Therefore, I will have a list of problems which the students found to be difficult and I will be able to build upon this in the classroom.</p>
<p>Peg Miller</p> <p>Submitted Approved Presented Payment</p>	<p>Introduction to Sociology On-line Course Development.</p>	<p>Development of an on-line course in Sociology for delivery to NTC and UMC students the summer of 2001.</p>	<p>I will be developing an online course in introduction to sociology for delivery to NTC and UMC students during the 2001 summer session. All requirements and assignments will be accessed through the website so students will be required to be responsible and self motivated. A service-learning project will be required for the course. This will further require the student to become involved in their community and reflect on that experience via the Internet. Students will need to find their own service project and testing proctor for all monitored tests. The textbook I have chosen for the course offers a website for the students and I will be using some of those activities for class assignments. Student will be required to be involved with other students and the instructor both synchronously through live chats and asynchronously through discussion boards. With a course like sociology I believe that it is imperative for the students to have the opportunity to discuss and get feedback from others on the issues covered in the text. I find that discussion helps to make the issues more understandable and applicable to the individual student. On-line activity will be tracked through WebCT.</p>
<p>Mary Pringle</p> <p>Submitted 4/26/01 Approved Presented 11/30/01 Payment of \$2500 authorized 12/21/01</p>	<p>STC 2223: The Structure of English.</p>	<p>An online course will be developed for fall 2001.</p>	<p>This course has been approved by the Twin Cities and UMC curriculum committees as part of the core requirements for the UMC Scientific &amp; Technical Communication (S&amp;TC) program. It will help to give our majors the mastery of language so important to the discipline.</p> <p>The text I have chosen [Vespoor, M., &amp; Sauter, K. (2000) English Sentence Analysis. John Benjamins] is excellent for an online course in that it is completely modularized and comes with a high-quality CD-ROM. I want to go beyond the CD-ROM to create a course that integrates efficient online feedback from me, ready access to a range of intellectually challenging and fun-to-use materials, and communication between students that will facilitate group work. I want to apply the things I learn to other S&amp;TC courses also. I feel it is important for our S&amp;TC</p>

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<p>Aziz Rahman</p> <p>Submitted 4/12/01 Approved Presented Payment</p>	<p>Electronic Contents for UMC Precision Agriculture Courses.</p>	<p>Lab and lecture contents on the Web for UMC students.</p>	<p>program to demonstrate leading edge teaching technologies as a selling point. I especially would like to market this course to the other partners in the S&amp;TC program (Twin Cities, Southwest State, and Rochester Technical College).</p> <p>UMC currently offers four precision agriculture courses (ASM 3360, ASM 3511, 3512, and ASM 3513), provides education to a cohort of area farmers, and is in partnership with a Brazilian University for international precision agriculture education. Because of the relative newness of the field and its rapidly changing technological base, suitable textbooks are not available. New material must constantly be gathered, evaluated and incorporated to assure course content is both current and comprehensive. In addition, the courses must serve both traditional (residential, degree seeking) students and non-traditional learner groups, so course material and self-learning learning exercises must be deliverable in electronic formats.</p> <p>This mini-grant will support a student worker to review, collect, and compile new materials for classroom and electronic delivery, including field-collected images of on-farm precision agriculture operations, learning tools for WebCT delivery. The student, Javier Broglia, is an international student who indicates this experience will be of great career benefit when he returns to Argentina. All mini-grant dollars will be used for the student's stipend. The project will begin in May and end in August.</p>
<p>Christo Robberts</p> <p>Submitted 7/3/00 Approved 7/11/00 Presented 5/16/01 Payment of \$2,000 authorized 6/10/01</p>	<p>Online Materials for Web Delivered INM 1010 Course.</p>	<p>An Internet learning tool that can be utilized by part-time and distance students. The learning and demonstration modules will help the distance student to find selected additional programs within Office 2000 with tutorial and navigation demonstrations.</p>	<p>Web-based learning modules that allow for anytime, anyplace learning of subject matter will be developed. Since considerable effort will be expended on the modules they will be designed such that the student will require a password to access a module. The access will be controlled and available for only a specific number of entries.</p> <p>The content of the modules will illustrate the operation of Outlook, Word, Excel and PowerPoint with reference to my required outcomes as listed in the syllabus. Of particular interest will be the use of Microsoft Equation 3 and animation in slide presentation on PowerPoint. I get numerous calls from each of the distance students regarding these items and it will be very useful to them to have a simulated experience where the instructor can walk them through an operation as we do in class.</p> <p>The work done here will form the basis of the much larger project that I intend to undertake to get Spreadsheets on line with appropriate examples and walk-through models.</p>
<p>Christo Robberts</p> <p>Submitted 6/8/01 Approved Presented Payment</p>	<p>Creation of a CD that simulates the classroom demonstrations used to explain selected Windows and MS Office modules. This will be used as additional materials for the distance delivered INM 1010</p>	<p>The demonstrations will help the student to see exactly which buttons to press to achieve a specified result. Many distance students have problems to understand the verbiage contained in the handbook. The</p>	<p>The CD-based learning modules that will be developed will allow for anytime, anyplace learning of subject matter. The modules will be developed using Flash 5 that allows for full animation of buttons and mouse movement. The student will be able to repeat the specific part of any module for as long as they need to understand what to do. This will be similar to a student asking you to do it again in class.</p> <p>The modules will be written to include Windows Explorer, Outlook, Word, Excel</p>

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	course.	CD demonstrations will allow for better understanding of what is required and will emulate the classroom experience.	and PowerPoint. Each module will be designed to help the student to become proficient in the use of the program as defined by our course outcomes as contained within the syllabus.
Steve Shirley  Submitted 5/1/01 Approved Presented Payment	Mktg 3360, Global Business – Development of an Online Course Offering.	Upon completion, Mktg 3360, Global Business, will be a web-based, on-line, distance education course for use by the University of Minnesota, Crookston. This version of the course will meet the current standards of the traditional classroom offering and will achieve similar course objectives and desired learner outcomes.	The Global Business course is a core requirement for all Business Management and Agricultural Business students. Through development of a web-based, on-line delivered course, students living off campus will be provided with greater accessibility to the topics and areas presented in this course. Funds will be used to develop World Wide Web based learning and assessment materials, links to relevant sites and sources of information, and interactive projects and exercises. This will provide the off-campus student with the resources necessary for self-development and learning of appropriate global business concepts, systems, and processes. Students will complete a field case analysis of a multinational organization, thus applying material from the course to an actual business or organizational setting.
Doris Wang  Submitted 5/23/01 Approved Presented Payment of \$2,500 authorized on 2/5/03	Development of Lifecycle Nutrition to a Web-based Course.	The course FScN 1313 will be available for distance learning by spring semester 2002.	<p>Converting Lifecycle Nutrition to a web-based course is an attempt to increase the market for the Dietetic Technician program by accommodating the changing lifestyle needs of potential students.</p> <p>As in other programs, the profile of a typical dietetic student is changing from one who can be a full-time student that is available during the day to attend classes on-campus to one who has several scheduling conflicts due to work and family responsibilities as well as living a distance away from campus. An online class is a convenient way for individuals such as this to fit education into their busy lives in order to reach their career goals.</p> <p>The development of this class would represent a shift away from instructor-oriented lectures and assignments and toward a student-centered focus. The format would be modeled as much as possible after FScN 1123 – “Fundamentals of Nutrition”, in order to provide continuity and uniformity within the dietetics program. The goal is to develop critical thinking skills through application of materials presented in the course to everyday situations. Initial development of the course will include simulated case studies, self-test applications, and other assignments that students will complete independently. Interaction with actual people will also be done with assignments to complete dietary assessments on various aged groups in the life cycle, including personal interviewing, and analyzing their results using current nutrition software. Future revisions and developments could include chat room discussions between students and the instructor, video-streaming, or other methods that would enhance the student’s learning.</p>

**SUMMARY:**

Number of Mini-Grants Submitted      14  
 Number of Mini-Grants Approved

Number of Mini-Grants Not Approved  
Dollars Awarded