

## October 2020 RETTL Webinar Transcript

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Amy Baylor: Welcome everyone. Hi, I'm Amy Baylor, and I have a program officer in the director at for education and human resources and I'm in the Division of Research, research on learning

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00:07:15.030 --> 00:07:23.790

Amy Baylor: And joined here today with my co lead for this program, Tatiana kurowski she's a program officer and the director for computer information science and engineering.

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00:07:24.120 --> 00:07:39.240

Amy Baylor: And she is in the Division of information and intelligence systems and please note that after this webinar circles, which is the Resource Center for this program will be sharing these slides recording and a transcript.

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00:07:40.530 --> 00:07:47.640

Amy Baylor: Basically, I'm going to be reading from a script for the slides today and that will be posted, together with the recording.

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00:07:48.060 --> 00:07:58.890

Amy Baylor: And we will be also transcribing the question and answers. So please, if you do a question and answers. We ask that you wait until the end of the presentation. It's not very long.

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00:07:59.520 --> 00:08:08.940

Amy Baylor: In case we, you know, answer your questions on the way and then you can enter the Q and A's in the Q AMP a module that you'll see on your zoom taskbar

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00:08:09.240 --> 00:08:18.840

Amy Baylor: And you can go in there and just type in a question and then at the, at the end of the presentation, I'll just go through them systematically and tiny and I will will answer them.

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00:08:19.890 --> 00:08:20.640

So great.

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00:08:21.720 --> 00:08:30.480

Amy Baylor: So let's get started. So first we strongly encourage, as always, that you carefully read the solicitation in detail.

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Amy Baylor: Here we're describing several important highlights with a new solicitation.

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Amy Baylor: So we found that it was time to retire the name cyber learning given some of their semesters misunderstandings with that name as negative connotations. I think with with the word cyber

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Amy Baylor: So the new name is research on emerging technologies for teaching and learning the acronym is read all and this includes a new focus on teaching, not just learning

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Amy Baylor: I like in the role of advanced technologies to enhance teaching, which then of course has a direct impact on student learning. We are particularly interested in projects with innovative ideas to support the future work of teachers.

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00:09:13.050 --> 00:09:33.360

Amy Baylor: The budget has increased from 758 5850 K to accommodate multi disciplinary teams and important change from the previous cyber learning solicitation. Is that an individual may only participate in one proposal as a psi KPI or senior personnel.

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00:09:34.980 --> 00:09:46.590

Amy Baylor: Also of note is that you may allocate funds for an advisory board, but please do not contact any potential men members until after the project is awarded

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Amy Baylor: So the new rebel program builds upon prior NSF programs that support research and advanced learning technologies for STEM and other content areas that enables them.

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00:10:01.440 --> 00:10:16.860

Amy Baylor: NSF has been investing in advancing learning technology research for a long time and NSF is always evolving and changing to what is current in the field and thinking to the future, as many of you may know, there was a cyber learning program from

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Amy Baylor: And there have also been programs going back to 1996 and earlier.

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Amy Baylor: The previous focus over the last three years for the cyber learning program included a focus on work at the human technology frontier.

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Amy Baylor: And that reflected an important area of research as one of NSF tending ideas.

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Amy Baylor: So for more history about. For more information about the history of the program, please see a really great

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00:10:49.140 --> 00:11:06.210

Amy Baylor: Recently released reports on ambitious mashups which will be on the circles website [circles.org](http://circles.org) circles is the new resource center to support the API community and we will be presenting more about its role later in this webinar.

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00:11:07.320 --> 00:11:07.590

Amy Baylor: Now,

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Amy Baylor: So rattle similar to the former cyber learning program continues to find projects across a wide range of topics related to research and emerging learning technologies.

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Amy Baylor: Specifically, it continues to find learning technology research in any content area with any participants and in any context there is particular interest in STEM and stem enabling content areas.

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Amy Baylor: Projects are still welcome that are related to the future of work at the human technology friends here. There is also a new focus on teaching as we mentioned before.

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Amy Baylor: It is very important that projects must be exploratory and experimental in nature. We encourage projects that involve some risk. We like to think of the program as soliciting

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Amy Baylor: Big eagerness since similar to NSF eager program, but with a much larger budget budget size. The eager program is limited at 300 K, whereas of course we're rattle word 850 K. So another way. You may think of rattle as a program is as an incubator program.

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00:12:20.700 --> 00:12:35.760

Amy Baylor: So projects should be highly interdisciplinary and this should be reflected in the team and the team should include expertise in both the computer sciences and engineering, together with the learning sciences really need both of those pieces in the team.

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00:12:36.960 --> 00:12:43.770

Amy Baylor: Plus, you may have some additional convergent participants in the social and behavioral economics sciences as well.

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00:12:44.850 --> 00:12:51.720

Amy Baylor: So finally, reflecting the strong NSF mission to broaden participation, we strongly encourage proposals.

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Amy Baylor: That broaden participation expands and pathways ensure educational equity or otherwise promote diversity and inclusion in STEM education and careers. We also encourage proposals from minority serving institutions.

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Amy Baylor: So have no is red was across director program with for director. It's an NSF involved again. This highlights the interdisciplinary nature of the program.

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00:13:24.900 --> 00:13:25.920

Amy Baylor: So all projects.

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Amy Baylor: Must have clear research objectives that integrate innovative teaching and or learning with innovative technology.

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00:13:34.980 --> 00:13:46.200

Amy Baylor: Rental is unique to other NSF programs regarding the requirement for research advances in both areas. So it's not just applying technology.

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00:13:46.530 --> 00:13:53.580

Amy Baylor: But it's actually advancing technology. It's not just applying learning, you know, learning research, but actually advancing it

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00:13:54.390 --> 00:14:07.170

Amy Baylor: Also please know that the program is interested in a wide range of Teaching and Learning and Technology innovations, not just limited to the examples provided in this in the slide as copy from solicitation.

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00:14:08.460 --> 00:14:19.740

Amy Baylor: So again, the teaching and learning goals should advance education and learning sciences and technology goals should enhance the fields of Computer Science Information Science and Engineering

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00:14:23.220 --> 00:14:32.010

Amy Baylor: The rattled solicitation has guidelines for the project description, the guidelines in this slide are copied from solicitation in the section.

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Amy Baylor: Titled proposal preparation instructions these guidelines are meant to facilitate the clear articulation of a future oriented vision and alignment with the research plan and methodology.

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Amy Baylor: Again, as we mentioned earlier, please do not contact potential members have an advisory board for your project. This is to help us manage possible conflicts of interest.

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Amy Baylor: We do accept career proposals for rattle the requirement for career proposals are the same as for general read oh proposals and must be highly interdisciplinary and advanced with the computer and learning sciences.

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Amy Baylor: Please also carefully review the most recent collegiate career solicitation and it's requirements, please send a one to two page summary of the project to us to determine whether it is a fit.

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00:15:26.880 --> 00:15:36.570

Amy Baylor: So, let us say a few words about what is not a fit for this solicitation, as we found that P. I. P. I find this to be useful.

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00:15:37.200 --> 00:15:44.670

Amy Baylor: Similar to the previous cyber learning solicitation projects and these areas are not within the scope of rebel.

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Amy Baylor: First with a strong focus on exploratory research the program does not fund incremental advances of existing technologies or deployment implementation.

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00:15:56.460 --> 00:16:09.660

Amy Baylor: Of technologies in a new learning context. For example, a project that involves implementing an existing computing technology and learning studying without advancing research in computer science is not within scope.

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00:16:10.830 --> 00:16:19.620

Amy Baylor: If the project is primarily about increasing competency and use in using technology that is also not within scope.

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00:16:20.850 --> 00:16:29.850

Amy Baylor: Finally, if the primary focus is on assessment or evaluation of the impact of a learning technology. This is not within scope.

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00:16:30.810 --> 00:16:46.560

Amy Baylor: It is important to know that projects again should focus on future oriented emerging learning technologies for rebel to be a fit. But wait, there are other NSF programs that fun other research that I just mentioned on the slide.

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00:16:48.090 --> 00:16:57.030

Amy Baylor: So we're not not going to explain these in detail, but I'll give you a second. If you want to take a screenshot or take a snippet snippet of this slide.

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00:16:57.540 --> 00:17:10.380

Amy Baylor: Again, it will be available, together with all the slides and the recording of this webinar on the circles site within the next week or so I'll just give you a second if you just want to take a screen snippet that

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00:17:12.600 --> 00:17:22.020

Amy Baylor: There's a lot of basically there's a lot of programs at NSF that support Learning with Technology and a lot of different slices of that kind of research.

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00:17:23.310 --> 00:17:23.760

Okay.

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00:17:25.590 --> 00:17:34.890

Amy Baylor: So in general, I want to, you know, strongly let you know the program officers are very happy to provide feedback on concept papers.

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00:17:35.610 --> 00:17:43.950

Amy Baylor: So we suggest you send a one to two page concept paper to describe the gist of your project. If you are unsure whether it is a fit for read

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00:17:44.490 --> 00:17:50.820

Amy Baylor: Please send this to both Tonya crow ski and I and we will share it with other members of our working group as needed.

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00:17:51.780 --> 00:18:00.900

Amy Baylor: We will let you know whether your project is within scope, and if not, we can try to refer you to other programs such as those on the previous slide as relevant

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Amy Baylor: So for other programs, you know, aside from rattle check the solicitation to see who is the contact person. This may be a program lead or it may be an alias for the program.

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00:18:15.570 --> 00:18:26.700

Amy Baylor: Find out who's listed and then send your concept over to that contact and we will handle it internally and aside from that point it's a good idea to find out who the one contact is

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00:18:27.180 --> 00:18:36.900

Amy Baylor: Rather than send it to a list of program officers. It just makes it much more efficient for us to to get to get you the best feedback if you just find the, the primary contact

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00:18:38.580 --> 00:18:38.880

Amy Baylor: Okay.

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00:18:41.100 --> 00:18:52.050

Amy Baylor: So finally, we want to point you to the new NSF funded circles Resource Center circles is the Center for Integrative research in computing and learning sciences.

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00:18:52.710 --> 00:19:02.730

Amy Baylor: Circles is a fantastic help for you, providing a number of resources that are helpful in proposal writing it can also suggest colleagues to help build your team.

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Amy Baylor: The website has examples of prior projects that have been funded in the former cyber learning program so circles serves both rebel and the former cyber learning program.

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00:19:15.690 --> 00:19:23.460

Amy Baylor: Within also projects that have similar missions to advanced learning technology and circles helps to build a network community.

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00:19:24.300 --> 00:19:34.320



Amy Baylor: And there is a great report that they recently published that's titled ambitious matchups that will explain the history of cyber learning and rental programs.

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Amy Baylor: With recommendations for the future. Finally, there's also a great summary on the circles website of five ways that circles can help you, that you can also find their own sites.

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00:19:48.120 --> 00:19:48.960

Amy Baylor: So,

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00:19:50.160 --> 00:19:55.590

Amy Baylor: Now we'll take questions if you would like to type your questions in into the Q AMP a module or not.

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00:19:56.640 --> 00:20:11.370

Amy Baylor: That's the only option here with this webinar format and zoom. And as I mentioned, we will be posting recording of this that will include the question and answers and we will have those transcribed as well so that you can read them.

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00:20:13.650 --> 00:20:15.870

Amy Baylor: So I will go ahead and start.

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00:20:17.130 --> 00:20:19.890

Amy Baylor: Starving. Any questions and then Tanya and I can try to answer.

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00:20:21.540 --> 00:20:25.110

Amy Baylor: All right, not sure this first question.

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00:20:27.120 --> 00:20:32.400

Amy Baylor: Okay, what I would like to ask is whether this would be a good example research question and learning.

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00:20:32.730 --> 00:20:44.430

Amy Baylor: I mean generally may want to hold those and and handle those individually after the webinar. If you have a specific question about your, your project. I think it would be better for us to get a little bit more detail. For example, sending

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00:20:44.670 --> 00:20:47.640

Amy Baylor: You know, one pager on it would be the best way to handle that.

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00:20:49.710 --> 00:20:58.680

Amy Baylor: Here's a question if funded for the first cycle when would the funding actually initiate um you know you can list a

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00:20:59.130 --> 00:21:08.700

Amy Baylor: Target Date when you submit your proposal when you would like the start date to be generally I mean we don't get our funding and NSF usually till the spring.

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00:21:09.570 --> 00:21:16.920

Amy Baylor: So in general, I would say most projects start around a sep tember first date. There's a little bit of flexibility, depending on how fast we process.

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00:21:17.340 --> 00:21:31.080

Amy Baylor: The proposals and, you know, and make awards and there is some flexibility. Once you, you know, once you're at that point where, you know, you know, you're going to get a word you can work in the program officer sometimes to change that day, usually to extend it, not, not usually.

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00:21:32.970 --> 00:21:42.060

Amy Baylor: Next question. What is the expectation for previous research and publications for future psi. Um, yeah, that's kind of a hard one. Um,

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00:21:42.960 --> 00:21:57.660

Amy Baylor: Yeah, I mean, I think, a really good preparation, you know, for submitting a digital commerce would like to answer this question live. I'm not sure what that means. Did someone from Digital Promise wanted to answer this one.

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00:21:59.460 --> 00:22:11.220

Amy Baylor: I just saw a little thing going there. Okay. Yeah, maybe. Maybe that was me. Yeah, I mean, I would say, um, you know, it's great for future API as much as you can participate on other NSF grants. If you have the opportunity

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00:22:11.610 --> 00:22:29.370

Amy Baylor: To serve as an investigator on it. I think that would give you a really great a really gave great background. And if you're farther along. I mean, offering to serve as as an add an NSF panels reviewer can also be really helpful to build, you know, understand what a good proposal looks like.

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00:22:30.780 --> 00:22:34.410

Amy Baylor: You know, but in general. Yeah, I mean, P eyes. I think I would also

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00:22:34.620 --> 00:22:46.860

Amy Baylor: Turn to the circles website to take a look at other things that we've funded and you can also do some searching of those pieces and see what their backgrounds are as well. But we're interested in a wide range of API's and backgrounds.

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00:22:48.120 --> 00:23:04.410

Amy Baylor: All right next question, can an external evaluator be included in the project instead of an advisory board. Yeah, there's no requirement for an advisory board and there's no requirement for an evaluator, um, it's really up to you how you want to present your project and conceptualize it

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00:23:05.820 --> 00:23:12.210

Amy Baylor: You know we this is such an exploratory program that we don't require evaluations, because it will be very formative

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00:23:13.080 --> 00:23:28.740

Amy Baylor: If you have a project that you know that you're building a strong like a you know a full evaluation into the project. It's probably not a fit for this program because this program is looking at things, you know, prior to that stage is trying things out more of an incubator kind of program.

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00:23:30.420 --> 00:23:48.450

Amy Baylor: And yeah, like, and again just to emphasize, you do not have to have an advisory board a lot of projects in a cyber learning program we required it. So that's why we're just

pointing out that you can if you do have it don't list the names of the people in the solicitation. Sorry. In a proposal.

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00:23:50.070 --> 00:23:58.020

Amy Baylor: Right. Could you clarify. Okay. Could you clarify the requirement individual way participate and only one proposal.

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00:23:58.350 --> 00:24:03.240

Amy Baylor: And other words could individual service copia RPI on one and it's just never know.

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00:24:03.480 --> 00:24:16.020

Amy Baylor: Yeah, you cannot serve as KPI RPI on one and then a second one is senior personnel. That's, yeah, that's not an option, we're limiting it so pick the best one. But you can that you can be on

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00:24:16.230 --> 00:24:23.070

Amy Baylor: Negotiate that eight with negotiate that with your colleagues and, you know, pick the best fun and you can only be on on one time.

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00:24:24.720 --> 00:24:34.080

Amy Baylor: Alright, next question. Can you please say more about the word risk and your intent and calling it out here. Yeah, I mean, I'm risk in a sense we

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00:24:35.340 --> 00:24:47.250

Amy Baylor: Find running and rattle our future oriented programs we're looking to fund things that are on the edge of where where research is going, you know, five to 10 years out to two to four years out, I mean,

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00:24:47.550 --> 00:24:55.170

Amy Baylor: Looking towards that. Next, next thing so risk is in a sense that, you know, you might be proposing something that may not work.

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00:24:56.430 --> 00:25:10.320

Amy Baylor: at NSF, we like to fund things that don't work, because then the we know we're we're pushing on the edge of course we're not trying to fund things that don't work. But if we're pushing for things that are future oriented, there will be things that have some risk.

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00:25:11.370 --> 00:25:19.590

Amy Baylor: That may not work. So that's I think that's what I mean by risk. I don't know. Tanya do anything, feel free to jump in, you know, to me,

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00:25:21.870 --> 00:25:22.200

Okay.

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00:25:24.690 --> 00:25:26.160

Amy Baylor: Okay, so next

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00:25:26.190 --> 00:25:29.490

Tatiana Korelsky: Question is there I can I can I can just add that

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00:25:30.030 --> 00:25:38.550

Tatiana Korelsky: amiable dimension that we see this program is a large either in either is an exploratory research.

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00:25:39.720 --> 00:25:45.180

Tatiana Korelsky: If you look at the eager solicitation, it's really asked for high risk, high reward.

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00:25:45.690 --> 00:25:52.950

Tatiana Korelsky: So, so basically what we're saying is that you should see this extremely exploratory to very unique.

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00:25:53.370 --> 00:26:04.500

Tatiana Korelsky: Program in that respect. Because what we're doing here. We're studying the learning process. That's why we want the multi discipline team of learning scientists and the technologists.

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00:26:05.280 --> 00:26:18.960

Tatiana Korelsky: And then to study how the learning process is adapted or changed or blocked, sometimes with new technology than the technologies has to iterate.

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00:26:19.410 --> 00:26:32.370

Tatiana Korelsky: And respond to what happens to the learning process. So it's a very, very exploratory. We don't want to build like complete systems. We really want to explore a learning process is

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00:26:33.870 --> 00:26:40.230

Tatiana Korelsky: adapted to new and future computing and other technological environments.

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00:26:41.190 --> 00:26:49.590

Amy Baylor: Yeah, and I think that's a great point is to look at. And if you're not familiar with the eager program NSF, it's for exploratory

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00:26:50.430 --> 00:27:01.890

Amy Baylor: stamper early exploratory grants, it's for early stage exploratory research grants you might want to take a look at that. Just, just curiosity and that's kind of what we're going here.

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00:27:02.340 --> 00:27:12.030

Amy Baylor: With with rattle. Is that kind of that kind of project. All right, let's go to the next one. Is there an expectation regarding the number and diversity of key personnel.

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00:27:12.600 --> 00:27:22.530

Amy Baylor: Um no I wouldn't say that as long as you've got the interdisciplinary team in some way. I think you could. I think it could that could be formulated a number of different ways.

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00:27:23.040 --> 00:27:34.380

Amy Baylor: Rarely some API teams. I mean, some p eyes have a strong background is computer scientists and learning scientists, so there may be a case where, you know, you may have just one person. That's the lead psi

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00:27:34.860 --> 00:27:49.920

Amy Baylor: I'm usually you're going to probably have at least two again one representing computer science, engineering, and another representing the learning sciences, but there's no requirement or expectation there, other than meeting that team interdisciplinary team.

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00:27:51.570 --> 00:28:05.970

Amy Baylor: And this one says this next question, what team member competent. Okay, what team member compositions you recommend right so so again that's I guess just what I said. Having the learning science and computer science at a minimum, having background in both of those would be important.

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00:28:09.600 --> 00:28:15.930

Amy Baylor: Okay, next question, given the requirements, who advanced research in both computer science and teaching and learning.

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00:28:16.320 --> 00:28:30.570

Amy Baylor: What are suggestions for making both goals fit within the scope of the proposal and not raise two proposals. Yeah, I think, I think what's important. And it's funny because, you know, tiny, and I've been leading this program together for four years and

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00:28:31.800 --> 00:28:39.600

Amy Baylor: We've gotten very, sort of, you know, articulating these boundaries that there should be technology research and there should be learning teaching, research.

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00:28:39.960 --> 00:28:43.230

Amy Baylor: But we're doing that, just to make clear that both are required.

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00:28:43.560 --> 00:28:48.210

Amy Baylor: But ultimately your project really should have an integrated goal. The goal should be integrated together.

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00:28:48.360 --> 00:28:59.670

Amy Baylor: Because you're advancing some sort of learning technology and aligning technology, you know, by definition is advancing learning, you know and and technology. So the goal. The goal should really be integrated

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00:28:59.970 --> 00:29:13.950

Amy Baylor: For both of those. And I mean, you ask yourself if you're thinking about what what your project is like, am I advancing technology and advancing learning what's my research question. You know, that's a bigger umbrella, you know, across both of us.

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00:29:15.390 --> 00:29:21.810

Tatiana Korelsky: I can hear that you, for instance, sometimes people want to advanced technology and have

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00:29:24.090 --> 00:29:34.800

Tatiana Korelsky: educational content or learning content, just as an application then you submit the size, you can actually write two proposals, I don't know about the, what would be the learning without

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00:29:35.640 --> 00:29:45.120

Tatiana Korelsky: The other, the other proposal learning without the technology. But if you just want to advanced technology then also there are programs in in size.

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00:29:45.540 --> 00:29:58.290

Tatiana Korelsky: Like it was on the slide that Amy showed in HTC it's they they do accept proposals on technological advances with an application to to to education and learning.

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00:29:59.190 --> 00:30:08.790

Amy Baylor: Yeah, that's a great point that there are places for these other things just because we're trying to be really clear what the scope is of rattle so that you don't waste your time and submit a proposal that's not within scope.

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00:30:09.870 --> 00:30:20.220

Amy Baylor: Which, you know, we need value that and don't want that to have happen but we're not trying to say there aren't other places for these other great kind of research projects. You know what other stuff because they're most likely it's

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00:30:20.910 --> 00:30:31.830

Amy Baylor: Research. Um, one question. What is the main difference between read. Oh, and I test. Those are very different programs I test is about developing

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00:30:32.640 --> 00:30:44.340

Amy Baylor: Interest and engagement for students with technology based experiences for increasing sort of career development and interest in STEM. So it's a very different kind of program.

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00:30:44.640 --> 00:30:55.800



Amy Baylor: And again, if you have a question about your project please just send us, you know, a one to two pager and we can let you know you know if your project might be a better fit for that, but they're quite different programs and again

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00:30:56.070 --> 00:31:08.910

Amy Baylor: Most of the EHR programs are not going to require this advanced in technology like requiring read. So that's a very unique part of it compared to other other other programs and especially in EHR.

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00:31:10.170 --> 00:31:19.740

Amy Baylor: Next question. What is the expectation from multi site collaboration, there's no expectation that you necessarily would have multiple sites. It really just depends on your project for that.

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00:31:20.640 --> 00:31:29.100

Amy Baylor: You can submit a proposal with just one institution or you can submit a collaborative proposal with multiple institutions. That's completely up to you in your project.

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00:31:31.080 --> 00:31:36.960

Amy Baylor: Next question I wanted to ask if you could expand a bit on whether both the technology and teaching and learning and

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00:31:37.380 --> 00:31:46.830

Amy Baylor: Innovations must be experimentally evaluated within the project. Okay. So the way I'm understanding this question.

162

00:31:47.190 --> 00:31:55.440

Amy Baylor: Whether they might must be experimentally evaluate. Okay, so when I use the word experimental. I did not mean it in terms of a methodology.

163

00:31:55.680 --> 00:32:04.500

Amy Baylor: I was not saying that projects have to have an experimental methodology that is definitely not the case, we're open to a wide range of methodologies.

164

00:32:04.920 --> 00:32:12.540

Amy Baylor: You know, spanning like wizard of odds studies that are used sometimes in human computer interaction, you know, to database.

165

00:32:13.260 --> 00:32:26.850

Amy Baylor: Implementation Research to qualitative on I said the word experimental we meant that in a sense of being exploratory that the project should have some sensitive being experimental exploratory. So just to be clear on that.

166

00:32:29.670 --> 00:32:38.790

Amy Baylor: Next question. In what ways is the program and incubator. I'm just meaning in the sense that we're looking to try out new things. And again, and maybe a proof of concept and

167

00:32:39.720 --> 00:32:48.930

Amy Baylor: In that sense, again, there's some risk to it that that we're trying to grow new ideas and sometimes they don't always work. And that's okay. I mean this program.

168

00:32:50.760 --> 00:32:52.230

Amy Baylor: Next question.

169

00:32:53.910 --> 00:33:03.720

Amy Baylor: Oh gosh, about the experiment on again. Wow. I'm glad you guys are asking us, the next question also says, I tend to think of exploratory research is non experimental because there's not a focus hypothesis.

170

00:33:05.010 --> 00:33:11.130

Amy Baylor: Again, they weren't experimental not meant as a methodology just meant as as trying out something that may or may not work.

171

00:33:13.320 --> 00:33:19.440

Amy Baylor: Okay, because it is exploratory is it within scope to develop an educational intervention.

172

00:33:20.040 --> 00:33:29.700

Amy Baylor: Um, I think, you know, developing some sort of intervention is probably going to be part of your research. It's just it just, you should be thinking of it, the intervention will be within the scope of the

173

00:33:30.330 --> 00:33:36.180

Amy Baylor: Studying the research, you know, the exploratory research. The goal.

174

00:33:36.630 --> 00:33:46.560

Amy Baylor: Isn't to come out with some you know well thought out and educational intervention that's ready to be rolled out you know in eighth grade classrooms next year.

175

00:33:46.860 --> 00:33:57.630

Amy Baylor: You're at the rental we're looking at the earlier stages of that. And so you're trying out the intervention and there might be some iteration of that I'm trying to find out how it works and what works and doesn't work.

176

00:33:57.960 --> 00:34:12.000

Amy Baylor: So it's just the level of depth, I think, is how to think, think about that as an intervention in terms of how are you looking again to the short term or the longer term rental we're looking more to the shorter term. It's looking at, you know, what's happening now.

177

00:34:13.590 --> 00:34:24.150

Amy Baylor: I mean, so I'm saying I'm feelings of contradiction, right, you said that because you know it's a future oriented oriented program, but you're, you know, you're testing things looking at things now.

178

00:34:25.950 --> 00:34:34.800

Amy Baylor: All right. Can you clarify the line between technology implementation, which is not supported and emerging technology supported

179

00:34:35.880 --> 00:34:50.670

Amy Baylor: For example, I've met in reality, support for teaching and learning what guidance can you offer in terms of what would be in scope versus not in scope. Um, yeah, I mean, so, so if you're doing something with augmented reality.

180

00:34:51.750 --> 00:34:59.820

Amy Baylor: And let's say you have an intervention with it and you're ready to, you know, test that intervention in a school setting.

181

00:35:00.210 --> 00:35:12.720

Amy Baylor: That will not be within scope, unless you're also trying to advance augmented reality and our understanding of it. So maybe you have some sort of your testing some research around the

182

00:35:13.200 --> 00:35:23.940

Amy Baylor: Human Computer Interaction questions about how students are interacting with augmented reality and you have some sort of advanced to understanding and advancing

183

00:35:24.270 --> 00:35:41.370

Amy Baylor: Augmented reality itself. So it's not enough just to develop an intervention with augmented reality and implement it. That would be not enough for rattle rattle is also you're going to also have to advance the use an understanding of the augmented reality itself.

184

00:35:44.250 --> 00:35:51.360

Amy Baylor: Next one. What is the educational level of participants that the program is willing to fund any anyone

185

00:35:52.320 --> 00:36:03.180

Amy Baylor: Will find, you know, early childhood will find elderly people will, you know, we'll find any any area does not have to be in a formal setting of learning. It could be an informal setting of learning.

186

00:36:03.990 --> 00:36:12.840

Amy Baylor: Any, any learning any context. So it's a really nice feature of rental is that we have a wide scope of learning that we found and learners.

187

00:36:14.160 --> 00:36:23.190

Amy Baylor: And teachers. Is there any limitation on the number of the Kochi eyes. Um, I assume that means per proposal.

188

00:36:24.990 --> 00:36:30.900

Amy Baylor: Yeah, there's no I don't know what's and it does NSF has a limit on the eyes at five that you can have. I'm not really sure how many

189

00:36:32.520 --> 00:36:42.300

Tatiana Korelsky: Of y'all. But yeah, we only have actually we only have actually 850 so I don't know how many copies, we can possibly fit.

190

00:36:43.050 --> 00:37:00.330

Tatiana Korelsky: Because we expect we expect graded assistance to do to do research because another out there is important goal of this program is cross train that the computer science graduate students are gradient research assistant and the learning sciences.

191

00:37:01.410 --> 00:37:05.340

Tatiana Korelsky: research assistants are working together on a project so they

192

00:37:06.390 --> 00:37:23.910

Tatiana Korelsky: Then eventually will be added to this community that we're building we have been building over the years. So this cross training is very important. So I don't know how much you can fit in in in a 50 because that's that's the limit usually leads

193

00:37:26.460 --> 00:37:37.020

Tatiana Korelsky: technologist then learning scientists sometimes also maybe Caliente specialist in several goody two systems. So that's

194

00:37:38.250 --> 00:37:40.230

Tatiana Korelsky: Your age 50 goes very fast.

195

00:37:41.310 --> 00:37:52.710

Amy Baylor: Yeah so. But back to your question about the KPIs. I'm just also to reiterate that you can only be a copia if you're a cookie I on a proposal, then that's the only one you can submit

196

00:37:53.220 --> 00:38:00.540

Amy Baylor: Just to be clear about that too because we do have a strong limit that you can only be epi copia or senior personnel on one proposal.

197

00:38:01.350 --> 00:38:13.350

Amy Baylor: And then the second question of how many copia as you can have on a proposal is to be decided was five, I missed what you said. Tanya. How many cookies. Can you have for NSF

198

00:38:14.400 --> 00:38:18.240

Tatiana Korelsky: You know, I think it's whatever fits into into only cover.

199

00:38:18.330 --> 00:38:18.930

Amy Baylor: Look it up.

200

00:38:19.020 --> 00:38:20.580

Tatiana Korelsky: It's like four or five years.

201

00:38:22.200 --> 00:38:37.860

Amy Baylor: Okay, let's go the next one. Um, how does read all relate to SP IR programs. What a newly formed started working on innovative learning technologies with big open research questions be eligible for this program or would SPR grant be a better fit.

202

00:38:39.060 --> 00:38:39.750

Amy Baylor: Hmm.

203

00:38:41.940 --> 00:38:50.310

Amy Baylor: I mean, it could potentially go either way, again, that would be one I'd want to see the one to two pager. I think would be would be helpful on to look out for that.

204

00:38:51.930 --> 00:39:07.890

Amy Baylor: Yeah, I think you could you could go either way. With that, I mean SPI, are you looking, usually it's a little bit later stage than what we might be funding with rattle. But, you know, not necessarily that would be what I'd want to share to you with someone on SVR there's a new

205

00:39:09.240 --> 00:39:17.640

Amy Baylor: blanking on her name, a new leader for SP IR dealing with educational technology projects as well and NSF in that area.

206

00:39:18.690 --> 00:39:27.180

Amy Baylor: All right next question, to what extent should our proposals contain details about technological hardware which changes so quickly.

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00:39:27.780 --> 00:39:41.580

Amy Baylor: Example, new AR VR is being released every three months. Can we keep it open to the newest best available at the time of research. Yeah, I think, I think that would be, you know, that would be expected. I think you need to explain the state of the art and then obviously adapt.

208

00:39:42.330 --> 00:39:43.590

Amy Baylor: As the technology changes.

209

00:39:45.030 --> 00:39:50.220

Amy Baylor: And then a couple things about going back to about this question about experimental

210

00:39:51.510 --> 00:39:52.260

Amy Baylor: That

211

00:39:53.970 --> 00:40:02.280

Amy Baylor: Yeah, there's, there's a report called the GOP common guidelines for educational research and development and they set out

212

00:40:02.580 --> 00:40:10.080

Amy Baylor: Different kinds of research types of proposals and if you haven't seen that report, I strongly recommend you take a look at that.

213

00:40:10.470 --> 00:40:20.370

Amy Baylor: And it describes you know the different types of research proposals and kind of separation of the difference between an exploratory type of research which rattle funds.

214

00:40:20.640 --> 00:40:37.620

Amy Baylor: You know, compared to other kinds of like foundational or impact based research on projects. So I recommend that you take a look at that again the common guidelines for educational research and development to help explain again what we mean by exploratory experimental

WEBVTT

1

00:00:20.610 --> 00:00:21.870

Digital Promise: I'm not sure what happened.

2

00:00:24.150 --> 00:00:25.440

Amy Baylor: Yeah, I got kicked out.

3

00:00:25.680 --> 00:00:26.340

Yeah.

4

00:00:27.870 --> 00:00:31.860

Jeremy Roschelle: You know, I think you've covered most of it. So some of the worst time for it to happen.

5

00:00:32.100 --> 00:00:33.150

Digital Promise: For rejoining

6

00:00:36.780 --> 00:00:41.190

Amy Baylor: Yeah, we're through most. I think there was maybe one other one

7

00:00:42.660 --> 00:00:43.860

Amy Baylor: That was very strange.

8

00:00:44.370 --> 00:00:45.870

Jeremy Roschelle: Yeah. Very strange.

9

00:00:47.490 --> 00:00:50.130

Jeremy Roschelle: We still have a few we have 36 people back already.

10

00:00:50.820 --> 00:00:51.600

Jeremy Roschelle: Worked out

11



00:00:54.390 --> 00:00:58.800

Amy Baylor: Yeah, I mean, if there's any additional questions. I mean, we can go through. Are we still recording it

12

00:00:59.340 --> 00:01:04.410

Jeremy Roschelle: As long as we're not live on the circles.org website is still under construction. Maybe just make a brief.

13

00:01:04.410 --> 00:01:06.360

Jeremy Roschelle: Note that there'll be content within a week.

14

00:01:08.040 --> 00:01:13.830

Jeremy Roschelle: Because there's not much there right now, to be honest. But I will send an email to everyone on the last as soon as there is content.

15

00:01:15.090 --> 00:01:17.550

Digital Promise: Okay, we're back. We're back on and

16

00:01:19.020 --> 00:01:20.550

Jeremy Roschelle: Talking to everyone available.

17

00:01:21.630 --> 00:01:23.430

Digital Promise: Sorry, I don't, I'm not sure what happened.

18

00:01:23.730 --> 00:01:25.320

Jeremy Roschelle: He might want put your video back on.

19

00:01:25.740 --> 00:01:30.090

Amy Baylor: Yeah, I can't. It won't let me do it says, I'm not allowed to put my video on for some reason.

20

00:01:31.170 --> 00:01:33.510

Amy Baylor: Says you cannot start your video because the hostess stopped it.

21

00:01:33.690 --> 00:01:36.180

Jeremy Roschelle: Now I have to search on my eatery in April.

22

00:01:37.800 --> 00:01:46.380

Amy Baylor: We I was while we're waiting, yeah. We wanted just to awesome mentioned Jeremy and said, you know, that we will have all this information will be on circles.

23

00:01:46.950 --> 00:01:56.130

Amy Baylor: Give, give and give us a week or so to, you know, to get the webinar and the recording up there, but it will be up there as well as the resources that we mentioned to you.

24

00:01:56.610 --> 00:02:04.020

Amy Baylor: They're transitioning from the former circle to the new circles and so on, all the information as the ground and reorganize that

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00:02:05.190 --> 00:02:10.650

Amy Baylor: Yeah, so I would say a week or so it till to expect to upload the presentation.

26

00:02:13.080 --> 00:02:14.700

Amy Baylor: Any other questions.

27

00:02:16.440 --> 00:02:19.110

Amy Baylor: Sorry that we got disconnected there. I'm not sure what happened.

28

00:02:25.980 --> 00:02:32.160

Amy Baylor: Okay, so one more question. These terms are mentioned throughout the solicitation. But how much are you interested in projects.

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00:02:32.550 --> 00:02:42.150

Amy Baylor: That skew into social science ethics and behavior. Um, yeah. I mean, we're interested in that, as long as again that you've got the learning and the technology advances.

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00:02:42.450 --> 00:02:49.110

Amy Baylor: Having an interest in you know in social science ethics is definitely something within scope again assuming you have those other components.

31

00:02:56.220 --> 00:03:03.000

Amy Baylor: Hey, for the balance of innovations between Learning and Technology. What if more research and technology than learning, for example.

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00:03:05.460 --> 00:03:08.130

Amy Baylor: For my video back on. Okay. If I can get back in here.

33

00:03:09.180 --> 00:03:15.240

Amy Baylor: For example, 70% research and technology versus 30% and learning. Will this be okay.

34

00:03:15.750 --> 00:03:29.400

Amy Baylor: Yeah, I mean, I don't think we're saying it has to be 5050 but I think each project is a little bit different in that. I think it's just important to know that we're looking for advances and bows and that's that's unique to other programs at NSF requiring advances in both

35

00:03:30.570 --> 00:03:42.420

Tonya Korelsky: Yeah, I can also add the usually a good project starts with some kind of a gap where people know that learning does not happen in a particular context.

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00:03:43.110 --> 00:03:52.440

Tonya Korelsky: Then a technology might help. So the technology suggested, and then the technologies and learning scientists investigate explore

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00:03:52.800 --> 00:04:04.170

Tonya Korelsky: Where technology helps in this particular learning context and how the learning process from changes from the previous learning process. So there is the balance is

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00:04:05.670 --> 00:04:11.970

Tonya Korelsky: There is no mechanistic balance is basically you it's integration, when you

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00:04:13.560 --> 00:04:22.110

Tonya Korelsky: Put the learners into the technological context and then study how they learn or does what exactly the process is so

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00:04:23.190 --> 00:04:39.840

Tonya Korelsky: Hard to say which which in them. You can be learning the what the result could be that the technology needs to be improved or change. And so there will be more research and technology. So it just depends how you exploration goes

41

00:04:41.760 --> 00:04:42.240

Amy Baylor: Okay.

42

00:04:43.860 --> 00:04:52.110

Amy Baylor: Next question. What's the timeline and the grant. How many years, would it fun. I think we forgot to put that on the slide two to three years is the expected

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00:04:52.110 --> 00:04:54.720

Amy Baylor: Timeline. You say, sweet, sweet, we say three

44

00:04:54.810 --> 00:04:56.040

Tonya Korelsky: Nation says three. Yes.

45

00:04:56.190 --> 00:05:00.000

Amy Baylor: Okay, I forgot that. Yeah. So three is the expected timeline.

46

00:05:05.790 --> 00:05:21.150

Amy Baylor: Is there any required format for the one to two pager. No, I mean, it can be, you know, it can be rough. I think as much as you can, you know, outline what your project is about you know that you're proposing that's in as much detail as you have, I mean, you know, that would be the most helpful.

47

00:05:27.060 --> 00:05:28.650

Amy Baylor: Any other questions.

48

00:05:33.510 --> 00:05:42.810

Amy Baylor: Is there a priority on workplace learning. Um, I wouldn't say there's a priority, but we're definitely very interested in that. I'm continuing, you know, with the prior

49

00:05:43.470 --> 00:05:50.130

Amy Baylor: Focus that we had on cyber learning for work at the human technology frontier. We're definitely interested in proposals that, look at that.

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00:06:11.010 --> 00:06:18.180

Tonya Korelsky: Okay, we know it's 145 so maybe there's if there's no more questions. People can send us inquiries.

51

00:06:19.980 --> 00:06:22.170

Amy Baylor: We've got some good questions to cover sort of the main

52

00:06:23.250 --> 00:06:41.100

Amy Baylor: For the way that our main messages across as well. And again, feel free to send us, you know, one to two pager send it to both Tony and myself. And then we can circulate it as needed to. I'm glad that y'all. Join me look forward to getting some really great proposals from all of you and

53

00:06:42.270 --> 00:06:50.940

Amy Baylor: Thanks to PR circles for helping us put this together and we will be posting this give us a week or so to get this uploaded onto the circles on website.

54

00:06:52.080 --> 00:06:52.380

Good.

55

00:06:53.700 --> 00:06:57.840

Amy Baylor: All right. Anything else from Jeremy or Digital Promise that I'm forgetting.

56

00:07:01.920 --> 00:07:03.330

Amy Baylor: Me, Jeremy.

57

00:07:05.670 --> 00:07:07.560

Jeremy Roschelle: Just to thank everyone for joining us and

58

00:07:08.610 --> 00:07:17.100

Jeremy Roschelle: You know, some ads come up as sometimes people refer to us as the people to contact. If you have questions about the proposal, but really, with that one to two pager.

59

00:07:17.400 --> 00:07:25.950

Jeremy Roschelle: It's really, you know, we're not, we don't officially know anything about what hide and stuff is going to make decisions. So it's really better to send those to me and Tanya.

60

00:07:26.220 --> 00:07:35.700

Jeremy Roschelle: We can provide a lot of resources and help like helping you find partners. If you don't have a good partner. But if it's a question about solicitation. Ask them. Yeah.

61

00:07:35.820 --> 00:07:50.400

Amy Baylor: That's a great point. Thanks. Yeah, sometimes I cleared the line with that. So, yes. Okay. All right. Well, thanks again everyone for attending and we look forward to hearing back from you. So that's good. Hey,

62

00:07:50.970 --> 00:07:51.960

Tonya Korelsky: Everybody good night.