



Leadership in Teaching with Technology



Duke Center for Instructional Technology

Search powered by 

go



Get Help

[Home](#) > [Help](#) > [Funding](#) > Spring 2006 Course Design Grants for 2006-2007

Spring 2006 Course Design Grants for 2006-2007

In Spring 2006, CIT offered New Course Design Grants for the first time. The Grants provided \$5,000 funding that was intended to support faculty effort in designing new courses that focused on student learning goals, and planning of activities and assessments to show whether students met those goals, using instructional technology. CIT received a total of seven grant applications, of which six were funded.

CIT response to proposals

School (PI affiliation)	Proposals Reviewed	Accepted proposal
Arts and Sciences	4	3
Business	0	0
Divinity	1	1
Engineering	0	0
Environment	1	1
Law	0	0
Medicine	1	1
Total	7	6

Final Awards

Six grants were funded in Spring 2006 (in alphabetical order by lead faculty last name):

"Food for Thought"/BAA120
 Ken Glander, Professor, Biological Anthropology and Anatomy, \$5,000<

The course is innovative in the combination of new technology and evolutionary theory to look at why and how humans eat what they do; and how that might shape the future of medicine, i.e., how human cultures impact diet (for example, eating disorders/addictive behaviors); how modern technology and non-invasive data collection techniques currently allow for studies of eating patterns, nutrition, ties between diet and society in terms of historical and evolutionary perspectives. The students will actually be teaching themselves and others about food, health, and science.

"American Protestantism, Scientific Progress, and National Identity"/RELIGION166.08
 Amy Laura Hall, Assistant Professor, Divinity School, \$5,000

Students will consider not only the particular historical links between mainline Protestantism and scientific progress in the U.S., but also how hope in human ingenuity and an aspiration to craft a better nation through science is characteristic of American Protestantism. With attention to secondary accounts by cultural historians of science as well as primary texts from the marketing of science (including the Human Genome Project) to the public, this course will consider how to interpret culturally "the rise of the new biology" in the United States. Students will also be asked to consider how the marketing of science in the U.S. may mirror the language of the mainline Protestant mission to bring a

About the CIT

- What We Do
- Services & Facilities
- Research & Development
- Who We Are
- Jobs with CIT
- Contact Us

Explore Ideas

- Ideas for Technology Use
- Discipline Examples
- Assessing What Works
- Tools to Use
- ▶ Get Help
- Consulting & Planning
- Funding
- Training
- IT Lab
- Ask Us a Question

Events

- CIT Showcase
- Events & Registration
- Your CIT Events

CIT is part of:



particular form of "civilization" to peoples in colonial and post-colonial contexts. The course is part of the IGSP Focus program: The Genome Revolution & Its Impact on Society.

"Neuroeconomics"/NEUROBIO95S

Scott Huettel, Assistant Professor, Psychiatry, Psychology, and Neurobiology, \$5,000 (joint award)

Michael Platt, Assistant Professor, Neurobiology and Biological Anthropology

This is a core course within the Exploring the Mind Focus program. The cardinal goal of this course is for students to learn basic principles of neuroanatomy, such as the gross organization of the brain and how its different parts contribute to mental function. We will teach the concepts of brain function in the context of one of the major problems the brain has to solve, decision making. This topic is ideal for introducing students to neuroscience for several reasons: (1) there are many real-world problems in decision making that are highly engaging for students, (2) the neuroscience of decision making has historically combined information from many sources, including both human and animal work, and (3) it has become one of the hottest areas of research in the field. The use of the Duke Immersive Virtual Environment (DiVE) for neuroanatomy instruction will complement traditional instructional methods, such as lectures and using models, and will substantially increase student engagement.

"Yucca Mountain (Proposed Nuclear Waste Site): Policy & Technology meet Geology"/EOS223S

Peter Malin, Professor, Nicholas School of the Environment and Earth Sciences, \$5,000

EOS 223S will incorporate use of 3-D visual material with the School of Engineering's 3-D Visualization Room (DiVE). By using 3-D images, students will attain an appreciation for environmental and engineering geology and issues concerning the location of Yucca Mountain. In addition, students will evaluate current geology, engineering, and other scientific and practical issues in nuclear energy, such as current energy demands and waste disposal. The students will start to understand the geology, engineering policy, and deliberations necessary to appropriately design and license a nuclear storage facility.

"The Photobook"/ARTSVIS169S (spring 2007)

William Noland, Associate Professor of the Practice of Visual Art, Art and Art History, \$5,000

This course will do three things. First, it will trace the technical, conceptual and formal innovations that mark the history of photography books, including those produced by a single photographer as well as those that draw from the ever-expanding body of photographic material out in the world. Second, it will consider both the uses to which photography, in its printed forms, is put and the power that it wields in the culture. Third, it will introduce students to the digital photography laboratory environment, including the image presentation and editing software iPhoto, image adjustment and manipulation software Photoshop, and the production of fine-art quality prints using the Smith Warehouse Digital Lab's state-of-the-art archival Epson printers.

"Preparing the Portfolio for Preliminary Certification"/HISTORY304

Susan Thorne, Associate Professor, History, \$5,000

This course is for second and third year graduate students preparing their portfolios. Students will learn how to write a dissertation prospectus and/or grant proposal, how to revise papers produced in classes and independent studies for publication in peer-reviewed journals and how to display their work in a web-based portfolio format.