Flexible Learning Spaces Fellows

The Center for Instructional Technology (CIT) is offering a semester-long Faculty Fellowship program to provide support for faculty interested in developing and evaluating innovative teaching approaches that take advantage of flexible teaching and learning spaces at Duke, with priority given to faculty scheduled in the Link – the new flexible teaching and learning center in Perkins Library.

What are flexible learning spaces?

Flexible learning spaces promote interactive learning experiences through a combination of mobile and/or reconfigurable furniture and a wide range of adaptable technologies. Examples of the types of learning activities that might occur within the same flexible learning space include:

- Use of multiple projection for advanced classroom presentations (including the ability to include students’ work in the projections).
- Small groups working in collaborative breakout sessions.
- Traditional lecture/seminar based configurations.
- Project-based learning.
- Role-playing and simulation exercises.

Several flexible learning spaces exist at Duke, including the John Hope Franklin Center’s Interactive Multimedia Project Space and many recently renovated classrooms on the first floor of Social Sciences. The Link teaching and learning center in Perkins Library includes flexible learning classroom set-ups, various new technology options, and accommodation of student group work and multimedia projects. For more information about flexible learning, see the CIT Flexible Learning Spaces page.

Fellowships are available to:

- Faculty scheduled to teach in a Link classroom
- Faculty planning to request to teach in the Link
- Faculty developing courses that take advantage of flexible learning technologies and strategies in other Duke classrooms
- Graduate Assistants in conjunction with one of the above

Fellows program participants will receive:

- $1250 paid to a Duke discretionary/research account (in 2 installments) ($750 for graduate student participants).
- Consulting assistance for planning and implementing new course activities and technologies in flexible learning spaces.
- Priority consideration for CIT Materials Development support.
- Opportunities to share teaching experiences and ideas with a cohort of Duke faculty colleague.
- Hands-on experience and opportunities to innovate in meaningful ways with learning technologies.
- Recognition on the CIT’s web site and other venues.

Fellows are required to:

- Attend the Fellowship kick-off session.
- Attend two informal meetings during the semester.
- Participate in documenting faculty and student experiences in the Link through activities such as class observations or videotaped interviews.
- Participate in program evaluation activities including an end-of-session focus group.

Other details:

- Faculty participants must have full time status during the year of the Fellowship (faculty on sabbatical may not participate unless the Fellowship is the subject of their sabbatical).
- Each faculty and graduate student participant must have access to a Duke account into which the stipend can be paid.
- Participants will be asked to create an individual project plan/“deliverables” for the Fellowship.
- Each participant must affirm her/his willingness to participate by signing a copy of the initial
Fellowship application, or by emailing CIT, prior to the final application acceptance.

**Examples of recent Fellowships:**

View [information about the current Flexible Learning Spaces Fellows program](http://cit.duke.edu/services/grants/flex_fellows.html).

**Using Tablet PCs in Courses** – A group of faculty in Engineering investigated the use of tablet PCs in teaching, integrating theoretical lecture material and practical applications to build a knowledge base of best practices in teaching with tablet PCs.

**Using Video in Courses** – Seven clinical faculty of the School of Law explored integration of video technology into the teaching of client interviewing and counseling skills.

**Teaching Large Classes** – Nine faculty participated in a semester-long fellowship in Spring 2006 that concentrated on technologies and teaching methods to improve learning in large classes. Represented departments and schools included Biology, Sociology, Public Policy, Biomedical Engineering, the Divinity School and the School of Nursing.

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