

End-of-Year Report for Instructional Grants 2006-2007
Center for Teaching Effectiveness
General Education Initiative
IT-User Services

The conditions for receiving a CTE / GEI / IT Instructional Grant require an end-of-year report. Please answer the following questions in one-two paragraphs each, complete the budget page regarding funds expended, and return the completed template as a Word attachment no later than Friday, July 31, 2007. Please return the document to Martha Carothers [martha@udel.edu]. Thank you.

Faculty Name(s): Susan Barton, PhD, **Department(s):** Plant and Soil Sciences
Grant Project Title: Plants and Horticulture Revision

1. Did you complete your project as planned? What changes and modification to the original project did you have to make, if any? Yes. No changes were made to the project.
2. What concrete results have you, your students, and your department seen from your project? Please give specific examples of what has worked well and what needs further refinement. Plants and Human culture received excellent reviews from students. Student comments are included in a webpage developed summarizing the course (<http://www.livablelandscape.org/PLSC100/index.htm>). Departmental goals included 1) expose more students to the field of landscapes horticulture; 2) increase awareness of environmental and societal issues relating to landscape plants; and 3) ultimately recruit students to the department as landscape horticulture majors.

A few student comments about the class and specific lectures illustrate the success in achieving goals 1 and 2:

"gave me a whole new look on my surrounding environment"

"learned a lot about culture and plants and the relationships they have"

"my life is forever changed because of the opportunities presented"

"opened many new perspectives"

"opened my eyes to a lot of different plants I had never seen or heard of before"

"made me feel passionately about the subject matter"

"new perspective on nature"

"interesting to learn about how landscape changes from place to place"

"plants have such a positive influence on people and sense of community"

"eye opening - a topic I knew nothing about before this lecture"

"brought to my attention some striking details and facts I've never considered before"

Goal 3 was also achieved. One student, Lauren Tynan (soph UST) transferred into Landscape Horticulture as a result of taking PLSC 100. Also, Claire McEachern (jr ANR) has switched her focus to landscape design based on her experiences in PLSC 100. She is now participating in an internship at Mt. Cuba Center. Catherine Flemming (sr ESOS) graduated in December and I helped her make connections with environmental groups in North Carolina to secure her first job.

The guest lectures were extremely well received. Students enjoyed the reflective journals and said they contributed to their involvement with the class. Students enjoyed and learned from lectures with extensive illustrative images. Students also especially liked interactive class sessions like the public forum on storm water management and the debate on a law controlling invasive plants. Several specific assignments will be refined to make them more interactive. More posting and response assignments will be incorporated. A final exam will be included at the end of the course.

A word document summarizing the survey results for the entire course is attached. (*survey results*)

3. How have you assessed student-learning resulting from this project? Give specific examples and attach supporting documentation (e.g. products of student work, writing samples, tests).

Reflective journal - Students maintained a Reflective Journal, consisting of their personal responses to questions posted on the MyCourses website. Students created one Reflective Journal entry for each class, using text only or a combination of text and images (see attached example – *reflective journal sample*)

Assignments – Students worked individually and in groups on special assignments involving research, class debate and discussion on a variety of contemporary environmental and cultural landscape issues. Each project group produced a Powerpoint presentation. Students completed two major essay assignments (see attached example – *student essay*)

The Immediate Feedback Assessment Technique (IFAT), offered by CTE was used to assess students' preparation for class discussion. In groups of 3-5, students completed quizzes at the start of each class based on their understanding of assigned reading content. IFAT was an effective tool to get small groups to collaborate, discuss answers, argue in favor of the answer they believed to be correct and eventually reach consensus.

Essay exams – Two short essay exams were given during the semester (see attached exams – *exam 1* and *exam 2*)

4. Would you consider your project a success? Please elaborate.

I am extremely pleased with the results of the reworking of PLSC 100. I enjoyed teaching the class and students were introduced to new topics, cultivated new ideas and challenged their preconceived notions about landscape and the environment. One indicator of success is that in June 2006 there were only 13 people registered for PLSC 100. Today, on June 5, 2007 there are 28 people registered.

5. What would you do differently if you could do the project again?

I made dvds of the guest lectures, but I hope to be able to bring the live lecturers in each fall with supplemental departmental funding. I believe the guest lectures are much more effective when delivered live.

6. How will the project continue beyond the grant phase?

I plan to teach PLSC 100 each fall. I will make some minor changes to the grading scale and selected assignments. I do plan to introduce new material that I have learned over the past year when I teach the class again this fall.

7. Complete the budget page for your project expenses.

Budget List the budget items that you have expended so far in the spaces provided. PLEASE NOTE grant funds must be expended by June 30, 2007. In other words, all purchases should be initiated by June 10 at the absolute latest, in order to assure all encumbered costs clear the grant budget account by June 30, 2007.

ITEM	AMOUNT REQUESTED	DEPT/COLLEGE actual and in-kind funds	EXPLANATION and JUSTIFICATION as specific information in detail
TOTAL of Budget Items	16,820.00		
Faculty summer S-contract(s)	2052.45		
S-contract fringe (8%)			
Graduate stipend			
Stipend fringe (3%)			
Graduate student non-contract, undergraduate S-contract, or miscellaneous wage (no fringe)	196.00		Leslie Carter (partial TA)
Consultant(s) S-contract	10,500.00		
S-contract fringe (8%)			
Equipment (itemize in detail)			
Software (itemize in detail)			
Books & materials	58.21		2 books and DVD
Travel	2614.34		Study Abroad exploratory trip to Brazil to prepare for Winter 2008 program in Brazil (will be teaching PLSC 100)
Other (list)	1299.00 100.00		Taping lectures by UD-UMS 2 lunches for guest lecturers
Costs to be covered to sustain course			

and maintain equipment once grant funds are expended			
Pending support from other source(s)			
Prior grant(s) (2000-2006)			