IIPD grant recipients must report on grant-funded activities in order to remain eligible for future IIPD grant program consideration. All grant recipients are required to submit a summary report of the completed project or activity to the Grants Department at the time that they submit their IIPD Reimbursement Form.

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Date IIPD Award was received: 10/25/13 (month/year)

Purpose of Grant: Attendance of the College Art Association Annual Conference

1. Describe the new avenues of instruction, including changes in curriculum, teaching strategies or other changes that are resulting from your grant-funded activity.
   - My assessment strategies and methods will change – especially in regard to technology. I attended a Technology session, given by Larry Thompson, Samford University
     - I’ve been introduced to and instructed about new assessment technology that will aid my fellow department members by saving time, avoiding complications, and create a better avenue to help students understand their assessments. It will perhaps provide a better way to record those assessments for accreditation materials as well.
     - Paper Desk Lite, and IAnnotate: assessments apps and software
       - can be used perhaps for the students papers and studio students assessments. Can be used to imbed files. Can put active links. Can tie to student outcomes and assessment. Tie regional accreditation body processes. Host sharing sessions for faculty.
   - My group activities will change as well. I attended a talk titled: “Low-tech engagement: Art History and the Class Discussion” by Julianne Sandlin.
     Low tech remains important for student engagement. Class discussion challenges students and fosters collaboration. Her discussions revolve around reading assignments, and students are required to email at least two questions about the reading. Insights better conversation.
     Discussion techniques:
     1) The Goldberg Problem - student lead smaller discussion groups of reading material. (questions she gives them? who made it? Why? how? common themes?). She then finds common questions and then she writes vague ideas about the objects. These questions are really statements, and the students have to mark: Agree, Disagree, and three levels in between. When time is up, each group responds to the class about the article and the questions. Questions may be about the main argument about the art/artist, and the ideas presented within. Forces them to talk and be engaged. Diminishes role of the dominant student. Shyer students also feel better about engagement in smaller group.
     2) Gallery Walk - smaller groups with questions in emailed assignment on articles, etc. 5 questions is average (5 stations) - placed on large post it note. Each group is given a specific colored marker, and
then respond to the questions, and then also respond to the last group's answer. 5 minutes per station. Questions deal usually with complex questions to engage critical thinking.

3) The Debate - controversial topics involving debate. Find a controversial topic, and let them decide which side the agree with most - and then they have to duke it out in class. Students have to hand in before class where they stand, and why. But teacher may have to ask students to side with 'enemy' side to equalize numbers. Dominant students may still dominate, however. For those students who did not turn in their paper - they are part of the distinguished panel, have to take notes, and have to decide who is the winner.
These allow student to process the information in different ways.

Speaker says these could be adapted to online discussions.

2. How will the grant-funded activity result in an impact on student learning and enhancements to student success?
- a re-assessment of assessments may bring about a change in pedagogy
- new group activities will promote a higher level of student engagement
- the information that I provide in the classroom is current
- bringing new motivation for teaching is priceless in the classroom

3. What steps are you taking to assess the impact of this activity on student learning?
- assessment results after the new implementation vs. those of the past
  o time spent on the new activity vs. the previous
  o ease of the new activity
  o efficacy of the new activity
- assessment of group activities
  o informal and formal discussions concerning the activities and their level of success to be held during classtime
  o pop-quiz after the activity may indicate retention of material

4. How are you engaging others in the learning process and disseminating activity results with the wider campus community?
NOTE: If shared learning activities have not yet taken place, an addendum to this report must be filed with the Grants Department describing shared learning activities prior to applying for another IIPD grant, as required by IIPD Guidelines.
- I am going to shared the knowledge I have gained with my fellow department members at our next department meeting and give a presentation, showing examples of new assessment strategies and the new apps and software available.
- I will also share found knowledge with those outside of the department via informal discussion

5. Describe how the grant-funded activity is supporting the objectives of your department and your existing job responsibilities.
- attending the CAA conference has not only recharged my batteries, so to speak, but also my teaching methods will be tweaked by this knew information I have learned. It is imperative to stay current in my field, and attending such conferences is thus vital to what I bring into the classroom, and therefore to my students as well.
  o A new ‘theme’ in the art history world concerns the idea of memory and how it is represented in art. This theme spilled into several of the sessions I attended, and spanned many different media, cultures, and chronological divides. Bringing a new way of looking at art that is so
familiar to me is fascinating, and one that brings freshness to my understanding of art. This will spill out into discussions of art in my classes.

- In addition, I didn’t just attend sessions and seminars that I was interested in, but those applied to my department’s interest as well. That information will be shared and thus will impact the department.
  o Please see the large portion above where I mention the seminar on assessment strategies (question #1). This could potentially change the way that assessments are done for the entire department.

6. **How has this grant helped in fostering your professional development goals?**

- As stated above, staying current in my field is important. I cannot teach outdated material to students and still have integrity as a professor. Hearing new theory, philosophy, and pedagogy of art history as well as teaching and technology is pertinent to my job.

- The conference has also allowed me to get back in touch with previous employers, professors, and fellow students, which re-establishes relationships that can serve as avenues for professional as well as art-historical discussions.

- I was able to meet and network with previously unknown members of CAA, establishing connections to others in the art history world.

- I have been able to have conversations concerning the study-abroad class that I hope to lead in the future, and will maintain those contacts for advice and guidance.

7. **Please add any other comments you would like to include in this report.**

- This is my second IIPD grant, and I’m grateful for both experiences. I’m glad to be working at a college that fosters and supports learning of the faculty, and has the means to fund those experiences. Thank you very much!