

SPECIAL CONSIDERATIONS FOR INT PROPOSALS

Cyberlearning and Future Learning Technologies Program is a research program with two primary missions: (1) to advance design and effective use of the next generation of learning technologies – the ones that will become commonplace in 5, 10, 15, or even 20 years, and (2) to increase understanding of how people learn and how to better foster and assess learning in technology-rich environments. Cyberlearning projects address all societally important forms of learning in all domains (not just STEM, and not just in formal educational contexts).

Integration and Deployment (INT) projects are the largest Cyberlearning awards. Their research should be aimed at answering questions about learning that can only be answered in a technologically-sophisticated environment. Their technological innovation should integrate or extend the use of one or more technologically-innovative efforts that have already shown promise as a new genre of learning technologies. Integration, in this context, refers to integration of technologies with each other, with institutions, or with the lives of learners. **Note that there is no requirement for a large-scale deployment or evaluation, there is no intention to fund large-scale deployments or evaluations of large-scale deployments and the program will not fund large-scale equipment purchases.** INT projects are still predominantly focused on design and development research as described in the Common Guidelines for Educational Research.

Key points to remember from the solicitation are:

- **Research and technological innovation equivalent to two or more Cyberlearning DIP projects should already be completed prior to applying for an INT.** While EXPs and DIPs are about early exploration of novel genres, INTs should make clear how they build on both the prior design work and the prior research on the properties of the innovative genre. INTs are not appropriate for beginning exploration on a new genre; instead, consider the EXP and DIP tracks.
- **Cyberlearning projects require interdisciplinary teams.** Between the project PIs, staff, and advisory board, expertise representing both the learning and technology design and learning research must be evident in the Collaboration and Management plan. In many cases, the integration of the innovation will require a broader range of expertise than in EXPs or DIPs. Note that all Cyberlearning and Future Learning Technology EXP, DIP, and INT projects must have advisory boards.
- **INT projects advance knowledge in two ways.** INTs **must** contribute to the knowledge base both on advancing understanding of how people learn in technology-rich learning environments, **and** on promoting broad use and transferability of the new genre. INT projects have the highest expectations for uncovering guidelines or principles for effective design and/or use of the new or emerging genre, with attention given to identifying the range of applicability of those guidelines or principles, and in addition, toward identifying challenges or barriers to productive integration or incorporation into learning environments.
- **INT projects require summative evaluation distinct from the research.** Where EXPs might use the advisory board as a form of evaluation, INTs should have significant summative evaluation appropriate to the goals of the project.