ABOUT ITEL

Since spring 2013, the Initiative on Technology-Enhanced Learning (ITED) —a three-year, $8 million investment in faculty grants, digital infrastructure improvements, and a partnership with edX—has provided Georgetown University faculty funding and support to bring technology-focused teaching and learning projects to life. This initiative, one component of the capital campaign For Generations to Come, serves as an incubator for boundary-pushing experiments in teaching and learning, facilitating the widespread adoption of promising tools and approaches both on-campus and globally online.

162 PROJECTS

233 UNIQUE FACULTY

7,404+ GU STUDENTS
PROJECT AWARDS AND FINDINGS

ITEL has challenged faculty to take risks and experiment with new ways of achieving Georgetown’s mission through innovative teaching practice. Through five rounds of grant funding to faculty, ITEL has supported:

• **55 Open Track projects**, moderately-sized individual and collaborative faculty projects focusing on courses or sets of courses,

• **8 GeorgetownX MOOCs**, resulting in the development, launch, and reiteration of massive open online courses reaching over 140,000 students worldwide, and

• **99 Cohort projects**, small-scale exploration and experimentation with new and proven educational technologies.

**Key preliminary findings**

Faculty reports and project assessment data have led to these initial findings that are helping the university implement strategies for effective learning:

• Faculty leading “flipping the classroom” projects reported increases in student learning, and student surveys indicated high levels of student satisfaction with the new digital materials created for use in these courses.

• **Gaming and simulation** projects showed potential for improving student learning by engaging students in playful environments that motivated students to take risks and learn in non-traditional ways.

• **Interactive tutorials** offering personalized and targeted feedback, such as those created with the Open Learning Initiative platform, showed promise for improving comprehension and retention of knowledge, as well as increased student satisfaction with their learning environment.

• **GeorgetownX Massive Open Online Courses**, or MOOCs, extended Georgetown’s global reach and enhanced on-campus course offerings with modular materials.

• **Faculty cohorts** proved to be a cost-effective model for scaling support for individual faculty projects, as well as for fostering cross-disciplinary faculty interaction.

For project videos, additional stories, and assessment data, visit [ITEL.GEORGETOWN.EDU](ITEL.GEORGETOWN.EDU)