

PWHOPL Seed Grant

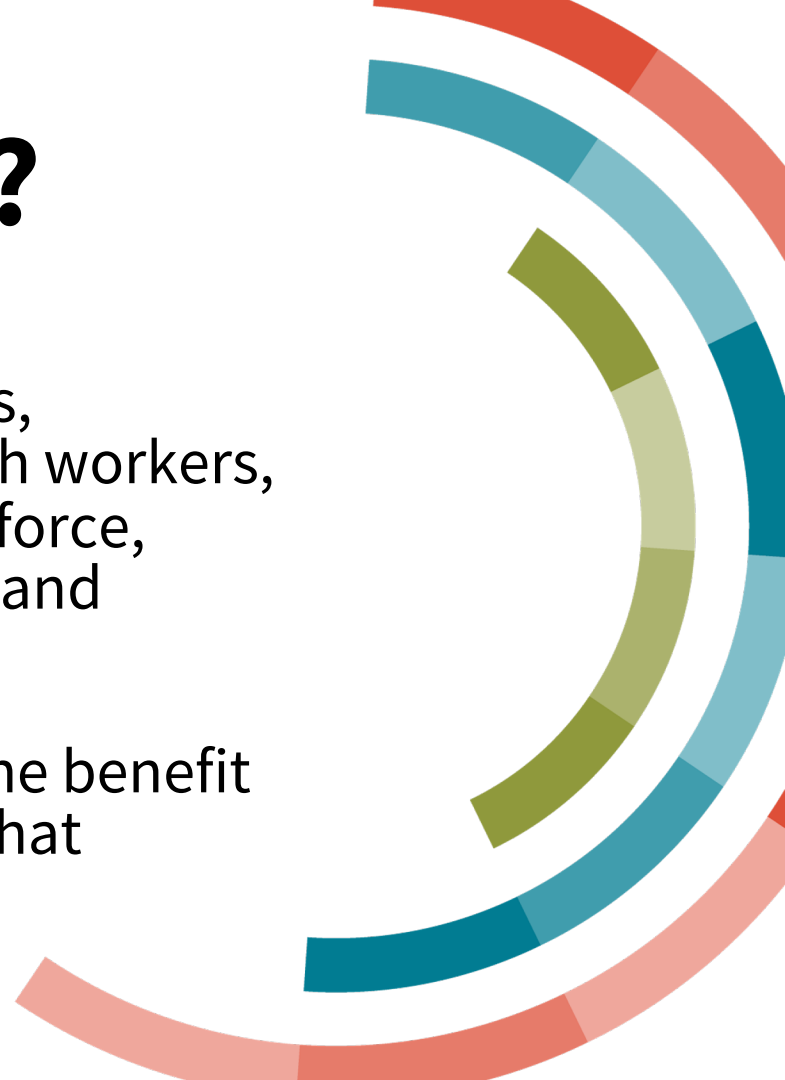
June 18 Information Session



What are PWHOPL?

People Who Help Other People Learn, e.g. mentors, managers, section leaders, attending physicians, community health workers, tutors, early childhood education workforce, coaches, classroom paraprofessionals, and more...

Anyone who teaches but has not had the benefit of the 1,000s of hours of development that professional teachers receive.



Who is providing the funding?



Stanford Accelerator For Learning

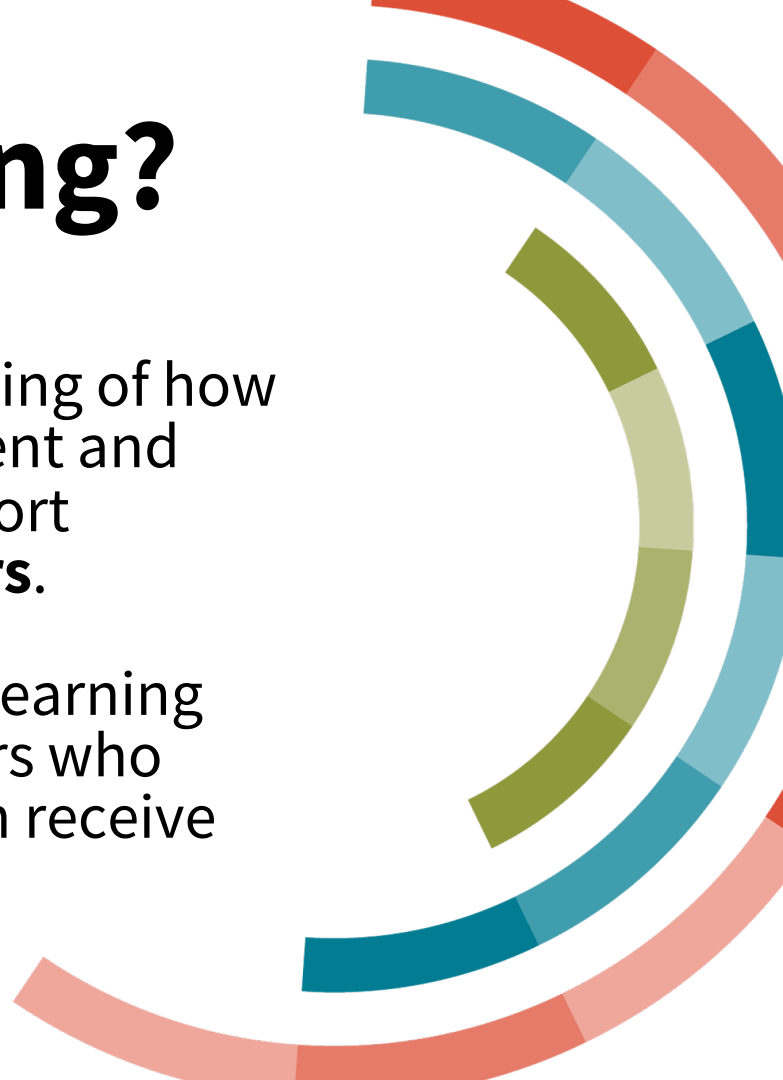
The Stanford Accelerator for Learning leverages the revolution in brain and learning sciences, data, and technology to create effective and equitable learning solutions.

We accelerate solutions to the most pressing challenges facing learners.

What are we funding?

Research that leads to new understanding of how to optimize rapid capability development and fosters ways to use technology to support PWHOPL **to be more effective teachers.**

We request proposals for projects and learning technologies that support adult learners who have teaching responsibilities but often receive minimal formal education if at all.



Why are PWHOPL the focus population?



In most cases:

- PWHOPL do not have the opportunity or time to learn how to teach well and the costs of developing their teaching capability can be prohibitive.
- PWHOPL are often steeped in the contexts and cultures where learning takes place, so they bring unique strengths.

If we can find ways to support PWHOPL, there could be a tremendous multiplier effect in benefits to learners of all ages.

Why are PWHOPL the focus population?

- PWHOPL have many other responsibilities, so the amount of time available for supporting them to build knowledge and skills will normally be brief.
- This raises an interesting question of how to optimize rapid capability development given that it will be impossible to cover the range of issues the PWHOPL are likely to encounter.
- For example, do some approaches put PWHOPL on a trajectory of continued learning, even after the intervention is complete?

What is/is not a PWHOPL project?

Remember: the goal is for new understanding of how to optimize rapid capability development and to foster ways to use technology to support PWHOPL **to be more effective teachers**

- **Is a PWHOPL project:** A project that supports volunteer human tutors to develop skills to teach coding more effectively to learners around the world enrolled in a free online coding course
 - It is a PWHOPL project because the focus is supporting the volunteer human tutors (the PWHOPL) to develop skills to teach more effectively
- **Is NOT a PWHOPL project:** A project that supports volunteer human tutors to learn python so that they can teach coding to learners around the world.
 - It is NOT a PWHOPL project because the focus is supporting the volunteer human tutors to develop coding or python skills NOT skills to teach more effectively

Eligibility?

- This RFP is open to teams that include at least one:
 - Stanford PI-eligible faculty
 - Student
 - Research staff
 - Post doc
- Optional: In partnership with other faculty, students, research staff, post docs at Stanford.
- Optional: In collaborations with external organizations or institutions relevant to the project.
 - These may include community-based organizations, businesses, non-profits, schools, post-secondary institutions, higher education, and other organizations interested in advancing learning opportunities in this area.
 - Note that individuals or organizations external to Stanford are not eligible for an award on their own. They can receive funding as collaborators on projects only if the primary award recipient is a Stanford PI-eligible faculty member.

What are the funding opportunities?



There are three levels of award.

- Smaller projects up to 5K – usually lead by students.
- Medium size projects – up to 25K usually lead by research staff, or individual faculty.
- Large projects - up to 75K - Note for this award level, we strongly encourage applicants to utilize a multi-PI approach where at least two of the lead investigators are from different departments or schools at Stanford.