Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: COGNITION AND STUDENT LEARNING 84.305A

Funding Opportunity Number: CFDA Number(s): 84.305A.

Agency/Department: U.S. Department of Education, Institute of Education Sciences (IES).

Area of Reseach: Cognition and Student Learning.

Release and Expiration: Release date: February 28, 2011.

Application Deadline: June 23, 2011; September 22, 2011. Letter of Intent Due Date: April 21, 2011; July 21, 2011.

Amount: Exploration Goal: Secondary data analysis or meta-analysis $100,000 to $300,000 (total cost = direct + indirect costs) per year. Data collection - $100,000 to $400,000 per year. Development and Innovation Goal: $150,000 to $400,000 per year. No more than 30 percent of the total funds may be used for collection of pilot data to demonstrate the promise of the intervention for achieving the desired outcomes. Efficacy and Replication Goal: Efficacy and replication evaluations are $250,000 to $650,000 per year, follow up studies are $150,000 to $300,000. Scale-up Evaluations Goal: Scale-up Evaluation projects are typically $350,000 to $900,000 per year. Follow-up studies are typically $250,000 to $400,000 per year. Measurement Goal: $150,000 to $300,000 per year.

Length of Support: Exploration Goal: Secondary data analysis or meta-analysis - up to 2 years, data collection - up to 4 years, but must justify the need for the number of years requested. Development and Innovation Goal: Up to 3 years. Efficacy and Replication Goal: Up to 4 years, follow-up studies - up to 3 years. Scale-up Evaluation Goal: Scale-up Evaluation projects - up to 5 years, follow-up studies - up to 3 years. Measurement Goal: Up to 4 years.

Eligible Applicants: Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Summary: The purpose of the Cognition and Student Learning (Cognition) research program is to improve student learning by applying recent advances in cognitive science to education practice. The long-term outcome of this program will be an array of tools and strategies that are based on principles of learning and information processing gained from cognitive science and that have been documented to be efficacious for improving learning in education delivery settings from prekindergarten through high school and for vocational or adult basic education or developmental (remedial)/bridge programs for under-prepared college students. The Institute supports research that utilizes cognitive science to develop and test innovative approaches intended to improve teaching and learning in authentic education settings. Researchers should note that the Institute is interested in the development of strategies and materials that involve students learning educationally meaningful or relevant components or units of academic content, such as would be covered in a chapter or multiple chapters addressing a topic or learning goal in a textbook. The Institute strongly encourages cognitive scientists to collaborate with education researchers and practitioners who understand teaching and learning in the context of authentic education settings. The Institute also funds projects designed to explore the cognitive processes underlying the acquisition of reading, writing, mathematics knowledge and skills, science knowledge and skills, or general study skills. This is translational research intended to inform the development of innovative programs, practices, or products to improve student outcomes. Researchers interested in exploratory research can take a variety of different approaches, including short-term longitudinal studies and small laboratory or classroom-based experiments. The Institute also encourages projects that address how principles and knowledge emerging from research in cognitive science can be used to improve teacher practices and ultimately student learning. The ultimate objective would be to obtain an understanding of the instructional approaches of high-gain teachers that would lead to the development of interventions.

Detail Information: http://ies.ed.gov/funding/pdf/2012_84305A.pdf
http://ies.ed.gov/funding/ncer_rfas/casl.asp