

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 Research: Improve student learning.

Release and Expiration: Release Date: April 23, 2013.

Application Deadline: September 4, 2013. Letter of Intent Due Date: June 6, 2013.

Amount: Exploration Goal: Secondary data analysis or meta-analysis - The maximum award is \$700,000*. Primary data collection - The maximum award is \$1,600,000*. Development and Innovation Goal: The maximum award is \$1,500,000*. Efficacy and Replication Goal: Efficacy and replication evaluations - The maximum award is \$3,500,000*; follow-up studies - The maximum award is \$1,200,000*. Effectiveness Goal: The maximum award for an Effectiveness project is \$5,000,000*. The maximum award for an Effectiveness Follow-Up project is \$1,500,000*. Measurement Goal: The maximum award for a Measurement project is \$1,600,000*. *(total cost = direct + indirect costs)

Length of Support: Exploration Goal: Secondary data analysis or meta-analysis - Up to 2 years; primary data collection - Up to 4 years. Development and Innovation Goal: Up to 4 years. Efficacy and Replication Goal: Up to 4 years; follow-up studies - Up to 3 years. Effectiveness Goal: 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 Cognition and Student Learning (Cognition) topic supports research that applies recent advances in cognitive science to education practice. The long-term outcome of this research will be an array of tools and strategies (e.g., instructional approaches) 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, adult education programs, or developmental (remedial) and bridge programs serving underprepared 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. Typically, researchers begin by identifying a specific learning or instructional problem in schools, consider which findings from the empirical literature might be relevant to tackling the problem, and then propose a research plan for translating those findings into an education strategy that addresses the problem. 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, and science knowledge and skills. This research is intended to inform the development of innovative programs, practices, or products to improve student outcomes. Exploratory research may include short-term longitudinal studies and small laboratory or classroom-based experiments.

Detailed Information: http://ies.ed.gov/funding/pdf/2014_84305A.pdf