

Name of Principal Investigator: Cheryle Levitt

IITG Project Title (truncated): 2015-DelhiLevitt-Grad Nursing TPACK

1) Please consider the original timeline and deliverable targets. How is your project progressing compared with the original estimates?

Since the beginning of the grant period we have been completely on target with our timeline and initially projected deadlines. No issues are anticipated with completion of all tasks and the expected timeline.

2) How is spending progressing when compared with the original budget estimates? (You may also choose to detail issues regarding access to funds in the next three questions).

As the project has unfolded, there has been discussion re: budget disbursements. Monies will be disbursed beginning in spring semester, 2016, following completion of the intervention. We have two conferences, in addition to CIT, that we plan to submit abstracts for presentations.

3) Please provide feedback regarding your experience with the project execution, in particular any issues or roadblocks you've encountered that may have been unexpected.

There has been consistent collaboration throughout the project with the project team, and the project execution, at all stages thus far, has proceeded without any significant roadblocks.

4) What are your positive observations or pleasant surprises about your team's interaction or project process that might would be helpful to other PI's?

We had excellent engagement from faculty participants (n=7) in the pilot study, and their feedback enabled significant revisions to prepare the intervention for the graduate students (n=21). The study team has collaborated effectively to integrate feedback into the revised version of the course for the intervention and all associated course materials.

5) Please describe any challenges you've encountered working with your project team that you've found solutions for that might be helpful to other PI's.

The faculty slated to teach the course for the intervention changed due to personal circumstances of one member of the team. The two faculty who assumed the role of instruction adopted a different instructional design approach, because the template format for the intervention was unfamiliar to both faculty and participants. This required a short term adjustment in learning the template to enable effective guidance for

students through the intervention. It has not presented a problem, and the intervention is proceeding smoothly.