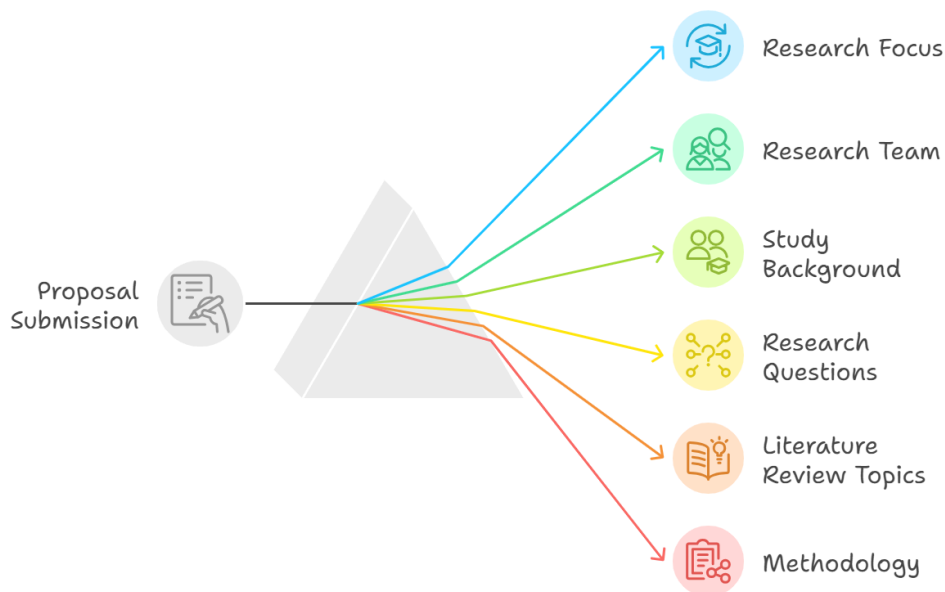# D2L Educators-in-Residence Program

The Academic Affairs Division at D2L is pleased to host the Educators-in-Residence program in collaboration with SUNY System Administration's Office of the Provost. This initiative aims to foster innovation in teaching and learning by supporting cutting-edge research exploring the intersection of technology-enhanced instruction and the scholarship of teaching and learning.

Program Overview

The D2L Educators in Residence program provides a unique opportunity for scholars to engage with and contribute to the latest research in pedagogy. This program supports innovation in pedagogical approaches and is designed to create a community of scholars who inspire critical and analytical thinking while addressing academic challenges for students. The goal is to create a dynamic and forward-thinking initiative that connects professionals with cutting-edge advances in teaching and learning. Educator-in-Residence studies should explore the use of Brightspace features and functionalities specific to the impact on student success.

Unveiling the D2L Proposal Pathway

Proposal Submission

- Research Focus
- Research Team
- Study Background
- Research Questions
- Literature Review Topics
- Methodology

The proposal form will ask for the following components. More information about how to access the form can be found later in this document under "Next Steps for Interested Applicants."

1. **Study Background & Research Focus:** Proposals should focus on exploring innovative pedagogical approaches, addressing barriers for students and faculty, and determining the impact on student success outcomes. Studies should explore the use of Brightspace features and functionalities in connection with scholarship of teaching and learning. Proposals should include a brief description of the institution/organization, the intended study population, a clear problem statement or hypothesis, and a description of the Brightspace features that will be explored. The indicated Brightspace features need to be those currently available at the applicant's campus.

2. **Principal Investigator/Research Team:** Each proposal must identify a Principal Investigator (PI) who will serve as the primary point of contact for the SUNY Research Project Manager. If the project involves more than the PI, the proposal should also include the anticipated research team, including names, titles, and contact information.

3. **Study Background**: Proposals should include a brief description of the institution/organization, the intended study population, a clear problem statement or hypothesis, and a description of the Brightspace features that will be explored.

4. **Research Questions:** List proposed research questions that the study will investigate. These questions should be clearly defined and aligned with the problem statement or hypothesis.

5. **Literature Review Topics:** Proposals should include 4-6 potential literature review topics that relate to the intended study. If references, theoretical frameworks or seminal works have been identified, they may be listed here.

6. **Methodology**: Include a brief summary of the plans for data collection and proposed methodology.

7. **Timeline:** Indicate the proposed timeline for the study, including an anticipated journal submission date. Proposals should make note of deadlines involving their IRB process as well. Project proposals are due by **September 30, 2025**, with the goal of manuscript submission no later than Q2 of 2026 (**June 30, 2026**).We understand that publication can take more time.Timelines may vary based on project.

Program Support

Seed Grant: D2L and SUNY will provide total seed grant support of $5000 to four selected projects that will be paid directly to the researcher/research team.

Project Management: A dedicated PI representing the institution will be the main contact person who works with the SUNY Research Project Manager for D2L, who will create a project check in cadence and serve as the liaison with D2L. D2L will coordinate with the SUNY Research Project Managers to provide additional support, as needed.

Dissemination Support: This program aims to increase the visibility of research findings. In collaboration with SUNY, D2L will suggest platforms for sharing the research and creating greater visibility of the research through various channels. Researchers will also be encouraged to share their research at conferences and events. Teams will also be encouraged to share their research at SUNY conferences and events.

Key Deliverables:
Completion of the Research Study
Submission of an Article for Publication

[**For D2L Educators-in-Residence Initiative Frequently Asked Questions (FAQ)**](#)

Next Steps for Interested Applicants:

1. Identify a Principal Investigator (PI).
2. Develop a detailed research proposal including the components listed above.
3. Submit your proposal for consideration. Proposals should be submitted no later than September 30, 2025 through this form: [SUNY Educators-in-Residence Proposal Form](#)
4. Upon approval, participate in discussions to determine study timelines, logistics, and a project check-in cadence.

The D2L Educators in Residence program is committed to supporting innovative research that will ultimately enhance the art of teaching and learning. We encourage SUNY institutions to submit proposals that address current educational challenges and aim to redefine pedagogy through cutting edge research. Within the review process, preference will be given to faculty from campuses with a high percent of Pell eligible and/or first-generation college students.

If you have any questions about the program please contact Dan Feinberg, Interim Director of SUNY Online and research project manager at [dan.feinberg@suny.edu.](mailto:dan.feinberg@suny.edu)If you have issues with the submission form, please contact Dr. Emma Zone, Senior Director of Academic Affairs at [emma.zone@d2l.com.](mailto:emma.zone@d2l.com)

Examples of Previous Projects:

Shean, A., Sadler, B., & Lewis, C. (2025). Evidence-based course design. *Advances in Online Education, 3*, 1-14. doi:10.69554/VYFW8955

Zone, E., Olesch, K., Temeltaş, M. (2023). Student perceptions of written and video feedback in online introductory English composition courses: A lesson from the field. *Online Journal of Distance Learning Education, 26*(3). Retrieved from https://ojdla.com/articles/student-perceptions-of-written-and-video-feedback-in-online-introductory-english-composition-courses-a-lesson-from-the-field