

1. Applicant Information—Section 1 is not part of the five-page limit.

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2008 EDC Grants Program Application Form

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2. Overview—Include and address each of these subheadings in your application.

Title— VIEDA Scholarship of Teaching and Learning Educational Developers' Workshop

Intended Outcomes— This workshop will address an ongoing need in BC (and beyond) for specific and detailed understanding of, work in, and community-building around the scholarship of teaching and learning. It builds on the already thriving Vancouver Island Educational Developers' Alliance (VIEDA) which has successfully mounted a symposium (June 2008) on getting started in the scholarship of teaching and learning, and plans additional activities and events aimed at expanding knowledge transfer around issues of pedagogical research on student learning. It addresses the EDC 5-year plan by providing a forum for educational developers to reflect critically on their role in supporting the scholarship of teaching and learning (a key component of the STLHE mission), facilitate inquiry into student learning, and build communication and collaboration around successful practices and new directions within the EDC community and beyond.

Rationale— The Vancouver Island Educational Developers' Alliance (VIEDA) comprises the educational development offices from all five diverse institutions of higher education on Vancouver Island--North Island Community College, Vancouver Island University, Royal Roads University, Camosun College and the University of Victoria. The VIEDA workshop will provide ongoing opportunities for educational developers across Vancouver Island and the Lower Mainland of BC (participants from across Canada will be invited to attend but we anticipate that most will come from BC) to engage in meta-developmental activities around the scholarship of teaching and learning. This one-day workshop will be held during the 2008-2009 academic year, and focus on “Resources and Strategies for Educational Developers Getting Started in the Scholarship of Teaching and Learning” (there are plans for future workshops focusing on “Building Faculty Community around the Scholarship of Teaching and Learning” and “Dissemination Strategies for Going Public with the Scholarship of Teaching and

Learning”). The workshop will provide educational developers from both colleges and universities with a set of opportunities and activities, offering an opening conceptual framework and toolkit for those not yet conversant in the ways and means of the scholarship of teaching and learning. Workshop activities will range from direct instruction to peer and group work, with the development of institutional plans and strategies central to the process and will allow for the building of inter-institutional communities of practice.

Scholarship— When Ernest Boyer released the groundbreaking *Scholarship Reconsidered* in 1990, the idea of faculty work including a scholarship of teaching and learning was a radical notion. During the last ten years, however, this scholarship has grown in prominence and esteem, often through the work of the Carnegie Foundation and its Carnegie Academy for the Scholarship of Teaching and Learning. From the idea of “teaching as community property” (Shulman 1993) to the “opening lines” of research in teaching and learning undertaken through the Carnegie Scholars Program (Hutchings 2000), emphasis on disciplinary styles in classroom scholarship (Huber and Morealle 2002) and the far ranging exposure of academic discourse to the principles and practices of pedagogical research (Bass and Bernstein 2005), the post-secondary community has come to understand the importance of systematic scholarly inquiry as a prerequisite for the improvement of student learning and faculty teaching. Central to this work has been the suggestion that such scholarship can and should be seen as vital to teaching excellence (Gale, Braided Practice 2007) and should be considered as a collaborative as much as a singular activity (Gale, Points Without Limits 2007). Likewise, the scholarship of teaching and learning is also being seen as an important aspect of graduate education (Gale and Golde 2004), a key feature in the development of institutional identity (Gale 2005), and an important component of open knowledge transfer (Gale, Inquiry Unplugged 2007). All this has led to an understanding of the role of the scholarship of teaching and learning in a “teaching commons” (Huber and Hutchings 2005), and the importance of collaboration, cooperation, and leadership in the development of a scholarly culture around teaching and learning. The proposed workshop will build on this work and these experiences, in an effort to expand the

teaching commons and engage a greater number of faculty in the scholarship of teaching and learning, through the good offices of educational developers.

Dissemination— The outcomes of this workshop will be shared through a variety of venues. A conference panel will be developed for the 2009 EDC and STLHE conferences, the workshop will be repeated at other locations if there is sufficient interest, and facilitators are hoping to write up the process for publication in Kwantlen Polytechnic University's *Transformative Dialogues*. Also, VIEDA hopes to create a website through which materials (including the fruits of this event) will be made public to the widest possible audience. Planning for this website is currently underway and funding is being sought for a domain name, server space, design, and content management. VIEDA hopes that this resource will be up and running as a dissemination vehicle before the workshop.

References Cited—

- Bass, Randy and Dan Bernstein. "The Scholarship of Teaching and Learning," *Academe* July-August 2005.
- Boyer, Ernest. *Scholarship Reconsidered: Priorities of the professoriate*, Jossey-Bass 1990.
- Gale, Richard. "Braided Practice: the place of scholarly inquiry in teaching excellence," in *International Perspectives on Teaching Excellence in Higher Education*, Routledge UK 2007.
- Gale, Richard. "Inquiry Unplugged: a scholarship of teaching and learning for open understanding," in *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*, MIT Press 2007.
- Gale, Richard. "Leading from Your Strengths: institutional identity and the scholarship of teaching and learning," University of Manitoba *UTS Newsletter*, reprinted in *Teaching and Learning in Higher Education*, STLHE, Fall 2005.
- Gale, Richard. "Points Without Limits: individual inquiry, collaborative investigation, collective scholarship," in D. R. Robertson and L. B. Nilson (eds.), *To Improve the Academy*, Vol 26, Jossey-Bass October 2007.

- Gale, Richard and Chris Golde. "Doctoral Education and the Scholarship of Teaching and Learning," *Peer Review*, Spring 2004.
- Huber, Mary Taylor and Pat Hutchings. *The Advancement of Learning: Building the teaching commons* (with Pat Hutchings), Jossey-Bass 2005.
- Huber, Mary Taylor and Sherwyn P. Morreale. *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground*, Stylus 2002.
- Hutchings, Pat (ed.). *Opening Lines: Approaches to the Scholarship of Teaching and Learning*, The Carnegie Foundation for the Advancement of Teaching 2000.
- Shulman, Lee. "Teaching as community property: Putting an end to pedagogical solitude," *Change*, November/December 1993.

3. Budget—This is one page of your total of five pages.

Item (including any applicable taxes)	Cost
Space allocation	in-kind support
Technology support	in-kind support
Administrative personnel	in-kind support
Workshop facilitation	in-kind support
Resource Production: workshop materials for all attendees	\$675
Workshop resource: all attendees will receive a copy of Pat Hutchings' <i>Opening Lines</i>	\$800
Catering: Coffee and lunch for all attendees	\$800
Honorarium: Workshop development, coordination and facilitation, including resources and materials, will be provided by an expert in the scholarship of teaching and learning	\$1000
Sub-total	\$3275
Less: Income generated by workshop fees	\$775
Sub-total	\$2500
Less: in-kind contributions	See above
Total amount requested from the EDC Grant Program	\$2500