1. Applicant Information

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2. Overview

Descriptive Title

Research on Teaching and Learning in Higher Education: Annotated Literature Database

Intended Outcomes

1. Build a preliminary searchable website add-on for EDC that provides brief overviews of key areas of research and practice in higher education.

2. Include topics such as student engagement, deep-surface learning, student-centred learning, building online learning communities, outcomes assessment, learning portfolios, research methods, organizational development, facilitating change, etcetera.

3. Build on key work such as the *ED Resource* and *Taking Stock* (Christensen Hughes & Mighty, 2010) and scholarly journal articles from the *Canadian Journal for the Scholarship of Teaching and Learning* and *To Improve the Academy.*

4. Solicit additional input on topics and resources from EDC members.

5. Treat the database as a starting point for approaching other funding agencies for grants to help expand the initial project. In addition, once the initial stage is complete, a general call will be made to EDC colleagues to join subsequent stages of the work. Further stages will also be (with EDC permission) housed on the EDC website.

Rationale

Educational developers not only use scholarship in their evidence-based practice, they often refer practitioners and researchers to appropriate literature. These practitioners and researchers are often not familiar with education research and literature and may have no point of entry for their investigations (Weimer, 2010). In addition, educational developers are expected to be conversant with significant and diverse bodies of literature – much of which they may not have read. A frequent challenge is finding 'point of entry' literature around a particular topic, for example, deep and surface learning (Entwistle, 2000; Gibbs, 2010; Ramsden, 1992; Trigwell, Prosser, & Waterhouse, 1999), that will provide a starting point for further inquiry. In addition, it can be challenging to grasp the ongoing scholarly debates in literature with which one is not yet familiar. Further, as Christensen Hughes and Mighty (2010) note, "researchers have discovered much about teaching and learning in higher education, but … dissemination and uptake of this information have been limited. As such, the impact of educational research on faculty-teaching practice and the student-learning experience has been negligible" (p. 4). Disseminating teaching and learning research in ways that connect it to practice continues to be a challenge (Poole, 2009; author*).

The purpose of the database is therefore to compile key literature about teaching and learning such that it positively affects practice and is also available for university and college scholars from across all disciplines who wish to improve their practice or conduct research pertaining to these topics. The project focuses on the creation of a web-based database of short summaries of key literature and resources on topics about post-secondary teaching and learning. Each entry will comprise a topic heading, a list of alternative keywords, a brief overview of the current thinking on that topic, a short list of annotated key literature, and a concise description of ongoing debates in the literature.

This database will be a new contribution to post-secondary education practice and research. While a group at OISE has created the Ontario Education Research Exchange (OERE)(2011) geared towards K-12 teachers, it does not provide resources that are particular to teaching and learning in higher education and reflect the state of

understanding in that context. Contact North has established a learning portal for higher education, but its focus is on online learning only rather than as a starting point for up to date research about teaching and learning in higher education.

The database will support educational development at the local, provincial, national, and potentially international level by providing educational developers at all career levels, particularly newcomers, with points of entry into the literature on higher education pedagogy. In addition, it will be a resource to which educational developers can direct faculty and staff for information to inform their practice and research about teaching and learning. This project has the potential to position the Educational Development Caucus as a leader in higher education knowledge mobilization.

The Living Plan

The aims of this project align closely with the goals of the Educational Development Caucus (2012) Living Plan of *Building Professional Capacity, Organizational Development, and Developing Leadership Skills* by providing resources in these areas for the education of educational developers and others. In particular, the project enacts the theme *Building Resources* through the creation of a shareable resource that focuses on current thinking about important topics and provides annotated literature references. Further, it will be instrumental in developing capacity for the *Scholarship of Teaching and Learning* by providing a starting point for becoming familiar with key literature in the field.

Timelines

The project will proceed in two overlapping phases. In Phase 1, September 2013 to April 2014, relevant resources will be collected and summarized. Phase 2, January 2014 to July 2014 will involve the creation of the web platform and uploading of information.

Scholarship

Please see references cited throughout rationale and listed under references at end. In addition, the project will draw strongly on current and central literature around exemplary

practices for teaching and learning in higher education.

Dissemination

The intention is to build a searchable website that is freely available online through the Educational Development Caucus website. Additionally, the work would be shared at the EDC and STLHE conferences, the International Society for the Scholarship of Teaching and Learning (ISSoTL) annual conference, and submitted for publication to the *Canadian Journal for the Scholarship of Teaching and Learning* and other suitable venues. Part of the dissemination plan is to invite colleagues to join the project once the prototype is constructed such that the resource continues to grow.

3. Budget

Item (including any applicable taxes)	Cost
Salary	
Graduate research assistant (doctoral level) to compile key resources based on post-secondary research, and solicit and compile input on topics and resources from EDC members.	
$ 26.39 per hour x 82 hours	$2163.98
Benefits	
$ 26.39 per hour x 15% = $3.96 x 82 hours	$324.72
Total Costs	0.00
Less matching funding obtained from other sources (e.g. Department/Dean)	0.00
Less in-kind contributions	0.00
Total amount requested from the EDC Grant Program (not to exceed $2500.)	$2488.70

4. References Cited (*This is not part of the five-page limit*.)

Christensen Hughes, J., & Mighty, J. (2010). *Taking stock: Research on teaching and learning in higher education.* Kingston, ON: McGill-Queen's University Press.

Contact North (2013). *Ontario online learning portal for faculty and instructors.* Available online at http://www.contactnorth.ca/home.

Educational Development Caucus (2012). *EDC living plan.* Available online at http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-professional-development-plan/.

Entwistle, N. (2010). Taking stock: An overview of key research findings. In J. Christensen Hughes, & J. Mighty (Eds.), *Taking stock: Research on teaching and learning in higher education* (pp. 15-60)*.* Montreal, PQ: McGill-Queen's University Press.

Gibbs, G. (2010). *The importance of context in understanding teaching and learning: Reflections on thirty five years of pedagogic research.* Keynote at the International Society for Scholarship in Teaching and Learning annual conference, Birmingham, UK, October.

Ontario Institute for Studies in Education (2011). *Ontario Education Research Exchange (OERE).* Available online at http://oere.oise.utoronto.ca.

Poole, G. (2009). *The pursuit of the scholarship of teaching and learning in Canada: Good, but not good enough.* Keynote presentation at the Canadian Society for Studies in Higher Education annual conference, Ottawa, Ontario, May 25-27.

Ramsden, P. (1992). *Learning to teach in higher education.* Routledge.

Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education, 37*(1), 57-70.

Weimer, M. (2008). Positioning scholarly work on teaching and learning. *International Journal for the Scholarship of Teaching and Learning, 2*(1).

The reference by the author has been deleted for purposes of blind review.