

EDC Grant Midterm Report 2015

Date: December 14, 2015

Title of Project: A Study Exploring How Canadian Teaching and Learning Centres Assess Their Work

Principal Investigator: Dr. Klodiana Kolomitro

Overview of the project:

(from the grant proposal)

There is general consensus that teaching and learning centres have a positive impact on promoting and supporting a culture that values teaching and learning, yet there is limited evidence on how centres assess their work. The focus for educational developers is now on influencing and implementing strategic institutional teaching and learning initiatives rather than responding only to the learning needs of instructors. This paradigm shift has positioned educational developers with a unique role of becoming predictive in their work by anticipating and effecting institutional changes and new directions. In his paper, *Reflections on the changing nature of educational development*, Graham Gibbs called for a need for educational developers to recognize and assess their own activities in a different light. Not to mention, launching and sustaining teaching and learning initiatives requires time and resources, so there is obviously significant value in knowing which of those are successful and which require further improvement or perhaps need to be dis-continued. In times of increasing financial constraint and limited resources, it becomes critical that centres provide clear evidence of the impact and value of their initiatives. This study is informed by several models developed by authors such as Chalmers and Di Gardiner (2015), Gilbert and Gibbs (1999), Guskey (2000), Kreber and Brook (2001), Stes, Clement, and Van Petegem (2007), and Kirkpatrick (2008). The approach we will take is to conduct an environmental scan of centres in Canada to find out what is typically assessed and how. For this purpose, a survey will be developed and administered to Canadian teaching and learning centres. We also intend to collect artefacts and thematically analyze those. The outcome, at the end of the one-year project, is to have a comprehensive analysis of assessment models that Canadian teaching and learning centres currently have in place.

Progress toward stated goals of the project at the midterm point: It was stated in the timelines that between June to December 2015, we would attain ethics approval, develop a comprehensive survey, and sent the survey out to the participants. The survey was sent out to all 88 centres in the SLTHE listserv and 49 centres completed the survey (56% response rate). We have collected 52 artefacts in 20 institutions that were found to have artefacts associated with evaluation practices. We are in the process of analyzing those.

Barriers/challenges encountered and plans for problem-solving: Everything has followed the proposed research timeline.

Conference presentations and/or publications based on the project, to date or planned: A proposal has been submitted to the annual STLHE conference to share the results of this project. Once the data analysis is completed, we will proceed to prepare an article for publication. At the same time (June 2016) we will submit a report to EDC (which will include findings from the

survey and artefacts) to be posted on their website. This will help disseminate our results to the EDC community.