

EDC Grants for Exchanges (EDGEs) 2018-2019 Final Report

All award holders are requested to complete this accountability form by the deadline date even if some project work remains.

Principal Applicant:

Include institutional affiliation and contact information

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Organization and/or Institution: Queen's University

Role: Educational Developer

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Overview of the project:

Please provide a detailed description of the activities that have been completed with the support of the EDGEs funding. With reference to your original proposal, are there any elements that remain incomplete? Please provide a rationale.

The EDGEs funding supported my visit to the Centre for Academic Practice at Queen's Margaret University in Edinburgh. As my travel dates coincided with the Scottish Higher Education Developers (SHED) Residential, this grant also supported my attendance and participation at their Residential in Oban, Scotland. One of the goals of the visit was to work closely with the director of the centre, Dr. Veronica (Roni) Bamber, to develop an assessment plan for the Queen's Centre for Teaching and Learning. The programming in our CTL is currently being evaluated in light of our recent external review. As a result a comprehensive assessment plan for all programming at the Queen's CTL was not developed but with Veronica's feedback and support we were able to revise an evaluation survey to all Queen's faculty members regarding selected programming.

Describe outputs through this collaborative project:

Please comment on the outputs of the project and how they were meaningful for you, your host institution(s), home institution(s), ED community, or other audiences. Should there be tangible products or deliverables, please include here as hyperlinks and/or attach as an appendix.

Outcome #1

Build collaborative knowledge-sharing practices between the two centres.

During my brief visit at the Centre for Academic Practice at Queen Margaret University, I had the opportunity to meet with several faculty members and staff. One of my meetings was with Hilary Glendinning, in their Division of Governance and Quality Enhancement to learn more about quality enhancement processes. As Quality Assurance and Enhancement is part of my portfolio here at Queen's, I found it quite beneficial to learn more about their practices and in particular student involvement in quality enhancement. At the same time, I gave a workshop on active learning and recorded 2 podcasts with Roni on 1) Well-being in Academia and 2) Active Learning. The workshop was well received and I was able to share several resources with them on those topics.

Outcome #2

Identify synergies in our work on evidencing the value of educational development.

Our centre has been discussing how to capture evaluation data for some time now. We drafted a comprehensive survey to enable us to gather information on how the CTL can better support teaching and learning at Queen's. Roni provided useful feedback and suggestions to this draft. She also shared with me all of their centre's evaluation surveys and several resources and materials.

Outcome #3

Create significant networks with colleagues sharing the same interests.

During this trip I attended and participated at the SHED Residential. I found SHED to be a very welcoming community and was grateful that this grant and my host Roni, made possible my introduction and exposure to colleagues from SHED. At the Residential, I presented the work I have been leading with some colleagues here in Canada on Well-being for Educational Developers. This topic was well received and by the end of the Residential all participants decided to read and discuss the book that I mentioned *The Slow Professor: Challenging the Culture of Speed in the Academy* as part of their inaugural virtual book club. This event was a wonderful opportunity to learn from other colleagues in the field, and reflect on my own practice as an ED and how context shapes our practices. At the same time, I was asked at the event by the senior advisor of AdvanceHE to write a blog on active learning. The blog will be posted at the following link <https://www.advance-he.ac.uk/> by the end of January.

Describe how this collaborative relationship/partnership has benefitted your ED career and/or benefitted your organization:

One of the highlights of my trip was meeting and learning from educational developers in the Scottish Higher Education Community. These exchanges were very valuable to me as they helped me reflect on emerging trends and overarching challenges in our field from multiple perspectives and points of view. I was able to identify some gaps in our CTL and bring new ideas and resources to our team. At the same time, the feedback I received helped us revise and finalize an evaluation survey that our team is using to collect feedback on CTL programming and initiatives.

I do think though that the timing of my visit was not ideal. Dr. Bamber had planned to retire last year and my visit coincided with her last month at her centre. That said, I am grateful to have had the opportunity to briefly work with her. Also unfortunately their centre had some troubling news as the university management had decided to disband their unit as part of an organizational restructure. I am disappointed that our centres will not continue to work closely together, but I am thankful to the EDC community for supporting my learning and growth, and enabling me to build lasting and fruitful friendships with colleagues in Scotland.

Budget:

1. What was the amount of your original award?
Funding for the project was in the amount of \$2000.
2. Please provide a detailed breakdown describing how the EDGEs funds were spent.
Air Fare 1,016.00
Accommodation in Edinburgh \$629.03
Accommodation in Oban \$101.52
Other transportation \$55.00
Meals \$400.00
Total=\$2201.55
3. If you have any funds remaining, describe your plans to make use of them.
N/A