

Educational Developers Grants for Exchanges (EDGEs) APPLICATION FORM

Section 1: CONTACT INFORMATION

PRINCIPAL APPLICANT

Full Name*: Klodiana Kolomitro
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Role: Educational Developer
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Section 2: EXCHANGE MINI-DESCRIPTION (50 word maximum)

Include a brief summary of the proposed exchange. The short descriptions of all funded exchanges will be posted to the EDC website.

The proposed exchange entails an educational developer visiting the Centre for Academic Practice at Queen Margaret University in Edinburgh. The purpose of the visit is to work closely with the director of the centre, Dr. Veronica Bamber, in reframing the discourse on teaching and learning centres demonstrating their impact.

Section 3: FULL EXCHANGE DESCRIPTION (1000 word maximum)

Provide a full description of the proposed exchange including the aims of the exchange, a description of its format and any intended outcomes/outputs. Refer to the EDGEs peer review rubric for additional guidance.

Context: 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 their paper, *Taking up the challenge of evidencing value in educational development: from theory to practice*, Veronica Bamber and Lorraine Stefani called for a need for educational developers to recognize and assess their own activities in a different light. These calls to change have been made in the context of a quickly changing landscape of educational development. 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 discontinued. Not to mention, 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.

Proposed Exchange: The proposed exchange entails an educational developer visiting the Centre for Academic Practice at Queen Margaret University. The purpose of the visit is to work closely with the director of the centre, Dr. Veronica Bamber, to develop an assessment plan for the Queen’s Centre for Teaching and Learning. This will include operationalizing the notion of change – identifying what our intentions are; expected outcomes, and mechanisms that will help us get there. What are the key things we want to achieve with a program, how are we going to achieve them, and how will we know that we have done so? Dr. Bamber has taken the lead in reframing the discourse on teaching and learning centres demonstrating their added value. Her numerous publications in this area (e.g. *The world is watching this work; Evaluating learning and teaching: institutional needs and individual practices; Framing development: concepts, factors and challenges in CPD Frameworks for academics*) offer several frameworks and examples that could be adopted and adapted by educational developers to demonstrate impact. As centres’ priorities are constantly shifting, it becomes even more critical for them to define their target at any given time; set priorities and boundaries for their evaluation work; and do a better job at collecting and using evaluation information in a systematic and thoughtful way.

As this is meant to be of mutual benefit Dr. Kolomitro will share her recent work on evaluation practices of teaching and learning centres. This study, conducted with her colleague Dr. Anstey, investigated approaches that Canadian teaching and learning centres take to evaluating their core services, programming, and resources. By raising awareness of evaluation approaches, this community would be better positioned to articulate how success is gauged and interpreted, and to develop a more purposeful and coherent approach to evaluation. Dr. Kolomitro is also a member of the Educational Development Action Group on Assessment and Evaluation of ED work. My exchange at the Centre for Academic Practice will be beneficial for the wider ED community here in Canada as I will be sharing evaluation strategies and lessons learned with the ED action group. The ED group including myself will be presenting at STLHE 2018 on *Engaging in a National Conversation about Meaningful, Usable, and Formative Evaluation of Educational Development*. In collaboration with this group, I plan to host a webinar on: What are our criteria for meaningful educational development evaluation?

Exchange Outcomes:

Outcome #1

Build collaborative knowledge-sharing practices [Aligned with EDGE outcome #2 –Improve collaboration and knowledge-sharing among educational developers and teaching centres]

Dr. Kolomitro in collaboration with Dr. Bamber, is to develop a meaningful and sustainable assessment plan for the Centre for Teaching and Learning at Queen’s University. The assessment plan (including articulating theory of change) is to be context specific and fit the Queen’s landscape.

Outcome #2

Identify synergies in our work on evidencing the value of educational development [Aligned with EDGE outcome #2 –Improve collaboration and knowledge-sharing among educational developers and teaching centres]

Dr. Kolomitro will give a seminar at the Centre for Academic Practice on teaching and learning centres' evaluation practices in Canada. The seminar will highlight key takeaways from Dr. Kolomitro's research in this area.

Outcome #3

Create significant networks with colleagues sharing the same interests [Aligned with EDGE outcome #1– Expanding their professional networks; and EDGE outcome #3– Celebrating, and reflecting upon the diversity of ED roles and functions]

Dr. Bamber has arranged for Dr. Kolomitro to visit other teaching and learning centres and have key exchanges with individuals sharing similar interests and expertise. This will help look at the discourse from multiple perspectives and further the dialogue on evidencing value. Having the opportunity to spend some time with colleagues in the field will encourage me to reflect on the various ED roles and aspirations, and how context shapes their practice.

References:

- Bamber, V., & Stefani, L. (2015). Taking up the challenge of evidencing value in educational development: from theory to practice. *International Journal for Academic Development*, 21 (3) pp. 242-254.
- Bamber, V., & Anderson, S. (2012). Evaluating learning and teaching: institutional needs and individual practices. *International Journal for Academic Development*, 17 (1). pp. 5-18.
- Bamber, V. (2009). Framing development: concepts, factors and challenges in CPD Frameworks for academics. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education*, 4 (1). pp. 4-25.
- Bamber, V. (2008). The world is watching this work. *Educational Developments*, 9 (3).
- Kolomitro, K., & Anstey, L. (2017). A survey on evaluation practices in teaching and learning centres. *International Journal of Academic Development*, 22(3), p. 286-198

Section 4: **PRIORITY CONSIDERATION (150 word maximum)**

Describe how, if at all, the proposed exchange will involve and/or support individuals who meet one or more of the following criteria: i. Have been working in the area of educational development for 5 years or less; ii. Are in some way isolated, owing perhaps to geography, the specific nature of their work or other factors; iii. Are considering or are in the midst of a career transition.

- i. In June 2013, I started working as an Educational Developer at the Centre for Teaching and Learning at Queen's University in Kingston. This will be my fifth year in this field.
- ii. The Centre for Teaching and Learning being in Kingston – a small town in eastern Ontario, midway between Toronto and Montreal – is in some way isolated from other

teaching and learning centres. The closest centre would be approximately 200 km away.
 iii. I am not in the midst of a career transition; however, I foresee myself taking on additional leadership roles in my future career. I aspire to learn from others who are in management positions and develop the expertise to take on additional roles within my centre and the educational development community.

Section 5: PROPOSED EXCHANGE TIMELINE AND BUDGET

Include a timeline that highlights all key exchange activities and provide an associated budget, indicating how the grant funds will be applied and identifying any in-kind or other contributions.

Exchange Outputs:

Output #1: Develop a meaningful and sustainable assessment plan for the CTL at Queen’s University. Dr. Kolomitro is to develop an assessment plan in collaboration with Dr. Bamber. The assessment plan (including articulating theory of change) is to be context specific and fit the Queen’s landscape.

Output #2: Give a half-day seminar at Queen Margaret University on evaluation practices of Canadian teaching and learning centres.

Output #3: In collaboration with the ED action group, give a webinar for the ED community in Canada to share lessons learned in demonstrating impact.

Timeline:

Although the plan is to visit the Centre for Academic Practice at Queen Margaret University in November 2018, the specific travel dates have yet to be finalized. The key activities involved in this exchange have been discussed and agreed upon.

Sunday	Travel Day
Monday	Work closely with Dr. Bamber
Tuesday	Dr. Kolomitro to give a half-day workshop. Then independent work
Wednesday	Visit other teaching and learning centres in Edinburgh
Thursday	Attend seminars and workshops in the Centre for Academic Practice
Friday	Continue working with Dr. Bamber to finalize assessment plan
Saturday	Travel Day

Budget:

Flight to UK	\$750. ⁰⁰
Accommodation Airbnb	130.00/night x 7 nights=\$910. ⁰⁰
Meals	\$500. ⁰⁰
Taxi	\$150. ⁰⁰
Total	2310. ⁰⁰
Other Research fund from the PI	-310. ⁰⁰
Total requested from EDC	\$2000.⁰⁰ CDN

Section 6: AGREEMENTS

[x] I/We agree to provide the EDC community, who funds this grant, with access to resulting outputs and resources for which the copyright remains with the author(s).

[x] I/We acknowledge that I/we will submit an interim report and a final report to the EDC.