

Educational Developers Grants for Exchanges (EDGEs) APPLICATION FORM January 2018

Section 1: CONTACT INFORMATION

PRINCIPAL APPLICANT

Full Name*: Travis Freeman

Organization and/or Institution: Ontario College of Art and Design University

Role: Educational Developer

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CO-APPLICANTS

Please include the following information for **each** co-applicant involved in the EDGEs proposal.

Full Name*: Paul Maher

Organization and/or Institution: Nova Scotia College of Art and Design University

Role: Director of Teaching and Learning

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Full Name*: Grant Gregson

Organization and/or Institution: Emily Carr University of Art + Design

Role: Coordinator Teaching + Learning Centre

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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.

This exchange involves the development of a learning community connecting teaching and learning centres from Canadian art and design universities with a focus on the context and challenges specific to studio-based education.

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.

This initiative seeks to develop cross-institutional connections to support educational development professionals who share a focus on art and design education which presents unique contexts and challenges associated with studio-based pedagogy. Solutions to these challenges are made more remote by isolation associated with small institution size and geographic distance as well as a lack of established SoTL literature in art and design.

Background:

Three of the four publicly funded universities of art and design spread across Canada are collaborating on this proposal:

- The Nova Scotia College of Art & Design (NSCAD) University is located in Halifax and was founded by Anna Leonowens in 1887. With undergraduate and graduate students studying coursework across nine different program areas in Art, Craft, Media Arts & Design, NSCAD offers the largest array of coursework in the Atlantic Region, within these fields.
- OCAD University (OCAD U) was originally established in Toronto in 1876 by the Ontario Society of Artists. Today as the third largest professional art and design University in North America OCAD University supports 250 graduate and 4,350 undergraduate students.
- Emily Carr University of Art + Design (ECUAD) was founded in 1925 and is one of the oldest post-secondary institutions in British Columbia and the only one in BC that is dedicated solely to professional education and learning in the arts, media and design. There are 1,869 full time students studied in our graduate and undergraduate programs.
- Alberta College of Art & Design (ACAD) - Possible future collaborative partner

Teaching and Learning Centre members from NSCAD, OCAD U, and ECUAD attended the EDC conference in Victoria this past year. These members found great benefit in connecting with colleagues from across Canada and learning from the various initiatives, programs and research presented. At the same time, there was often a need to translate presented material to make it applicable to the context of studio pedagogy.

To build capacity, individual educational developers from these three institutions propose will develop a cross-institutional learning community through online and in-person meeting and collaborative initiatives. The EDGE grant funding will be used to assist with costs associated with travel to OCAD U for staff from NSCAD and ECUAD. This travel will enable ongoing connections between educational developers from the three institutions while developing two pilot project initiatives: a webinar series and a design sprint (see Outcomes below for further detail).

Context:

All three institutions recently transitioned into full degree granting universities offering both graduate and undergraduate degrees in a range of disciplines. This transition has brought a greater focus on teaching and learning and SoTL initiatives. Despite this focus, the teaching and learning centres in these institutions are relatively small. Currently, OCAD U is the only centre with more than one staff member.

While these institutions range in size and location, their approaches to education and the challenges faced are similar. Each struggle to maintain the services expected of all universities in Canada while supporting art and design education within an ever-evolving field. The studio-based learning environment that is the cornerstone of art and design pedagogy presents specific opportunities and

challenges not often considered by the wider teaching and learning community. For example, art and design faculty members consider their studio teaching to be experiential learning; however, most funding and literature on experiential learning focus on co-op and work integrated learning.

Project Outcomes:

This funding will support the necessary travel for educational development staff to build connections while collaborating on two pilot projects: a shared webinar series and a face to face meeting. The meeting will feature a design sprint to further develop the cross-institutional community on teaching and learning and SoTL in art + design education. This meeting will coincide with OCAD U's Annual Teaching Exhibition.

1. Webinar Series

To pilot collaborative resource sharing we propose a series of webinars, two hosted by each institution, on topics relevant to teaching and learning in art and design, during the 2018/2019 academic year. By co-hosting these sessions, we anticipate a greater impact to the development of a culture engaging teaching and learning than could be managed by each institution working alone.

We also expect that ongoing dialogue will provide an opportunity to share knowledge and best practices across Centres while fostering connections with and between faculty members at each institution. As there is a lack of literature on art and design education at the post-secondary level, making these webinars available to all EDC members is an important part of the initiative.

2. Design Sprint at OCAD University

In addition to the webinar series, a face to face meeting with several design and development sessions is planned. These sessions will be hosted by the OCAD U Faculty and Curriculum Development Centre to coincide with OCAD U's Teaching Expo. Over several days the members of the partner Teaching and Learning Centres will:

- Debrief on the project and webinars to date, including the impact on the staff and faculty at each respective institution
- Participate in the Teaching Expo at OCAD U
- Present current initiatives and research of their Teaching + Learning Centres to faculty and staff attending the Expo
- Identify institutional priorities, assess commonalities and design next steps for future webinars and shared resources
- Identify needs to support SoTL research at the respective Institutions

Benefits:

Institutional benefits:

- Opportunities for learning from each other, sharing knowledge and experience in the areas of educational development, educational technology and pedagogy
- Combining the partners' institutional resources for more effective, comprehensive solutions to art and design-based challenges in teaching + learning
- Faculty development support across institutions

- Provide cross-institutional knowledge exchanges in various disciplines and administrative areas to inform the strategic development and plan of partner institutions.
- Develop a cross-institutional approach for future joint-applications for grants (ie. SSHRC) to support events and outreach activities.

Benefits for the individual Educational Developer:

- Share effective practices, initiatives, processes and workflows
- Collaborative development of projects
- Initiate the development of a professional network that aligns with the art and design context
- Establish a national platform to connect regional initiatives
- Advance research development and application

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:

- Have been working in the area of educational development for 5 years or less;
- Are in some way isolated, owing perhaps to geography, the specific nature of their work or other factors;
- Are considering or are in the midst of a career transition.

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The goal of our application is to build a connection between Centres and individuals that are isolated by their unique learning environments. Art and design universities often make connections with other local universities; however, while general goals are similar, the methods and pedagogy differ. Additionally, art and design universities are separated from each other by geography, with no two centres existing in the same province. The lack of established literature makes this isolation all the more acute.

Though the members joined by this proposal have decades of combined experience as educators, they have been at their Centres, on average, less than three years. The transition of art and design colleges to universities, the recent formation of teaching and learning Centres at these institutions, as well as their unique context, all contribute to the relative newness of educational developers in art and design.

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.

Timeline

The project will run over a 12 month period beginning in Summer 2018.

Summer 2018 - Planning stage. (4 meetings)

- Recruit seminar presenters - Fall session
- Webinar hosting training
- Develop format for sessions
- Develop survey / questionnaire on issues facing Art/Design Education

Fall 2018 - First webinar series.

- Run three (3) webinars hosted at each institution.
 - ECUAD - October
 - OCAD November
 - NSCAD December
- Meetings held in between webinars to:
 - Plan webinars and debrief
 - Plan plenary session at Teaching and Learning Expo (OCAD)

Winter 2019 - January

- Grant Gregson (Emily Carr) and Paul Maher (NSCAD) visit OCAD U during the Teaching Exhibition The following activities are proposed:
 - Meeting with OCAD U Faculty and Curriculum Centre team
 - Design Sprint for future collaboration across institution
 - Teaching & Learning Exhibition -
 - Visiting Educational Developers can witness approach to running the event and discuss ways in which to apply this at home institutions
 - Host a plenary OR roundtable session on topic/s generated from feedback generated at webinar sessions

Winter - 2019

- Run three (3) webinars, 1 hosted at each institution.
 - NSCAD - February 2019
 - OCAD - March 2019
 - ECUAD – April 2019
- Meetings held in between webinars to:
 - Plan webinars and debrief
 - Plan plenary session at Teaching and Learning Expo (OCAD)

Spring 2019 - May

- Hold debrief session
- Disseminate or Publish Webinar series
- Prepare report for EDC
- Continuing the conversation -- what are next steps?

Budget

Item	Responsible	Cost	In-Kind	EDC
Hosting/ facilitating and attending webinars				
Cost of webinar platform - ZOOM	OCAD U	\$500 /year	In-Kind	
Promotion • Int. email, list serv, social media,	EACH INSTITUTION	Varies	In-Kind	
A/V equipment		Varies	In-Kind	
Event space/s		Varies	In-Kind	
Training provided to facilitators	EMILY CARR	~\$500.00	In-Kind	
Attending EXPO event and face-to-face meeting				
Transport costs Vancouver to Toronto	EDC	\$700.00		\$700.00
Transport costs Halifax to Toronto	EDC	\$550.00		\$550
Accommodation costs (3 nights)	EDC	\$750.00		\$750
Per Diem (Meals, busses, etc,)	ECUAD and NSCAD	\$450	In-Kind	
TOTAL				\$2000.00

Section 7: 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.