

Educational Developers Caucus Grant – Spring 2019 Proposal

Title: Supporting faculty adopting and embedding an Open Educational Resource (OER), as a means of supporting student wellness and learning, through a professional development certificate offered by a Centre for Teaching and Learning.

Contact Information:

Principal Investigator:

Dr. Robyne Hanley-Dafoe (*EDC member)
Senior Educational Developer, Centre for Teaching and Learning
Adjunct Professor: School of Education, Trent University
robbynehanley@trentu.ca

Co-Investigator:

Dr. Fergal O'Hagan
Senior Lecturer, Department of Psychology, Trent University
fergalohagen@trentu.ca

Project Mini-Description

Through the development of a faculty certificate program, using an OER, we will better equip faculty to support student learning and wellness. We will support faculty embedding the 'Growth and Goals'* modules into courses. We will capture this process within a framework for other institutions to use.

*(OER, created eCampus Ontario)

Full Project Description

Introduction

Centres for Teaching and Learning provincially and nationally are continually adapting to the ever-growing scope of services offered to their respective institutions. Educational Developers can play a critical role in supporting system improvements through collective capacity building initiatives (Dawson, Britnell & Hitchcock, 2009; Harris, 2011). For the purpose of this project, we are interested in developing a faculty certificate program focused on student wellness and learning skills. The OER, "Growth and Goals Module" created by Dr. Flynn and her research team from the University of Ottawa, is a completed eCampus Ontario project. Dr. Flynn (2018) writes that the goal of the Growth and Goals module is to better equip students and educators with learning-to-learn knowledge and skills for application during formal studies and for lifelong learning. The module has been used widely at the University of Ottawa with the Flynn Research Team reporting that over 2000 students have completed the module to date. Here at Trent, we are interested in providing a framework for faculty adoption and utilization of the modules in the form of a professional certificate or badge. Through the Centre for Teaching and Learning, we intend to

host this program for those educators interested in learning how to adopt this OER into their courses.

As previously mentioned, Centres for Teaching and Learning strive to offer a diverse range of opportunities for professional learning each academic year for faculty, instructors, and graduate students. This EDC grant will provide the opportunity to implement this training, but will also track impact. The Growth and Goals Faculty Certificate will offer a series of workshops geared toward faculty, especially new instructors and teaching assistants. The certificate will consist of five workshops that mirror the constructs within the Growth and Goals module. The intention will be to support the faculty learning about these pillars and how to include the modules in their courses. The certificate program will also support module evaluation and development by the faculty member submitting a brief reflection document to their Centre including aspects of acceptability, utility and feasibility of the module. We will then share the faculty certificate program with other CTLs, as well as lessons learned so that other institutions both in the college and university sector could offer this training. Because the module is based around an OER Centres could use this program at no cost.

Purpose of the study: To create and test a faculty certificate program that can be offered through a Centre for Teaching and Learning, that supports the adoption of the Growth and Goals module into student courses. We will evaluate the benefits, challenges and effectiveness of incorporating this module. We are interested in learning about faculty's experiences and perceptions of usefulness of this professional development opportunity as well as the utility of embedding the Growth and Goals module in their courses.

Rationale from the Growth and Goals Module

Background

University students are reporting evaluated stress levels that exceed daily life stressors (Macaskill, 2013). Studying at the tertiary education level has been associated as a complex blend between the demands of the academic environment combined with personal factors. This has created a challenging situation for many students (Cvetkoski, Reavley & Jorm, 2012). Research in Canada shows that approximately one out of every six students will not complete their studies and 14% of these students will withdraw during first-year of university (Parkin & Baldwin, 2009). In the process of their studies, students often meet failure, set backs and difficult situations. Not all students are equally equipped to deal with different course and life expectations (e.g., part-time jobs, clubs, sports, volunteer work, & family). Dr. Alison Flynn from the University of Ottawa and her research team identified that there are few programs, courses, and online resources address the aforementioned constructs or explicitly help students take greater control of their learning, particularly in a way that is embedded in the structure of courses. To address this gap, Flynn Research team developed a Growth & Goals module that addresses the aforementioned constructs (Flynn, 2016, 2018). The aim of the Growth and Goals module is designed to better equip students to think about their learning, as a means of increasing self-awareness and self-regulation. The module is an Open Educational Resource (OER) which can be adapted to courses in any discipline and level, helping students develop skills to succeed in that course and beyond. Our intention here at Trent is to use the Growth and Goals module as the core of a faculty

certificate program. This faculty program with the accompanying OER can be shared with other centres for their adoption and adaption at no cost.

Method

A multi-method case study design will be used to investigate the effectiveness of this type of faculty certificate program. The case study design will include narrative interviews, efficacy questionnaires, and discourse analysis (Gall et al., 2010). We are also interested in exploring Yin's (2018) research approach where each faculty participant's experience is a bounded case study. This approach for stand alone review will allow us to follow personal change of time experiences for faculty member engaging in this program.

Project Plan/Timeline

<i>Item/ Task</i>	<i>Date</i>	<i>Team Members</i>
Hire and train Research Assistant	Summer 2019	Robyne and Fergal Hire student Robyne training/ onboarding
Trent Centre for Teaching and Learning development of faculty certificate program (details of activities provided under Training and Mentoring)	Summer 2019	Team (Robyne, Fergal and student RA)
Research Ethics board application and design research study (tools)	August 2019	Robyne will work with the RA to support the student building this skill and capacity.
CTL rolls out program & actively recruits faculty from each decanal unit	August 2019	Team Communication team member (for materials, branding, website, accompany resources)
Launch and facilitate program	October 2019 (for courses for Winter 2020)	Team
Mid-program update knowledge plan	EDC Conference – poster	Team
Post program study	April 2020	Team
Full Knowledge Mobilization Plan	May and June 2020 STHLE Facilitate sessions at other CTLs	Team

Budget

We are proposing an EDC grant to partially subsidize the expenses involved in developing the Faculty certificate program and to test the effectiveness of this approach of OER adoption.

Item	Description	Type	Total
Research Assistant	1 Masters Student x 150 hours	Hourly wage \$15/hr +15% non-discretionary benefits	\$2250 + 337.50
Office space	Research Assistant office space	Centre for Teaching and Learning	In Kind
Materials	All Program materials	Communication Officer - 5 days	In Kind
Incentive for survey	Qualtrics survey incentives	Gift cards	\$50
Refreshments for sessions	5 sessions	Coffee breaks	\$250
Printing	Materials for sessions & Guides for other CTLs		In Kind
Total			\$2887.50

Training and Mentoring for Research Assistant

Research Skills Required	Related Training and Activity
Interdisciplinary research and collaboration	Principal investigator and co-investigator will work with the student research assistant to: a) Have exposure and interdisciplinary opportunities by working with two adjunct faculty b) Establish note formats for research planning meetings and attend research meetings c) Co-generate work plans d) Work with PI to build Qualtrics surveys (learn process, provide input and feedback)
Knowledge and theories	Principal investigator and co-investigator will work with student research assistant to: a) Familiarize them with the key concepts of resiliency, university connectedness, and mindfulness b) Conduct environmental scans of pre-existing resources and research on key areas (resiliency; mindfulness, connectedness) c) Co-establish criteria for literature reviews d) Develop criteria for content and activities and plan for implementation. These learning outcomes will be established both 1:1 and in small groups facilitated by the research team.

<p>Consultation and community engagement</p>	<p>Principal investigator and and co-investigator will work with the student research assistant to: a) Prepare and organize presentation opportunities including logistics and communication plans b) Prepare small group presentations and interactive workshops as co-facilitators c) Develop materials such as handouts and support materials d) Evaluate workshops</p>
<p>Research Methods and Tools</p>	<p>Principal investigator and and co-investigator will work with the student research assistant to: a) Demonstrate the use of standardized tools for evaluation (utility, feasibility, and usefulness) b) Jointly prepare reports and briefings for multiple stakeholders</p>
<p>Publications</p>	<p>Principal investigator will a) provide shadow research report to support students learning how to write publication submissions, conference proposals b) support students submitting article for publication through 1:1 planning sessions and small group meetings c) Students will serve as co-authors on all materials</p>

Fit for Trent and connection to EDC Living Plan Priorities (2016)

Trent has held a reputation for personalized learning, teaching excellence and community engagement. This character is still present, however the university has grown in size over 50 years with approximately 8000 students, many of whom require learning accommodations and who need to develop learn to learn skills. Faculty continue to be invested in the student experience and make meaningful connections to their students, however, note that it is becoming increasingly difficult to achieve the outcomes since the number and composition of the students have changed significantly. As mentioned in the Background section of this proposal, students are reporting increased levels of distress, and faculty are observing this in their classrooms. We believe that Trent faculty and our CTL are not alone in these observations. We believe that faculty and CTLs across the university and college sectors may be in similar situations of wanting to address how we can better equip ourselves and students. Being able to investigate how to support faculty adopting a tried and tested OER that focuses on student wellness and learning, will be a great start. The materials and resources that we develop will then be shared with both our provincial and national colleagues. We hope to provide evidence if this is a sound approach to organizational change that can be rooted in Centres for Teaching and Learning.

We believe that this project embodies the EDC grant mandate in the following ways:

- 1) Provides fundamental and foundational faculty and course development opportunities.
- 2) We will be working collaboratively with members of different academic units, curriculum planning groups, and organizational change leaders who are committed to supporting students' wellness and learning.

- 3) We will be supporting, enhancing and advocating for quality faculty development opportunities through engaging in rich discussions, reflective practices, and peer-to-peer feedback and learning support.
- 4) Provide the opportunity for faculty to build capacity within their own teaching practice and foster relationships with the Centre for Teaching and Learning and other colleagues with a particular interest in adopting learning to learn strategies for students.
- 5) Provide the Educational Developers Caucus and community a protocol guide for CTL facilitated the adoption of the Growth and Goals Faculty Certificate by developed by Trent.

Outcomes/ Deliverables

- 1) CTL will build the Growth and Goals Faculty Certificate as a means of building capacity to support inter-disciplinary faculty development initiatives that focus of student wellness and learning skills.
- 2) CTL and the ED will contribute to the SoTL through co-authoring of a peer reviewed publication.
- 3) Co-authoring of EDC and STLHE presentation proposals for 2020 conferences.
- 4) Raise the profile of the CTL & ED within and beyond our institution.
- 5) Host the Growth and Goals Faculty Certificate program as an OER on our CTL website for ease and accessibility for others institutions to adopt.

Agreements

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

I/We acknowledge that I/we will submit an interim report and a final deliverable (as described below)

References

- Cvetkovski, S., Jorm, A. F., & Mackinnon, A. J. (2018). Student psychological distress and degree dropout or completion: A discrete-time, competing risks survival analysis. *Higher Education Research & Development*, 37(3), 484-498.
doi:10.1080/07294360.2017.1404557
- Flynn, A. (2018). "What are students' learning and experiences in an online learning tool designed for cognitive and metacognitive skill development?" *Collected Essays on Learning and Teaching (CELT)*, 11, 129–140.
- Dawson, D., Britnell, J., and Hitchcock, A. (2009). Developing Competency Models of Faculty Developers. Using World Café to Foster Dialogue. *To Improve the Academy: Resources for faculty, instructional and organizational development*, 28, 3-24.
- Gall, M., Gall, J., & Borg, W. (2010). *Applying educational research* (6th ed). Boston: Pearson.
- Harris, A. (2011) System improvements through collective capacity building. *Journal of Educational Administration*, 49(6), 624-636.
- Macaskill A., (2013). The mental health of university students in the United Kingdom. *British Journal of Guidance Counselling*, 41, 426–41
- Parkin, A., & Baldwin, N. (2009). Persistence in post-secondary education in Canada: The latest research. *Millennium Research Note #8*. Montreal, PQ: Canada Millennium Scholarship Foundation.
- Society of Teaching and Learning in Higher Education (STLHE). (2017, April). Retrieved from: <https://www.stlhe.ca/affiliated-groups/educational-developers-caucus>
- Yin, R. (2018). *Case study research and applications: Design and methods* (6e). Sage Publication. Thousand Oaks, CA.