



ED Website A, B, C, D: A bridge for cross-cultural dialogue?

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Today we will discuss...

- What we've done in our study thus far
- Some data we've compiled
- What we've found about what's on ED websites – and what's often not
- *We're very grateful for funding from the Educational Developers' Caucus Grants program! In particular, this grant allowed us to hire Jolyn Lee as research assistant extraordinaire – without her we would not have been able to compile this data.*



What we've done

- Literature search; compiled questions (list of 39!) (Carusetta and Cranton, 2005; Cox, 2002; Gosling, 2001, 2006; Konrad, 1983; Kreaden, 2001; Lawlor and King, 2003; Scarfe, 2004; and Wilcox, 1997, 1998).
- Collected information from our institutions to determine if questions are the right ones
- Hired a wonderful RA who is doing websearches to compile additional institutional data
- Thought about what can be found online, and what cannot



Small group discussion

- Keeping your centre's website in mind, quickly think about which of these questions could be answered just from the website.
- Which could not?



Question <i>Compiled from literature review</i>	Level 1 <i>Information available</i>	Level 2 <i>Partially available or hard to find*</i>	Level 3 <i>Does not seem to be on web</i>
1. Name of unit (including previous names, dates of change) <i>note not all show historical names</i>	7**	-	-
2. History – when established, length of time in current form	2	-	5
3. Amalgamated with other units? Now? In past?	1	-	6
4. Staff – full-time, part-time, job titles, academic qualifications? (e.g., degrees). Time in role?	1	5	1
5. Role of head of unit (title, position within institution)	1	-	6
6. Physical location on campus	3	2	2
7. Role, expected activities	3	4	-
8. Organizational status, reporting lines, links to other departments?	1	-	6
9. Mission statement? Stated goals?	5	1	-
10. Interaction of faculty with centre as ‘helpers’ (leading programs, committees, etc),	1	2	4
11. Activities – noting whether any are shared responsibility with other units	2	3	2
12. Activities of greatest impact (and how is impact assessed?)	-	-	7
13. Contribute to institutional strategy development on teaching and learning? In what way?	-	1	6
14. Report to academic community on activities?	-	1	6
15. Research? Own? Supporting faculty?	-	1	6
16. E-learning development role	-	2	5
17. Other teaching development related departments at institution? Collaboration?	-	-	7
18. Mandatory programs? All voluntary attendance?	-	-	7
19. Collect statistics on activities?	-	-	7

Question <i>Compiled from literature review</i>	Level 1 <i>Information available</i>	Level 2 <i>Partially available or hard to find*</i>	Level 3 <i>Does not seem to be on web</i>
20. Funding – sources (e.g., all central, other)	1	-	6
21. Institutional climate – teaching and learning highlighted in overall institutional statement?	4	1	2
22. Give awards for teaching and/or related activities?	2	1	4
23. Awards won (3M, other, both internal and external)	1	2	4
24. Grants – do they give them	2	2	3
25. Grants – do they (or staff) have any?	1	-	6
26. Professional development for own staff? (e.g., courses, conferences, etc).	-	1	6
27. Are learning communities supported? In what?	1	-	6
28. Sabbatical leaves	-	-	7
29. Travel funds for conferences, meetings	-	-	7
30. How are activities planned? (what offered, when, etc?)	-	-	7
31. Primary philosophy re: development	-	1	6
32. Upon what literature do you draw to inform your practices	-	1	6
33. Course (credit or not) in university teaching offered?	3	1	3
34. How does the unit 'build bridges' to gain points of entry	-	2	5
35. Policies developed/implemented	-	1	6
36. Innovations promoted by the unit, ways of evaluating their impact, obstacles to innovations	-	2	5
37. Committee memberships	-	-	7
38. Research into learning and teaching undertaken	-	-	7
39. How unit's work is evaluated	-	-	7

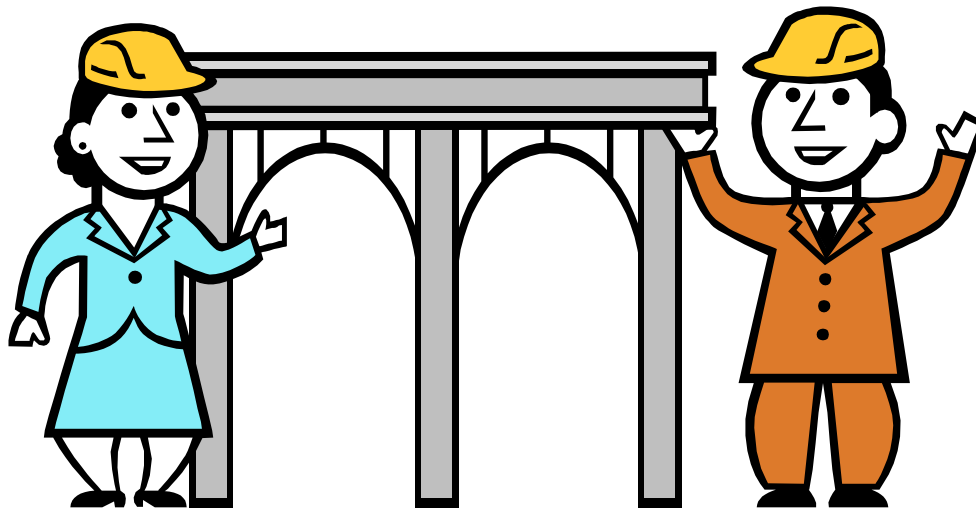
Based on the summary

- Who are we reaching? Who are we not?
- Are we communicating what we really believe is most important to our intended audience?



Web communication

- If websites are communication bridges into other departments' 'cultures', what do we need to consider?



Questions? Suggestions?

- Many thanks!
- Please sign the email sheet to receive a summary of our discussion today.
- The corresponding paper, *Canadian Educational Development (ED) centre websites: More ebb than flow?* has been accepted for publication in the 2010 volume of CELT.





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