

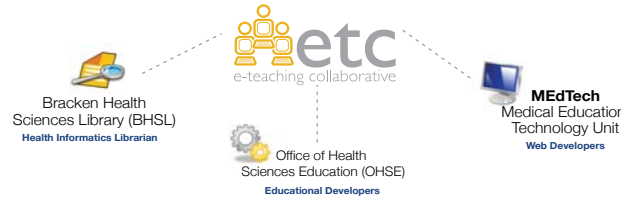
Meeting the Challenges of Change Through Collaboration: The e-teaching collaborative (etc)

Amy Allcock, Suzanne Maranda, Sheila Pinchin, Laurie Scott, Elaine Van Melle and Sarah Wickett - Faculty of Health Sciences at Queen's University in Kingston, Ontario, Canada



Our Resource Challenges

- How can we overcome the silos of our different offices?
- How can we avoid potential overlap in roles as offices expand?
- How can we communicate effectively with our faculty who are large in number, distributed in various sites and only teach for short periods during the year?



Developed in 2007, the e-teaching collaborative (etc) is a joint venture of Bracken Health Sciences Library, The Office of Health Sciences Education and MEdTech. Our aim is to provide one-stop access to expertise in electronic learning resources, technological tools and educational methodology.

Our Teaching Challenges

- How can we encourage faculty to try new approaches to teaching?
- How can we improve faculty awareness of options for innovation?
- How can faculty find out more about colleagues' initiatives?

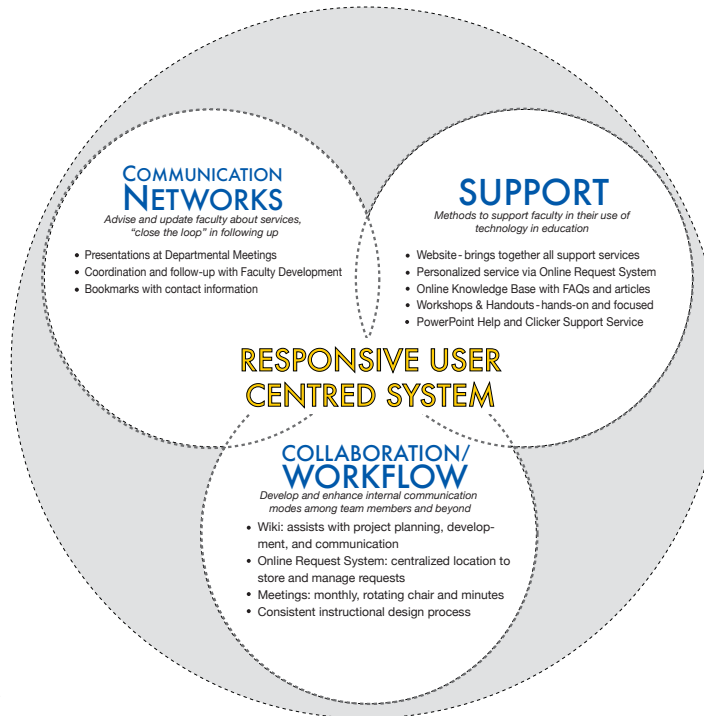
Development of the etc

as described using the Concerns Based Adoption Model*



Our Impact on Resources

- Increased efficiency and reduced duplication of support services
- Increased responsiveness and quality of support services
- Emergence of a creative learning community



*Concerns Based Adoption Model (CBAM)

Initiating innovation and supporting faculty as they undertake change is an important role of the e-teaching collaborative (etc). CBAM provides us with a useful way to characterize the change process. Developed by Hall and Hord (2001), CBAM identifies seven stages of concern that faculty move through as they try something new. We have used it in this poster to show how the seven stages inform both the evolution of the etc as well as the categorization of the services we provide.

Examples of Teaching Support

as described using the Concerns Based Adoption Model*



Our Impact on Teaching

- Expanded and diversified the number of faculty interested in teaching innovations
- Increased the number of innovative teaching initiatives
- Enhanced attendance at Faculty Development workshops