

## **Heather Kanuka**

Dr Heather Kanuka is Academic Director and Associate Professor at the University of Alberta, Canada. Prior to her recent appointment to the University of Alberta, Dr Kanuka was a Canada Research Chair in e-Learning.

Dr Kanuka's research on e-learning has focused the need for Canadian administrators and policy makers to monitor closely transformations resulting from advances in Internet technologies in order to better understand the technological drivers of change and possible ensuing consequences on the learning process, with a particular focus on issues relating to the reshaping of institutional barriers, learner support, and transformations of teaching practices within the Canadian context. Higher education in Canada is moving into a third decade of profound changes in how courses and programs are designed and delivered resulting from the increased integration of Internet communication technologies into the learning process. Many new possibilities have become apparent, but also many new challenges. Dr Kanuka's research has revealed that existing and emerging Internet technologies are having intense, immediate, and disruptive transformations on Canadian higher education institutions - and nowhere is the impact felt more than on the academic staff who teach with Internet communication technologies.



## **Characteristics of Effective and Sustainable Teaching Development Programs for Quality Teaching in Higher Education**

This presentation will address the following conference aim/question: What are the contextual factors and the prerequisites leading to the quality of teaching and learning?

### **Abstract:**

What characteristics do effective teaching centres concerned with quality teaching share? How do these centres measure success, build sustainability and anticipate the needs of faculty? In this presentation, I will highlight the findings of a multi-year, international study designed to explore how a select number of teaching centres have developed, established, maintained and assessed effective and sustainable teaching services with the aim of providing support services for quality teaching. Preliminary findings provide an extended understanding for educational developers, administrators and other stakeholders about how to implement effective and sustainable teaching centres. Discussion will consider a framework for assessing the efficacy of teaching centres given increased expectations of students, the anticipated influx of new professors and the influence of change on campuses around the world.