

9. Appendices for CTL annual report, April 2019

Appendix A: FPG goals which CTL's activities support

FPG Goals

Our contributions and programming at both community and institutional level align with multiple goals in the Institutional Strategic Plan, *For the Public Good* (FPG)

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

- **FPG Objective 2:** Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.
- **FPG Objective 4:** Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.
- **FPG Objective 5:** Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.
- **FPG Objective 6:** Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national, and international story, so that it is shared, understood, and valued by the full University of Alberta community and our many stakeholders.

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

- **FPG Objective 9:** Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

- **FPG Objective 14:** Inspire, model, and support excellence in teaching and learning.
 - 14.1 Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.
 - 14.3 Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.
 - 14.4 Create and support an institutional strategy that enables excellence in the design, deployment, and assessment of digital learning technologies.

Appendix B: Analysis of comparator units

Comparisons across CTLs are difficult to make; the mandate, structure, and faculty and staff complement of CTLs vary greatly depending on whether or not their role includes graduate student training, blended and online course development, research, facilitation of institutional awards, and more. However, at the heart of almost every CTL are the roles of providing professional development in teaching for instructors and providing institutional leadership in creating and supporting a culture that values teaching, learning, and scholarship. This is typically achieved with a combination of Educational Developers who are academic staff and seconded faculty members. An informal survey of 17 Canadian institutions in December 2017 conducted by the Teaching and Learning Centre at Simon Fraser University revealed 3 typical models for faculty and academic staff within a centre (personal communication):

1. Secoded faculty populate the CTL. The benefit is that they bring automatic credibility with other faculty members. The drawbacks are that they are not trained for educational development and they are often only knowledgeable of the scholarship related to teaching in their own discipline. Finally, whatever resources and knowledge they develop during their work for CTL are owned by them and not the CTL.
2. Staff-populated CTL. EdDs are highly trained pedagogical professionals. They are aware of the literature in a range of disciplines and the trends in higher education, and are experts in helping apply the research to a variety of instructional contexts. CTL owns their work so knowledge, programs, and resources can build over time. The main drawback is that it can take time for EdDs to connect and to build up a positive reputation with faculty members because of their non-faculty status.
3. Mainly staff, who are trained EdDs, supplemented with faculty fellowships. This combination can bridge and strengthen connections between Faculties and CTLs.

We conducted a brief comparative analysis with the other U15 institutions regarding distribution and types of staff members, however it was often difficult to determine from website information who were faculty vs academic staff and who were full or part-time, etc., so we followed up by email and phone. The institutions (peers and those known for leadership in teaching) from which we were able to gather a complete data set, reported the following:

Table B1. Summary of faculty, academic, and design staff complements at select CTLs across Canada

	Faculty Members	EdDs	Instructional Designers	Media Production	Total Staff
University of Alberta	5 (2.5 FTE)	4	0	4	16
University of Toronto	1 (Director)	9	3	6	23
McGill	1 (Director)	7	4	0	23
University of Calgary	2	5 (EdDs are teaching stream faculty)	3	5	34
McMaster	0	11	2	4	31
University of Saskatchewan	1 (Director)	6	1	0	19

Appendix C: Community-level activities—descriptions, inputs, and short-term outputs

Consultations

CTL faculty, academic staff, program managers, educational technologists, research coordinator, and eClass specialist all provide consultations to instructors on a variety of teaching and learning topics related to their portfolios and areas of expertise. The majority of our requests are about teaching and are handled by our EdDs; Associate Directors are pulled in when their expertise is required (*Table C1*).

Table C1. Consultation request process and totals, Jan 2018 - Mar 2019.

Inputs	Process	Participants	Outcomes
Time	Consultation requests are received through CTL website, email, or personal communication; requests are directed and tracked by Communications Coordinator; EdD requests are distributed within the group depending on expertise and availability	22 AD consultations 69 EdD consultations	Immediate: EdDs collect qualitative, formative feedback Medium term: All consultees from 2016-2019 invited to complete self-study survey

Table C2. 2018-19 AD and EdD consultations by topic

Topic	Number of consultations	Percentage
Technology-enhanced and online teaching	25	22.3%
Classroom management, communication	15	13.4%
Assessment and feedback	11	9.8%
Course design, planning	10	8.9%
Teaching dossier, teaching philosophy	9	8.0%
Teaching evaluation, peer consultation	8	7.1%
Award/grant consultation	7	6.3%
Learning outcomes, course	6	5.4%
Student engagement, learning activities	5	4.5%
eClass	5	4.5%
Learning outcomes, program-level	4	3.6%
Learning materials production	3	2.7%
Curriculum	2	1.8%
SoTL	2	1.8%

Table C3. 2018-19 EdD consultation feedback

Ways participants heard about CTL N=57	Count	Percentage
Attended CTL Workshop	25	32.9%
Colleagues	24	31.6%
CTL Staff Member	11	14.5%
CTL Website	6	7.9%
Listserv	5	6.6%
Libraries / LAC Staff	2	2.6%
Previous contact with CTL	2	2.6%
Information across campus	1	1.3%

98% OF RESPONDENTS agreed they would recommend a consultation with CTL to a colleague without hesitation.

eClass consultations

We have recently begun collaborating with IST by offering consultations and workshops on effective use of eClass (this responsibility had moved out of CTL with the eClass team in 2014); our MOOC/eClass specialist started consulting in June 2017, and offering workshops in December 2018 (listed below). The stats below include consultations with instructors who were already working with CTL on other initiatives such as Blended Learning.

- Consultation stats for Jan 2018-March 2019: 138

Education Technology Team consultations and use of CTL facilities:

Initially CTL hired educational technologists to support media production for the blended learning projects, but we have also used the team to create online resources to supplement our own work. As word spread across campus that CTL has the technology and expertise, we have been receiving consultation requests from instructors who want to “do it themselves”.

During the period of January 2018 to March 2019 the education technology team has held over 167 consults in regards to the use of technology in the classroom. The WhisperRoom (sound booth) has been officially booked 151 times. The education technology team has loaned out 97 technology tools (including microphones, tablets, iPads, laptops, Swivl robots, Apple Pencils, etc.).

Workshops

Throughout the year, CTL staff offer workshops on a variety of teaching-related topics. Workshops offered centrally, through CTL, are open to attendees across campuses and, when requested, are broadcast online and/or followed up with small groups in departments or programs. Most workshops are 1.5 hours long. We collect immediate qualitative feedback and satisfaction rates at the end of each offering to inform our future work. **As part of the self-study, satisfaction rates from the Ed Developers’ workshops delivered between Dec 2018 to March 2019 are reported below.**

Table C4. CTL Workshops: delivery and short-term evaluation (information sessions for BL, OER, and TLEF are not included).

Workshop type, titles, and dates	Outputs: # sessions, AVG participants/session, overall satisfaction rating
Teaching development workshops	
<ul style="list-style-type: none"> • Teaching approaches and skills • Approaching Difficult or Controversial Topics in the Classroom, Jan 2018 • Classroom Management with Adults who Pay Tuition (2x), Feb 2018 • Lecture Tech Strategies, Feb & Mar 2018 • Integrating Poll Everywhere Into Your Lectures, Apr 2018 • Preparing Your Teaching Assistants, Aug 2018 • Improvisation in teaching and learning: Communication and Listening, Sept 2018 • Improvisation in teaching and learning: Confidence and commitment, Oct 2018 • Don't Enrage, Engage: Avoiding obstacles when creating learning materials, Oct 2018 • Improvisation in teaching and learning: Celebrating failure, Nov 2018 	<p>11 sessions 14 participants/session</p>
<ul style="list-style-type: none"> • Credibility in the Higher Ed Classroom, Nov 2018 • Preparing Your Teaching Assistants, Dec 2018 	<p>2 sessions 13 participants/session Average satisfaction rate of 4.59/5 (SD = 0.43)</p>

Workshop type, titles, and dates	Outputs: # sessions, AVG participants/session, overall satisfaction rating
Teaching development workshops continued	
Theory to Practice: Effective course design <ul style="list-style-type: none"> Guidance in Writing, How to most effectively help graduate students with writing projects, April 2018 <i>also see Concepts in Course Design and Teaching and Learning Online courses, below</i> 	27 participants
Theory to Practice: Assessment and feedback <ul style="list-style-type: none"> Changing The Way We Look At Assessment: Blogging as an assessment tool, May 2018 Tune-up your Writing Assignments: Four Things to Review, August 2018 Grading Participation & Professionalism: It's about more than attendance, Sept 2018 CTL Teaching Lab: Giving Effective Instructions, Feb 2019 	3 sessions 18 participants/session 1 session 12 participants Average satisfaction rate of 4.86/5 (SD = 0.23)
Indigenous History, Knowledge and ways of teaching <ul style="list-style-type: none"> Indigenizing Health Care: Part II, February 2018 Elder in Making: Documentary and Discussion, Parts I and II, June 2018 The Blanket Exercise: Exploring the History of Colonialism through an Indigenous Lens, Sept & Nov 2018 Indigenizing and Decolonizing Your Course, Oct 2018 Indigenizing and Decolonizing Your Course, Part II, Nov 2018 Indigenizing and Decolonizing Your Course, Mar 2019 	6 sessions 23 participants/session 2 sessions 13 participants/session Average satisfaction rate of 4.15/5 (SD = 0.93)
Integrating Research, Scholarship, and Professional Practice for student learning <ul style="list-style-type: none"> Teaching Professionalism, Oct 2018 	42 participants
Professional Growth and Reflection on Teaching <ul style="list-style-type: none"> Drafting and Refining your Teaching Philosophy Statement, May 2018 USRIs and More: Reflecting on Student Perceptions of your Teaching, May 2018 Drafting and Refining Your Teaching Philosophy Statement (2x), Nov 2018 	4 sessions 18 participants/session
eClass workshops (new in December 2018)	
eClass (Moodle) <ul style="list-style-type: none"> eClass gradebook, Jan & Dec 2018, Jan & Mar 2019 eClass quizzes, Dec & Jan & Mar 2019 eClass activities, Dec & Jan 2019 eClass Forums, Mar 2019 eClass Assignments, Mar 2019 eClass Course Layout, Mar 219 	12 sessions 7.5 participants/session
TOTALS for Jan 2018 - March 2019	43 sessions 637 participants

Courses

CTL currently offers two courses aimed at providing pedagogical support as instructors develop or redesign a face-to-face, blended, or online course: **Concepts in Course Design** and **Teaching and Learning Online**.

Concepts in Course Design: Mapping Out a Learner-Centred Course

Concepts in Course Design (CCD) is a self-paced course for U of A faculty and instructors who want to design a new course from scratch, redesign an existing course, or update a course. CCD includes practical, evidenced-based resources, examples, and activities. By the end of CCD, new to experienced educators in all disciplines will learn, collaborate, and get feedback to re/develop their courses.

Goals: participants will be able to set objectives and outcomes for their course(s), determine the best forms of assessment, select content, and choose appropriate instructional strategies.

Table C5. Concepts in Course Design delivery and evaluation.

Inputs	Process	Participants (registered/ completed)	Outcomes
<p>Redesigned in 2016 by 2 educational developers with assistance from the educational technology team to createdigital learning objects</p> <p>2 educational developers as instructors, 3 hours of delivery (2017) 4½ hours of delivery (2018)</p>	Blended delivery	<p>2016 (50/19) 2017 (31/12) 2018 (22/11)</p>	<p>Immediate: qualitative feedback and satisfaction rates are collected to inform next delivery.</p> <p>Medium term: Participants were invited to complete the 2019 self-study survey.</p>

Teaching and learning online: An online course for instructors

This online course is very practical—participants learn by doing, by sharing ideas with other colleagues, and by creating materials. Participants need to invest approximately 3 to 5 hours per week in order to get the most from the course.

Goals: participants will construct an outline of an online course which can be used as a template for a future course; identify possibilities and challenges of an online course when communicating, delivering content, collaborating and assessing; produce online materials which support effective teaching and learning; promote best practice regarding copyright and use of third-party software.

Table C6. Teaching and Learning Online delivery and evaluation.

Inputs	Process	Participants (registered/ completed)	Outcomes
<p>Redesigned in 2017 by 1 educational developer with an education background and experience creating, delivering and assessing online learning courses</p> <p>1 educational developer as instructor, approximately 35 hours of delivery time (online support)</p>	Online, synchronous and asynchronous delivery	<p>2016 (30/27) 2018 (32/27) 2019 (37/37)</p>	<p>Immediate: qualitative feedback and satisfaction rates are collected to inform next delivery;</p> <p>2019 satisfaction rate of 4.5/5 (SD = 0.42)</p> <p>Medium term: Participants invited to complete self-study survey.</p>

Peer consultation program (PCP)

Our peer consultants provide confidential, supportive advice and feedback to instructors who are looking to improve, expand, and/or innovate their teaching practice. Peer consultants are regular faculty who are trained by experienced peer consultants. This program is faculty supporting faculty develop their teaching ability. CTL administers the program by linking instructors with peer consultants and providing the structure for peer consultants to train each other.

Goals: To support and enhance the teaching skills and confidence of faculty and sessional instructors through critical learning conversations focused on the learners and their learning; to foster collaboration between peers sharing similar interests and experiences about teaching and learning; to provide a safe environment enabling people to engage in an active process of reflection on and experimentation in their teaching practices; to engage broad and varied teaching community members across campus.

“As a peer consultant, it’s a great program in two senses. I really like it as a program because of my interactions with other peer consultants. You get together moderately regularly to talk about, not just peer consultation, but teaching and education in general across campus. And you get a very nice perspective on what’s going on around campus in terms of initiatives that people are doing.”

- Self-study interview participant

Table C7. Peer consultation program inputs, processes, and outputs.

Inputs	Process	Participants	Outcomes
<p>The program was initially developed in 1981 and is now coordinated by an Associate Director.</p> <p>In 2013, our educational developers developed a PCP manual that consultants and instructors make regular use of.</p>	<p>A call went out for new peer consultants who wished to be trained in 2017/18.</p> <p>Ongoing development of our peer consultants includes monthly meetings to support ongoing peer consultations and encouraging our peer consultants to avail themselves of the opportunities for their own teaching development through CTL’s teaching and learning workshops and seminars.</p>	<p>There are currently 27 active peer consultants.</p> <p>13 were trained in 2017/18.</p>	<p>Consultation requests are confidential.</p> <p>2017/18: 5 requests 2018/19: 6 requests</p> <p>Medium term: All active peer consultants (but not requestors) were included in the self-study survey invitation.</p>

Blended learning awards

Blending Learning is a teaching approach where both traditional face-to-face instructional time and online or computer-mediated activities are integrated. This award was developed by the Provost's Digital Learning Committee (PDL) to provide an opportunity for faculty members to receive extensive support from CTL for the purpose of redeveloping an undergraduate course into a blended learning format.

Inputs: \$300,000 PDL-awarded project funds, annually, from 2014-2019 initiative led by CTL Associate Director, Educational Technology.

Funds are managed by CTL and are used to pay for course release, student assistants, project management, pedagogical consultation, instructional design, and media production time.

CTL also provides administrative and in-kind support.

Outcomes of this initiative are reported on page 37.

Open educational resource awards

The University of Alberta supports the exploration and use of open educational resources and practices to benefit teaching and learning, through increasing access and discoverability of learning resources, supporting the creation of new OER, and contributing to student cost savings.

Inputs: \$75,000 project funds awarded annually; 2018/19 and 2019/20. Initiative co-ordinated by CTL OE Program Lead.

Funds are managed by CTL and are used to pay for employment of student or recent graduates to work on OER projects under direct supervision of the instructor with training and coaching from CTL and Libraries throughout the project, professional development efforts to increase capacity to support OER across the institution, and for students working on OER projects.

Process: award criteria designed and applied by a steering committee; workshops, consultations, and information sessions facilitated by OE Program Lead in partnership with Libraries; consultations as necessary by CTL ed developers and ed tech team lead; program assessment led by OE Program lead, plus research by CTL Academic Director in partnership with Michael McNally, Faculty of Education and Michelle Brailey, Digital Initiatives Project Librarian; data collection by CTL Research Coordinator.

Outputs: final reports are presented to the UA OER Awards Committee on an annual basis and posted on the CTL website. A research project is underway to assess this program, however given its newness, we do not yet have results to report. The following table shows the number of projects that have received funding over the past two years:

Grants facilitated by strategic initiatives manager

Teaching and Learning Enhancement Fund (TLEF) project grants

These funds are intended to ensure that learning experiences at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching and to "foster excellence in research and teaching through professional development".

Inputs: \$680,000 - 700,000 annually (dependent on endowment performance); Application and review process managed by CTL Strategic Initiatives Manager.

Outputs: final reports are submitted for review by the Vice-Provost (Learning Initiatives) and posted on the CTL website. The program is not otherwise evaluated.

TLEF professional development awards

These funds are intended to enable all persons engaged in teaching at the University of Alberta to improve their teaching skills, enhance their understanding of teaching and learning processes, and provide environments that increase student learning. These grants are used to attend conferences.

Inputs: \$100,000 - 120,000 annually from TLEF endowment (dependent on endowment performance);

Process: application process coordinated by Strategic Initiatives Manager, applications reviewed by CTL faculty and academic staff; purpose, criteria, and signing authority with the Vice-Provost (Learning Initiatives).

Outputs: Outcomes beyond the number of awards given are not evaluated.

Teaching events in the faculties

Also made possible by an Endowment for Teaching, Learning and Their Enhancement, the CTL Visiting Speaker Grants assist (in whole or to supplement an already funded visit) departments/units in bringing scholars and Indigenous knowledge keepers to campus that will address teaching and the scholarship of teaching within the discipline. Support is contingent on the inclusion of a presentation or other event, which is teaching and learning related, that will be open to the wider University community.

Inputs: Telus Endowment funds, \$10,000 annually; application process coordinated by Strategic Initiatives Manager, applications reviewed by CTL faculty and academic staff, signing authority with CTL Academic Director.

Outputs: not evaluated.

Invited faculty and unit-specific presentations and workshops (Jan 2018 - Mar 2019)

When requested, CTL delivers presentations and workshops (within our current portfolio of topics) for meetings and small groups in departments or programs. Most workshops are 1-1.5 hours long. We have not been tracking attendance or other outputs of these workshops, however all inviters (listed below) were invited to participate in the self-study survey.

Table C11. Invited presentations and workshops since January 2018.

Title	Presenter(s)	Inviter: name and Faculty/unit	Date
Test Anxiety in Nursing Students	Ellen & Cosette	Sandra Davidson, Nursing	Jan 5, 2018
Engagement	Cosette & Graeme	Sherry Dahlke, Nursing	Jan 10, 2018
OER at University of Alberta	Krysta	Heather Bruce, Association of Academic Staff	Jan 18, 2018
Indigenous Worldviews in Healthcare	Jen	Cheryl Sadowski, Pharmacy	Jan 22, 2018
Teaching Large Classes	Cosette & Graeme	Susan Sommerfeldt & Sherry Dahlke, Nursing	Jan 26, 2018
Preceptor Development: Assessment Session 1	Cosette	Ann Thompson, Pharmacy	Feb 20, 2018
Preceptor Development: Session 2	Cosette	Ann Thompson, Pharmacy	Feb 21, 2018
OER at University of Alberta: Student Libraries Advisory Committee	Krysta	Angie Mandeville, Libraries	Feb 26, 2018

Title	Presenter(s)	Inviter: name and Faculty/unit	Date
Working with graduate student writing	Roger	Naomi Krogman, FGSR	Feb 27, 2018
Guest Lecture LIS 598	Krysta	Michael McNally, Faculty of Education, SLIS	Mar 7, 2018
Storytelling as a Teaching and Learning Strategy in Nursing	Cosette	Tanya Park, Nursing	Mar 29, 2018
Working with graduate student writing	Roger	Naomi Krogman, FGSR	Apr 16, 2018
Concept Based Teaching and Learning	Cosette	Ann Ranson & Karen Oostr, Nursing	Apr 26, 2018
OER for Extension Instructors	Krysta	Bryan Braul, Learning Engagement Office, Faculty of Extension	May 8, 2018
Engagement with your Students	Ellen & Cosette	Jill Hall, Pharmacy	June 13, 2018
Curriculum Mapping, Program Evaluation	Graeme & Cosette	Sharla King, Health Sciences Education	June 20, 2018
Indigenous World Views	Cosette, Ellen, Graeme & Jen	Debbie Baggs, College Learning, Teaching, & Development, Norquest College	June 26, 2018
Team Teaching	Cosette	Lisa Guirguis, Pharmacy	Aug 21, 2018
Teaching and learning: Context matters	Neil & John Nychka (FGSR)	Deanna Davis, Graduate Teaching & Learning Program, FGSR	Aug 29, 2018
Planning for Course Assessment	Ellen	Deanna Davis, Faculty of Graduate Studies and Research	Aug 31, 2018
Be Book Smart Fair	Krysta	Akanksha Bhatnagar, Vice President Academic, Students' Union	Sept 13, 2018
Indigenous Worldviews, Blanket Exercise	Jen & Graeme	Reisa Klein, Women's & Gender Studies	Sept 25, 2018
Conversations on Learning Outcomes	Janice	Glenn Griener, Philosophy	Oct 18, 2018
Indigenous Worldviews	Jen	Tricia McGuire Adams, Kinesiology, Sport & Recreation	Oct 23, 2018
Indigenous Worldviews, Indigenous Healthcare	Jen	Kim Rans, Radiation Therapy	Oct 24, 2018
Indigenous Worldviews	Jen	Amy Kaler, Sociology	Oct 25, 2018
Blanket Exercise	Jen & Graeme	Jeannette Sinclair, Faculty of Education	Nov 2, 2018
Blanket Exercise	Jen & Graeme	Lisa Guirguis, Pharmacy	Nov 5, 2018
Reviewing your USRIs	Ellen	Sarah Davidson, Nursing	Nov 8, 2018
Blanket Exercise	Jen	Pushpanjali Dashora, Human Ecology	Nov 9, 2018
Engagement	Cosette & Graeme	Tanya Park, Nursing	Nov 14, 2018
Preceptor development	Cosette & Graeme	Ernestina Malheiro, Nursing	Nov 19, 2018
Indigenous Worldviews in Policy	Jen	Rob Buschmann, Human Ecology	Nov 21, 2018
Learning Outcomes Overview	Ellen, Jen & Graeme	Scott Jeffrey, Faculty of Agriculture, Life and Environmental Sciences	Nov 23, 2018
Learning Outcomes Overview	Ellen, Jen & Graeme	Scott Jeffrey, Faculty of Agriculture, Life and Environmental Sciences	Nov 26, 2018

Title	Presenter(s)	Inviter: name and Faculty/unit	Date
Learning Outcomes	Graeme	Nathan Beahm, Pharmacy	Dec 12, 2018
Planning for Course Assessment	Ellen	Deanna Davis, Faculty of Graduate Studies	Jan 4, 2019
Teaching and learning: Context matters.	Neil	and Research Deanna Davis, Graduate Teaching &	Jan 11, 2019
Blanket Exercise	Jen	Learning Program, FGSR	Jan 15, 2019
Blanket Exercise	Jen	Millie Picotte, Nursing	Jan 17, 2019
Teaching Strategies for Teaching Assistants	Ellen	Caroline Foster Boucher, Nursing	Jan 17, 2019
Learning Outcomes	Graeme	Elizabeth Li, Mechanical Engineering	Jan 17, 2019
Teaching Professionalism for Medical Residents	Cosette	Nathan Beahm, Pharmacy	Jan 25, 2019
Decolonizing and Indigenizing your course	Jen	Edythe Tham, Medicine & Dentistry	Jan 30, 2019
Learning Outcomes	Graeme	Greg King, Augustana Faculty	Jan 31, 2019
Using Two Stage Exams in your Class	Ellen	Nathan Beahm, Pharmacy	Feb 1, 2019
Indigenizing and Decolonizing your practice	Jen	Sherry Dahlke, Nursing	Feb 4, 2019
What are OERs?	Krysta	Holly Lomheim, Speech Pathology	Mar 6, 2019
Exploring the Indigenous Peoples Atlas of Canada	Jen	Sarah Forgie, Committee on the Learning Environment	Mar 20, 2019
Teaching Compressed Courses	Cosette	Jeannette Sinclair, Faculty of Education	Mar 29, 2019
		Janet Wesselius, Augustana Faculty	

Events

Lunch and Learns

At our Fall 2018 Advisory Committee meeting, one request that was brought forward was for more opportunities for peer-to-peer learning. As a result, the Associate Directors have started organizing a monthly Lunch and Learn, where they or a colleague give an informal presentation and facilitate a discussion on an important teaching topic.

January 2019: *Building rapport with your class*, with Dr. David Chorney, Secondary Education

February 2019: *Improving student learning through metacognition*, with Dr. Greg Thomas, Secondary Education

March 2019: *Banishing Boredom: It takes Both Instructors and Students*, with Dr. Lia Daniels, Educational Psychology

April 2019: *Better Writing through AI: Online writing tools*, with Dr. Roger Graves, CTL and WAC

Table C12. Lunch and Learn inputs, process, and outputs.

Inputs	Process	Participants registered/ attended	Outcomes
Monthly event with speakers invited by the Academic or Associate Directors Support: Communications Coordinator	Advertised through regular CTL channels	Jan 14/30 Feb 19/37 March 19/29	Immediate: participation Medium term: see survey results.

New professor teaching orientation

This one-day event aims to inform participants about teaching at the University of Alberta including the supports available. CTL staff, invited faculty members, librarians, and students deliver panel discussions and sessions on course assessment and alignment, introduction to eClass, educational technologies, peer consultation, and more.

Table C13. New Professor Orientation: delivery and evaluation

Inputs	Process	Participants	Outcomes
<p>Organizers: 1 Associate Director and 1 Educational Developer</p> <p>Support: all Ed Developers, OE lead, ed techs and eClass specialist, admin</p> <p>Small budget for coffee and lunch</p>	<p>Has been a one day event with sessions coordinated by CTL; presentations by CTL, Libraries and IST staff, as well as faculty and students from across the institution</p>	<p>46 in 2016 46 in 2017 33 in 2018</p>	<p>Immediate: qualitative feedback and satisfaction rates are collected to inform next delivery.</p> <p>Medium to long term: see survey results</p>

New to teaching (N2T) orientation and mentorship

This event is intended for faculty (instructors and adjuncts). It is an orientation day in which participants learn the basics about university teaching and mentoring of graduate students. There is a focus on preparing for the first year of teaching, establishing effective objectives for teaching and learning, classroom management strategies for today's students, effective assessment, online teaching and learning, and advising graduate students.

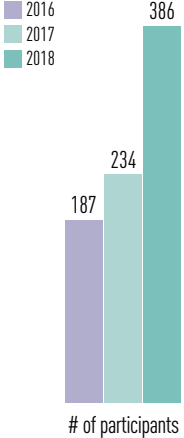
Table C14. N2T inputs, process, and participation.

Inputs	Process	Participants registered/ completed	Outcomes
<p>Organizers: 1 Educational Developer</p> <p>Support: all Ed Developers, OE lead, ed techs and eClass specialist, admin</p>	<p>One day event followed by mentorship by Ed Developers over first academic year...</p>	<p>58/41 in 2017 46/39 in 2018</p>	<p>Immediate: qualitative feedback and satisfaction rates are collected after the event</p> <p>Medium term: see survey results</p>

Festival of teaching and learning

The University of Alberta's Festival of Teaching and Learning (FoTL) aims to inspire and foster excellence in the academy by creating a venue for the exploration of both practiced and experimental classroom innovations. Instructors and researchers from all disciplines and career points with an interest in teaching and learning issues are welcomed and encouraged to present and attend.

Table C16. FoTL inputs, process, and participation.

Inputs	Process	Participants	Outcomes								
<p>Organizers: Academic Director, 1 educational developer, and Communications Coordinator on <u>FoTL Steering Committee</u></p> <p>Steering Committee support: CTL Administrative Assistant</p> <p>Implementation: all CTL faculty and staff</p> <p>Budget: provided by Office of the Provost</p>	<p>The FoTL Steering Committee invites a keynote speaker each year; with input from the committee, CTL organizes a call for proposals, and a peer review process for acceptance of concurrent session presentations and posters.</p> <p>The event is advertised through institutional and CTL channels, and the CTL website.</p>	 <table border="1"> <caption>Participants Data</caption> <thead> <tr> <th>Year</th> <th># of participants</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>187</td> </tr> <tr> <td>2017</td> <td>234</td> </tr> <tr> <td>2018</td> <td>386</td> </tr> </tbody> </table>	Year	# of participants	2016	187	2017	234	2018	386	<p>Immediate: qualitative and quantitative feedback collected each year in order to continually revise the event to provide an exceptional learning and sharing opportunity for instructors (reported in CTL annual reports).</p>
Year	# of participants										
2016	187										
2017	234										
2018	386										

Appendix D: Institutional-level activities—descriptions and details

Gathering evidence and conducting research

Blended Learning

Investigators: Norma Nocente and Fran Vargas

Support: Blended Learning funds and CTL (in kind)

The Provost's Digital Learning Committee (PDLC) was established by the Provost to support the implementation of digital learning activities more broadly across the University of Alberta. To support this institutional initiative, the PDLC created the University of Alberta Blended Learning Awards. Instructors receive up to either \$15,000 or \$50,000 to partially or fully blend a course; funds can be used for a course release and to hire a student as a content expert; the majority of the funds go to CTL to support time with an educational developer, for media production services, and to have the course set up in eClass. Led by the Associate Director (Educational Technology), CTL works with the award recipients over 28 months and manages the projects and funds. The award was first offered in 2014 with commitments to 2019. To date, 43 projects have been funded, 21 have been completed, and 20 are ongoing. Examples can be found at <http://blendedualberta.ca/case-studies/>.

Student engagement and satisfaction, and the instructor experience have been examined in all blended learning projects. Our results showed that students in high and medium blends have a statistically better experience than students in low blend courses. Interview findings further revealed that students in high and medium blends are generally more engaged in and satisfied with the different blended learning resources, think the online and F2F components are connected, see more opportunities to interact with instructors and/or ask questions in the course, and believe the various BL resources help them improve their understanding of key concepts.

Low blend participants only see the online resources as extraneous add-on unrelated to the F2F lecture; when designing a BL course, instructors and educational developers across BL proportions should aim at making the connections between these components as explicit as possible.

Analysis of the instructor data reveals the more difficult aspects of their experience was related to the time and intellectual commitment that was required to revamp their F2F courses in a blended learning format. However, the redesigned course gave them more in-class time for instructor-student interactions and for active learning teaching strategies.

Three technical reports for PDLC, 19 reports for BL instructors (so far), and 4 conference papers resulting from this initiative are listed in Appendix E. All blended learning awardees (2014-2018) were also invited to participate in the self-study.

Chairs' evaluation of teaching

Investigators: Sarah Forgie, Fran Vargas, and Norma Nocente

Support: CTL (in kind)

While University policy suggests that departments utilize a multi-faceted approach to evaluating teaching, we did not have a clear picture of the tools used other than the mandated Universal Student Rating System (USRI). This research, conducted for CLE and supported by CTL (in-kind), helped uncover how department chairs utilize USRIs to make personnel decisions and determine which other tools they use to evaluate the quality of teaching in their respective departments. The purpose of this study was to describe the current state of teaching evaluation and to understand the tools used to evaluate teaching at the University of Alberta.

Findings were summarized in a report to GFC (2017) and a paper has been accepted to the Canadian Journal of Higher Education.

Gathering evidence: 2017 teaching practices survey

Investigators: Alicia Capello (GRA) and Janice Miller-Young

Support: CTL (in kind)

In November and December 2017, the Centre for Teaching and Learning (CTL) at the University of Alberta surveyed instructors about their teaching practices and perceptions about University support for teaching. The purpose of our survey was to understand the following at the University of Alberta: 1. How do instructors describe their teaching and learning practice and environment? and 2. How do instructors perceive their faculties and departments regarding support for those who want to improve or change their teaching practices?

Results of the survey were presented to the Committee on the Learning Environment, and reports are posted on the [CTL website](#).

Evidence & research: preparing new faculty to teach

Investigators: Fran Vargas and Norma Nocente

Support: CTL (in kind)

The purpose of this study was to assess the teaching, technology and SoTL needs to inform the redevelopment of the New Professor Teaching Orientation (NPO) offered by CTL. The NPO aims to inform about teaching and the supports available for those with teaching responsibilities. Participants (n = 53) were NPO attendees from the preceding three years (N = 196). Participants completed the Faculty Development Needs Assessment Tool (65 items) and participated in an interview. Data were collected from July-November 2018.

Preliminary findings from this study have been presented at a 2018 conference (Vargas-Madriz & Nocente, in press).

Evidence & research: Students' interpretation of USRI questions

Investigators: Fran Vargas and Norma Nocente

Support: CTL (in kind)

Numerous studies have previously addressed the various issues with Student Evaluations of Teaching (SET), but not enough have focused on student perceptions. Therefore, the purpose of this study was to understand how university students perceive the use of SET as part of the teaching evaluation process and to inform the ongoing discussion of the USRI use at the University of Alberta. Participants (620) responded to a 15-minute online survey based on Kite, Subedi, and Bryant-Lees (2015). In addition, 40 students participated in an interview based on the survey.

A report from this study is in progress and will be on the CTL website by the end of the summer.

Evidence: St. Joseph's college pilot project

Investigators: Sarah Forgie, Fran Vargas, Norma Nocente

Funding: PI and CTL (in kind)

CTL supported the development and pilot of a modified version of the Stanford Student Evaluation of Teaching questionnaire; the dean of St. Joseph's College volunteered his faculty to pilot the questionnaire, which was distributed to all of St. Joseph's fall 2018 courses. The end of the questionnaire solicited feedback from the students on the strengths and weaknesses of the revised instrument.

A report from this study is in progress and will be completed by August 2019.

Writing assignments across university disciplines

Investigator: Roger Graves

Funding: WAC

The WAC program supports instructors when they use writing as a method of learning and assessment in their courses. Our research with 7 different faculties and programs on campus (reported in this book) shows that between 77-100% of instructors use writing for these purposes. The research was provided to the curricular units in a series of technical reports which then led to follow-up workshops and discussion.

Grammarly

Investigators: Roger Graves, Mauricio D. Sacchi (Physics), John Nychka (FGSR)

Funding: FGSR, CTL (in kind), and WAC

WAC and CTL have collaborated on a study (2018-19) of the use of Grammarly, a software program, to improve graduate student writing. Learning to write in an academic context is one of the major undertakings graduate students face during their degree. The preliminary results of the study showed that 84 users checked over 36 million words and reviewed 36,000 edits in a 10-month period. Someone used the program virtually every day, with an average of 20-40 users on the system on any one day.

Contributing to institutional directions

Through their ex officio position on the Committee on the Learning environment, the Academic Director contributes to institutional policy related to teaching: the foci of the committee's work this year was to re- write its Terms of Reference and to draft an institutional Teaching Policy. Both documents are now working their way through governance.

Reports

Documents and reports produced by CTL

- Miller-Young, J. (2017). *A Guide to Learning Outcomes at the University of Alberta*.
- Miller-Young, J. & Cappello, A. (2017). *University of Alberta Teaching Practices and Support Survey*.

Reports produced by CTL for PDLC & CLE in 2016-19

- Vargas, L & Nocente, N. (2016). *Experiences of Blending* (Cycle 1, plus individual reports for each of 7 undergraduate courses).
- Vargas, L. & Nocente, N. (2017). *Experiences of Blending* (Cycle 2, plus individual reports for each of 5 undergraduate courses).
- Vargas, L. & Nocente, N. (2018). *Experiences of Blending* (Cycle 3, plus individual reports for each of 7 undergraduate courses).
- Forgie, S., Nocente, N., Vargas, L.F., & Best-Bertwistle, R. (2017). *Evaluation of Teaching at the University of Alberta: A Summary of Department Chair Interviews Across Campus*.
- Forgie, S., Nocente, N., Vargas, L.F., Parker, A., Brown, C., Best-Bertwistle, R. (2017). *A Summary Report of the Evaluation of Teaching at the University of Alberta*.
- Vargas, F. (March 2019). *Constructs of Teaching in Higher Education* (literature review for CLE).
- Jagger, P. (in progress). *Implications of Handwritten vs. Typed Exams* (literature review for CLE).

Reports produced by CTL for PDLC & CLE in 2016-19

- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Agriculture." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Agriculture/Food Business Management." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Animal Health." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Clothing, Textiles, and Material Culture." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Environmental and Conservation Sciences." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Family Studies." Faculty of Agriculture, Life and Environmental Sciences.
- **Graves, R., Harvey, D., & Moghaddasi, S.** (2017). "Writing Assignments in Forestry and Forestry Business Management." Faculty of Agriculture, Life and Environmental Sciences.

Committees

We integrate with and advise the campus community by partnering and/or serving on committees and working groups about teaching, learning, educational technology, and curriculum. The institutional committees on which CTL faculty and academic staff have served in 2018-19 include:

- Committee on the Learning Environment (sub-committee of General Faculties Council)
- IT Executive Committee
- IT Advisory Committee (advisory to Vice-Provost, IST)
- IT Steering Committee - Teaching and Learning
- Learning Technologies Advisory Committee (advisory to ITSC-T&L)
- McCalla Professorship Selection Committee
- Provost's Digital Learning Committee
- TLEF Selection Committee and sub-committees
- OER Awards Committee
- Vargo Teaching Chair Selection Committee

Faculty and program-level committees and working groups on which CTL faculty and academic staff have served in 2018-19 include:

- FPG Objective 15 Working Group
- Faculty of Graduate Studies and Research (FGSR) Council
- FGSR Learning Outcomes Working Group
- IDEAS Office (Innovation, Discovery, Education, and Scholarship), Faculty of Medicine and Dentistry
- Curriculum Planning Committee for Interdisciplinary Health Education Courses
- Indigenous Health Course Working Group
- Indigenous Initiatives Working Group at Rehabilitation Medicine
- Pharmacy Curriculum Committee
- Rehabilitation Medicine Curricular Review
- Speech Therapy & Disorders at Rehab Medicine Curriculum Committee
- Physiotherapy Curriculum Review Committee
- Open Education Advocacy Group
- UofA Open Education Interest Group

Appendix E: External engagement and recognition

(2017-2019, only dissemination activities related to CTL work are listed)

Invited Talks and Workshops

- Graves, R.**, & Graves, H. (2017, June). *Disciplining lady rhetorica: An allegorical dialogue about (inter)disciplinarity and rhetoric*. Keynote lecture at Canadian Society for the Study of Rhetoric, Toronto, ON.
- Haave, N.** & Addy, H. (2018, November). *Implementing team-based learning*. Workshop at the Schulich School of Engineering, Calgary, AB.
- Haave, N.** (2018, January). *Learning philosophies improve student learning outcomes*. Seminar presented at the SoTL Fellowship program, MacEwan University, Edmonton, AB.
- Lemelin, C., Pate, A.G., Ward, J., Watson, E.** (2018, June). *Indigenous World Views*. Workshop at Learning, Teaching and Development, Norquest College, Edmonton, AB.
- Miller-Young, J.** (2017, November). *Decoding the gaps in teaching and research*. Keynote address at a forum hosted by Technische Universität München, Munich, Germany.
- Ward, J.** (2017, October). *Living within the circle: Decolonizing education*. Pre-Conference Workshop at the International Society for Scholarship and Learning (ISSOTL), Calgary, AB.
- Ward, J.** (2018, February). *Gaining an edge: Working towards reconciliation in academia*. Keynote address at the Educational Developers Caucus Conference (EDC), Victoria, BC.
- Ward, J.** (2018, March). *Living within the circle: Decolonizing and indigenizing education*. Workshop at the Taylor Institute, Calgary, AB.
- Ward, J.** (2018, May). *Living within the circle: Decolonizing and indigenizing education*. Workshop at Red Deer College, Red Deer, AB
- Ward, J.** (2018, November). *Decolonizing and indigenizing healthcare*. Presentation at the PATH Conference, Montreal, ON.
- Ward, J.** (2019, May). *Decolonizing and indigenizing the academy*. Keynote address at Perspectives on Experiential Learning conference, Guelph, ON.
- Ward, J.** (2019, May). *Experiential learning through an indigenous lens*. Workshop at Perspectives on Experiential Learning conference, Guelph, ON.

Books

Graves, R., Hyland, T. (Eds.) (2017). *Writing Assignments Across University Disciplines*. Inkshed Publications, Edmonton.

Invited book chapters

Miller-Young, J. (2018). *Conducting interviews: Capturing what is unobserved*. In N. Chick (Ed.), *SoTL in Action: Illuminating Critical Moments of Practice* (pp. 92-99). Stirling, VA: Stylus Publishing.

Refereed articles

(collaborations with CTL stakeholders and students shown in blue; CTL faculty and staff in bold)

Anderson, N., **Watson, E.**, Lefsrud, L., & Leijun, L. (2018). Fostering “soft-skill” graduate attribute development using multifaceted instructional strategies in an undergraduate engineering course. *Journal of Online Engineering Education*, 9(1), Article 2. Retrieved from: <http://www.onlineengineeringeducation.com/>

Haave, N. C., Keus, K., & Simpson, T. (2018). A learning philosophy assignment positively impacts student learning outcomes. *Collected Essays on Learning and Teaching*, 11, 42–64. <https://doi.org/10.22329/celt.v11i0.4969>

Keus, K., Grunwald, J., **Haave, N.** (in press). A method to the midterms: The impact of a second midterm on students’ learning outcomes. *Bioscene: Journal of College Biology Teaching*.

Pacheco-Pereira, C., Senior, A., Greene, J., **Watson, E.**, Compton, S., & Rasmussen, K. (in press). Assessing students’ confidence in interpreting dental radiographs following a blended learning module. *International Journal of Dental Hygiene*.

Sinclair, M., **Miller-Young, J.**, & Forgie, S. (submitted). Teaching Excellence and how it is awarded: a Canadian case study.

Vargas-Madriz, L. F., **Nocente, N.**, Best-Bertwistle, R., & Forgie, S. (2019). “Somebody has to teach the ‘broccoli’ course:” administrators navigating student evaluations of teaching (SET). *Canadian Journal of Higher Education*, 49(1), 85-103.

Refereed conference presentations

(collaborations with CTL stakeholders and students shown in blue; CTL faculty and staff in bold)

Anderson, N., Cocchio, J., **Watson, E.**, Lefsrud, L., & Leijun, L. (2017, June). *Employing multifaceted teaching and learning components to foster CEAB graduate attribute development*. In Upcoming Proceedings of the 2017 Canadian Engineering Education Association 8th Annual Conference, Toronto, ON. Paper available at <https://ojs.library.queensu.ca/index.php/PCEE-A/index>.

Anderson, N., Cocchio, J., **Watson, E.**, Lefsrud, L., Leijun, L. & Winkel, G. (2017, October). *Building on a first in Canada: Taking engineering risk management education to the next level*. Paper presented at the 67th Canadian Chemical Engineering Conference, Edmonton, AB.

Bear, T., Sivak, A., Howdle, S. Prins, L., & **Ward, J.** (2019, March). *Education as resistance: A prison to post-secondary peregrination*. Presentation at Think Indigenous Conference, Edmonton, AB.

Cappello, A. & **Miller-Young, J.** (2018, June). *Exploring practices and perspectives about teaching and SoTL at a research intensive institution*. Paper presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Sherbrooke, QC.

Cocchio, J., **Watson, E.**, Anderson, N. & Lefsrud, L. (2017, June). *CEAB graduate attributes into a mandatory course leadership in risk management*. Workshop presented at the Canadian Engineering Education Association Conference, Toronto, ON.

Frail, K., Rosseel, T. & **Peck, C. L.** (2017, June). *Tapping into institutional expertise: A customized professional development program for the teaching library*. Paper presented at the Annual NEOS Library Consortium Mini-conference, Edmonton, AB.

Frail, K., Rosseel, T. & **Peck C. L.** (2017, September). *Professional development for IL practitioners: A case study* [Abstract]. The Fifth European Conference on Information Literacy (p. 176). Saint-Malo, France.

Graves, R., **Graves, H.** & Rockwell, G. (2017, February). *Gamification and the teaching of academic writing*. Poster session presented at Writing Research Across Borders IV, Bogota, Colombia.

Graves, R., Graves, H., Harvey, D., & Moghaddasi Sarabi, S. (2017, May). *Feedback to student writing: Multimodal feedback in a blended academic writing course*. Conference presentation at the Canadian Association for the Study of Discourse and Writing, Toronto, ON.

Graves, R., Graves, H., Harvey, D., Moghaddasi Sarabi, S. (2017, May). *The resourceful writer: Research, write, cite, repeat*. Conference presentation at the Canadian Association for the Study of Discourse and Writing, Toronto, ON.

Graves, R., Graves, H., Moghaddasi, S., Vargas-Madriz, L. F., & Harvey, D. (2018, May). *Enhancing student engagement and improving academic writing through gamified peer review*. Paper presented at the 6th International Conference on Writing Analytics, Malmö, Sweden.

Haave, N. (2018, June). *Balancing students' learning preferences with instructors' understanding of learning*. Conference presentation at The Teaching Professor Conference, Atlanta, GA.

Haave, N. (2018, May). *Are learning styles disabling students with a fixed mindset about reading?* Conference presentation at The Gory and Glory of Assessment: Augustana Conference on Undergraduate Research and Innovative Teaching, Camrose, AB.

Haave, N. (2018, May). *Cognitive impact vs. affective impact of active learning*. Conference presentation at oCUBE (Un)Conference BIG (Big Idea Group Session), Muskoka, ON.

Ivey, M., **Watson, E.**, Mohamed, Y. ... & Carey, J. (2018, June). *Building a culture on the value of learning outcomes to program curriculum – one faculty's example*. Paper presented at the Canadian Engineering Education Association Conference, Vancouver, BC.

Lemelin, C., & Pate, A.G. (2019, February). *"I don't have the time or energy to improve my teaching!": An educational developer's response*. Workshop presented at the Annual Educational Developers Caucus (EDC), Online.

Nocente, N. & Vargas-Madriz, L. F. (2017, May). *Student engagement and satisfaction in blended learning courses*. Paper presented at the Canadian Society for the Study of Education Annual Conference, Toronto, ON.

Pacheco-Pereira, C., Senior, A. **Watson, E.**, & Rasmussen, K. (2017, September). *The utilization of a blended learning laboratory environment to increase alignment between learning and practice: Students' perceptions of confidence in interpreting dental X-rays*. Poster session presented at the 68th Annual session of the American Academy of Oral and Maxillofacial Radiology, St. Louis, Missouri.

Parker, A., **Watson, E.**, Ivey, M., & Carey, J. (2019, June). *Approaches to graduate attributes and continual improvement processes in faculties of engineering across Canada: A narrative review of the literature*. Paper accepted to the Canadian Engineering Education Association Conference, Ottawa, ON.

Richards, J., **Watson, E.**, Ashbourne, D., Chen, D., Hamilton, J., & Endersby, L.. (2019, February). *Building bridges instead of walls: Drawing on collective wisdom to navigate the contradictions of educational development as early career professionals*. Workshop presented at the Annual Educational Developers Caucus (EDC), Online.

Sepehri, M., **Vargas-Madriz, L. F.**, & Adeeb, S. (2018, June). *Evaluation of student experiences in a developed blended learning course in engineering*. Paper presented at the *Canadian Engineering Education Association Conference*, Vancouver, Canada.

Sinclair, M., **Miller-Young, J.**, & Forgie, S. (2018, October). *Teaching awards across Canada: what's happening?* Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bergen, Norway.

Vargas-Madriz, L. F., & Nocente, N. (2016, November). *Student engagement and satisfaction between different undergraduate blended learning courses*. In Proceedings of E-Learn: World Conference on E- Learning (pp. 1443-1448). Washington, DC, United States: Association for the Advancement of Computing in Education (AACE).

Vargas-Madriz, L. F., & Nocente, N. (2018, October). *From "it wasn't that helpful" to "it was really good:" proportion of online to face-to-face components and student experiences with blended learning*. Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (pp. 989-994): Las Vegas, NV.

Vargas-Madriz, L. F., & Nocente, N. (2018, June). *"It's like sharpening a knife:" instructors' time in blended learning courses*. Proceedings of EdMedia: World Conference on Educational Media and Technology (pp. 1929-1934). Amsterdam, Netherlands.

Vargas-Madriz, L. F., & Nocente, N. (2019, March). *Preparing new faculty to teach in a changing higher education environment: an exploratory convergent mixed methods research*. Proceedings of the Society for Information Technology & Teacher Education International Conference (pp. 875-880). Las Vegas, NV.

Ward, J. (2018, February). *Living within the circle: Decolonizing education*. Pre-Conference Workshop at the Educational Developers Caucus Conference (EDC), Victoria, BC.

Ward, J. & Holmes, T. (2018, October). *Indigenization, reconciliation, inclusion: Critical questions for educational developers and our field*. Presentation at the Educational Developers Conference: Not Just another Webinar. Online.

Ward, J., Watson, E., Pate, G., & Lemelin, C. (2018, February). *Weaving Indigenous perspectives throughout educational development: Transforming our circle*. Presentation at the Educational Developers Caucus 2018 Conference, Victoria, BC.

Wilson, P., & **Haave, N.** (2018, May). *Metacognition*. Conference presentation at oCUBE (Un)Conference BIG (Big Idea Group Session), Muskoka, ON.

Zhang, J., Mckellar, M., Ranaweera, K., **Graves, R.**, Graves, H., & Rockwell, G. (2017, June). *Commenting, gamification and analytics in an online writing environment: GWrit (game of writing)*. Poster session presented at the Canadian Society for Digital Humanities, Toronto, ON.

About the Centre for Teaching and Learning

VISION

CTL promotes excellent university teaching that leads to engaging and meaningful learning experiences for students.

MISSION

We pursue this goal through a combination of consultation, facilitation, technology integration, collaboration, and research to advocate for and support evidence-based, responsive, and positive change in teaching and learning. We provide important face-to-face and peer experiences for instructors and extend our reach through blended and online programming.



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