



2015

CENTRE FOR TEACHING AND LEARNING

ANNUAL REPORT



UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

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A scenic landscape featuring a winding asphalt road on a hillside, overlooking a valley with green fields and a small town. In the background, there are large, rugged mountains under a clear blue sky. The text is overlaid on the image in white, bold, sans-serif font.

THE GOAL.

THE PATH.

GETTING THERE.

THE GOAL. THE PATH. GETTING THERE.

LETTER FROM THE DIRECTOR

The Goal: *Excellence in teaching and learning.* This is the reason students join our educational community; this is the primary reason the government supports us financially; and this is the reason alumni remember us. We aim to develop the best teaching and learning experiences both inside and outside the traditional classroom.

The Path: From the very beginning of CTL (formerly University Teaching Services) in the 1980s we have worked one-to-one with instructors from across the campus. For 30 years our peer mentoring program has matched instructors with experienced professors to provide support and encouragement discreetly. Today we continue to inspire individual instructors by offering a variety of professional development workshops (faculty-specific and university-wide). We support departments to create blended delivery courses (part in-person, part online), to launch MOOCs, and to build better academic programs. Our educational developers and production team identifies technological tools and applications that can promote student engagement with course material.

Getting There: In addition to individual, departmental, and faculty level consultations, each year we invite the entire campus community to celebrate with us at events that showcase great teaching and highlight exciting new pedagogical strategies. We also host several conferences and workshops each year to bring new ideas to our campus and highlight critical issues that we, as a learning community, need to

engage and respond to. Finally, we coordinate a long list of teaching awards and funding opportunities to recognize great teaching and provide evidence-based approaches to developing first-class instruction.

I invite you to journey with us by attending our workshops and conferences, by emailing ctl@ualberta.ca to schedule a one-to-one consultation, or by reading the materials we've posted on our website ctl.ualberta.ca.

Sincerely,



Dr. Roger Graves
Professor in English and Film Studies
Interim Director, Centre for Teaching and Learning

EXECUTIVE SUMMARY

The Centre for Teaching and Learning is committed to building an exceptional teaching and learning environment. We work with individual instructors and academic programs across the University to inspire, model, and support excellence in teaching and learning.

1. ENHANCING CAPACITY THROUGH PROFESSIONAL DEVELOPMENT AND EDUCATION

CTL continues to build instructional capacity through Professional Development Sessions, Workshops, Programs; Consultation services; conferences, symposiums, talks; and new facilities to support innovative teaching practices. We partner with the Writing Across the Curriculum program to help instructors develop better writing assignments and writing-intensive course activities.

2. SUPPORTING INNOVATIVE DIGITAL COURSE DEVELOPMENT

In 2015 CTL continued to collaborate with instructors across campus, providing support and resources to incorporate digital technology into their courses. Calculus to computation, native studies to mountains, human geography to writing, and chemical to mechanical engineering—we worked with a wide variety of educators to create new, digital, flexible, and engaging learning experiences.

3. CREATING A CULTURE OF EXCELLENCE IN TEACHING AND LEARNING

Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) inspires teaching excellence, scholarship and innovation. CTL offers support to instructors in pursuit of teaching awards by identifying award opportunities and developing strong nomination packages.

01

**ENHANCING
CAPACITY
THROUGH
PROFESSIONAL
DEVELOPMENT
AND EDUCATION**



CTL continues to build instructional capacity through teaching and program support. Our major effort this year resulted in an online eClass course called “Concepts in Course Design” that converted our face-to-face offerings into a coherent, online resource. With this resource we will be able to reach more instructors and give those instructors more in-depth knowledge.

Professional Development Sessions, Workshops, Programs

In 2015 we offered dozens of workshops and programs taught by content experts from across campus including CTL’s educational developers, faculty members, and other instructional and professional staff.

Concepts and Course Design eClass Course provides foundational understanding of the principles of course design and delivery.

Teaching and Learning Sessions on topics like preparing a teaching dossier, student engagement strategies for large classroom, and flipping your classroom.

Teaching with Writing in collaboration with Writing Across the Curriculum (WAC) offered various sessions including how to improve the writing of your students.

New Professor Teaching Orientation provides participants with the ability to make informed decisions about their teaching practice.

International Professional Development Workshops on a wide variety of instructional topics were offered to scholars from China’s Neusoft University in July and August.



CTL consults with units across campus to provide customized advice on a wide variety of teaching and learning challenges.

CONSULTATION SERVICES

Individual consultations with units across campus ranged from:

Faculty or unit specific workshops cover topics such as integrating technology into the classroom, feedback strategies and tools, and delivery in French of a workshop on learning outcomes.

Peer consultation service uses a collaborative peer development model that views instructors as active and reflective practitioners who want to better understand and improve their teaching and their students’ learning.

Teaching Co-Mentorship is based on a peer mentoring model in which colleagues provide one-on-one support and feedback to each other related to questions and concerns about teaching and learning.

Mentoring Circles involve a small group of 5 to 6 people from across campus at varying levels of expertise meeting regularly to talk about all aspects of teaching and learning.

THE WRITING ACROSS THE CURRICULUM PROGRAM

This year the WAC program engaged in five different types of activities to support writing instruction across the university:

1. consultations with individual instructors;
2. workshops for departments and programs to help their faculty improve how they teach writing in their classes;
3. classroom presentations to help students begin major writing assignments in particular classes;
4. group tutorials where students from these classes could receive feedback on assignments drafts; and
5. presentations and workshops for undergraduate and graduate student groups on diverse aspects of disciplinary writing.

Work with instructors and departments/programs focused on helping instructional staff to develop, give good feedback on, and mark writing assignments in their classes. Classroom and group presentations focused on helping students at the graduate and undergraduate levels to improve their ability to write academic prose in their disciplines. The group tutorials provided forums for students to ask questions and receive feedback on those drafts they were working on.

See Appendix B for data and Appendix D for a description of sessions, workshops, programs, and a list of topics covered during individual consultations and faculty/unit specific workshops.

To help breathe new life into our classrooms, CTL brought innovative instructional practices into view and provided opportunities for instructors to reflect on their teaching. Drawing upon knowledge and experience from the U of A learning community and beyond, the Centre for Teaching and Learning organized many events.

TEACHING EVENTS

Catalysts: A Conversation Series on Teaching. University of Alberta Teaching Award Winners provided this forum for celebration, conversation and reflection about teaching practices. Panel members from across the University participated in exploring topics ranging from Care and Teaching of First Year Students, and Balancing Home and Profession.



David Chorney,
Secondary Education



Dominic Sauvageau,
Chemical and Materials
Engineering



Adrienne Wright,
Biochemistry



Hassan Safouhi,
Campus Saint-Jean



Charles Lucy,
Chemistry



Robyn Fowler,
English



David Barnet,
Drama



Eric Rivard,
Chemistry



Nese Yuksel,
Pharmacy Faculty



Suzanne Kresta,
Chemical and Materials
Engineering



Paul Lu,
Computing Science



Brian Maraj,
St Joseph's College



Margaret-Ann Armour,
Chemistry



Clive Hickson,
Elementary Education



Olenka Bilash,
Secondary Education

Festival of Teaching (FoT)

This year-round celebration of excellence and innovation in teaching consisted of a series of events across the institution including Augustana campus in Camrose. The 2015 theme, "Write-On", kicked off with Dr. Chris Thaiss of the University of California, Davis addressing how the role of writing in learning and teaching has become ever more important and varied in higher education across the globe.

- NORTH Writing across the Disciplines: Worldwide Phenomenon, Local Applications
- CAMPUS SAINT-JEAN Writing across the Disciplines: Worldwide Students, Local Linguistic Variations
- AUGUSTANA Writing across the Disciplines: Worldwide Phenomenon, Local Applications
International Student Writing on Campus: Reading Group
- Writing in the STEAM Fields: Science, Technology, Engineering, Arts, and Math

University-Wide Symposiums

"Multifaceted Summative Evaluation of Teaching Symposium" featured a keynote address from Dr. Richard Price, Professor of Political Science at UBC on valuing and evaluating teaching by developing and implementing a university-wide Peer Review of Teaching Initiative.

CTL's August Summer Symposium "Assess this: Educational Assessment Challenges and Practical Solutions," featured Dr. Kenneth Heller, College of Science and Engineering Distinguished Professor and George Taylor Teaching Award winner at the University of Minnesota. Creating and using practical educational assessment techniques is increasingly being recognized as an important part of being an effective higher education teacher. This symposium extended

the traditional symposium format to also feature multiple presentations by instructors across campus who shared their innovative and effective assessment strategies.

Teaching Events in the Faculties Across Campus

The CTL Visiting Speaker Grant funded three events:

- Novel Approaches to Undergraduate Research Education and Engagement, June 16, 2015
Trevor Day, Mount Royal University
- Real Work Is Better Than Homework, May 14, 2015
Brian P. Coppola, University of Michigan
- Mind the Gap: Nurturing Our Students Toward Expertise, May 11 & 12, 2015
Kimberly Tanner, San Francisco State University (SFSU)

See Appendix B for data and Appendix D for a complete description of all teaching events.



Chris Thaiss



Richard Price



Kenneth Heller



Trevor Day



Brian Coppola



Kimberly Tanner

SUPPORT FOR INNOVATIVE TEACHING

CTL is becoming a space for instructors to use to make better learning spaces for students. This year we added three new tools for instructors:



Cameron B-12: Our new collaborative learning classroom provides a 42 seat, flexible, high density wireless equipped teaching space where instructors can experiment with collaborative learning technologies and techniques. This space features 8 large screen monitors for groups of students to work on simultaneously; their work can be shared with other groups or the whole class instantly. Instructors can book the room for one session, one course module, or the whole semester.



The Swivl Robot is a front-of-room assistant and video capture solution.

Swivl: Our friendly video recording robot can be checked out by any instructor who wants to record their lectures. The Swivl camera swivels or rotates to track the instructor's movements around the classroom. Instructors use their own cell phones or tablets to record video for critique by themselves or trusted peers. They could also record video of classes to post online to help students review course material.



Whisper Room: A new sound and video recording studio is located in CTL on the fifth floor of Cameron Library. We have the camera and recording equipment to shoot high definition video and record audio for instructional videos. Instructors working with large funded projects and those working on small, module-based projects can book the space and work with our instructional technology specialists to create learning objects for their courses.

02

SUPPORTING INNOVATIVE DIGITAL COURSE DEVELOPMENT





MOOCs (Massive Open Online Courses)

Dino 101 and Understanding Video Games, the first two MOOC courses developed at the University of Alberta, continued to attract thousands of students in 2015. Now CTL's educational developers play a role in assisting content teams with course development and course maintenance of new MOOCs. These include the mini MOOC, Introduction to the Arctic: Climate, and three Paleontology mini MOOCs, Theropod Dinosaurs and the Origin of Birds, Ancient Marine Reptiles, and Early Vertebrate Evolution. Development of two MOOCs, Indigenous Canada and Mountains 101, continued in 2015 with expected launch dates in late 2016.

BLENDED LEARNING (in-class and online courses)

Thousands of students on campus took new "blended learning" versions of core course offerings. Blending Learning is a teaching approach where both traditional face-to-face instructional time and online or computer-mediated activities are integrated. Within a course, the online content and classroom activities are meant to complement one another, working to engage students and achieve course objectives. There are multiple approaches to blended learning but the aim is always the same - to increase student engagement. CTL educational developers worked with funded (Blended Learning Award) and unfunded instructors to redevelop their courses. This involves identifying content best suited for the online environment and then identifying engaging activities for the face-to-face class. The educational developer also ensures there is an explicit connection between the online and face-to-face activities. All funded blended learning projects are being evaluated by CTL.

In 2015 CTL continued to collaborate with instructors across campus, providing support and resources to incorporate digital technology into their courses. Calculus to computation, native studies to mountains, human geography to writing, and chemical to mechanical engineering—we worked with a wide variety of educators to create new, digital, flexible, and engaging learning experiences.



CASE STUDIES

Below are 2 sample case studies of newly blended courses, see additional case studies in Appendix C.

Calculus for Biological Sciences

The rationale for transforming this course into a blended format was to improve student experience with more opportunities in class for individual and collaborative problem solving. The overall blended learning approach was to present new concepts and example problems through video format instead of lecture format. Transforming some of the current teacher-centered lectures into an online video format enabled in-class learner-centered interactive activities to support students in their assimilation of course content. The instructor gains immediate feedback and can respond to it.

Writing in the Disciplines

The rationale for seeking this blended learning award is to support the development of GWrit (The Game of Writing: a gamified online writing environment), specifically a version for a new, blended learning format of Writing Studies 102. Writing courses usually use class time for discussion and sharing of drafts. These activities were moved to the new online, gamified environment. Over 100 files (videos, texts, screen-casts) were created to enable students to study on their own time and as they were drafting their assignments rather than force them to conform to the usual face-to-face timetable for learning.



BIOL 108

Introduction to Biological Diversity examines the major lineages of life on Earth. The course provides an overview of evolutionary principles and classification, the history of life, and the key adaptations of prokaryotes, protists, fungi, plants, and animals.



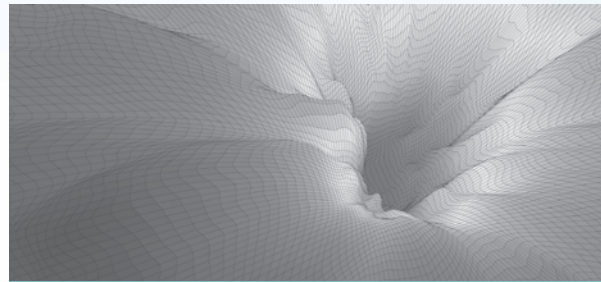
CHE 435 & 465

Oilsands Engineering Design & Chemical Engineering Design II are taught jointly, integrating chemical engineering practice, theory, and economics into the design and evaluation of proposed capital projects. Students work in teams of five or six to complete an assigned project.



CHEM 101

Introductory University Chemistry I is a general first year chemistry course that addresses atoms, molecules, states of matter, and chemistry of the elements. The course serves as a core requirement or an elective in many programs across the University of Alberta.



CIV E 398

Introduction to Continuum Mechanics is a solid mechanics course that presents theoretical background and the applications of the concepts of stress and strain in solid objects.



FRANC 235

Survol de la littérature francophone is a course that provides an overview of French literature from the middle ages to the 21st century, through a selection of writing from great writers and thinkers of the French-speaking world and the context in which those pieces were written.



LING 101 & 102

Introduction to Linguistic Analysis & Introduction to Linguistics II are introductory courses. Linguistics 101 is a large enrollment course that provides a technical and theoretical introduction to the field of linguistics. Linguistics 102 deals with fascinating topics like language acquisition, sociolinguistics, psycholinguistics, neurolinguistics, native languages of Canada, etc..



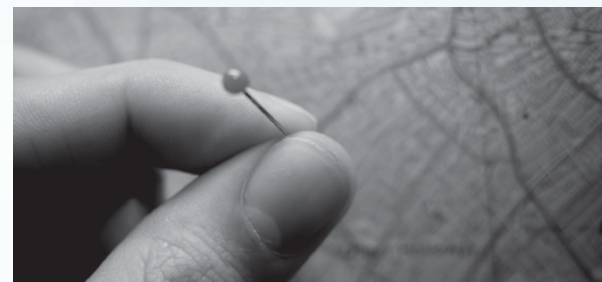
MEC E 260 & 360

Mechanical Design I & Mechanical Design II immerses teams of 4-6 mechanical engineering students in the design process, while instructors assume the roles of clients and advisors.



CMPUT 174

Introduction to the Foundations of Computation I is an introduction to programming using the Python language with an emphasis on fundamental concepts, such as variables, control flow, iteration, abstraction, and computational problem solving.



HGP 100

Introduction to Human Geography & Planning is an introduction to geographical techniques and the spatial organization of human landscapes and the significance of the distribution of human activity.



MATH 134

Elementary Calculus I for Biological Sciences is an introductory calculus course created for Biological Sciences to increase relevancy and student motivation with a discipline-specific approach.



WRS 102

Writing in the Disciplines introduces students to the kinds of writing required of students across the university. Students write documents in their choice of disciplines and share their drafts in a gamified writing and editing online environment.



ECON 102

Introduction to Macroeconomics; This course provides the theoretical foundation for future learning in the discipline of Economics.



IntD 410

Interprofessional Health Team Development is a process learning course intended to provide knowledge, skills and experience in building interprofessional (IP) health care teams comprised of students in various professional programs.



MATH 144 & 146

Elementary Calculus I for Physical Sciences & Elementary Calculus II for Physical Sciences are two courses that compose the introductory calculus sequence for Physical Sciences to increase relevancy and student motivation with a discipline-specific approach.

03

CREATING A CULTURE OF EXCELLENCE IN TEACHING AND LEARNING



Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) honors teaching excellence, scholarship and innovation. CTL supports instructors in their pursuit of teaching awards by identifying award opportunities and developing strong nomination packages.

We oversee the award nomination process for many high profile teaching and teaching innovation-related internal and external awards including the Awards for Faculty Excellence, Awards for Teaching Excellence, and the 3M National Teaching Fellowship. CTL also maintains a databank of successful nomination packages for review by prospective applicants and their nomination teams. (See list of teaching awards in Appendix E or on the Awards and Funding page at ctl.ualberta.ca).

We publicize awards through through “calls for nominations” and “award recipient announcements” on the CTL website. We also coordinate the distribution of these notices to the wider community using the campus email digests/listservs and the UofA blog, The Quad (and its predecessor, the Colloquy). Recent award recipients are listed by award category under the Awards and Funding page: ctl.ualberta.ca.

We coordinate major funding competitions including CTL Summer Student Awards, CTL Visiting Speaker Grants, Teaching and Learning Enhancement Fund (TLEF) Professional Development and Project/Research Awards, and University of Alberta Blended Learning Awards. For a complete description of each award and application requirements visit the Awards and Funding page: ctl.ualberta.ca.

Centre for Teaching and Learning (CTL) Adjudicated Awards

· *Summer Student Awards* - Annually, a maximum of three \$5000 undergraduate student awards and two

graduate student awards (valued up to \$8040) are given to work with a faculty member to create learning objects to enhance teaching in their course(s) or to contribute to broader program revision during the summer months.

· *Visiting Speaker Grants* - Maximum \$2000 grants to assist (in whole or to supplement an already funded visit) departments/units in bringing scholars to campus that will address teaching and the scholarship of teaching within the discipline.

University of Alberta Blended Learning Award

These awards involve a new teaching and learning opportunity for instructors at the University of Alberta interested in receiving support from the Centre for Teaching and Learning (CTL) for the purpose of redeveloping a current undergraduate course into a blended learning format.

Teaching and Learning Enhancement Fund (TLEF)

Applications for TLEF Professional Development Awards are adjudicated in CTL on a continuous basis and recommendations for funding are forwarded to the Vice-Provost (Learning Initiatives) for approval.

In 2015, the Office of the Provost delegated the coordination and administration of the TLEF Project/Research Awards to CTL. Project abstracts and award amounts are published on the Teaching and Learning Enhancement Fund (TLEF) page by adjudication year: ctl.ualberta.ca

Appendix A – People

CTL Staff

Director and Associate Directors

Roger Graves, PhD, Director
Ken Cor, PhD, Associate Director (Assessment)
Susan Gibson, PhD, Associate Director (Curriculum) (January - July)
Heather Graves, PhD, Director (Writing)
Norma Nocente, EdD, Associate Director (Educational Technology)
Tracy Onuczko, MEd, Associate Director (Educational Development)
Carla Peck, PhD, Associate Director (Curriculum) (July - Present)

Administrative Staff

Sinem “Sim” Senol, Administrative Professional Officer
Jen Carstensen, Administrative Coordinator
Curtis Champagne, Strategic Initiatives Manager
Lily Lai, Communications Coordinator

Educational Developers

Enrico Indiogine
Diane Janes
Sean Li
Duston Moore
Kim Peacock, MEd (January - June)
Natasja Saranchuk, MEd (January - March)

Production Team

Rishi Jaipaul, Coordinator
Emily Chow (January - July)
Katelyn Lindmark
Martin Spilke
Fran Vargas

Casual Staff and Graduate Assistants

Carol Brown
Aaron Corsaro
Dan Harvey – Graduate Student (WAC)
Shahin Moghaddasi Sarabi– Graduate Student (WAC)
Noah Shillington
Megan Sumner

Faculty Affiliates

Maureen Engel, PhD, Humanities Computing
Neil Haave, PhD, Biology, Augustana
Suzanne Kresta, PhD, Chemical and Materials Engineering
Ali Shiri, PhD, School of Library and Information Studies
Heather Zwicker, PhD, Vargo Teaching Chair, English and Film Studies

CTL Advisory Committee

CTL delivers on its mission by bridging networks and leveraging expertise residing in partner programs (other university units with a mandate that touches on the learning environment) and faculties. The active link between CTL and faculties is CTL’s Advisory Committee.

The Advisory Committee is made up of a representative from each of the UofA’s faculties, usually an Associate Dean with teaching and learning in their portfolio, student associations, and teaching award recipients. This advisory committee identifies and helps shape CTL’s priorities and ultimately highlights key teaching and learning related issues for the UofA as a whole.

Faculty Representatives

Scott Jeffrey, Associate Dean (Academic), Agricultural, Life and Environmental Sciences
Allen Ball, Associate Dean (Student Programs), Arts
Elaine Geddes, Associate Dean (Undergraduate Program), Business
Janet Wesselius, Associate Dean, Augustana
Yvette D’Entremont, Associate Professor, Faculté Saint-Jean
Patricia Boechler, Associate Dean (Graduate Studies and Research), Education
Jason Carey, Associate Dean (Programs & Planning), Engineering
Christie Schultz, Assistant Dean (Academics), Extension
Renee Polziehn, Professional Development & Outreach Director, FGSR
Chris Sprysak, Associate Dean (Research), Law
Carol Hodgson Birkman, Gilbert Chair in Medical Education and Scholarship, Medicine & Dentistry
Nathalie Kermaal, Associate Dean (Academic), Native Studies
Carolyn Ross, Associate Professor, Nursing
Terri Schindel, Associate Dean (Undergraduate Program), Pharmacy
Janice Causgrove Dunn, Associate Dean (Undergraduate Program), Physical Education & Recreation
Faith Davis, Associate Dean (Education), Public Health
Liz Taylor, Associate Dean (Professional Programs and Teaching), Rehabilitation Medicine
Glen Lopnow, Associate Dean (Learning and Innovation), Science

Student Representatives

Harsh Thaker, Vice President Academic, Graduate Students Association
Fahim Rahman, Vice President Academic, Students’ Union

Teaching Award Winners

Olenka Bilash, Professor, Secondary Education
Billy Strean, Professor, Extension Faculty

Appendix B – Statistical Information**Sessions, Workshops, Programs**

	Events	Registration
Award Information Sessions	2	28
Teaching and Learning Sessions	24	420
New Professor Teaching Orientation	2	53
Writing Across the Curriculum (WAC)	2	49

Partnership programming done in collaboration with:

	Events	Registration
Augustana	2	130
Student Accessibility Services	2	40
i>clicker	1	33

Teaching Events

	Events	Registration
Catalysts: A Conversation Series on Teaching	4	159
Festival of Teaching	1	109
Symposium	2	207

Appendix C – List of MOOCs and Blended Learning Projects**a) MOOCs**

Mountains 101 (expected launch Fall 2016) *+
 Indigenous Canada (expected launch Fall 2016) *+
 Paleontology: Theropod Dinosaurs and the Origin of Birds (January 2016 launch) *+
 Paleontology: Ancient Marine Reptiles (February 2016 launch) *+
 Paleontology: Early Vertebrate Evolution (March 2016 launch) *+
 Introduction to the Arctic: Climate (January 2016 launch) *
 Dino 101 *
 Understanding Video Games *

* technical support through Coursera

+ educational developer support through CTL

b) Blended Learning Projects**BIOL 108 (Introduction to Biological Diversity)**

examines the major lineages of life on Earth. The course provides an overview of evolutionary principles and classification, the history of life, and the key adaptations of prokaryotes, protists, fungi, plants, and animals.

The intent for transforming this course to a blended format was to increase student learning and engagement by adopting evidence-based educational practices, with a particular focus on incorporating experiential (active) learning opportunities. By shifting some course content previously covered in class (lectures) to an online format, class time could be used to incorporate student centered activities, group work (peer to peer instruction), and problem solving. Three 'fully blended' modules were developed which included customized videos, online quizzes, and online activities as well as interactive in-class activities. In-class time was also reduced for these modules. Five 'enhanced' modules were also developed, in which online content (quizzes, videos, activities) was made available to students and aimed to enhance their understanding of content covered in class. The aim for both the 'fully blended' and 'enhanced' modules was to: i) ensure online and in-class content was complementary and aligned with the learning outcomes for the course; ii) address student misconceptions; and iii) increase opportunities for active learning.

Department of Biological Sciences
 • Lien Luong, Assistant Professor
 • Heather Proctor, Professor
 • Saewan Koh, Research Associate

CH E 435 (Oilsands Engineering Design) CH E 465 (Chemical Engineering Design II) are taught jointly, integrating chemical engineering practice, theory, and economics into the design and evaluation of proposed capital projects. Students work in teams of five or six to complete an assigned project.

The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.

Department of Chemicals and Materials Engineering

- John Shaw, Professor
- Marnie Jamieson, Sessional
- William Pick, Professor
- Len Church, Sessional
- Frank Vagi, Sessional
- John Nychka, Associate Professor and Associate Chair

CHEM 101 (Introductory University Chemistry I) is a general first year chemistry course that addresses atoms, molecules, states of matter, and chemistry of the elements. The course serves as a core requirement or an elective in many programs across the University of Alberta.

The instructors' aim was to incorporate online resources to replace face-to-face lecture and seminar hours with the goal of facilitating student engagement via frequent exposure to course content, problems, and assessments. The redevelopment resulted in the replacement of four lecture periods with online resources including video tutorials and assessment problems. The lecture periods then focused on problem solving sessions; guided reading to highlight relevant text, formulas, and terms; and mini-lectures to highlight topics.

Department of Chemistry

- Christie McDermott, Assistant Chair, Undergraduate Student Services
- Yoram Apelblat, Faculty Lecturer
- Alex Brown, Associate Chair (Undergraduate)
- Charles Lucy, Professor
- Arthur Mar, Professor

CIV E 398 (Introduction to Continuum Mechanics) is a solid mechanics course that presents theoretical background and the applications of the concepts of stress and strain in solid objects.

Moving to a blended learning format provides more opportunities for students to work on applications of theoretical concepts. Lecture material on the theoretical background is moved to an online format where students have the flexibility to review material on their own with perhaps supplemental resources. In-class time is then used for real world applications of the concepts.

Department of Civil and Environmental Engineering
• Samer Adeeb, Associate Professor,

CMPT 174 (Introduction to the Foundations of Computation I) is an introduction to programming using the Python language with an emphasis on fundamental concepts, such as variables, control flow, iteration, abstraction, and computational problem solving.

The rationale for transforming this course into a blended format, specifically flipping, was to use more face-to-face time for interactive problem solving writing a series of computer games in a high-level programming language called Python. Because of the constructivist nature of computing science, students to view before class so that in-class time could be used effectively for instructor-guided problem-solving. Therefore, students best learn the problem-solving process in class with an experienced mentor before attempting the process in labs.

Department of Computing Science
• Paul Lu, Professor and Associate Chair (Undergraduate Studies)
• Greg Kondrak, Associate Professor
• Jörg Sander, Professor
• Duane Szafron, Professor
• Sadaf Ahmed, Sessional Professor

ECON 102 (Introduction to Macroeconomics); This course provides the theoretical foundation for future learning in the discipline of Economics.

The rationale for blending this course is to better engage students with the theoretical knowledge of macroeconomics. ECON 102 typically has 400 students per section from various U of A programs. Consequently, the large lecture format presented a challenge, not only for instructors who had to engage and capture the interests of students of diverse backgrounds and abilities, but was also a challenge

to students who were learning the content under a one-size-fits all large lecture setting. Therefore with the Blended Learning Project funding, the large lecture time in ECON 102 was reduced in order to engage groups of 40 students face-to-face (facilitated by a TA) in problem sets devoted to the application of macroeconomic theories, particularly in relation to current events.

Department of Economics
• Andrew Wong, Sessional
• Valentina Galvani, Associate Professor and Associate Chair
• Mesbah Sharaf, Faculty Lecturer
• Alex Gainer, Sessional
• John Turvey, Sessional

FRANC 235 (Survol de la littérature francophone) is a course that provides an overview of French literature from the middle ages to the 21st century, through a selection of writing from great writers and thinkers of the French-speaking world and the context in which those pieces were written.

The rationale for transforming this course into a blended format was to enhance the student experience by creating opportunities for focused in-class close reading, literary analysis, and group discussion. As a survey course, FRANC 235 covers a very important volume of historical, political, and artistic material. In the blended format students prepared for class by reviewing introductory content online (e.g. texts, images – paintings, photographs, maps, friezes, and short videos) and completed short pre-class assessments through eClass. The online component of the class prepared students to participate fully in the facilitated in-class literary analysis and group discussion. These discussions and analyses culminated in a series of discussion summaries, abstracts, and presentations. Face-to-face time was reduced using this model in order to provide flexibility in students' interaction with course content, and to ensure that the course workload would not be excessive.

Campus Saint-Jean
• Maité Snauwaert, Assistant Professor
• Pamela Sing, Professor

HGP 100 (Introduction to Human Geography & Planning) is an introduction to geographical techniques and the spatial organization of human landscapes and the significance of the distribution of human activity.

The rationale for transforming this course into a blended format was to engage students in critical and discovery-based learning, as well as ensure a sustainable model for future course delivery. The overall blended learning approach was to develop short, research-based online learning components related to current faculty research and linking these with course content. One weekly traditional face-to-face lecture was replaced by online learning. The new content focused on six cognate areas of Geography & Planning.

Department of Earth and Atmospheric Sciences
• Theresa Garvin, Professor,
• Leith Deacon, Assistant Professor
• Robert Summers, Assistant Professor

IntD 410 (Interprofessional Health Team Development) is a process learning course intended to provide knowledge, skills and experience in building interprofessional (IP) health care teams comprised of students in various professional programs.

Given that not all IP interactions occur face to face, the rationale for transforming this course into a blended format was to create online environments to support (1) students in IP team development and generation of knowledge within an online context; and (2) facilitators in their role within the IP team development course.

Department of Health Sciences Education and Research Commons
• Sharla King, Director
• JoAnne Davies, Interprofessional Ed Manager
• Louisa Fricker, Elearning Specialist
• Ron Schlegelmilch, Learning Consultant.
• Rosemarie Cunningham, Senior Course Advisor

Consultant team
• Heidi Bates, Agriculture, Life and Environmental Sciences
• Gisele Gaudet-Amigo, Medicine and Dentistry
• Janice Causgrove-Dunn, Physical Education and Recreation
• Tracey Hillier, Medicine and Dentistry
• Gerri Lasiuk, Nursing
• Mark Makowsky, Pharmacy and Pharmaceutical Sciences
• Berni Martin, Rehabilitation Medicine
• Teresa Paslawski, Rehabilitation Medicine

• Elizabeth Taylor, Rehabilitation Medicine
• Chris Ward, Medicine and Dentistry

LING 101 (Introduction to Linguistic Analysis) & LING 102 (Introduction to Linguistics II) are introductory courses. Linguistics 101 is a large enrollment course that provides a technical and theoretical introduction to the field of linguistics; it requires that students learn some terminology and tools (e.g. how to transcribe sounds with the International Phonetic Alphabet), but the main purpose of the course is using those terms and tools to solve problems, with an emphasis on critical thinking and analytical reasoning.

Linguistics 102 requires Linguistic 101 as a pre-requisite or co-requisite course. Linguistics 102 deals with fascinating topics like language acquisition, sociolinguistics, psycholinguistics, neurolinguistics, native languages of Canada, etc.

By converting key lectures to video which can be viewed prior to the course and creating a collection of related resources/learning activities, the blended versions of Linguistics 101 and 102 will:

- Afford students with greater flexibility as to when and how they approach the course and thereby accommodating for
 - 1) different levels of learners and
 - 2) increasingly complex and busy student schedules
- Enable students who are new to linguistics to pause, review, re-review videos that cover core course content and provide clear illustrative introductions
- Enable more experienced students to devote less time to familiar material and focus on new material
- Provide Linguistics 102 students with a review of fundamental concepts covered in Linguists 101
- Devote an increased amount of in-class time to active, engaged and student-centred learning activities which require students to problem-solve and apply information that that they have previously acquired
- Enable instructors to concentrate on high-impact educational practices with the knowledge that the pre-recorded lectures have covered the core content more directly
- Expose a large and diverse body of learners to fundamental course content
- Provide instructors and students with access to a core collection of videos recordings and learning resources covering standardized content

Department of Linguistics
• Anne-Michelle Tessier, Associate Professor
• Timothy Mills, Adjunct Professor

MATH 134 (Elementary Calculus I for Biological Sciences) is an introductory calculus course created for Biological Sciences to increase relevancy and student motivation with a discipline-specific approach.

The rationale for transforming this course into a blended format was to improve student experience with more opportunities in class for individual and collaborative problem solving. The overall blended learning approach was to present new concepts and example problems through video format instead of lecture format. Transforming some of the current teacher-centered lectures into an online video format enabled in-class learner-centered interactive activities to support students in their assimilation of course content. The instructor gains immediate feedback and can respond to it.

Department of Mathematical and Statistical Sciences
 • Thomas Hillen, Professor
 • Mark Lewis, Professor
 • Vincent Bouchard, Associate Professor
 • Gerda de Vries, Professor and Associate Chair (Undergraduate)
 • Michael Kouritzin, Professor
 • Byron Schmuland, Professor

MATH 144 (Elementary Calculus I for Physical Sciences) and MATH 146 (Elementary Calculus II for Physical Sciences) are two courses that compose the introductory calculus sequence for Physical Sciences to increase relevancy and student motivation with a discipline-specific approach.

The rationale for transforming this course into a blended format was to improve student experience with more opportunities in class for individual and collaborative problem solving. The overall blended learning approach was to present new concepts and example problems through video format instead of lecture format. Transforming some of the current teacher-centered lectures into an online video format enabled in-class learner-centered interactive activities to support students in their assimilation of course content.

Department of Mathematical and Statistical Sciences
 • Vincent Bouchard, Associate Professor
 • Gerda de Vries, Professor and Associate Chair (Undergraduate)

MEC E 260 (Mechanical Design I) and MEC E 360 (Mechanical Design II) immerses teams of 4-6 mechanical engineering students in the design process, while instructors assume the roles of clients and advisors.

The rationale for transforming this course into a blended learning format was to move theoretical knowledge, content, and quizzes to an online format, which would make in-class time available for more engaging and relevant activities. A blended learning format would meet the need for a state-of-the-art learning experience and individualized and efficient student feedback. The blended learning approach was to move portions of the course content to online tutorials, and to move a pre-test and midterm to an online format. Because of the experiential nature of the course, it does not lend itself well to a conventional, paper-based format where much face-to-face time is spent preparing students for assignments and exams. While face-to-face time was not reduced, it was now utilized to engage students in interactive activities, discussions and group work, and to explore real-world engineering design contexts. It also helped keep the course current, aligned with the rapidly evolving field of engineering design, and helped alleviate the strain of increased enrollment.

Department of Mechanical Engineering
 • Pierre Mertiny, Associate Professor

WRS 102 (Writing in the Disciplines) introduces students to the kinds of writing required of students across the university. Students write documents in their choice of disciplines and share their drafts in a gamified writing and editing online environment.

The rationale for seeking this blended learning award is to support the development of GWrit (The Game of Writing: A gamified online writing environment), specifically a version for a new, blended learning format of Writing Studies 102. Writing courses usually use class time for discussion and sharing of drafts. These activities were moved to the new online, gamified environment. Over 100 files (videos, texts, screencasts) were created to enable students to study on their own time and as they were drafting their assignments rather than force them to conform to the usual face-to-face timetable for learning.

Department of English and Film Studies
 • Roger Graves, Professor
 • Heather Graves, Professor, Director, Writing Across the Curriculum

Department of Philosophy and Humanities Computing
 • Geoffrey Rockwell, Professor

Appendix D – Complete description of: a) Professional Development Sessions, Workshops, Programs b) Teaching Events c) Consultation Services

a) Professional Development Sessions, Workshops, Programs

An Overview of Learning Analytics - How to use eClass (Moodle) data to appraise student engagement — April 23, 2015

Learning Analytics is a relatively new pedagogical tool that allows the teachers, faculties, and even academic institutions, to monitor student academic involvement and engagement. This process can be scaled up to allow the monitoring of student performance through their whole academic career. We will explore the concepts, benefits, and tools of Learning Analytics. Then we will examine some examples of learning analytics and its visualizations produced here at the Centre for Teaching and Learning. We complete the workshop by discussing how eClass-based Learning Analytics can assist the teaching endeavour here at the University of Alberta.

Assessment of Student Learning — November 17, 2015
 Assessing student learning is one of the most critical components for a course design and course delivery. In this workshop, after a quick overview of educational assessment, participants will be guided to design a combination of assessment tasks in alignment with the course intended learning outcomes, using the test blueprint and other assessment planning tools. Next, the writing of rubrics for assessing various assessment tasks will be discussed and samples of various rubrics will be presented for analysis.

Assessment quality. How to utilize eClass statistics to improve your quizzes — November 26, 2015

eClass offers several quiz statistics that appear to be arcane, but can actually help in designing more consistent, effective quizzes and even quizzes that can assess higher order learning. In this workshop we will demystify these statistics and examine how we can apply them to write effective quizzes.

Comment les gens apprennent: introduction aux théories de l'apprentissage — November 23, 2015

Comprendre comment vos étudiants apprennent est essentiel pour la conception et la livraison d'un cours efficace. Dans cet atelier nous allons décrire les généralités des trois principales théories de l'apprentissage (le béhaviorisme, le cognitivisme et le constructivisme). Ensuite, nous allons examiner ces théories de l'apprentissage au sein d'un cas particulier. Enfin, nous allons

examiner l'impact de ces trois théories de l'apprentissage sélectionnés sur l'enseignement et l'apprentissage.

Conceptions and Misconceptions of Teaching and Learning: Understand Your Teaching Beliefs and Their Relationship with Student Learning — May 6, 2015, October 21, 2015

Instructors and students sometimes have different conceptions of teaching and learning. This often leads to ineffective teaching or unintended learning outcomes. In this workshop, a few selected research findings (e.g. Marton & Booth, 1997) on university students' various conceptions of learning will be introduced; then we will use the Teacher Perspective Inventory (Pratt, 1992, 1998, 2001) to help participants find out their own conceptions of teaching. In the next step, we will reflect upon the [mis]alignment of conceptions between students and teachers, and how this led to the [failure] success of a past classroom experience. Finally, the participants are invited to share their thoughts on smart use of innovative teaching strategies and learning activities to make conceptions of teaching and learning in alignment for better learning outcomes.

Creating Learning Outcomes — November 3, 2015

This workshop will prompt reflection on course design decisions and the alignment of content, learning outcomes, instructional strategies and assessment in the course.

Designing Your Blended Course —

January 1, 27 & February 3
 February 23, March 2 & 9
 May 12, 19 & 26

A flipped or blended classroom mixes face-to-face (F2F) and online environments to offer a unique learning path combining the advantages of technology with learning-centred classroom activities. Opportunities and challenges of the two learning environments are thoughtfully taken into account in the course re/design process. This course will provide participants with the knowledge and skills to make informed decisions when developing a course for face-to-face and blended environments. Participants will expand their understanding of basic course design principles via 3 face-to-face sessions and short online activities to be completed before each meeting. The series will prompt reflection and provide practical activities on course design decisions and, in particular, the alignment of content, learning outcomes, instructional strategies and assessment planning. It will expose participants to different strategies for active engagement and methods of assessment, including feedback to support the learning process. The last workshop of each series will provide some hands-on time with simple technology tools enabling instructors to start flipping (out)!

Duty to Accommodate: The role of UofA's instructional employees, support staff and students in providing exam accommodations — September 22, 2015, November 04, 2015

Students and U of A employees work together to establish and facilitate reasonable, accessibility-related accommodations and supports. We all have parts to play in UofA's Duty to Accommodate. Participants in this session will learn who is responsible for what and how to work together to deliver efficient and effective exam accommodations. This session is open to UofA instructors, graduate students, and support staff involved in the exam accommodation process.

ePortfolios in Post-Secondary Education — October 9, 2015

Educational research has shown that e-portfolios can enhance learning and assessment. In this workshop we will examine define the three types of e-portfolios and examine their pedagogy. Then we examine the principles of how to assemble an e-portfolio. We follow by looking how to use eClass and Mahara to initiate an e-portfolio. We end the workshop by examining how e-portfolios can be an assessing tool.

Exploring the Ethics of Teaching Professionalism — May 28, 2105, October 13, 2015

What does the professionalism of university teaching entail, what standards exist, and how do university instructors go about making ethical judgments? After briefly considering professionalism in general, this workshop will lead participants through two activities requiring the exercise of professional judgment. The challenge of these activities will clarify essential elements of teaching professionalism that remain current in their field, to develop their scholarly competence, and to maintain and enhance their effectiveness as teachers. This workshop will explore what is entailed in maintaining and enhancing teaching effectiveness and will focus on three core teaching responsibilities: content competence, pedagogical competence, and valid forms of assessment. The process of peer-review of teaching will be considered as the linchpin of a comprehensive professional approach to teaching effectiveness.

Facilitating Engaging Discussions — November 19, 2015

This workshop will prompt reflection and discussion on how to structure and facilitate in-class discussions for small to medium-size groups.

Introducing the Target Oriented Course Design Principle and Practice — April 29, 2105

Thinking about designing a new course or a course redesign? This workshop is for you!

Course design is the strategic planning of how a course is to be taught and how learning outcomes can be assessed. A good course design is half the battle of your teaching. The workshop will provide an overview of the evidence-based "target oriented course" design principle and practice (Bloom, 1956; Harrow, 1972; Anderson, et al, 2001; Dennis, 2002; Carless, 2010) with a few examples. Participants will have some hands-on practice in the course design activities. The final part of the workshop will open up for discussions on effective course design models in specific professional knowledge domains.

Large Classroom Engagement — May 4, 2015

Research shows that many students are not actively engaged in their large classes. Implications of this include reduced academic achievement and low attendance/high attrition rates. But there is hope! In this session we will review evidence-based strategies and innovative strategies from across our campus to encourage active learning in large classes.

Lost Exams, Body Odour, and Teaching Portfolios: The Challenge of Teaching Professionalism — October 13, 2015

What does the professionalism of university teaching entail, what standards exist, and how do university instructors go about making ethical judgments? After briefly considering professionalism in general, this workshop will lead participants through two activities requiring the exercise of professional judgment. The challenge of these activities will clarify essential elements of teaching professionalism.

Mentorship Circles, Department of Political Science — Fall 2015

The Department of Political Science approached CTL in Fall 2015 to initiate a project focused on engaging department members in conversations about, and scholarship on, teaching and learning. Associate Director Carla Peck worked with a member of the department to identify priorities during Fall 2015. Dr. Peck then developed and led a series of three sessions (part mentoring circle, part workshop) on the following topics: Active Learning, Beyond the Paper, and Assessment.

Optimizing Group Work — May 14, 2015

Research identifies several benefits to group work and collaboration including, development of higher-order thinking skills, increase in student self-management and responsibility, and exposure and preparation for diverse situations related to employment and social situations. While many instructors use group work and collaboration in their classes many questions remain, for example

- How should I form meaningful groups?

- How do I make sure that group members are contributing (and at the same time not micro-manage individuals)?
 - How do I assess group work?
- This workshop will review evidence-based strategies for effective group work that help to answer the questions above and more!

Peer and Self Assessments — October 16, 2015

Peer and self assessments are much more than just a strategy for saving instructor time. When properly applied they can be powerful learning experiences. In this workshop we will briefly look at the theory underlying these type of assessments and then examine how to design and implement this pedagogical tool. The emphasis of this workshop is on showing examples, doing hands-on practices and discussions.

Preparing a Teaching Portfolio — December 8, 2015

As a professional document that provides evidence of teaching effectiveness, the teaching dossier serves a variety of purposes including ongoing professional development and performance assessment. In this workshop, we will discuss how to document one's approach to teaching as well as outcomes and contributions to provide a multi-faceted perspective of one's teaching practices.

Stratégies d'enseignement pour l'apprentissage actif — October 19, 2015

L'apprentissage actif n'est pas facile à mettre en œuvre dans nos salles de classe. L'apprentissage actif nécessite souvent l'utilisation des nouvelles technologies ainsi que la re-conception du cours. Toutefois, les avantages pédagogiques de l'apprentissage actif sont nombreux. Dans cet atelier, nous allons examiner les défis et les avantages de l'apprentissage actif, ainsi que les outils et les stratégies pédagogiques à employer pour améliorer leur efficacité.

Student Engagement Strategies For The Large Classroom — September 29, 2015

Research shows that many students are not actively engaged in their large classes. Implications of this include reduced academic achievement and low attendance/high attrition rates. But there is hope! In this session we will review evidence-based strategies and innovative strategies from across our campus to encourage active learning in large classes.

Technology Tools to Support Active Learning in the Classroom — January 28, 2015, February 17, 2105, April 27, 2015

In this session, we will look at a range of technology tools that can support active learning activities in the classroom. This session will be useful to anyone looking to use active learning strategies during their class time, regardless of

subject area or student level, and we will make specific recommendations for techniques that can be used in both small and large section courses. We will explore a number of different technology tools, including student response systems, backchanneling, reflection tools, concept mapping tools and more. Please bring a mobile device to this session if you have one available.

Technology Tools to Support Reflective Practice — October 27, 2015

Critical reflection of one's experiences can be a potent learning activity. In this workshop we will examine a range of technological tools that can support reflective practices themselves as well as its assessment. In addition we will look at tools that can help with managing the information that will be used reflectively.

The Strategic Use of Digital Technology... Introducing Bloom's Digital Wheel and the SAMR Model — April 21, 2015

Have you ever wondered how to harness some of the technology your students are already using? Have you seen Apps or Web 2.0 tools that seem to have some possibilities but you are not sure either how to proceed to incorporate them or if you do use them, how effective have these redesigns been on your teaching and students' learning? If you can answer yes or maybe to these questions, this workshop will help you sort through the possible answers by working with colleagues to examine, evaluate and strategically redesign components within your classes. The purpose of this 1.5 hour workshop is to introduce faculty and academic staff to Bloom's Taxonomy Digital Wheel (BTDW, v. 3; 2013) and to the SAMR model (2013) as guides to the strategic use of digital technology in their classrooms.

Want to Flip Your Classroom? Let's Give It a Try! — May 20, 2015

Flipped Learning is a new pedagogical model that has emerged in the current digital reality. It is a great first step in reframing the role of a teacher in the classroom from "stand and deliver" to "teach to learn". A key feature of the Flipped Learning model is the opportunity to increase active learning opportunities in the classroom by shifting direct instruction outside of the larger group learning space, by developing more personalized learning, using technologies such as videos, digital simulations, computer games, and more (Handam, et al, 2013). In this workshop, the history, philosophy and structural framework of "flipped learning" will be outlined and a few examples will be illustrated. Participants will be then divided into groups, play and share with their designs of some mini Flipped Learning projects.

b) Teaching Events

Catalysts: A Conversation Series on Teaching

This is a series of conversations with UofA teaching award winners on their trials and triumphs in teaching. Led by the award winners themselves, the series is meant to provide a forum for celebration, conversation and reflection about teaching practices. Everyone is welcome to come and learn from some of our best teachers.

Balancing Home and Profession — November 27, 2015
David Chorney, Dominic Sauvageau, Adrienne Wright and Charles Lucy

Care and Teaching of First Year Students — September 29, 2015
Robyn Fowler, Charles Lucy, Hassan Safouhi and Olenka Bilash,

Epic Fails II: Learning From Our Teaching Mistakes — March 24, 2015
David Barnet, Eric Rivard, Nese Yuksel and Carla Peck

Ask Me Anything! — February 25, 2015
Suzanne Kresta, Paul Lu, Brian Maraj and Alex Brown

Two Great Ideas - from Four Great Teachers — January 26, 2015
Margaret-Ann Armour, Clive Hickson, Hassan Safouhi and Billy Streat

Festival of Teaching

The University of Alberta's Annual Festival of Teaching is an opportunity to promote and celebrate excellence and scholarship in teaching and learning.

FoT Spots, 5-minute Talks By Innovative Teachers — May 5, 2015
Award-winning instructors had 5 minutes each to share the creative techniques that they use to fuel the academic passions of their students.

- David Chorney, Secondary Education
- Kevin Haggerty, Sociology
- Christine Hughes, Pharmacy Faculty
- Al Meldrum, Physics
- Kristine Nutting, Drama, Augustana Campus
- Toni Samek, School of Library & Info Studies
- Marvin Washington, Alberta School of Business

FoT Writing in the STEAM Fields: Science, Technology, Engineering, Arts, and Math — April 17, 2015

This one-day conference brought together researchers from across Canada who have examined thousands of writing assignments and interviewed dozens of faculty members in an effort to understand the role of writing in the sciences, engineering, mathematics, education, and the arts.

Sessions:
Concise or Cryptic? Writing Assignments in a Department of Biology and a Department of Earth Sciences
Andrea Williams, University of Toronto

Writing Assignments in the Faculty of Science: Program profiles of seven departments
Boba Samuels, Wilfrid Laurier University

Writing for Math Students? Easy to say - but do?
Judi Jewinski, University of Waterloo

Establishing a Research Niche in Mathematics Articles
Heather Graves, Shahin Moghaddasi Sarabi, University of Alberta

Undergraduate Writing Assignments in Mechanical Engineering: Targeting Attribute 7, Communication Skills
Anne Parker, University of Manitoba

Writing in the Repair Cafe: Writing in the First-year Engineering Course
Judi Jewinski, University of Waterloo

Teacher talk about assignment guidelines for students: How much direction is too much?
Gloria Borrowes and Graham Shaw, University of the Fraser Valley

Inspiring Teacher Education: From Assignment analysis to program redesign
David Slomp, University of Lethbridge

FoT International Student Writing on Campus: Reading Group — February 26, 2015

To follow up on Dr. Chris Thaiss' presentation last semester, this session examined ways to support non-native speakers of English with readings drawn from: WAC and Second-Language Writers: Research Towards Linguistically and Culturally Inclusive Programs and Practices. (2014). Ed. Terry Myers Zawacki & Michelle Cox.

Symposium Series

Centre for Teaching and Learning (CTL) symposium series are interdisciplinary sessions delivered by internationally recognized experts and practitioners on a thematic discussion. They are aimed at exploring teaching and learning issues related to the University's academic plan and discovering practical ways to apply educational theory and research to positively transform our everyday classroom practices.

Assess this: Educational Assessment Challenges and Practical Solutions — August 6, 2015

Keynote:
Are We There Yet? The Assessment Conundrum
Kenneth Heller, University of Minnesota, Physics

Concurrent Sessions:
Improving Teaching and Assessment Practice in Rehab Med
Mark Hall, Chris Zarski, Geoff Bostick, Physical Therapy
LuAnne McFarlane, Teresa Paslawski, Communication Sciences and Disorders

Lessons Learned from Computer Based Testing and Assessment in Pharmacy
Gilles Leclerc, Pharmacy, University of Montreal

Using Test Blueprints and Item Analysis to Improve Multiple Choice Exams
Ubaka Ogbogu, Law

Two-Stage Exams: Turning Exams Into Learning Opportunities
Vincent Bouchard, Math and Statistical Sciences

Authentic/Aligned Exam Questions that Assess Problem Solving Ability in Engineering
John Nychka, Chemical and Materials Engineering

Using Concept Inventory Questions to Measure Student Understanding and Assess Teaching Methodologies
Saewan Koh, Biological Sciences

Computer Based Quizzes and Flipped/Blended Learning
Arthur Mar, Chemistry

Assessment and Game Based Learning
Sandra Davidson, Nursing

Multifaceted Evaluation of Teaching Symposium — May 7, 2015

Keynote:
Achievements and Challenges of UBC's Peer Review of Teaching Initiative: A View from the Faculty of Arts
Richard Price, University of British Columbia, Political Science

Sessions:
Evaluation of Teaching Panel
Cheryl Sadowski, Pharmacy and Pharmaceutical Sciences
Janet Wesselius, Augustana Faculty
Liz Taylor, Rehabilitation Medicine

"Getting Started" Panel
Kathryn Chandler, Human Ecology
Ken Cor, CTL
Susan Gibson, CTL
Rachel Milner, Faculty of Medicine

Teaching Events in the Faculties

Centre for Teaching and Learning (CTL) Visiting Speaker Grants provides a maximum \$2000 grant to assist (in whole or to supplement an already funded visit) departments/units in bringing scholars to campus that will address teaching and the scholarship of teaching within the discipline.

Novel Approaches to Undergraduate Research Education and Engagement — June 16, 2015
Trevor Day, Mount Royal University

Various strategies to engage undergraduate students in the research endeavour both inside and outside the curriculum will be outlined.

Real Work Is Better Than Homework — May 14, 2015
Brian P. Coppola, University of Michigan
This presentation provides an overview of real work principles, providing numerous examples in the area of organic chemistry, and includes, perhaps most importantly, the mechanism used to enable faculty to pursue their instructional development ideas.

Mind the Gap: Nurturing Our Students Toward Expertise — May 11 & 12, 2015

Kimberly Tanner, San Francisco State University (SFSU)
Participants will explore their current approaches to planning and reflecting on their teaching, as well as explore the 5E learning cycle model as an analytical tool for understanding teaching choices. Individual participants will have the opportunity to self-assess and analyze current class sessions and identify changes that could be immediately implemented.

c) Consultation Services

Faculty/Unit specific workshops delivered by CTL educational developers (14 sessions) – as follows:

Arts	Workshop
Arts (APRIL)	Experiential learning
CSJ	Workshops at CSJ
Education (Policy Studies)	Assessment for and of learning
FGSR	Workshop on writing learning objectives
FoMD (Faculty Development)	Faculty development committee meeting - CTL services presentation and Q&A
Libraries	Socrates
Pharmacy	Learning goals and outcomes
Political Science	Develop a series of mentorship circles focused on discussions about teaching and learning
Rehabilitation Medicine	Presentation on assessment blueprinting and participated in a session on how to write multiple choice questions
School of Public Health	Graduate orientation (assessment, discussion and moodle)
Science (Internship committee)	Development of SIP course goals
Science	Workshop on best practice for rubric creation and use
Science (Celebration of Excellence)	Course design specifics in science

Individual consultations -the following table is a list of topics discussed with individuals or teams of instructors, and CTL educational developers and/or Associate Directors (150 consultations).

ALES	New online program
ALES	Developing a blended course, non PDLC
ALES (MEAT net)	Online course development
ALES (Renewable resources)	ScreenCast-O-Matic
ALES (Renewable resources)	TLEF application
Arts	Creating course
Arts	Creating course
Arts	ScreenCast-O-Matic
Arts	eClass
Arts	Course design/learning activities
Arts	Course design/student feedback
Arts	eClass
Arts	Course design/ in-class activities
Arts	Course design consultation, Teaching portfolio
Arts	Online professional development program (platform discussion, etc.)
Arts (Anthropology)	New course creation
Arts (Drama)	Student peer evaluations - google forms
Arts (English and Film Studies)	Syllabus and eClass assistance
Arts (Linguistics)	Educational technology consultation
Arts (Modern Languages)	Course creation using eClass
Arts (Modern Languages)	Course creation using eClass
Arts (Music)	Syllabus issues

Arts (Music)	Course consultation
Arts (Philosophy)	TLEF Socrates
Arts (Political Science)	Educational technology consultation
Arts (Political Science)	Gaming in political science
Arts (Political Science)	Recording lectures
Arts (Psychology)	Blended delivery
Arts (Sociology)	Course design consultation
Augustana	Consultation
Augustana	Consultation
Augustana	Metacognition
Augustana	Metacognition
Augustana	Metacognition
Augustana	Metacognition
Augustana	Course design consultation
Augustana	Course design consultation
Augustana	Course design consultation
Augustana	Course design consultation
Augustana (Humanities & Fine Arts)	Creating a rubric for assignments
Business	Course redesign, TLEF consult, Blended Learning Proposal consult, Coursera MOOC consult
Campus Saint-Jean	Course redesign, greater use of Moodle
Campus Saint-Jean	Online courses - standards
Chemical Engineering	Support to run final exam as a computer based exam
Chemistry	Building online courses
Chemistry	Online course development
CLE committee	Presentation to CLE committee to address SU concerns regarding under use
Dentistry	Request for workshop information
Education	Educational technology consultation
Education (Ed Psych)	Instructional strategies
Education (Ed Psych)	Instructional strategies
Education (Ed Psych)	Lecture and lab redesign
Education (Elementary)	Online resources and copyright for online education
Educational Policy Studies	Professional development (assessment practices)
Educational Policy Studies	Observe teaching (2 classes), provide feedback, and write a final report (letter).
Education (Secondary)	Educational technology consultation
Education (Secondary)	Online resource development
Engineering (ECE)	Peer Consultation. Teaching practices and strategies in the classroom, peer observation/review
Extension	New professor
Faculty of Native Studies	Group discussions
FoMD	Course design consultation
FoMD (Aboriginal & Global Health Research Group)	Consult advice from CTL

FoMD (Academic technologies)	eClass design
FoMD (Academic technologies)	Unit/project collaboration
FoMD (Family)	Use of graphics in continuing ed
FoMD (Forensic pathology)	Educational technology and course design
FoMD (Lab Med and Path)	Faculty liaison work and course design
FoMD (Medicine)	Faculty development series - now transitioned to project
FoMD (Oncology)	Instructional resource consultation
FoMD (Otolaryngology)	Educational technology and residency education
FoMD (Otolaryngology)	Course design
FoMD (Pathology)	New hematopathology program evaluation
FoMD (Radiation Therapy)	E-portfolios
FoMD (Radiation Therapy)	E-portfolios at SLIS
FoMD (Surgery)	Designing or revising a course, course is relevant for the current and prospective graduate students, design of course from scratch, provide continuous feedback on course design
FoMD (Undergraduate medical education course on Geriatrics)	Facilitate reflective learning
FoMD (Wellness Rx)	Program request
Human Ecology	Course planning and design of teaching and learning
IST	iClickers
Law	Peer consultation
Law	Course planning and instructional strategies
Law	Pedagogical design, tech advice on 4 online tutorial sessions of course
Law	Entire course redesign with blended learning format
Law	Judge enforcement course planning, design of teaching and learning and assessment strategies
Libraries	Streaming resources workshop discussion
Math & Statistical Sciences	Consultation on how to structure group work in statistics courses
Mechanical Engineering	Outline learning objectives and incorporate active learning into UG class, also interested in publishing teaching related articles
Mechanical Engineering	New instructor to the U of A. Consultation on recording videos for his classes and using podcasts, iClickers.
Modern Languages and Cultural Studies	Course design consultation - planning or redeveloping a course
Native Studies	Course design consultation
Native Studies	MA in Native Studies (online)
Native Studies	New course design
Nursing	Developing blended learning course
Nursing	Gamification of nursing curriculum and assessment
Nursing	Multiple choice exam feedback
Nursing	Working with large research class on teaching options
Nursing	Educational technology consultation
Nursing	Graduate course consultation (Nursing stats)
Nursing	eClass support and polling

Nursing	Revision of assignments to better suit course, objectives, and clinical placement sites
Pharmacy	Discussion of learning outcomes
Pharmacy	Exemplar LOs
Pharmacy	Teaching philosophy
Pharmacy and Pharmaceutical Sciences	Peer consultation
Physical Education	Online graduate certificate in Indigenous recreation mgt
Physical Education	Online graduate certificate in Indigenous recreation mgt
Physical Education	Online learning
Physical Education	Designing quizzes
Physical Education	Designing assignments
Physical Education	One-on-One Course Re-design for an experiential course
Physical Education & Recreation Faculty	Creating blended course materials. Wondering about design, technology used, cost, support would be able to provide
Physical Education and Recreation	Course design consultation. Planning or redeveloping a course, assessment and grading, help with writing/assessing writing.
Psychology	Course design consultation, educational technology consultation, program (Re) design consultation
Public Health	Course design consultation - planning or redeveloping a course
Public Health	Course design consultation - planning or redeveloping a course
Rehabilitation Medicine	Online redevelopment
Rehabilitation Medicine (Occupational Therapy)	Online course development and eClass forums
Rehabilitation Medicine (Physical Therapy)	Google Glass
School of Library and Information Studies	Course design consultation
School of Public Health	Utilizing adobe connect and google docs more effectively
School of Public Health	Online course preparation
School of Public Health	Program (Re) design consultation
School of Public Health	Course design/course outline
School of Public Health (MPH)	MPH curriculum revision review (initial meeting - will assist with review)
School of Public Health	Online epidemiology course development consultation
School of Public Health (Master of Public Health)	Curriculum development for new program
School of Public Health (MSc)	Course outline review
School of Public Health (UAEM - Alberta student group)	Course development focusing on essential medicines
Science	Peer consultation, course design consultation, program (Re) design consultation. Planning or redeveloping a course, teaching practices and strategies in the classroom
Science	Science plus
Science (Chemistry)	Video demos
Science (Chemistry)	Electronic questions

Science (CMPUT)	Machine learning MOOC
Science (Deans office)	FoS specific workshops
Science (Deans office)	Project prioritization
Science (Math and Stats)	Learning activities
Science (Math and Stats)	Course design and teaching strategies
Science (Math and Stats)	Educational technology consultation
Science (Psychology)	eClass utilization
Science (USS)	SIP program
School of Library and Information Studies (SLIS)	Developing course into online format
Student Accessibility Services	Course planning and instructional strategies: Inspiration and Kurzweil
Student Accessibility Services	How to carry out a needs assessment with a lack of resources. Creating one-day workshops, and one-hour workshops
SU TANDEM	eClass
The Landing	Workshops and course creation for the UofA
The Landing	Workshops and course creation for the UofA
The Landing	Workshops and course creation for the UofA
University of Alberta International	Course production

Writing Across the Curriculum (WAC)

Individual consultations with faculty and student representatives:

Arts (East Asian Studies)	Writing assignments for course
Arts (East Asian Studies)	Course writing assignments
Business	ICBC Undergraduate Case Competition
Chemical and Materials Engineering	Writing workshops
Chemical and Materials Engineering	Writing workshops
Community Service Learning	Graduate writing group
Education (Secondary Education)	Writing workshops for graduate class
Educational Policy Studies	Reflection assignment for fall undergrad class
Geography and Planning Student Society (Undergraduate)	Business Communication workshop
Math & Statistical Sciences	Collaborative math assignments
Physical Education & Recreation Faculty	Writing assignments for class
Physical Education & Recreation Faculty	Grading rubrics for writing assignments

Workshops for Students (Graduate and Undergraduate):

Business (International Business Case Competition [Undergraduate])	Building a strong case for your argument
Business (International Business Case Competition [Undergraduate])	Strategies for Clear, Concise Writing
Chemical and Materials Engineering	First class contact
Chemical and Materials Engineering	Writing to understand: the situation report
Chemical and Materials Engineering	Revising your situations report
Chemical and Materials Engineering	Building your project description

Chemical and Materials Engineering	Turning a situation report into a final report
Chemical and Materials Engineering	Building your economic evaluation
Chemical and Materials Engineering	Final report: text review, recommendations and conclusions
English and Film Studies	Writing SSHRC proposals
Engineering Professional Development Workshop	Pitching your technical project
GAPSS Writing Workshop	Writing Positive and Informative messages
Nursing Graduate Student Writing Group	Clarity and conciseness in academic prose
Physical Education, Recreation and Leisure Studies (Graduate Student Writing Group)	Writing the research article literature review
Physical Education, Recreation and Leisure Studies (Graduate Student Writing Group)	Argument in social sciences
Physical Education, Recreation and Leisure Studies (Graduate Student Writing Group)	Revising arguments
School of Public Health	Successful Professional and Academic Writing: Argument and Lay Summaries in Public Health Science
School of Public Health	Successful Professional and Academic Writing: Clear Concise and Correct Prose Style

Writing Across the Curriculum (WAC)

Class Presentations on Course Writing Assignments:

Ales (Agriculture Food and Nutritional Science) ANSC 120 (Fall) (Winter)	Arts (History & Classics) HIST 115 (Winter)
Ales (Agriculture Food and Nutritional Science) ANSC 375 (Fall) (Winter)	Arts (History & Classics) HIST 391
Arts (Anthropology) ANTHR 499	Arts (Political Science) POLS 459/566
Arts (Art and Design) ARTH 677	Arts (Political Science) POLS 261
Arts (Art and Design) ARTH 411/511	Arts (Political Science) POLS 350
Arts (Art and Design) ARTH 309	Arts (Psychology) PSYCO 305
Arts (Art and Design) ART 441	Arts (Sociology) SOC 291
Arts (Economics) ECON 399-A01	Arts (Sociology) SOC 301
Arts (Economics) ECON 399-A02	Education (Secondary) EDSE 510
Arts (Economics) ECON 399-A03	Nursing NURS 295
Arts (Economics) ECON 431	Nursing NURS 399
Arts (Economics) ECON 512	Rehabilitation Medicine (Occupational Therapy) OOCCTH 566
Arts (Economics) ECON 211	Rehabilitation Medicine (Occupational Therapy) OCCTH 566
Arts (English & Film Studies) ENGL 121	Science (Earth and Atmospheric Sciences) EAS 467
Arts (History & Classics) HIST 115 (Fall)	Science (Chemical and Materials Engineering) CHEMENG 365/465
Arts (History & Classics) HIST 281	Science (Math & Statistical Sciences) MATH 499

Appendix E – Awards and Funding Recipients

Centre for Teaching and Learning - Adjudicated Awards

Summer Student Awards

Undergraduate Student Recipients

- Abdulla Abdulla (BSc - Mechanical Engineering)
- Alexander Schoeddert (BEd/BSc - Campus Saint-Jean)
- Min Ku Kang (BSc Honors - Molecular Genetics)
- Miriam Wing (BEd - Elementary)

Graduate Student Recipients

- Max Sties (PhD - Econometrics)
- Meredith Snyder (PhD - English)

Visiting Speaker Grants

- Physical Activity and Diabetes Laboratory - Dr. Trevor Day, Associate Professor (Mount Royal University) - Lecture: "Novel Approaches to Undergraduate Research Education and Engagement". June 16, 2015.
- Department of Chemistry - Dr. Brian P. Coppola, Arthur F. Thurnau Professor of Chemistry (University of Michigan) - Keynote presentation, "Real work is better than Home work", 2015 W.E. Harris Workshop. May 14, 2015.
- Department of Biological Sciences - Dr. Kimberly D. Tanner, Professor (San Francisco State University). Presentations: "Cultural Competency in the Undergraduate Classroom: Cross-Disciplinary Tools, Insights and Strategies to Promote Student Success" and "Order Matters: Becoming Metacognitive about Teaching Choices". May 11 & 12, 2015.

Awards for Faculty Excellence

These were among the awards recognized at the 2015 Celebrate! Teaching.Learning.Research on September 23, 2015.

Distinguished University Professor

- Simaan AbouRizk, Civil and Environmental Engineering

McCalla Professorships

- Edan Foley, Faculty of Medicine and Dentistry
- Neil Haave, Augustana Campus
- Gerald Haubl, Faculty of Business
- Catherine Kellogg, Faculty of Arts
- Donna Vine, Faculty of Agricultural, Life and Environmental Sciences
- Frederick West, Faculty of Science
- Roger Zemp, Faculty of Engineering
- Bruce Ziff, Faculty of Law

University Cup

- Harvey Krahn, Sociology

Vargo Teaching Chair

- John Nychka, Chemical and Materials Engineering

Awards for Teaching Excellence

The following awards were celebrated at the U of A Teaching Awards Reception on May 21, 2015:

Provost's Award for Early Achievement of Excellence in Undergraduate Teaching

- Dominic Sauvageau, Faculty of Engineering

Rutherford Award for Excellence in Undergraduate Teaching

- Brian Maraj, Faculty of Physical Education and Recreation
- Masoud Ardakani, Faculty of Engineering

William Hardy Alexander Award for Excellence in Undergraduate Teaching

- Adrienne Wright, Faculty of Medicine and Dentistry
- Jerome Melancon, Augustana Campus
- Yumi Sieben, Faculty of Arts

University of Alberta Blended Learning Award

The following undergraduate courses have been awarded support for conversion of their courses to blended delivery:

Faculty of Science

- BIOL 108 - Introduction to Biological Diversity
- MATH 114* - Elementary Calculus I
- (*Calendar change to "MATH 134 - Calculus for the Life Sciences" pending)

Faculty of Engineering

- CIV E 398 - Introduction to Continuum Mechanics
- MEC E 260 - Mechanical Design I

Faculty of Arts

- ECON 102 - Introduction to Macroeconomics
- LING 101 - Introduction to Linguistic Analysis / LING 102 - Introduction to Linguistics II

Faculté Saint-Jean

- FRANC 235 - Survol de la littérature francophone

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