<table>
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<th>Section</th>
<th>Page</th>
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<td>AWARDS AND FUNDING RECIPIENTS</td>
<td>14</td>
</tr>
</tbody>
</table>
FROM THE ACADEMIC DIRECTOR

2016 was an exciting year of new possibilities for the Centre for Teaching and Learning. We continued our long history of working with instructors and programs to enhance the student learning experience and also brought in new perspectives, ideas, and expertise by hiring a new team of full-time educational developers. It was such a pleasure for me to start as the new Academic Director in October with a strong team of Associate Directors and staff in place and to learn through many conversations with colleagues across the institution how CTL’s work has been consistently valued.

Due to the transition, our annual report this year is a brief summary of topics, events, and participation numbers. It really doesn’t do our work justice. For example, the types of consultations we do are as varied as the instructors and departments on campus, ranging from brief phone or email conversations, to several hours of collaboration to develop a new teaching strategy or assessment for a course, to sitting on a course development committee over the course of an academic year, to a multi-year commitment to help “blend” a course by working with the instructor(s) to design and produce not only online content but also classroom activities which are meant to complement one another. Similarly, our annual events range from New Professor Orientation in August to the multi-day Festival of Teaching in May, which brings together UofA instructors to foster, celebrate, and share excellence and innovation in teaching across the University. We intend that the depth and breadth of our work will be more evident in future reports.

We are also working on many more initiatives to support teaching and learning at the UofA which we look forward to communicating in the next year. In the meantime, I’d like to express my appreciation to Dr. Roger Graves who served as the Director for most of 2016, and also to past and present CTL staff who created such a strong foundation on which to continue to build.

Janice Miller-Young
Academic Director, Centre for Teaching and Learning
Professor, Biomedical Engineering
PEOPLE

CTL Staff

Director
Janice Miller-Young, PhD, Director (October - Present)
Roger Graves, PhD, Director (January - October)

Associate Directors
(seconded faculty members, part-time in CTL)
Ken Cor, PhD,
Director of Assessment, Pharmacy & Pharmaceutical Sciences,
Associate Director (Assessment)
Roger Graves, PhD,
Professor, English & Film Studies,
Associate Director (Writing), (July - Present)
Heather Graves, PhD,
Associate Professor, English and Film Studies,
Associate Professor, Writing Initiatives,
Associate Director (Writing), (January - June)
Norma Nocente, EdD,
Associate Professor, Secondary Education,
Associate Director (Educational Technology)
Carla Peck, PhD,
Associate Professor, Elementary Education,
Associate Director (Curriculum)

Educational Developers
Tracy Onuczko, MEd, Associate Director (Educational Development), (January - August)
JR Dingwall, MEd
Cosette Lemelin, PhD
Ellen Watson, MEd

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

Special Project Staff
Rishi Jaipaul, Blended Learning Team Lead
Katelyn Lindmark, Blended Learning Support Team
Noah Shillington, Blended Learning Support Team
Martin Spilke, Blended Learning Support Team
Megan Sumner, Blended Learning Support Team
Fran Vargas, Blended Learning Support Assistant
Josh Westlake, MOOC eLearning Specialist
Dan Harvey, Project Manager & Senior Consultant (WAC)
Shahin Moghaddasi Sarabi, Graduate Teaching Assistant (WAC)
Carol Brown, Contract Educational Developer
Anita Parker, Part Time Research Assistant

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
Michelle Inness, Assistant Professor, Business
Janet Wesselsius, 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 Kermoal, 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 Loppnow, 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 Streen, Professor, Extension Faculty
EVENTS

- BY THE NUMBERS

CTL 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. For a complete list of topics, see page 5.

<table>
<thead>
<tr>
<th>Sessions, Workshops, Programs</th>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Information Sessions</td>
<td>3*</td>
<td>28</td>
</tr>
<tr>
<td>Teaching and Learning Sessions</td>
<td>30*</td>
<td>716</td>
</tr>
<tr>
<td>New Professor Teaching Orientation</td>
<td>1*</td>
<td>46</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Partnership programming done in collaboration with:</th>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Pedagogy Research and Innovation Laboratory (APRIL)</td>
<td>3*</td>
<td>47</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>4*</td>
<td>48</td>
</tr>
<tr>
<td>Various Departments</td>
<td>3*</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Events</th>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalysts: A Conversation Series on Teaching</td>
<td>2*</td>
<td>60</td>
</tr>
<tr>
<td>Festival of Teaching</td>
<td>1*</td>
<td>266</td>
</tr>
<tr>
<td>Symposia</td>
<td>2*</td>
<td>157</td>
</tr>
</tbody>
</table>

*Events with registration through the Learning Shop, CTL’s online registration system
**Third Catalyst event was part of the Festival of Teaching [registration not available].

49
TOTAL NUMBER OF EVENTS

29
AVERAGE NUMBER OF REGISTRATIONS PER SESSION

1,460
TOTAL NUMBER OF REGISTRANTS IN ALL CTL SESSIONS
Instructor participation (Faculty, Lecturers, Sessionals) in CTL events

2016: 49.4%
2015: 44%
2014: 41%

Participation statistics from events with registration through the Learning Shop.
EVENTS

- BY TOPICS

a) Professional Development Sessions, Workshops, Partnership Programs

b) Teaching Events

a) Professional Development Sessions, Workshops, Programs

3M National Teaching Fellowship Preparation Workshop & Consultations
June 27, 2016

A Picture is Worth 1000 Words: Using Images to Improve your Classroom Presentations
November 16, 2016

Arts Pedagogy Research and Innovation Laboratory (APRIL) Better Blended Learning
March 4, 2016

Arts Pedagogy Research and Innovation Laboratory (APRIL) Pedagogical Panels and Experiential Learning
January 15, 2016

Beyond the Course Textbook: Using Audio and Video in Your Course
October 12, 2016

Beyond YouTube.. Discovering Streaming Content for Your Class
November 23, 2016

Blended Learning Series - What will my blend be?
March 10, 2016, November 9, 2016

Blended Learning Series - Blended Interactions
April 6, 2016, November 22, 2016

Blended Learning Series - Mixing Assessments
April 27, 2016, December 7, 2016

Concepts in Course Design: Mapping Out a Learner Centred Course
October 4, 2016 | October 25, 2016 | November 8, 2016

Discover Open Education: Finding Open Educational Resources — February 18, 2016

Duty to Accommodate: The role of UofA’s instructional employees, support staff and students in providing exam accommodations

Facilitating Engaging Discussions: Tools to Move from Lecture to Discourse
May 26, 2016

Formative Assessment and Giving Effective Feedback - June 29, 2016

How Can I Make Multiple-Choice Questions More Effective?
December 6, 2016

How to get your students to do the readings
February 17, 2016

"Make it Stick! What works when teaching in higher education"

Making the Most of a Guest Speaker
September 7, 2016

Mid-Summer Reflection on Teaching: Developing your Teaching Philosophy
July 6, 2016

New Professor Teaching Orientation
August 3, 2016

Self Assessment of Graduate Attributes
September 30, 2016

Student Engagement Strategies for the Large Classroom
December 14, 2016

Teaching First-Year Students: Challenges and Rewards
September 27, 2016

Teaching and Learning Online
August 16, 2016

Teaching Students to Use Faculty Feedback
March 15, 2016
Technology Tools to Support Active Learning in the Classroom
June 15, 2016

Using Rubrics to Make Grading Simpler
September 14, 2016

Voice-Over Power Pointers: Tips for Sharing your Time-Tested Lectures Online
May 11, 2016

Who Am I When I Teach? Understanding Teaching Persona
July 19, 2016

What’s the Best Way to Grade Participation?
August 25, 2016

b) Teaching Events

Catalysts: A Conversation Series on Teaching
This is a monthly 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.

Developing Student-Teacher Relationships
— October 18, 2016
Christine Hughes, Beverly Kula, Glen R. Loppnow and Carla Peck

Teaching-Intensive Academic Positions at Research-Intensive Institutions: Why We Need Them — May 6, 2016
Yoram Apelblat, Roger Graves, Frances Plane, Fahim Rahman, Frank Robinson and Candy Sloboda

Measuring Teaching Scholarship: What do we value?
— April 11, 2016
Suzanne Kresta

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.

This two day event gave members of the U of A community an opportunity to share, demonstrate, explore, and debate diverse approaches to the craft and scholarship of teaching with the goal of enhancing the teaching and learning environment across the institution. The event featured FoT Spots, keynote speakers, concurrent presentations, workshops, poster sessions, and networking opportunities.

FoT Spots. 5-minute talks. 10 innovative teachers.
— May 5, 2016
FoT Spots is an event that featured short, five-minute presentations by award-winning U of A instructors. Presenters shared the creative techniques they use both to fuel the academic passions of their students and to energize their own teaching practice.

Festival of Teaching FoT Symposium
— May 6, 2016
Keynote: Ken Bain, President of the Best Teachers Institute and a former professor of history at Northwestern, Vanderbilt, University of Texas, and New York University.

Ken Bain is one of the best known teachers and scholars of teaching and learning in the United States and the western world. His works have been translated into 12 languages, and are widely read and discussed across Europe and Latin America and is becoming well known in China and East Asia. A well accomplished historian, he earned his reputation in teaching and learning with the 2004 publication of What the Best College Teachers Do (Harvard University Press), one of the most widely read and influential scholarly books published in the U.S. in the last half century. He is currently the president of the Best Teachers Institute, a research and education organization, but he spent much of his academic career at Vanderbilt, Northwestern, and NYU, before becoming Provost and Vice President for Academic Affairs at the University of the District of Columbia.

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.

Blended Learning Showcase — November 9, 2016
The University of Alberta Provost’s Digital Learning Committee in conjunction with the Centre for Teaching and Learning, hosted a Blended Learning Showcase to feature various courses on campus that have implemented a blended learning approach. Results from research on student and instructor perceptions of the blended learning courses at the University of Alberta were also presented.
Improving Student Assessment: Creating valid, fair and transparent practices in higher education — August 4, 2016

Keynote: Sue Bloxham, Emeritus Professor of Academic Practice at the University of Cumbria

Sue Bloxham is Emeritus Professor of Academic Practice at the University of Cumbria and an educational consultant. She has taught in higher education for many years, developing a particular interest in assessment. Sue has published widely in the field including the best-selling Developing Effective Assessment in Higher Education (Open University Press) with Pete Boyd and was awarded a National Teaching Fellowship in 2007. She has been chair of the international Assessment in Higher Education Conference since 2008. Sue’s interest in assessment originally focused on how we manage our higher education assignments and examinations to support the achievement of students from under-represented groups. She has also researched and published on matters such as student skills development, group assessment, feedback, course design and marking. In recent years, her interest in what students need to do to succeed in university assessment has inspired research into how instructors recognise quality in their marking and the use of standards by academics. She has also contributed to the Higher Education Academy’s A Marked Improvement guide to transforming assessment in the University sector. She is regularly invited to speak on the topic of assessment at Universities and conferences in the UK and abroad.

CONSULTATIONS

The Centre for Teaching and Learning offered consultations on a variety of topics, including, but not limited to:

The Development of Teaching

These consultations cover a variety of topics, but are often related to course development and/or teaching reflection. Some examples of questions that may be addressed in these consultations with an educational developer are:

- I want to change an assignment in my course. How can I develop and assess this assignment?
- What is a teaching philosophy statement and how do I write one?
- I am looking to integrate new technology into my classroom assessment. What types of technology are available to me and which might best fit my classroom environment?
- What are learning outcomes and how do I write them?
- My students are not participating as much as I would like in my course. Can we discuss strategies to increase participation?
- What are my USRI’s really telling me?
- How can I revise my current course into a compressed course or online format?

CTL Associate Directors were also available for consultations, consulting on TLEF submissions and have expertise in Teaching Writing, Assessment, Educational Technology, and Curriculum.
CONSULTATIONS

- BY FACULTY

<table>
<thead>
<tr>
<th>Faculty/Office</th>
<th>No. of Consultations</th>
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<tbody>
<tr>
<td>Faculty of Medicine &amp; Dentistry</td>
<td>20</td>
</tr>
<tr>
<td>Nursing</td>
<td>15</td>
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<tr>
<td>School of Public Health</td>
<td>12</td>
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<tr>
<td>Rehabilitation Medicine</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education &amp; Recreation</td>
<td>8</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>6</td>
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<tr>
<td>Engineering</td>
<td>5</td>
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<tr>
<td>Native Studies</td>
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<tr>
<td>Office of Sustainability</td>
<td>3</td>
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<tr>
<td>Libraries</td>
<td>2</td>
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<tr>
<td>Education</td>
<td>2</td>
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<tr>
<td>Augustana</td>
<td>1</td>
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<tr>
<td>Extension</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Campus Saint-Jean</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
</tr>
<tr>
<td>Students’ Union</td>
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<td>Student Accessibility Services</td>
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<tr>
<td>St Joseph’s College</td>
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<td>Office of the Registrar</td>
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<tr>
<td>FGSR</td>
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<tr>
<td>Community Service Learning</td>
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</table>

**Total Number of Consultations:** 155

CTL Educational Developers and/or Associate Directors provided individuals or teams of instructors with one-on-one consultations.
The table above is a list of topics discussed with individuals or teams of instructors, and CTL Educational Developers and/or Associate Directors.
Faculty/Unit specific workshops delivered by CTL Educational Developers and/or Associate Directors (17 sessions) - as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Medicine and Dentistry</td>
<td>Faculty Development Series</td>
</tr>
<tr>
<td>Faculty of Medicine and Dentistry</td>
<td>Educational Development</td>
</tr>
<tr>
<td>Political Science</td>
<td>Active Learning</td>
</tr>
<tr>
<td>Political Science</td>
<td>Beyond the Paper: Alternatives to the Major Essay Assignment</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Peer Review of Teaching</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Philosophy of Teaching</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Active Learning Workshop Part 1</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Active Learning Workshop Part 2</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Focal Area Development in Core Program</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>This is Public Health Working Group 1</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Professionalism and Leadership Working Group 2</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Evidence in Public Health Practice Working Group 3</td>
</tr>
<tr>
<td>University of Alberta Libraries</td>
<td>Backwards Design Workshop</td>
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<tr>
<td>University of Alberta Libraries</td>
<td>Maximizing the Effectiveness of One-off Workshops</td>
</tr>
<tr>
<td>University of Alberta Libraries</td>
<td>Formative Feedback</td>
</tr>
<tr>
<td>University of Alberta Libraries</td>
<td>Review/Refresher of Previous Topics</td>
</tr>
<tr>
<td>University of Alberta Libraries</td>
<td>Active Learning Bootcamp</td>
</tr>
</tbody>
</table>
MOOCS AND BLENDED LEARNING PROJECTS

In 2016 CTL continued to collaborate with instructors across campus, providing support and resources to incorporate digital technology into their courses. We worked with a wide variety of educators to create new, digital, flexible, and engaging learning experiences.

a) MOOCs
b) Blended Learning Projects,
c) Ongoing Blended Learning Projects

Blended Learning and MOOC support is awarded by the Provost’s Office. CTL supports these initiatives in a range of ways. We work with instructors and programs to redesign both the online and face-to-face components of a course, using research-based principles of course design and how people learn. Depending on needs and scope of the project, our production team often produces the online components, tools, and resources for the course. Awards are given each year and most projects are multi-year initiatives.

Examples of blended learning courses developed at the University of Alberta can be found at http://blendedualberta.ca/case-studies/

a) MOOCs
Science and Religion 101 (Summer 2017)*+
Introduction to the Arctic: Climate (Winter 2017) *
Mountains 101 (Winter 2017) *
Paleontology: Theropod Dinosaurs and the Origin of Birds (Winter 2017) *
Paleontology: Ancient Marine Reptiles (Winter 2017) *
Paleontology: Early Vertebrate Evolution (Winter 2017) *
Indigenous Canada (Fall 2017) *
Understanding Video Games (Fall 2017) *
Dino 101 *

* technical support through Coursera
+ educational developer support through CTL

b) Blended Learning Projects

The following blended learning projects were awarded in April 2016.

Faculty of Arts
• EASIA 101 - Understanding East Asia
• PSYCO 223 - Lifespan Developmental Psychology

Faculty of Engineering
• ECE 312 - Embedded System Design
• ENGG 404 - Engineering Safety and Loss Management

Faculty of Medicine and Dentistry
• D HYG 340/DDS 545 - Dental Radiography

Faculty of Native Studies
• Aboriginal Governance and Partnership (AGP) Programs

Faculty of Physical Education and Recreation
• HE ED 110 - Introduction to Personal Health and Well-Being

Faculty of Science
• CMPUT 175 - Introduction to the Foundations of Computation II
• STAT 151 - Introduction to Applied Statistics I

Faculty of Arts
• ECON 102 - Introduction to Macroeconomics
• LING 101/102 - Introduction to Linguistic Analysis / Introduction to Linguistics II

Faculty of Engineering
• CIV E 398 - Introduction to Continuum Mechanics
• MEC E 260 - Mechanical Design I

Faculté Saint-Jean
• FRANC 235 - Survol de la littérature francophone

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])
WRITING ACROSS THE CURRICULUM (WAC)

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.

We 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.

In 2016 the WAC program built on our research into writing assignments across the curriculum by beginning a large project with the ALES faculty. In the past we have gathered syllabi to document how much writing and what kinds of writing students were asked to do in Nursing, Pharmacy, PERLS, Political Science, and Community Service Learning. We have gathered data for the entire ALES faculty in 2016, and in 2017 we will process and report on our findings to the faculty and each program within it.

In 2016 we also began testing the viability of using the Game of Writing software the WAC program developed in partnership with Writing Studies, Humanities Computing, and the Arts Resource Centre (all of the Faculty of Arts). Together with CTL, we worked to implement and support the use of GWrit with East Asia 101 students. Early data suggests the experiment worked well to develop student writing skills, and we have continued to support this course in 2017.

Writing Across the Curriculum (WAC) Writing Lectures

Class Presentations on Course Writing Assignments:

**Winter 2016**
- Agricultural, Life & Environmental Sciences ANSC 120
- Agricultural, Life & Environmental Sciences ANSC 375
- Arts POLS 261
- Arts POLS 350
- Arts ARTH 411/511
- Arts ARTH 309
- Arts HIST 115
- Arts HIST 391
- Arts ART 441
- Engineering CHEM 365/465
- Medicine and Dentistry LABMP 590
- Nursing NURS 303
- Nursing NURS 399
- Rehabilitation Medicine OCCTH 566
- School of Public Health SPH 603

**Fall 2016**
- Arts HIST 309
- Arts HIST 403/503
- Arts MUS 102
- Medicine and Dentistry ONCOL 254
- Medicine and Dentistry RADTH 328
## Writing Across the Curriculum (WAC)

### Invited Faculty Unit Specific Presentations

<table>
<thead>
<tr>
<th>Program / Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene Program Instructors</td>
<td>Creating and Grading Writing Assignments</td>
</tr>
<tr>
<td>Dental Hygiene Program Instructors</td>
<td>Responding to Student Writing</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Orientation to 4th Year Writing</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Evaluating and Responding to Student Writing</td>
</tr>
<tr>
<td>English and Film Studies</td>
<td>Writing grant applications</td>
</tr>
<tr>
<td>Department of Renewable Resources</td>
<td>WAC and Scholarly Writing Support on Campus</td>
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</table>

### Workshops for Students (Graduate and Undergraduate):

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>ChemEng 365/465</td>
<td>First class contact</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Writing to understand: the situation report</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Revising your situations report</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Building your project description</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Turning a situation report into a final report</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Building your economic evaluation</td>
</tr>
<tr>
<td>ChemEng 365/465</td>
<td>Final report: text review, recommendations and conclusions</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Orientation to 4th Year &amp; BSc</td>
</tr>
<tr>
<td>GAPSS Writing Workshop</td>
<td>Writing Positive and Informative messages</td>
</tr>
<tr>
<td>Engineering Professional Development Workshop</td>
<td>Pitching your technical project</td>
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<tr>
<td>Engineering Writing Group</td>
<td>Writing group</td>
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<td>PERLS Graduate Students Writing Group</td>
<td>Writing the Research Article Literature Review</td>
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<tr>
<td>School of Public Health</td>
<td>TA Workshop</td>
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### Research and Outreach:

- ALES writing assignment research
- Department Meeting of Renewable Resources
- EASIA 101 support
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.

**Centre for Teaching and Learning - Adjudicated Awards**

**Summer Student Employment Awards**

- **UNDERGRADUATE STUDENT AWARDS**
  - Alexander Choy (BA Honors After Degree - Psychology)
  - Alexandra Malley (BSc - Biology)
  - Azadeh Abdolrazaghi (Linguistics)
  - Maggie Salopek (BA - Psychology)
  - Neil Anderson (BSc - Materials Engineering)

- **GRADUATE STUDENT AWARDS**
  - Belisarius Welgan (MA - Classical Languages)
  - Cerina Lee (MPH - Health Promotion)
  - Meredith Snyder (PhD - English)

**Visiting Speaker Grants**

- Physical Education and Recreation Faculty - Robert Grandjambe Jr. - Presentation: “Woodland Cree Hunting and Trapping”
- The Physical Activity and Diabetes Laboratory - Dr. Gregory duManoir (University of British Columbia, Okanagan Campus) - Keynote presentation: “Educational Leadership — Navigating the process in the early stages of your career”
- Department of Chemistry - Dr. Jill Robinson (Indiana University) - Keynote presentation, “Strategies for Effective Active Learning”, 2016 Walter E. Harris Workshop.
- Physical Education and Recreation Faculty - Dr. Adam Sarty (Saint Mary’s University) - Keynote presentation, “Venturing into Researching our Teaching: Lessons Discovered by a Physicist”

**Awards for Faculty Excellence**

These were among the awards recognized at the 2016 Celebrate! Teaching.Learning.Research on September 21, 2016.

- **Distinguished University Professor**
  - Olive Yonge (Nursing)
  - James Pinfold (Physics)

- **McCalla Professorships**
  - Jie Chen, Faculty of Engineering
  - Gordon Gow, Faculty of Extension
  - Devereaux Jennings, Alberta School of Business
  - Wendy Hoglund, Faculty of Arts
  - Simon Landhausser, Faculty of Agricultural, Life and Environmental Sciences
  - Kim Misfeldt, Augustana Campus
  - Ralf Schirrmacher, Faculty of Medicine and Dentistry
  - John Waldron, Faculty of Science

- **Vargo Teaching Chair**
  - Pierre Mertiny (Mechanical Engineering)

**Awards for Teaching Excellence**

The following awards were celebrated at the U of A Teaching Awards Reception on May 19, 2016:

- **Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching**
  - Clover Bench (Faculty of Agricultural, Life and Environmental Sciences)
  - Brendan Pass (Faculty of Science)
  - Kisha Supernant (Faculty of Arts)

- **Rutherford Award for Excellence in Undergraduate Teaching**
  - Barbara Billingsley (Faculty of Law)
  - Anna Oswald (Faculty of Medicine and Dentistry)
  - Fred West (Faculty of Science)

- **Award for Excellence in Graduate Teaching**
  - Lu-Anne McFarlane (Faculty of Rehabilitation Medicine)
  - Denise Larsen (Faculty of Education)

- **Teaching Unit Award**
  - Janet A. W. Elliott and Anastasia L. Elias (Faculty of Engineering) for “CHE 243 Engineering Thermodynamics”

- **William Hardy Alexander Award for Excellence in Undergraduate Teaching**
  - Marie Nychka (Faculty of Arts)
QUESTIONS? CONTACT US:

Centre for Teaching and Learning
5-02 Cameron
Edmonton, Alberta, Canada
University of Alberta T6G 2J8

Telephone: (780) 492-2826
Fax: (780) 492-2491
Email: ctlualberta.ca

cctlualberta.ca