April 24, 2015

Dr. Robert Luth  
Vice-Provost, Academic Programs and Instruction  
2-40 South Academic Building, University of Alberta  
Edmonton, Alberta  T6G 2G7

Dear Dr. Luth,

On behalf of the entire team at CTL, I present the 2014 Annual Report as a record of the Centre for Teaching and Learning’s continued progress towards the University’s teaching and learning goals outlined in Dare to Deliver 2011-2015, Comprehensive Institutional Plan and Academic Plan 2014, ultimately contributing to the objectives presented in the three year Action Plan laid out in 2013.

In 2014 CTL began to shift focus on development of learning methods and technologies such as MOOCs, gaming and gamification, online pedagogy, digital learning analytics. A strategic decision was made to consolidate central IT service groups and so in July 2014, our Moodle support team moved to IST. Although this presented some change for CTL, we continued to build a strong core of knowledge and experience required to build capacity and provide support for teaching across the University. Our professional development sessions and workshops were well received, and our educational developers continued to connect with instructors and units across campus, creating the learning tools and methodologies required to ensure the University of Alberta has an outstanding teaching and learning environment.

The success in 2014 and strong foundation was developed by former Director Sheree Kwong-See. Her vision and drive was instrumental in CTL’s growth. On behalf of everyone at CTL, I want to express thanks to Sheree for two years of dedicated service, strategic insight, and collegiality.

Sincerely,

Dr. Roger Graves  
Interim Director, CTL and Associate Director (Writing)  
Director of Writing Across the Curriculum  
Professor, Department of English & Film Studies
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Executive Summary

The Centre for Teaching and Learning is committed to providing educational leadership in support of excellence in teaching and learning to the university community. Our vision is to be an agent in the transformation of learning experiences at the U of A, by building innovative digital courses, building instructor capacity, supporting instructor development and celebrating teaching excellence. In 2014 we continued to expand services to instructors and departments across the University, building upon the strong groundwork laid in 2013.

At the U of A, programming trends that encourage knowledge mobilization, entrepreneurship and leadership include increased use of e-learning in the context of innovative pedagogy, such as MOOCs, blended delivery, e-textbooks, and interactive applets and modules (Comprehensive Institutional Plan 2014, p. 53). CTL is the central unit for supporting digital learning environments, and is instrumental in supporting our instructors, who can then identify and respond to emerging advanced education needs and expectations. For example, CTL designed and is leading the Blended Learning research project to examine the student and instructor experience with blended learning. Quantitative and qualitative assessment strategies for current and future blended delivery and fully online courses is underway.

CTL continued to give instructors knowledge and support required to respond to the rapid growth of digital tools available to enhance teaching and learning, contributing to the achievement of another cornerstone, that is transformational organization and support. Course production for three mini MOOCs brought together various MOOC team members and our educational developers who led them through topic selection, creation and refinement of the learning outcomes for each mini MOOC and script development. In addition, there were seven blended learning projects in the works, with each project requiring approximately 90-160 hours of instructional design in order to convert the courses into a blended learning format. Finally as the University looks for opportunities “to leverage digital technologies to enhance its efficiency and reduce administrative costs”(CIP 2014, p172), the work on blended learning and MOOCs in 2014 will contribute to achieving that goal. In July 2014 the CTL Technologies group was consolidated with other central IT service groups as part of the 5 year VPIT Technology Resources Plan to amalgamate IT services and increase efficiencies across campus. However, from January to July 2014, the CTL Technology Services Team provided key technical support required to create engaging digital course environments.

At CTL we successfully “provide a range of effective supports to enable students and instructors to discover and create optimal educational experiences” (Dare to Deliver 2011-2015,p. 6), and in that way we contribute to the cornerstone of Learning, Discovery and Citizenship. Experts from across the U of A campus, other universities, and our educational developers led over 155 scheduled workshops, sessions, and training programs. Covering topics from course design to integration of technology to curriculum re-design, our educational developers also handled over 114 individual consultations and 37 customized workshops – addressing the specialized pedagogical needs of individuals, units and Faculties.

Always looking to support and promote innovative teaching practices, this past year CTL organized an opportunity to develop a special interest group (SIG) focused on game-based education (GABE). It was well received by colleagues across campus and lays the foundation to develop new SIG’s on blended learning and learning analytics.
CTL developed strong connections with community, another contribution to a U of A cornerstone. People and partnerships are the key to success of the vision and mission set forth by the Centre for Teaching and Learning. We continued to work with colleagues who shared their thoughts and experiences via workshops, lecture series, and panel discussions. Liaisons with other programs and groups having a University-wide mandate overlapping with teaching included Writing Across the Curriculum (WAC), Community Service Learning (CSL), Office of Safe Disclosure and Human Rights (OSDHR), Teaching Award Winners (TAWS), Library, Undergraduate Research Initiative (URI), Office of Student Services and Office of Sustainability.

Responsibility for overseeing the nomination process for many high profile teaching and teaching innovation related internal and external awards transitioned to CTL from the Awards and Ceremonies Office in the Office of the Registrar. In 2014, CTL administered and/or awarded over $392,279 of funding.

In December 2014, the Centre for Teaching and Learning packed up its operations in TELUS Centre and relocated to a freshly refurbished space at 5-02 Cameron. Normal business operations continued right until the day before the move. CTL Staff returned to work the following day (Dec 19) and quickly settled into the Centre’s new location.
Introduction

The Centre for Teaching and Learning (CTL) supports the University of Alberta mission—

. . . to create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research, creative activity, community involvement, and partnerships

—by working with instructors to develop their skills, create innovative learning tools, and support the implementation of instructional techniques that ensure the University of Alberta has an outstanding teaching and learning environment.

CTL Vision

CTL To be an agent in the transformation of learning experiences at the U of A.

CTL Mission

• Enable continuing professional development in teaching through research informed support services, including the effective integration of technology in teaching.

• Inspire reflective teaching practice by showcasing excellent and innovative teaching methods from within our learning community and beyond

• Celebrate, teaching excellence, scholarship, and innovation through awards and funding.

We accomplished this mission by:

1. Supporting Innovative Digital Course Development
2. Building Instructional Capacity
3. Inspiring New Instructional Practices
4. Celebrating Teaching Excellence

As a result CTL contributes to the University of Alberta’s mission to transform advanced education. The following four sections of this report highlight the progress and contributions of CTL in 2014.
1. Supporting Innovative Digital Course Development

The digital learning environment at the University of Alberta, and the various pedagogies and methods used, is constantly evolving. In 2014 educational developers at CTL continued to collaborate with instructors across campus, providing support and resources to incorporate digital technology into their courses. They taught 33 Moodle/Adobe classroom training sessions (see Appendix B for data), moving those sessions on-line this past fall. In addition, the educational developers created several introductory “how-to” videos for instructors and others new to the digital learning environment. Information regarding blended and MOOC learning environments, eClass (Moodle) Recorded Sessions, and eClass Live (Adobe Connect) Recorded Sessions can be found on the CTL website.

a) MOOCs
Course production for the Paleo 2XX mini MOOCs (covering three topics - Early Vertebrates, Marine Reptiles, and Theropods) began in 2014. Various team members for this MOOC met with our educational developer who led them through topic selection, creation and refinement of the learning outcomes for each mini MOOC and script development. Each of the mini MOOCs is still going through the process of learning outcome refinement and script production, editing, and commenting, with an estimated delivery date of September 2015.

b) Blended Learning
In 2014 educational developers worked on seven blended learning projects totalling over 900 hours of instructional design, with an additional 925 hours logged by the Technology Services Team. Projects are from across campus and include conversion of the following courses: Chemistry 100 and 102, Chemical Engineering 435/465, Computing Science 174, Human Geography and Planning 100, MATH 113/114 (MATH 144), Interdisciplinary 410, and Writing Studies 102. The following is an example of an outline of a conversion to a blended development course.

Chemistry 100 and 102, chemistry 101/102 (together called CHEM 10X) is a multi-sectioned, first year course sequence that serves as a core requirement or an elective in many programs across the University of Alberta. The project began with the redevelopment of CHEM 101. However, the project was recently expanded to include CHEM 102. Instructional team: Four instructors plus 1 sessional.

CTL educational developers work with the instructor team to redevelop the course as follows:

• Replacement of four lectures in each of Chemistry 101 and 102 with short video tutorials covering ‘regular’ lecture material, followed by an optional lecture/problem solving session
• Online problems, and online formative and summative quiz items
• Creation of online laboratory and lecture help sessions/tutorials (inclusion of problem sets, online video tutorials and demonstrations, problem solving guides, online discussion help board, etc.)

Potential impact: approximately 4000 students (2000 students per year, per course)

Work on these projects continues into 2015. For a complete list please see Appendix C.

Development of quantitative and qualitative assessment strategies for current and future blended delivery and fully online courses began in 2014. CTL designed and is leading the Blended Learning research project to examine the student and instructor experience with blended learning. We began piloting surveys to evaluate student satisfaction and engagement (for 2014 approximately 200 students responded) and also interviewed a several students (again as a pilot). Currently, the interview protocol and surveys are in the process of or have been refined, ready for distribution to the funded blended learning courses. In addition, each course also has individual course evaluations coordinated by the instructors.

c) Educational Technology Support Services

As part of the 5 year VPIT Technology Resources Plan to amalgamate IT services and increase efficiencies across campus, in July 2014 the CTL Technologies group was consolidated with other central IT service groups. However, from January to July 2014, the CTL Educational Technology Support Services team provided key technical support required to create engaging digital course environments.

The team actively worked with other groups to resolve the long-standing eClass (Moodle) performance issues. A scalable performance testing tool, which can replicate the performance issues on our testing environments, was developed. This tool is crucial in diagnosing and experimenting with various fixes without impacting the production environment. CTL also developed a “lite” version of the eClass course overview block. The new block offers users the same features, but it uses fewer system resources. Since this block is displayed to users every time they log in, it further improved the eClass system performance across campus.

Besides regular software maintenance, CTL worked with developers and stakeholders from other faculties and departments to enhance and successfully deploy a major version upgrade in eClass. The new version of eClass improved the overall usability such as drag and drop features and simplified settings. It also enhanced assignment, forum and quiz tools. Along with the eClass upgrade, a new responsive theme was developed. It provides seamless experience for mobile users. CTL also implemented a new development stack (framework) to streamline development, deployment and quality assurance.

The technology services team presented an adoption of the SCRUM develop process at the U of A CONNECT conference, and shared locally developed plugins and knowledge with other institutions in Alberta as well as the global Moodle community. The team continued to provide email, phone, and face-to-face support for eClass (Moodle), eClass Live (Adobe Connect), ePortfolio (Mahara), and i>Clicker. Both the technology services team and educational developers continued to offer public training sessions and one-on-one consultation for the above e-learning services including preparation and maintained support and training materials for those services.

Finally, CTL upgraded the support ticketing system which improved our support responsiveness, increased the ability to track and identify trending support issues, and enhanced the usability of our self-serve help articles.
2. Building Instructional Capacity

This past year CTL continued to build instructional capacity through teaching and program support services, described as follows:

a) Professional Development Sessions, Workshops, Programs
In 2014, there were 108 sessions, workshops and programs taught by content experts from across campus including CTL’s educational developers, faculty members, and other instructional and professional staff. The number of sessions increased 42% from 2013, with attendance increasing by 5%.

Concepts and Course Design Series is designed to provide participants with the ability to make informed decisions about their teaching practice. This series provides foundational understanding, or in some cases reinforces understanding, of the principles of course design and delivery.

Teaching and Learning Sessions offered a broad range of topics to enhance teaching and learning activities - from using Twitter in post-secondary education to preparing a teaching dossier, from student engagement strategies for large classroom to 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, how to improve their learning of your lecture material, and offered new ways to engage your students in your course materials.

Partnership Programming with other units leveraged expertise residing in faculties and other university units with a mandate that touches on the learning environment. Partnerships in 2014 included Writing Across the Curriculum (WAC), Office of the Provost and VP Academic, Community Service Learning (CSL), Undergraduate Research Initiative (URI), Office of Sustainability, Student OmbudService, School of Library and Information Studies, and Offices of Safe Disclosure and Human Rights, and Organizational Learning and Effectiveness.

New Professor Teaching Orientation - The primary aim of the series is to provide participants with the ability to make informed decisions about their teaching practice. They are guided through a course design process that enables the participant to develop and align: learner outcomes, instructional strategies, and assessment strategies.

b) Consultation Services
In 2014, consultations services provided by CTL reached across campus, providing a customized
focus to meet the specialized pedagogical needs of individuals, units and Faculties. There were 114 individual consultations from units all across campus. Topics ranged from examining experiential learning models for the new Canadian Perspectives program, using Adobe Connect for Rural PD delivery in Medicine, using technology tools for journaling student reflections in an exchange course, and doing a course re-design consult to improve a required but content-heavy course.

In addition, CTL staff presented 37 faculty/unit specific workshops covering topics such as integrating technology into the classroom, feedback strategies and tools, and delivery in French of a workshop on learning outcomes.

**GABE-SIG.** Always looking to support and promote innovative teaching practices, the consultant team at CTL organized an opportunity to develop a special interest group (SIG) focused on game-based education (GABE). The first seeds for our Game-based Education SIG (GABE-SIG) were sown during the CTL Summer Symposium in 2014, after two different presentations from people who had gamified their courses using 3D Game Lab. After the presentation there was noticeable interest and passion from both the presenters, and the audience members who attended. Open to all University of Alberta instructors, staff and graduate students this SIG met twice in 2014, and will continue to meet occasionally throughout 2015 to share experiences, discuss implementation and explore emerging research in the area of game-based education. There are currently 62 people signed up to receive notices of GABE meetings. The feedback from group members has been overwhelmingly positive and has allowed some of our innovative instructors to connect to other like-minded people.

Launched in 2013, CTL offers interested instructors a peer consultation service that is based on a collaborative peer development model. This model adopts a learning-centred approach where instructors are viewed as active and reflective practitioners who want to better understand and improve their teaching and their students’ learning. This program is active and growing with over 20 faculty members trained in 2013 and an additional 12 trained in 2014 to be peer consultants.

The Centre for Teaching and Learning also supports two cross-campus informal mentoring opportunities. The 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. A Mentoring Circle involves 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. In 2014, CTL offered 4 informal workshops and helped set up two mentoring circles and four mentoring partnerships.

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.
3. Inspiring New Instructional Practices

In 2014 showcasing excellent and innovative instructional practices provided opportunity for instructors to reflect on their own teaching practice. Drawing upon knowledge and experience from the U of A learning community and beyond, the Centre for Teaching and Learning presented the following events. From 2013 to 2014 there were 3 more teaching events, with a 20% decrease in registrations.

a) **Catalysts: A Conversation Series on Teaching** is a monthly series led by University of Alberta award winners, and provides a forum for celebration, conversation and reflection about teaching practices. In 2014 there were five sessions including a presentation on experiences with blended learning and discussion on the ramifications of being “continuously temporary” as a sessional instructor.

b) The University of Alberta’s annual **Festival of Teaching** is a year-round celebration of excellence and innovation in teaching. The CTL is the administrative home to the festival, organizing a series of events across the institution including Augustana campus in Camrose. The 2014 theme, “Teaching Sustains”, highlighted Dr. Gary E. Machlis, Science Advisor to the Director, U.S. National Park Service, and Professor of Environmental Sustainability at Clemson University and how teaching sustainability is part of educating the ‘whole person’.

c) **Think Outside the Lecture: Strategies for Active Learning** was the topic for the **Summer Symposium** held in August. The keynote address was given by Dr. Simon Bates, Academic Director of the Centre for Teaching, Learning and Technology at UBC. In addition to more than 20 concurrent and round table sessions, we focused on ways to learn both inside and outside the classroom.

d) CTL also encouraged and promoted **Teaching Events in the Faculties** across campus. The CTL Visiting Speaker Grant 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. In 2014 there were two events:

   • How to Make Grading Time-efficient and Useful for Learning, August 26, 2014
     Barbara E. Walvoord, Professor Emerita at the University of Notre Dame, Indiana
   • New Materials to Stimulate Active Learning in Chemistry Courses, May 15, 2014
     Cynthia K. Larive, Professor of Chemistry & Divisional Dean, University of California, Riverside

See Appendix B for data and Appendix E for a complete description of all teaching events.
4. Celebrating Teaching Excellence

Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) honors teaching excellence, scholarship and innovation. The position of Strategic Initiatives Manager was filled in early 2014 and allowed the Centre to offer further support to academics in their pursuit of teaching awards by helping to identify award opportunities and offering tips on developing a strong nomination package.

In April 2014 responsibility for overseeing the nomination process for many high profile teaching and teaching innovation related internal and external awards transitioned from the Awards Facilitator in the Awards and Ceremonies Office (Office of the Registrar) to CTL’s Strategic Initiatives Manager. In addition, CTL became the custodian of the databank of previous successful nomination packages for many of these prestigious awards that are available for review by prospective applicants.

Furthermore, responsibility for production and dissemination of the Spotlight, a triannual academic awards newsletter, was transferred from the Awards Facilitator position in the Registrar’s Office. All past, current, and future issues of Spotlight are now being housed on the CTL website.

Finally, following the suspension of the print version of Folio in April 2014, the media traditionally used to inform campus about the award winners, the Strategic Initiatives Manager was instrumental in having the list of award recipients announced via the UofA Colloquy blog: www.ualbertablog.ca/2014/04/announcing-university-of-alberta-2014.html

In 2014, CTL awarded $30,500 in Summer Student Awards and $3,600 in Visiting Speaker Grants. We also administered $58,179 in Teaching and Learning Enhancement Fund (TLEF) PD Awards (on behalf of the Office of the Provost) and $300,000 in University of Alberta Blended Learning Awards (on behalf of the Office of the Provost and the Provost’s Digital Learning Committee (PDLC)). Total funds awarded through CTL this past year was $392,279. For a list of award winners please see Appendix F, and for a complete description of each award visit www ctl.ualberta.ca/awards-funding.

The following is a list of awards and funding administrated in part or fully by the Centre for Teaching and Learning.

Centre for Teaching & Learning (CTL) Adjudicated Awards

The inaugural competitions for these new annual awards, established in 2013, were completed in 2014.

- Summer Student Awards - Annually, a maximum of three $5000 undergraduate student awards and two $7750 graduate student awards are given to work with a faculty member(s) to create learning objects to enhance teaching in a 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.

We expect that demand for the CTL Visiting Speaker Grants will increase as word spreads and next call for proposals is circulated in 2015.
Awards for Faculty Excellence
- Distinguished University Professor
- University Cup
- Vargo Teaching Chair

Awards for Teaching Excellence
- Award for Excellence in Graduate Teaching
- Recipients of the 2014 William Hardy Alexander Awards for Excellence in Undergraduate Teaching
- Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching
- Rutherford Award for Excellence in Undergraduate Teaching
- Teaching Unit Award (UAPPOL)

University of Alberta Blended Learning Award
In February 2014, the Provost’s Digital Learning Committee (PDLC) requested proposals for the University of Alberta Blended Learning Awards. 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)
In July 2014, the Office of the Provost delegated the review and adjudication of the TLEF Professional Development applications for funding to CTL. Applications are vetted in CTL and recommendations for funding are forwarded monthly to the Vice-Provost (Academic Programs & Instruction) for approval. This past year the CTL Director and Strategic Initiatives Manager worked with the Vice-Provost (Academic Programs & Instruction) and the TLEF Administrator to revise the TLEF Handbook (Terms of Reference criteria) in advance of the 2014-15 call for TLEF Project/Research Proposals. They also helped develop and administer the “Survey on changes to the Teaching and Learning Enhancement Fund (TLEF) Terms of Reference” that was sent to the campus community in November 2014.

External Teaching Awards (Society for Teaching and Learning in Higher Education)
- 3M National Teaching Fellowships (STLHE)
- Alan Blizzard Award (STLHE)
- Desire2Learn Innovation Award in Teaching and Learning (STLHE)

CTL organized the annual "Preparing a Successful 3M Teaching Fellowship Nomination" workshop and consultation sessions for prospective candidates and members of their nomination teams on July 7-8, 2014. 3M Consultant Carole Dence delivered the workshop and offered one-on-one consultation sessions with prospective candidates, providing valuable advice and feedback on their draft nomination packages. Ms. Dence also offered suggestions and advice to prospective applicants for two of the Society for Teaching and Learning in Higher Education (STLHE)’s other awards, the Alan Blizzard Award and the Desire2Learn Innovation Award in Teaching and Learning. 11 prospective candidates and nominating team members attended the workshop; 3 consultation sessions involved 8 people. The result: 2 nomination packages were forwarded to STLHE in response to the 2014 3M Call for Nominations and 1 prospective nomination for an Alan Blizzard Award is being considered for a future competition.
Appendix A – Making it Happen – the People

In 2014, a strong core of knowledge and experience provided the support required to ensure a strong academic and administrative foundation to the Centre for Teaching and Learning.

Director and Associate Directors
Sheree Kwong See, PhD, Director
Roger Graves, PhD, Associate Director (Writing July-Dec. 2014)
Geneviève Gauthier, PhD, Associate Director (Assessment) (On leave during 2014)
Heather Graves, PhD, Associate Director (Writing Jan.-June 2014)
Norma Nocente, EdD, Associate Director (Educational Technology)
Susan Gibson, PhD, Associate Director (Curriculum)
Ken Cor, PhD, Associate Director (Assessment)

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

Educational Developers
Natasja Saranchuk, MEd
Kim Peacock, MEd
Tracy Onuczko, Med
Genevieve Maheux-Pellitier (Jan.-Nov)
Kari Rasmussen (Feb.-June)

Technology Services (January-June, 2014)
Dave Sun, Team Lead
Asim Aziz, Senior Support Analyst
Christopher Goetz, Support Analyst
David Laurie, Support Analyst
Trevor Jones, Programmer Analyst
Greg Gibeau, Programmer Analyst
Dominik Royko, Software Programmer
Josh Stagg, Programming Intern
Holly Espedido, Undergrad Support and Training Intern
Anthony Radziszewski, Programming Intern

Students and Temporary Staff
Dan Harvey – Graduate Student (WAC)
Shahin Moghaddasi Sarabi– Graduate Student (WAC)
Carol Brown
Rachelle Davies
Dongju In
Rishi Jaupaul
Fran Vargas
Martin Spilke
Aaron Corsaro
Holly Wellar
Jen Tzu Hsu
Emily Chow

Faculty Affiliates
Suzanne Kresta, PhD, Chemical and Materials Engineering
Bonnie Sadler Takach, MVA, CGD, Art and Design
Heather Zwicker, PhD, Vargo Teaching Chair 2013, 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 is made up of a representative from each of the UofA’s faculties, usually an Associate Dean with teaching and learning in the portfolio, students, and representatives from other key stakeholder groups. This grass roots advisory identifies and helps shape CTL’s priorities and ultimately highlights key teaching and learning related issues for the UofA as a whole.

Faculty Representatives
Nataraj Kav, Associate Dean (Academic), Agricultural, Life and Environmental Sciences
Mickey Adolphson, Associate Dean (Teaching and Learning), Arts
Elaine Geddes, Associate Dean (Undergraduate Program), Business
Janet Wesselius, Associate Dean, Augustana
Anne Boerger, Assistant Professor, Campus Saint-Jean
Patricia Boechler, Associate Dean GSR, Education
Steven Dew, Associate Dean (Research & Planning), Engineering
Christie Schultz, Assistant Dean (Academics), Extension
Renee Polziehn, Professional Development & Outreach Director, FGSR
Steven Penney, Associate Dean (Research & Graduate Studies), Law
Carol Hodgson, Gilbert Chair in Medical Education and Scholarship, Medicine & Dentistry
Nathalie Kermoal, Associate Dean (Academic), Native Studies
Carolyn Ross, Associate Professor, Nursing
Christine Hughes, 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 (Undergraduate), Science

Student Representatives
Colin More, Vice President Academic, Graduate Students Association
Kathryn Orydzuk, Vice President Academic, Students’ Union
Alexandra Vu, Students’ Union

Teaching Award Winners
Olenka Bilash, Professor, Secondary Education, 3M Teaching Award Winner
Billy Strean, Professor, Extension Faculty, 3M Teaching Award Winner
Appendix B – Statistical Information

1. Supporting Innovative Digital Course Development

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*As of September 2014, all training was moved to online, self-paced video modules.

2. Building Instructional Capacity

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<td>• Discussion Series (WAC)</td>
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<td><strong>76</strong></td>
<td><strong>108</strong></td>
<td><strong>549</strong></td>
<td><strong>1667</strong></td>
<td><strong>1741</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Please see Appendix D for a complete list of sessions, workshops, programs.

3. Inspiring New Instructional Practices

<table>
<thead>
<tr>
<th></th>
<th>Events*</th>
<th>Registrations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
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<td>2014</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td></td>
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<tr>
<td>Catalysts: A Conversation on Teaching</td>
<td>NA</td>
<td>6</td>
<td>5</td>
<td>NA</td>
<td>410</td>
<td>290</td>
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<td>Festival of Teaching</td>
<td>NA</td>
<td>3</td>
<td>8</td>
<td>NA</td>
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<td>401</td>
<td></td>
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<tr>
<td>Symposium Series</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>409</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>6</strong></td>
<td><strong>11</strong></td>
<td><strong>14</strong></td>
<td><strong>409</strong></td>
<td><strong>1137</strong></td>
<td><strong>909</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Please see Appendix E for a complete list of teaching events.
Appendix C – List of MOOCs and Blended Learning Projects

1. Supporting Innovative Digital Course Development

a) MOOCs
Course production for the Paleo 2XX mini MOOCs (covering three topics - Early Vertebrates, Marine Reptiles, and Theropods) began in 2014. Various team members for this MOOC met with our educational developer who led them through topic selection, creation and refinement of the learning outcomes for each mini MOOC and script development. Each of the mini MOOCs is still going through the process of learning outcome refinement and script production, editing, and commenting, with an estimated delivery date of September 2015.

b) Blended Learning Projects
Chemistry 100 and 102, together called CHEM 10X, is a multi-sectioned, first year course sequence that serves as a core requirement or an elective in many programs across the University of Alberta. The project began with the redevelopment of CHEM 101 and was recently expanded to include CHEM 102.

Proposed redevelopment:
- Replacement of four lectures in each of Chemistry 101 and 102 with short video tutorials covering ‘regular’ lecture material, followed by an optional lecture/problem solving session
- Online problems, and online formative and summative quiz items
- Creation of online laboratory and lecture help sessions/tutorials (inclusion of problem sets, online video tutorials and demonstrations, problem solving guides, online discussion help board, etc.)

Instructional team: Four instructors plus 1 sessional
Potential impact: approximately 4000 students (2000 students per year, per course)

Chemical Engineering 435/465
Proposed re-development:
- Increase the frequency, quality, and duration of face-to-face individual and small group interactions
- Development of online learning elements
- Creation of a moodle plugin that allows for easier group set-up based on skills

Instructional team: Six members
Potential impact: approximately 150 students per year

Computing Science 174 is an introductory programming course taken by approximately 600 students in Computing Science, other Science, Arts, Business, and Education. Re-development of CMPUT 174 was initiated in Fall 2013. The re-developed blended learning version of CMPUT 174 will incorporate more discovery based learning elements based on computer game examples.

Proposed re-development:
- Re-development of course content
  - ‘Flipped’ lectures (students will view expository information via video and class time will involve discussion and solving programming problems ‘live’) with reduced face-to-face time
  - Synchronous and asynchronous online activities

Instructional Team: Six instructors
Potential impact: approximately 600 students per year
Human Geography and Planning 100 (HGP 100) is a required course for students in Human Geography or Planning, and an elective in Arts, Earth and Atmospheric Sciences, and Education. This course has traditionally been offered in a three, one-hour lecture per week format. In the re-development, the course will be offered with a combination of face-to-face lectures, small group seminars, and online activities. Partial blending has been piloted and full blending will be complete for Fall 2015.

Proposed re-development:
- Reduction of face-to-face lectures (1/3 of course will involve lecture)
- Development of small group seminars, focusing on group discussion, critical thinking, and hands on learning (1/3 of course will involve seminars)
- Development of online activities (1/3 of course will involve online activities)
- Re-development of course assessment

Instructional Team: Two instructors

Potential impact: approximately 350 students per year

Math 113/114 (MATH 144) involves multiple sections and is a requirement or elective in Science, Engineering, Arts, Education, Business, Physical Education and Recreation, and Native Studies. The re-development is focused on the creation of blended courses, streamed by discipline (Calculus for the Physical Sciences, Calculus for the Life Sciences, and Calculus for the Social Sciences and Business), specifically funding will be used in the development of MATH 144: Calculus for the Physical Sciences.

NOTE: Re-development of both MATH 113/114 and MATH 115 is occurring. However, funding is only supporting the re-development of MATH 113/114.

Proposed re-development:
- ‘Flipped’ classroom format – student’s complete pre-class material including watching instructor developed videos, reading sections in the textbook, reviewing a summary sheet, and completing a quiz. During class, students work on different in-class activities.
- Reduction of face-to-face time to support the above format
- Re-ordering of the topics in MATH 113/114 to support the learning of physical sciences
- Re-ordering of the topics in MATH 113/114 to support the learning of life sciences

Team: Two faculty members and one sessional instructor

Potential impact: approximately 2500 students (pilot involved 90 students with additional courses being offered in subsequent terms)

Interdisciplinary 410 is a process learning course taken by students in health science disciplines intended to provide knowledge, skills, and experience in building interprofessional (IP) health care teams. This project proposes to blend course aspects as well as create a facilitator online environment.

Proposed re-development:
- Create an online environment to support students:
  - Development of LiveBook (a virtual clinical environment – in collaboration with Department of Computing Science)
  - IP competency, patient conference, and team meeting videos
  - Interactive tutorials
- Create an online environment to support course facilitators:
  - Training support area with key information, skills, and resources
  - Video examples and information

Instructional Team: Three - Director of HSERC, course coordinator, and eLearning specialist

Potential impact: approximately 1100 students per year
Writing Studies 102 (WRS 102) is a blended learning format of WRS 101, called the Game of Writing (GWrit). Writing Studies is a core course for many degree programs and is a service course in academic writing for many programs. The re-developed blended learning course will utilize a gamified online learning environment.

- Development of online resources
- Development of online learning environment (GWrit environment)

Instructional Team: Three faculty members, two graduate research assistants (and instructors)

Potential impact: approximately 300 students per year
Appendix D – Complete description of:

a) Professional Development Sessions, Workshops, Programs

b) Consultation Services

2. Building Instructional Capacity

a) Professional Development Sessions, Workshops, Programs

*Concept and Course Design Series* – Participants develop an understanding of the principles of course design, enabling them to apply discussed concepts to their own teaching practice.

- Teaching Philosophy - In this workshop, participants reflected on their beliefs and values about teaching and the relationship with learning. Participants were guided to begin articulating a teaching philosophy for use in a teaching dossier or other purpose.
- Creating Learning Outcomes - This workshop prompted reflection on course design decisions and the alignment of content, learning outcomes, instructional strategies and assessment in the course.
- Instructional Strategies for Student Learning - This workshop exposed participants to different instructional strategies, fostered an appreciation of contextual factors in instructional strategy choice and highlighted the importance of aligning instructional activities with learning outcomes.
- Assessing Student Learning: An Introduction - This workshop will explain constructive alignment between course objectives, content, learning activities and assessment practices. Participants will learn about the purposes of assessment and will begin planning for assessment, taking into account characteristics of assessment.
- Formative Assessment and Feedback - Do you want to help your students take responsibility for their learning? Do you want to introduce self- or peer review strategies? Learn how you can provide formative assessment and feedback that will help students succeed in your classroom. The use of marking rubrics and practical examples will be provided.

*Teaching and Learning Sessions* – A variety of topics designed to enhance teaching and learning activities

- Student Engagement Strategies for the Large Classroom
- Course Design: Neat Theory, Messy Process!
- Experiential Learning
- Introduction to Twitter in the Post-Secondary Classroom
- Introduction to ePortfolios
- Introduction to Flipping Your Classroom
- Using Adobe Connect for Lecture Capture
- Why Students Don’t Complete Required Reading
- Addressing Conflict in Graduate Supervision
- Bringing Together Students of Different Academic Levels (Slash Courses)
- Back to Basics Before You Flip/Designing Your Blended Course (3 Part Series)
- Preparing a Teaching Dossier
- Blended Learning Course Design
- Active Learning Strategies for Classroom Time (2 Streams: Science & Humanities/Health)
- Facilitating Engaging Discussion
- Designing Better Assessments
- Technology Tools to Support Active Learning in the Classroom
New Professor Teaching Orientation
Centre for Teaching and Learning offers the New Professor Teaching Orientation for anyone with teaching responsibilities on campus. Attendees are guided through a course design process that enables them to develop and align: learner outcomes, instructional strategies, and assessment strategies. The program is intended to provide foundational understanding, or in some cases reinforce understanding, of principles of good course design and delivery. It is also an excellent opportunity to meet new colleagues from across the campus.

Partnerships with units across campus

- Writing Across the Curriculum (WAC)
  - Writing Workshop Series: Using Writing to Foster Critical Reflection in Community Service Learning (CSL) Courses
    New in 2014, Writing Across the Curriculum (WAC), Community Service Learning (CSL), and the Centre for Teaching and Learning (CTL) developed this series of four workshops for Faculty and instructors who are incorporating CSL into their classes.
  - Teaching with Writing, Writing Across the Curriculum (WAC)
    The Writing Across the Curriculum Program works with instructors to help students think critically and write clearly. 12 different sessions were presented throughout 2014.
    - How should I evaluate student writing?
    - What should I say when I comment on student writing?
    - What makes for a good essay exam question?
    - Why do students make so many mistakes when they write?
    - How can I improve as a writer?
    - What Makes for a Good Writing Assignment?
    - Critical Thinking and Writing
    - Graduate Student Writing Group
    - Great Writing Assignments
    - Judge, Jury, and Executioner: Grading Student Writing
    - Grammar and Error in Student Writing: Causes and Effects
    - Teaching Writing in Large Classes

- WAC Reading Group on Teaching Writing:
  - Handling the paper load: commenting on student papers.
  - How can writing promote active thinking and learning?
  - How can formal and informal writing assignments improve your students’ learning?
  - How can writing improve critical thinking skills?
  - What is best way to handle student error?
  - How do rubrics help you develop and apply grading criteria to writing?

- Provost and Vice President Academic
  Impact of Mental Health on Student Learning – February 12, 2014
  Student mental health is critically related to student learning and success. In this workshop Dr Robin Everall, Associate Dean of Students, will disseminate what she has learned about the impact of mental health on student learning during her Provost Fellowship (2012) on this topic.
• **Graduate Supervision**
  In 2014 CTL launched a series of workshops and panel discussions on graduate supervision. Dr. Naomi Krogman disseminated what she has learned during her Provost Fellowship on the topic of graduate supervision at the UofA, in collaboration with and drawing upon expertise from around campus.

  **Addressing Conflict in Graduate Supervision – March 12, 2014**
  - Naomi Krogman (Provost’s Fellow, 2012-2013, on the Quality of Graduate Student and Post-Doctoral Student Supervision)
  - Jayson MacLean (Graduate Ombudsperson, Student OmbudService)

  **Assistance and Fostering Excellence: The Many Roles of the Graduate Supervisory Committee – April 11, 2014.** Panel Discussion:
  - Sheree Kwong-See (Professor, Psychology, Director for Centre for Teaching and Learning)
  - Dean Befus (Professor, Medicine)
  - Harvey Krahn (Professor and Chair, Sociology)
  - Naomi Krogman (Professor, Resource Economics and Environmental Sociology)
  - Heather McDermid (Professor, Biology)

• **School of Library and Information Studies**
  Broadening Access to Knowledge: Considerations in Developing and Using Open Educational Resources - March 13, 2014
  - Michael McNally (Assistant Professor, School of Library and Information Studies) - Open Educational Resources (OERs) have the potential to enhance education across the globe by facilitating the sharing, reuse and adaptation of learning materials. This workshop focused on factors related to finding, using, creating and sharing OERs, and highlighted how educators can enhance their own teaching, share their materials with others and some critical concerns within the OER movement.

• **Office of Safe Disclosure and Human Rights, Organizational Learning and Effectiveness**
  Managing Diversity in the Classroom - March 21, 2014
  - Presenters: Wade King, Safe Disclosure and Human Rights Advisor and Catherine Anley, Employment Equity Advisor, Organizational Learning and Effectiveness. This workshop looked at how different cultural orientations can impact communication and engagement, and explored answers to questions such as “do you ever wonder how inclusive your classroom is for students from other cultures?” and “do you ever feel challenged facilitating a respectful, inclusive, and collegial discussion in the classroom?”

• **Community Service Learning, University Research Initiative (URI), Office of Sustainability**
  Teaching Sustainability through CSL and Undergraduate Research Workshop – December 4, 2014
  - Joint workshop presented by the Academic Directors of the Office of Sustainability, the Undergraduate Research Initiative and Community Service Learning on how to integrate sustainability into courses through undergraduate research and community service learning.
  - Dr. Naomi Krogman, Dr. Connie Varnhagen & Dr. Alison TaylorDr. Peter Boxall, Dr. Ken Caine, Lisa Dockman (Office of Sustainability), and Kayla Atkey (Growing Food Security)
b) Consultation Services

*Faculty/Unit specific workshops* delivered by CTL educational developers (37 sessions) – as follows:

<table>
<thead>
<tr>
<th>Faculty/Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Community Service Learning</td>
<td>Workshop on eportfolios in the CSL program</td>
</tr>
<tr>
<td>Arts, Drama</td>
<td>Workshop on learning outcomes and assessment</td>
</tr>
<tr>
<td>Arts, Music</td>
<td>Program Level Learning Outcomes (dept. retreat)</td>
</tr>
<tr>
<td>Arts, WAC/CLS</td>
<td>Using Technology for Reflective Practice</td>
</tr>
<tr>
<td>Campus St-Jean</td>
<td>Learning Outcomes (in French)</td>
</tr>
<tr>
<td>Campus St-Jean</td>
<td>Technology Tools for Classroom Engagement</td>
</tr>
<tr>
<td>Engineering</td>
<td>Faculty forum on technology tools to support active learning</td>
</tr>
<tr>
<td>Engineering</td>
<td>New Faculty Forum on Flipping the Classroom</td>
</tr>
<tr>
<td>Engineering, Mechanical</td>
<td>Brown bag lunch on Flipping and CTL’s services</td>
</tr>
<tr>
<td>Extension</td>
<td>Instructors’ Teaching Symposium - Bloom’s Taxonomy</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>Session on blended learning</td>
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<tr>
<td>FGSR</td>
<td>Panel on the future of technology in education</td>
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<tr>
<td>Med and Dentistry, Dental Hygiene</td>
<td>Orientation to online learning</td>
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<tr>
<td>Nursing</td>
<td>Blended &amp; Flipping (3 workshops)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Classroom-based Engagement Strategies (3 workshops)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Feedback Strategies and Tools (3 workshops)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Student Engagement Strategies for Mid-Size Classes (2 workshops)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Technology Integration in the Classroom (2 workshops)</td>
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<tr>
<td>Org Learning and Effectiveness</td>
<td>UDL workshops for equity week</td>
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<tr>
<td>Pharmacy</td>
<td>Flipping the Classroom: What Should I Do with My Classroom Time?</td>
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<tr>
<td>Pharmacy</td>
<td>Technology Tools for Classroom Engagement</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Tools and Resources to Support Blended, Flipped &amp; Web-enhanced Courses</td>
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<td>Rehab Medicine</td>
<td>Innovative teaching: Flipping and blending</td>
</tr>
<tr>
<td>Rehab Medicine</td>
<td>Innovative teaching: Technology for active learning</td>
</tr>
<tr>
<td>Residence Services</td>
<td>Further instruction on converting f2f training to Moodle</td>
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<tr>
<td>Residence Services</td>
<td>Introduction to Moodle to manage residences training</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>eLearning team workshop on gamification and flipping</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Facilitating Discussions (for TA orientation)</td>
</tr>
<tr>
<td>Science, Physics</td>
<td>Facilitating Discussions (for TA orientation)</td>
</tr>
</tbody>
</table>
**Individual consultations** - the following table is a list of topics discussed with individuals or teams of instructors, and CTL educational developers (114 consultations).

<table>
<thead>
<tr>
<th>Faculty and/or Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>Course redevelopment consult on flipping a course in ALES.</td>
</tr>
<tr>
<td>ALES &amp; CAPS (Career and Placement Services)</td>
<td>Consult on moving content online for the ALES internship program.</td>
</tr>
<tr>
<td>ALES &amp; CAPS</td>
<td>Evaluation of new online content for the ALES internship program.</td>
</tr>
<tr>
<td>Arts, Faculty Office</td>
<td>Experiential learning models for new Canadian Perspectives program.</td>
</tr>
<tr>
<td>Arts, Faculty Office</td>
<td>Consultation</td>
</tr>
<tr>
<td>Arts, CSL</td>
<td>Using eportfolios in the CSL program.</td>
</tr>
<tr>
<td>Arts, CSL</td>
<td>Further discussion on using eportfolios in the CSL program.</td>
</tr>
<tr>
<td>Arts, CSL</td>
<td>Using eClass to coordinate CSL program student requirements.</td>
</tr>
<tr>
<td>Arts, CSL</td>
<td>Consult on active learning and potential use of eportfolios in CSL 200.</td>
</tr>
<tr>
<td>Arts, East Asian Studies</td>
<td>Consultation</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Individual Consultation</td>
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<tr>
<td>Arts, MLCS</td>
<td>Setting up an eClass course for a flipped course.</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Web tools to support language learning.</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Consult on how to do placement tests for undergrad language students.</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Blending a first year language course. Feedback on initial content.</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Instructional design for new course/Assistance with course activity dev. (Four separate meetings)</td>
</tr>
<tr>
<td>Arts, MLCS</td>
<td>Advice on structuring a teaching dossier.</td>
</tr>
<tr>
<td>Arts, Philosophy</td>
<td>Advice on structuring a teaching dossier.</td>
</tr>
<tr>
<td>Arts, Political Science</td>
<td>Consult on using 3D Game Lab and gamification strategies.</td>
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<tr>
<td>Augustana</td>
<td>Using Twitter in undergraduate courses at Augustana.</td>
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<tr>
<td>Augustana</td>
<td>Committee for Academic Skills Assessment (CASA)</td>
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<tr>
<td>Augustana</td>
<td>Consultation</td>
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<tr>
<td>Augustana, Science</td>
<td>Gathering educational data on new teaching initiative and consult on an application for a McCalla Professorship.</td>
</tr>
<tr>
<td>Business</td>
<td>Initial consult on providing support for the business continuing ed/co-op blended prog.</td>
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<tr>
<td>Business</td>
<td>Evaluation of learning outcomes for the new online coop program.</td>
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<tr>
<td>Business</td>
<td>Training program for co-op students and how it would work with Moodle.</td>
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<tr>
<td>Business</td>
<td>Individual Consultation</td>
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<tr>
<td>Business</td>
<td>Consult</td>
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<tr>
<td>CAPS</td>
<td>Using Moodle to develop career education modules for UAlberta alumni.</td>
</tr>
<tr>
<td>CAPS</td>
<td>Using eClass to deliver online PD courses for undergrad students.</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Gamifying and flipping content in a dentistry course.</td>
</tr>
<tr>
<td>Education</td>
<td>Advanced Moodle functionality/how it can be used for the LAC in Education.</td>
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<tr>
<td>Education</td>
<td>Individual Consultation</td>
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<tr>
<td>Education</td>
<td>Consultation</td>
</tr>
<tr>
<td>Education</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Education, Elementary</td>
<td>Consultation, 3 different meetings</td>
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<tr>
<td>Education, Policy Studies</td>
<td>Using Moodle to manage multiple sections of EDPS 410 in Education.</td>
</tr>
<tr>
<td>Faculty and/or Unit</td>
<td>Topic</td>
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<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Education, Policy Studies</td>
<td>Consult on flipping an education course in Edmonton and Red Deer.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Engineering New Faculty Forum.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Advice on using videos in flipped classes.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Active learning strategies for an undergrad engineering course.</td>
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<tr>
<td>Engineering, Chemical</td>
<td>Flipping lab content using screencasts.</td>
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<tr>
<td>Engineering, Mechanical</td>
<td>Adobe Connect for lecture capture and flipping a 4th year course.</td>
</tr>
<tr>
<td>Extension</td>
<td>Consult on flipping an extension course.</td>
</tr>
<tr>
<td>Extension</td>
<td>Advice on active engagement strategies for their pedagogical training camp.</td>
</tr>
<tr>
<td>HSERC/Medicine/Education</td>
<td>Best practices for teaching first online course (MEd HSE program in Education).</td>
</tr>
<tr>
<td>HSERC/Medicine/Education</td>
<td>Structuring online class sessions in Adobe Connect (MEd HSE prog. in Education).</td>
</tr>
<tr>
<td>IST</td>
<td>What IST classrooms need to support Adobe Connect.</td>
</tr>
<tr>
<td>Law</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Medicine</td>
<td>Initial discussion on Surgery 101 MOOC</td>
</tr>
<tr>
<td>Medicine</td>
<td>Consult on how to record videos of process drawings for a flipped class.</td>
</tr>
<tr>
<td>Medicine</td>
<td>Class time use after flipping an undergrad microbiology course.</td>
</tr>
<tr>
<td>Medicine, Family Medicine</td>
<td>Consult on using Adobe Connect for Rural PD delivery in Medicine.</td>
</tr>
<tr>
<td>Medicine, Family Medicine</td>
<td>Plan for and run professional development sessions using Adobe Connect.</td>
</tr>
<tr>
<td>Medicine, Family Medicine</td>
<td>Consult on using Adobe Connect to show videos to remote learners.</td>
</tr>
<tr>
<td>Medicine, Med Lab Sciences</td>
<td>Podcasting and screencasting to flip lab demos and lectures in undergrad course.</td>
</tr>
<tr>
<td>Medicine, Pediatrics</td>
<td>Consultation</td>
</tr>
<tr>
<td>Medicine, Physiology</td>
<td>Initial consult on the feasibility of flipping/blending an undergrad physiology course</td>
</tr>
<tr>
<td>Medicine, Radiation Thrpy</td>
<td>Use of ePortfolios in the radiation therapy master's program.</td>
</tr>
<tr>
<td>Medicine, Radiation Thrpy</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Medicine, Surgery</td>
<td>Initial discussion about CTL’s participation in the Surgery 101 MOOC.</td>
</tr>
<tr>
<td>Medicine, Wellness RX</td>
<td>Initial meeting to evaluate Wellness RX modules used in various courses.</td>
</tr>
<tr>
<td>Medicine, Wellness RX</td>
<td>Evaluation of curriculum map and objectives of the Wellness RX program</td>
</tr>
<tr>
<td>Nursing</td>
<td>Using socratic and other active learning techniques.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Course design consultation for a new course being offered in the fall.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Re-design consult to improve a required but content-heavy course.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Individual Consultation – 2 meetings</td>
</tr>
<tr>
<td>Nursing</td>
<td>Consult with team.</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>How to use Adobe Connect to do capping paper presentations.</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Consult on re-designing a course to include more technology and active engagement.</td>
</tr>
<tr>
<td>Pharmacy and Pharm Sc</td>
<td>Consult</td>
</tr>
<tr>
<td>Pharmacy and Pharm Sc</td>
<td>Initial meeting to discuss the potential of a PD day on technology and active learning</td>
</tr>
<tr>
<td>Pharmacy and Pharm Sc</td>
<td>Planning session for a PD day on technology and active learning</td>
</tr>
<tr>
<td>Faculty and/or Unit</td>
<td>Topic</td>
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</tr>
<tr>
<td>Pharmacy and Pharm Sc</td>
<td>Course re-design consult to flip a course.</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Discussion on doing online midterms and finals in a large undergrad course.</td>
</tr>
<tr>
<td>Phys Ed &amp; Rec (PAW)</td>
<td>Using technology tools for journaling student reflections in an exchange course.</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Assessment, quizzes, and item construction in a Phys Ed course</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Consult</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Consult</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Individual Consultation – 2 meetings</td>
</tr>
<tr>
<td>Phys Ed and Rec</td>
<td>Consult</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Using articulate storyline to create gamified training.</td>
</tr>
<tr>
<td>Rehab Med</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Rehab Med, Occup. Therapy</td>
<td>How to create health care simulations for an undergrad OT course.</td>
</tr>
<tr>
<td>Rehab Med, Occup. Therapy</td>
<td>Re-designing Moodle course to be continuing education course, Adobe Connect facilitation.</td>
</tr>
<tr>
<td>Rehab Med, Physical Thrpy</td>
<td>Team Consultation</td>
</tr>
<tr>
<td>Residence Services</td>
<td>Evaluation of the new residencies online training program. Advice on flipping training.</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>ePortfolio use in the School of Public Health masters program</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Initial discussion on how to do remote capping presentations at SPH.</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Using Adobe Connect to do student capping presentations in their master's program.</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Course re-design consult for course on health promotion and planning.</td>
</tr>
<tr>
<td>Science</td>
<td>Advice on structuring a teaching dossier.</td>
</tr>
<tr>
<td>Science</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Science, Biological Sc</td>
<td>Discussion on using Moodle quizzes in his undergraduate bio course.</td>
</tr>
<tr>
<td>Science, Chemistry</td>
<td>Consult to provide feedback on his flipped course.</td>
</tr>
<tr>
<td>Science, Chemistry</td>
<td>Flipped instruction documentation review.</td>
</tr>
<tr>
<td>Science, Chemistry</td>
<td>Blended (flipped classroom) survey recommendations.</td>
</tr>
<tr>
<td>Science, Chemistry</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>Science, Computing Science</td>
<td>How to record videos (screencasts and problem sets) to flip lab content.</td>
</tr>
<tr>
<td>Science, EAS</td>
<td>Technology tools to support/transform existing assignments in an undergrad course.</td>
</tr>
<tr>
<td>Science, EAS</td>
<td>Met TAs at their weekly meeting to discuss the pedagogy of teaching and learning.</td>
</tr>
<tr>
<td>Science, Math</td>
<td>Individual Consultation</td>
</tr>
<tr>
<td>St. Stevens</td>
<td>Individual Consultation – 3 meetings</td>
</tr>
</tbody>
</table>
Appendix E – Complete description of Teaching Events

3. Inspiring New Instructional Practices

a) 2014 Catalysts: A Conversation Series on Teaching - First introduced in 2013 Catalysts is a monthly series led by University of Alberta teaching award winners, and provides a forum for celebration, conversation and reflection about teaching practices.

  Coming from the viewpoint of natural science, Dr. Glen Loppnow (Chemistry) showed how challenge, opportunities and process can transform the learning environment for students, and the teachers themselves. Based on his experience as a social scientist and physical educator, Dr. Billy Strean (Physical Education and Recreation) presented three components of “exhilarated learning”: human connection, whole body engagement, and the interplay of content and context.

- Blended Learning: Creating New Opportunities for Learning- April 25, 2014
  Panel members Christine Hughes (Pharmacy & Pharmaceutical Sciences), Rachel Milner (Biochemistry), Peter Sankoff (Law) & Sheree Kwong See (Psychology) shared their experiences with blended learning in undergraduate and professional development courses, from first steps to full implementation.

- Design of Multidomain Demonstrations – September 26, 2014
  Presented by John Nychka (Chemical & Materials Engineering), participants explored the design, use, and pedagogical alignment of demonstrations with various domains of learning.

- Sensational Sessionals or Catalytic Contract Academics: A Conversation with Four Excellent Teachers- October 22, 2014
  Yoram Apelblat (Chemistry), Joanna Auger (Physical Education & Recreation), Anne Boerger (History, Campus St. Jean), and Robyn Fowler (English & Film Studies) conversed about topics including teaching excellence and connecting with students, the role of research, and being "continuously temporary."

- Scholars at Risk: Scratching Old and New Surfaces of Postsecondary Teaching – November 7, 2014
  Moderated by Dr. Connie Varnhagen moderates this three-person panel. Jerry Kachur (Educational Policy Studies) explored multiple understandings of ‘accountability’ in the new labour of teaching. Toni Samek (School of Library and Information Science) examined teaching within and without transborder internationalization and distance education. Malinda S. Smith (Political Science) addressed systemic patterns and counteractions in the enduring struggle for equity and diversity in teaching.

b) Festival of Teaching - “Teaching Sustains”- The University of Alberta’s annual Festival of Teaching is a year-round celebration of excellence and innovation in teaching.

- FoT International Week Panel Discussion – January 29, 2014 - Encouraging Systems Thinking: The Creative Use of Technology In and Beyond University of Alberta Classrooms
  o Naomi Krogman, Department of Resource Economics and Environmental Sociology
  o Maureen Engel, Office of Interdisciplinary Studies
o Sean Gouglas, Department of History and Classics  
o Amanda Montgomery, Department of Elementary Education  
o Ali Shiri, School of Library and Information Studies

• FoT – February 5, 2015 and FoT Augustana – February 6, 2014- The Craft of Teaching Sustainability
  o Dr. Gary E. Machlis, Science Advisor to the Director, U.S. National Park Service, and Professor of Sustainability at Clemson University. Combining years of teaching, experience in environmental research and policymaking, and the contributions of the arts, social sciences, and biophysical sciences, Dr. Machlis described and illustrated the craftsmanship that can be applied to the teaching of sustainability.

• FoT Augustana – February 6, 2014 -The Craft of Teaching Local Sustainability
  o Dr. Gary E. Machlis, Science Advisor to the Director, U.S. National Park Service, and Professor of Environmental Sustainability at Clemson University. His lively and informative presentation to Augustana Campus illustrated how teaching sustainability is part of educating the ‘whole person’. Machlis revealed how university teaching is a craft; its skills and techniques can be shared, learned and honed.

• FoT Augustana Panel Discussion – March 20, 2014 - Sustainable Learning - Augustana professors and students shared their experiences of sustainable learning practices.
  o Roxanne Harde (associate professor English), Samantha Christensen, (Augustana alumna and MA candidate in English), and Andrea Dyk (Augustana alumna and MA candidate Native Studies) - Lifelong Learning, the Classroom, the Office, and the Nursery
  o Glynnis Hood (associate professor Environmental Studies & Science), Samantha Matters (fourth year Environmental Science) - Sustainable (Academic) Development: the Environment and the Economics of Learning
  o Sean Moore (associate professor Psychology), Katelyn Stewart (fourth year Psychology) - Lifelong Learning Processes in a Psychology of Emotions Project
  o Alexander Carpenter, (associate professor Music), Kelly Milne (fourth year Music), and Spencer Kryzanowski (fourth year Music) - Teaching and Learning Sustains: Recognizing Riffs and Refrains

• FoT Spots - May 1, 2014 - Eight award-winning instructors had 5 minutes each to show how they put the spark into their teaching.
  o Suzanne Kresta, Chemical and Materials Engineering
  o Glen Hvenegaard, Augustana, Geography and Environmental Studies
  o Jonathan White, Surgery
  o Anne Boerger, Campus Saint-Jean
  o Brian Maraj, Physical Education and Recreation
  o Robyn Fowler, English and Film Studies
  o Catherine Clune-Taylor, Philosophy
  o Charles Lucy, Chemistry

• FoT Technology in the Classroom - September 5, 2014 - This FGSR Teaching Development Week panel discussion focused on the future of teaching and learning in the post-secondary classroom, with a specific focus on the role of educational technologies in post-secondary education.
  o Peyman Azad Khaneghah
o Lynn Feist
o Kim Peacock
o Tracy Onuczko

- FoT - Chris Thaiss, Clark Kerr Presidential Chair and Professor in the University Writing Program at the University of California, Davis – November 20 and 21, 2014
  - Conversations with Dr. Chris Thaiss
  - 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

c) Symposium Series - 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.

- Summer Symposium – August 13, 2014 - Think Outside the Lecture: Strategies for Active Learning
  - Keynote address by Dr. Simon Bates, Academic Director of the Centre for Teaching, Learning and Technology at UBC.
    Heads on, hands on: Active learning inside and outside the classroom
  - Concurrent Sessions:
    - Gamifying Political Science - Mikael Hellstrom, Political Science
    - Use of the Socratic Response System to Engage Students in Basic Science Content in the Pharmacy Program - Fatima Mraiche, Pharmacy, Qatar University
    - Creating Safe Zones for Student Engagement: Lessons from the Law School - Bruce Ziff, Law
    - Supporting and Assessing Team Skills - Paula Marentette, Augustana Campus
    - Role Plays in Political Science - Mikael Hellstrom, Political Science
    - Student Engagement Strategies in LARGE First-Year Classes - Roy Jensen, Chemistry
    - The Idea Factory: Engage Students in Self-Directed Learning - David Stuart, Biochemistry
    - The New Rules of the Game: Integrating Game-based Principles to Improve Student Engagement, Satisfaction and Learning - Sandra Davidson, Nursing
  - Table Discussion Presenters
    - Online Tools for Engineering Education - Samer Adeeb, Civil and Environmental Engineering
    - Benjamin Bloom Meets the Digital Age: Leveraging 2.0 Technologies To Enable Learning - Sandra Davidson, Nursing Faculty
    - Blended Learning: Examples of F2F Class Activities - Sheree Kwong See, Psychology
    - Injecting Active Learning into a Textbook - Chuck Lucy, Chemistry
    - Low Tech Classroom Response Strategies - Geneviève Maheux-Pelletier, Centre for Teaching & Learning (CTL)
    - Community Service-Learning at the University of Alberta - Sue McKenzie-Robblee, Sheryle Carlson, Community Service-Learning
    - Active Learning in Large Classes - Al Meldrum, Physics
- Using Open Ended Questions to Improve Quality of Active Learning - John Nychka, Chemical and Materials Engineering
- Higher Tech Classroom Response Strategies - Kim Peacock, Centre for Teaching & Learning (CTL)
- Self-regulation Techniques to Help Students Learn How To Self Assess - Tracy Preston, Specialized Support and Disability Services
- Increasing Participation Using Shared Midterm Evaluation - Amanda VanSpronsen, Laboratory Medicine and Pathology

d) Teaching Events in the Faculties

- Faculty of Science, Department of Chemistry
  - New Materials to Stimulate Active Learning in Chemistry Courses - May 15, 2014
    Cynthia K. Larive, Professor of Chemistry & Divisional Dean, University of California, Riverside
  - Engaging students in active learning can be a daunting task at research universities due to the large class sizes and the distribution of the instructional responsibilities across multiple faculty members and legions of graduate teaching assistants. The University of California – Riverside is working to increase student engagement through the application of context-based problems and case studies. This presentation built on experiences in the use of case studies in the large Introductory Chemistry lecture courses, Organic Chemistry discussion sections and in a capstone Instrumental Analysis course.

- Augustana Faculty
  - How to Make Grading Time-efficient and Useful for Learning - August 26, 2014
    Barbara E. Walvoord, Professor Emerita at the University of Notre Dame, Indiana
  - The workshop addressed questions such as "How can I save time in the grading process? How do I set standards for grades? What about grammar and punctuation? What kinds of comments and grading processes are most helpful to student learning?"
Appendix F – Awards and Funding

4. Celebrating Teaching Excellence

Centre for Teaching and Learning - Adjudicated Awards

Summer Student Awards
  - UNDERGRADUATE STUDENT AWARDS
  - Alysha Wagner, BSc – Biology
  - Sarah-Jeanne Bélec, BA – French
  - Yeon Soo (Jennifer) Ha, BA - Political Studies and Global & Development Studies

GRADUATE STUDENT AWARDS
  - Caroline Cheng, PhD - Biological Sciences
  - Florian Kaumanns, MSc - Electrical & Computer Engineering

Visiting Speaker Grants
  - Department of Chemistry - Dr. Cynthia Larive, Professor, (Univeristy of California-Riverside)
    Keynote presentation, "New Materials to Stimulate Active Learning in Chemistry Courses".
  - Augustana Campus -Dr. Barbara Walvoord, Professor Emerita, (University of Notre Dame).
    Delivered workshop on classroom assessment.

Awards for Faculty Excellence
These were among the awards recognized at the 2014 Celebrate! Teaching.Learning.Research on September 25, 2014.

Distinguished University Professor
  - Brian Jones, Earth and Atmospheric Science
  - Don Page, Physics

University Cup
  - Paul Armstrong, Canadian VIGOUR Centre

Vargo Teaching Chair
  - Al Meldrum, Physics

Awards for Teaching Excellence
The following awards were celebrated at the U of A Teaching Awards Reception on May 22, 2014:

Award for Excellence in Graduate Teaching
  - Kevin Haggerty, Faculty of Arts
  - Gian S. Jhangri, School of Public Health
  - Marvin Washington, Faculty of Business

Recipients of the 2014 William Hardy Alexander Awards for Excellence in Undergraduate Teaching
  - Yoram Apelblat, Faculty of Science
  - Joanna Auger, Faculty of Physical Education and Recreation
  - Junaid bin Jahangir, Faculty of Arts
  - Royden Mills, Faculty of Arts
  - Cristina Stasia, Faculty of Arts

Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching
  - John Davis, Faculty of Science
  - Ashwin Iyer, Faculty of Engineering
• Micah True, Faculty of Arts

Rutherford Award for Excellence in Undergraduate Teaching
• Annalise Acorn, Faculty of Law
• David W. Chorney, Faculty of Education
• Ronald W. Damant, Faculty of Medicine and Dentistry
• Sandra Nicholls, Faculty of Arts
• Dennis Sweeney, Faculty of Arts
• Jonathan White, Faculty of Medicine and Dentistry

Teaching Unit Award (UAPPOL)
• Drama BFA Acting Teaching Unit, 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 Medicine & Dentistry, BIOCH 200 Introductory Biochemistry
• Faculty of Engineering, CHE 435/465 Oilsands Engineering Design/Chemical Engineering Design II
• Faculty of Rehabilitation Medicine, IntD 410 Health Team Development
• Faculty of Arts, WRS 101 Exploring Writing
• Faculty of Science
  o MATH 144 Calculus for the Physical Sciences I,
  o CHEM 101 Introductory University Chemistry I,
  o CMPUT 174 Introduction to the Foundations of computation I,
  o HGP 100 Cultures, Landscape & Geographic Space

External Teaching Awards (Society for Teaching and Learning in Higher Education)
3M National Teaching Fellowship
• Jonathan White, Medicine and Dentistry (Surgery)
Alan Blizzard Award
Desire2Learn Innovation Award in Teaching and Learning

CTL organized the annual "Preparing a Successful 3M Teaching Fellowship Nomination" workshop and consultation sessions for prospective candidates and members of their nomination teams on July 7-8, 2014. 3M Consultant, Carole Dence was brought in to deliver the workshop and offer one-on-one consultation sessions with prospective candidates, providing valuable advice and feedback on their draft nomination packages. 11 prospective candidates and nominating team members attended the workshop; 3 consultation sessions involved 8 people. The result, 2 nomination packages were forwarded to STLHE in response to the 2014 3M Call for Nominations and 1 prospective nomination for an Alan Blizzard Award is being considered for a future competition.

Other Funding
• Teaching and Learning Enhancement Fund (TLEF)
In July 2014, the Office of the Provost delegated the review and adjudication of the TLEF Professional Development applications for funding to CTL. Applications are now vetted in CTL and recommendations for funding are forwarded monthly to the Vice-Provost (Academic Programs & Instruction) for approval. Funds will be awarded in 2015.