<table>
<thead>
<tr>
<th>Page</th>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Letter from the Director</td>
<td>06</td>
</tr>
<tr>
<td>07</td>
<td>Enhancing Capacity Through Professional Development and Education</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>Creating a Culture of Excellence in Teaching and Learning</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>Appendix B – Statistical Information</td>
<td>28</td>
</tr>
<tr>
<td>32</td>
<td>Appendix D – Professional Development Sessions, Workshops, Programs, Teaching Events, Consultation Services</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Appendix E – Awards and Funding Recipients</td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

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

1. ENHANCING CAPACITY THROUGH PROFESSIONAL DEVELOPMENT AND EDUCATION

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

2. SUPPORTING INNOVATIVE DIGITAL COURSE DEVELOPMENT

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

3. CREATING A CULTURE OF EXCELLENCE IN TEACHING AND LEARNING

Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) inspires teaching excellence, scholarship and innovation. CTL offers support to instructors in pursuit of teaching awards by identifying award opportunities and developing strong nomination packages.
01
ENHANCING CAPACITY THROUGH PROFESSIONAL DEVELOPMENT AND EDUCATION
CTL continues to build instructional capacity through teaching and program support. Our major effort this year resulted in an online eClass course called “Concepts in Course Design” that converted our face-to-face offerings into a coherent, online resource. With this resource we will be able to reach more instructors and give those instructors more in-depth knowledge.

Professional Development Sessions, Workshops, Programs

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

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

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

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

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

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

CONSULTATION SERVICES

Individual consultations with units across campus ranged from:

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

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

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

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

THE WRITING ACROSS THE CURRICULUM PROGRAM

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

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

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

See Appendix B for data and Appendix D for a description of sessions, workshops, programs, and a list of topics covered during individual consultations and faculty/unit specific workshops.
To help breathe new life into our classrooms, CTL brought innovative instructional practices into view and provided opportunities for instructors to reflect on their teaching. Drawing upon knowledge and experience from the U of A learning community and beyond, the Centre for Teaching and Learning organized many events.

**TEACHING EVENTS**

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

**Festival of Teaching (FoT)**

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

**North Writing across the Disciplines: Worldwide Phenomenon, Local Applications**

**Campus Saint-Jean Writing across the Disciplines: Worldwide Students, Local Linguistic Variations**

**Augustana Writing across the Disciplines: Worldwide Phenomenon, Local Applications**

**International Student Writing on Campus: Reading Group**

**Writing in the STEAM Fields: Science, Technology, Engineering, Arts, and Math**

**University-Wide Symposia**

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

CTL’s August Summer Symposium “Assess this: Educational Assessment Challenges and Practical Solutions,” featured Dr. Kenneth Heller, College of Science and Engineering Distinguished Professor and George Taylor Teaching Award winner at the University of Minnesota. Creating and using practical educational assessment techniques is increasingly being recognized as an important part of being an effective higher education teacher. This symposium extended the traditional symposium format to also feature multiple presentations by instructors across campus who shared their innovative and effective assessment strategies.

**Teaching Events in the Faculties Across Campus**

The CTL Visiting Speaker Grant funded three events:

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

- Real Work Is Better Than Homework, May 14, 2015
  - Brian P. Coppola, University of Michigan

- Mind the Gap: Nurturing Our Students Toward Expertise, May 11 & 12, 2015
  - Kimberly Tanner, San Francisco State University (SFSU)

See Appendix B for data and Appendix D for a complete description of all teaching events.
ENHANCING CAPACITY THROUGH PROFESSIONAL DEVELOPMENT AND EDUCATION

SUPPORT FOR INNOVATIVE TEACHING

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

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

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

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

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

MOOCs ( Massive Open Online Courses)

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

BLENDING LEARNING (in-class and online courses)

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

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

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

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

SUPPORTING INNOVATIVE DIGITAL COURSE DEVELOPMENT

BIOL 108
Introduction to Biological Diversity examines the major lineages of life on Earth. The course provides an overview of evolutionary principles and classification, the history of life, and the key adaptations of prokaryotes, protists, fungi, plants, and animals.

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

CHEM 101
Introductory University Chemistry I is a general first year chemistry course that addresses atoms, molecules, states of matter, and chemistry of the elements. The course serves as a core requirement or an elective in many programs across the University of Alberta.
CIV E 398
Introduction to Continuum Mechanics is a solid mechanics course that presents theoretical background and the applications of the concepts of stress and strain in solid objects.

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

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

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

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

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

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

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

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

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

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

MATH 144 & 146
Elementary Calculus I for Physical Sciences & Elementary Calculus II for Physical Sciences are two courses that compose the introductory calculus sequence for Physical Sciences to increase relevancy and student motivation with a discipline-specific approach.
03
CREATING A CULTURE OF EXCELLENCE IN TEACHING AND LEARNING
Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) honors teaching excellence, scholarship and innovation. CTL supports instructors in their pursuit of teaching awards by identifying award opportunities and developing strong nomination packages.

We oversee the award nomination process for many high profile teaching and teaching innovation-related internal and external awards including the Awards for Faculty Excellence, Awards for Teaching Excellence, and the 3M National Teaching Fellowship. CTL also maintains a databank of successful nomination packages for award recipients. We coordinate major funding competitions and awards through the Awards and Funding page at ctl.ualberta.ca.

We publicize awards through calls for nominations and award recipient announcements on the CTL website. Recent award recipients are listed by award category under the Awards and Funding page at ctl.ualberta.ca.

We coordinate a number of internal and external awards including the Awards for Teacher Excellence, Scholarship and Innovation. CTL also maintains a databank of successful nomination packages for award recipients.

Appendix A – People

CTL Staff

Director and Associate Directors
Roger Graves, PhD, Director
Ken Cor, PhD, Associate Director (Assessment)
Susan Gibson, PhD, Associate Director (Curriculum)
Heather Graves, PhD, Director (Writing)
Norma Nocente, EdD, Associate Director (Educational Technology)
Tracy Oruczek, MEd, Associate Director (Educational Development)
Carta Pecz, PhD, Associate Director (Curriculum) (July - Present)

Administrative Staff

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

Educational Developers

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

Production Team

Rishi Jaipaul, Coordinator
Emily Chow (January - July)
Katelyn Lim
Martin Spike
Fran Vargas

Casual Staff and Graduate Assistants

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

Faculty Affiliates

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

Appendix A – People

CTL Advisory Committee

CTL delivers on its mission by bridging networks and leveraging expertise residing in partner programs through large scale and small scale teaching, learning, and teaching support initiatives. 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
Allan Ball, Associate Dean (Student Programs), Arts
Elaine Geddes, Associate Dean (Undergraduate Program), Business
Janet Wesselius, Associate Dean, Augustana
Yvette D’Entremont, Associate Professor, Faculté Saint-Jean
Patricia Bouchier, Associate Dean (Graduate Studies and Research), Education
Jason Carey, Associate Dean (Programs & Planning), Engineering
Christie Schultz, Assistant Dean (Academics), Extension
Reene Polizhein, Professional Development & Outreach Director, FGSR
Chris Spyryak, Associate Dean (Research), Law
Carol Hodgson Birkman, Gilbert Chair in Medical Education and Scholarship, Medicine & Dentistry
Nathalie Kermos, Associate Dean (Academic), Native Studies
Carolyn Resi, 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 Lopinnow, 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

Olivia Bilash, Professor, Secondary Education
Billy Strican, Professor, Extension Faculty
Appendix B – Statistical Information

Sessions, Workshops, Programs

<table>
<thead>
<tr>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Information Sessions</td>
<td>28</td>
</tr>
<tr>
<td>Teaching and Learning Sessions</td>
<td>420</td>
</tr>
<tr>
<td>New Professor Teaching Orientation</td>
<td>53</td>
</tr>
<tr>
<td>Writing Across the Curriculum (WAC)</td>
<td>49</td>
</tr>
</tbody>
</table>

Partnership programming done in collaboration with:

<table>
<thead>
<tr>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustana</td>
<td>130</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>40</td>
</tr>
<tr>
<td>i-clicker</td>
<td>33</td>
</tr>
</tbody>
</table>

Teaching Events

<table>
<thead>
<tr>
<th>Events</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalysts: A Conversation Series on Teaching</td>
<td>159</td>
</tr>
<tr>
<td>Festival of Teaching</td>
<td>109</td>
</tr>
<tr>
<td>Symposium</td>
<td>207</td>
</tr>
</tbody>
</table>

Appendix C – List of MOOCs and Blended Learning Projects

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

*technical support through Coursera
+ educational developer support through CTL

b) Blended Learning Projects

BIOL 108 (Introduction to Biological Diversity)
- Aims to provide an overview of evolutionary principles and classification of life on Earth. The course examines the major lineages of life on Earth, focusing on prokaryotes, protists, fungi, plants, and animals.
- The intent for transforming this course to a blended format was to increase student learning and engagement by adopting evidence-based educational practices, with a particular focus on incorporating experiential (active) learning opportunities. By shifting some course content previously covered in class (lectures) to an online format, class time could be used to incorporate student-centered activities, group work (peer to peer instruction), and problem solving.
- The redevelopment resulted in the replacement of four mini-lectures with online resources including video tutorials and assessment problems. The lecture periods with online resources were integrated with mini-lectures to highlight relevant text, formulas, and terms, and online activities as well as interactive in-class activities. In-class time was also reduced for these modules. Five ‘fully blended’ modules were developed which included customized videos, online quizzes, and online activities as well as interactive in-class activities. In-class time was also reduced for these modules. Five ‘fully blended’ modules were developed, each incorporating experiential (active) elements. The course serves as a core requirement for the Bachelor of Science degree in Biology.

Chem 101 (Introductory University Chemistry I)
- A general first year chemistry course that addresses atoms, molecules, states of matter, and chemistry of the elements. The course serves as a core requirement for many programs across the University of Alberta.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.

Department of Chemistry
- John Shaw, Professor
- Marvina Jamesen, Sessional
- William Pick, Professor
- Len Church, Sessional
- Frank Vogi, Sessional
- John Nyhika, Associate Professor and Associate Chair

Chem E 435 (Oil Sands Engineering Design) Chem E 445 (Chemical Engineering Design II)
- Taught jointly, integrating chemical engineering practice, theory, and economics into the design and evaluation of proposed capital projects. Students work in teams of five to six to complete an assigned project.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.

Department of Chemicals and Materials Engineering
- John Shaw, Professor
- Marvina Jamesen, Sessional
- William Pick, Professor
- Len Church, Sessional
- Frank Vogi, Sessional
- John Nyhika, Associate Professor and Associate Chair

CH E 410 (Petroleum Engineering) CH E 430 (Chemical Engineering Design I)
- Taught jointly, integrating chemical engineering practice, theory, and economics into the design and evaluation of proposed capital projects. Students work in teams of five to six to complete an assigned project.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.
- The rationale for transforming this course into a blended format, specifically flipping, was to effectively address student learning depth and heterogeneity, engagement, and to enhance the quality of student-instructor interactions. The overall blended learning approach was to move instruction online and open up in-class time for application of concepts, for teams to meet and work together, and for questions/discussions with instructors.

Department of Chemicals and Materials Engineering
- John Shaw, Professor
- Marvina Jamesen, Sessional
- William Pick, Professor
- Len Church, Sessional
- Frank Vogi, Sessional
- John Nyhika, Associate Professor and Associate Chair

Appendix C – List of MOOCs and Blended Learning Projects
APPENDIX C – LIST OF MOOCs AND BLENDED LEARNING PROJECTS

ECON 102 (Introduction to Macroeconomics)
Sadaf Ahmed, Sessional Professor
Jörg Sander, Professor
Paul Lu, Professor and Associate Chair (Undergraduate
Department of Economics)
Andrew Wong, Sessional
Valentina Galeani, Associate Professor and Associate
Chair
Mesbah Sharaf, Faculty Lecturer
Alex Gainer, Sessional
John Turvey, Sessional

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

Campus Saint-Jean
Mahé Snaaawet, Assistant Professor
Pamela Sing, Professor

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

The rationale for blending this course is to better engage students with the theoretical knowledge of macroeconomics. ECON 102 typically has 400 students per section from various U of A programs. Consequently, the large lecture format presented a challenge, not only for instructors who had to engage and capture the interests of students of diverse backgrounds and abilities, but was also a challenge to students who were learning the content under a one-size-fits-all large lecture setting. Therefore with the Blended Learning Project funding, the large lecture time in ECON 102 was reduced in order to engage groups of 40 students face-to-face (facilitated by a TA) in problem sets devoted to the application of macroeconomic theories, particularly in relation to current events.

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

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

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

Department of Computing Science
Paul Lu, Professor and Associate Chair (Undergraduate Studies)
Greg Kendrak, Associate Professor
Jörg Sander, Professor
Duane Szafrań, Professor
Safar Ahmed, Sessional Professor

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

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

Department of Computing Science
Paul Lu, Professor and Associate Chair (Undergraduate Studies)
Greg Kendrak, Associate Professor
Jörg Sander, Professor
Duane Szafrań, Professor
Safar Ahmed, Sessional Professor

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

The rationale for blending this course is to better engage students with the theoretical knowledge of macroeconomics. ECON 102 typically has 400 students per section from various U of A programs. Consequently, the large lecture format presented a challenge, not only for instructors who had to engage and capture the interests of students of diverse backgrounds and abilities, but was also a challenge to students who were learning the content under a one-size-fits-all large lecture setting. Therefore with the Blended Learning Project funding, the large lecture time in ECON 102 was reduced in order to engage groups of 40 students face-to-face (facilitated by a TA) in problem sets devoted to the application of macroeconomic theories, particularly in relation to current events.

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

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

The rationale for blending this course is to better engage students with the theoretical knowledge of macroeconomics. ECON 102 typically has 400 students per section from various U of A programs. Consequently, the large lecture format presented a challenge, not only for instructors who had to engage and capture the interests of students of diverse backgrounds and abilities, but was also a challenge to students who were learning the content under a one-size-fits-all large lecture setting. Therefore with the Blended Learning Project funding, the large lecture time in ECON 102 was reduced in order to engage groups of 40 students face-to-face (facilitated by a TA) in problem sets devoted to the application of macroeconomic theories, particularly in relation to current events.

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

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

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

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

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

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

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

Consultant team
Heidi Bates, Agriculture, Life and Environmental Sciences
Janice Causgrove-Dunn, Physical Education and Recreation
Tracey Hillier, Medicine and Dentistry
Gerry Laouk, Nursing
Mark Makowsky, Pharmacy and Pharmaceutical Sciences
Berni Martin, Rehabilitation Medicine
Teresa Pastawski, Rehabilitation Medicine

LING 101 (Introduction to Linguistic Analysis) & LING 102 (Introduction to Linguistics III) are introductory courses.

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

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

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

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

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

Department of Mechanical Engineering

Pierre Martiny, Associate Professor

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

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

Department of English and Film Studies

Roger Graves, Professor

Heather Graves, Professor, Director, Writing Across the Curriculum

Department of Philosophy and Humanities Computing

Geoffrey Rockwell, Professor

Appendix D – Complete description of:

a) Professional Development Sessions, Workshops, Programs
b) Teaching Events
c) Consultation Services

a) Professional Development Sessions, Workshops, Programs

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

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

Assessment of Student Learning — November 17, 2015

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

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

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

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


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

October 21, 2015

Instructors and students sometimes have different conceptions of teaching and learning. This often leads to ineffective teaching or unintended learning outcomes. In this workshop, a few selected research findings (e.g. Marton & Booth, 1997) on university students’ various conceptions of learning will be introduced; then we will use the Teacher-Perspective Inventory (Pratt, 199, 1998, 2001) to help participants find out their own conceptions of teaching. In the next step, we will reflect upon the misalignment of conceptions between students and teachers, and how this led to the failure success of a past classroom experience. Finally, the participants are invited to share their thoughts on smart use of innovative teaching strategies and learning activities to make conceptions of teaching and learning in alignment for better learning outcomes.

Creating Learning Outcomes — November 3, 2015

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

Designing Your Blended Course — January 1, 27 & February 3, 2016

A flipped or blended classroom mixes face-to-face (F2F) and online environments to offer a unique learning path combining the advantages of technology with learning-centered classroom activities. Opportunities and challenges of the two learning environments are thoughtfully taken into account in the course re/design process. This course will provide participants with the knowledge and skills to make informed decisions when developing a course for face-to-face and blended environments. Participants will expand their understanding of basic course design principles via 3 face-to-face sessions and short online activities to be completed before each meeting. The sessions will prompt reflection and provide practical activities on course design decisions and, in particular, the alignment of content, learning outcomes, instructional strategies and assessment planning. It will expose participants to different strategies for active engagement and methods of assessment, including feedback to support the learning process. The last workshop of each series will provide some hands-on time with simple technology tools enabling instructors to start flipping (out!)
Duty to Accommodate: The role of U of A's instructional employees, support staff and students in providing exam accommodations — September 22, 2015, November 04, 2015
Students and U of A employees work together to establish and facilitate reasonable, accessibility-related accommodations and supports. We all have parts to play in U of A’s Duty to Accommodate. Participants in this session will learn who is responsible for what and how to work together to deliver efficient and effective exam accommodations. This session is open to U of A instructors, graduate students, and support staff involved in the exam accommoda-
duction process.
ePortfolios in Post-Secondary Education — October 9, 2015
Educational research has shown that e-portfolios can enhance learning and assessment. In this workshop we will examine the different types of e-portfolios and examine their pedagogy. Then we examine the principles of how to assemble an e-portfolio. We follow by looking how to use eClass and Mahara to initiate an e-portfolio. We end the workshop by examining how e-portfolios can be an asset tool.
Exploring the Ethics of Teaching Professionalism — May 28, 2105, October 13, 2015
What does the professionalism of university teaching entail, what standards exist, and how do university instruc-
tors go about making ethical judgments? After briefly considering professionalism in general, this workshop will lead participants through two activities requiring the exercise of professional judgment. The challenge of these activities will clarify essential elements of teaching professionalism that remain current in their field, to develop their scholarly competence, and to maintain and enhance their effectiveness as teachers. This workshop will explore what is entailed in maintaining and enhancing teaching effectiveness and will focus on three core teaching responsibilities: student competence, pedagogical competence, and valid forms of assessment. The process of peer-review of teaching will be considered as the linchpin of a comprehensive professional approach to teaching effectiveness.
Facilitating Engaging Discussions — November 19, 2015
This workshop will prompt reflection and discussion on how to structure and facilitate in-class discussions for small to medium-size groups.
Introducing the Target Oriented Course Design Principle and Practice — April 29, 2105
Thinking about designing a new course or a course redesign? This workshop is for you! Course design is the strategic planning of how a course is to be taught and how learning outcomes can be assessed. A good course design is half the battle of your teaching.
The workshop will provide an overview of the evidence-based “target oriented course” design principle and practice (Blissom, 1956; Harrow, 1972; Anderson, et al., 2001; Dennis, 2002; Carless, 2010) with few examples. Participants will have some hands-on practice in the course design activities. The final part of the workshop will open up for discussions on effective course design models in specific professional knowledge domains.
Large Classroom Engagement — May 4, 2015
Research shows that many students are not actively engaged in their large classes. Implications of this include reduced academic achievement and low attendance/high attrition rates. But there is hope! In this session we will examine evidence-based strategies and innovative strategies from across our campus to encourage active learning in large classes.
Lost Exams, Body Odour, and Teaching Portfolios: The Challenge of Teaching Professionalism — October 13, 2015
What does the professionalism of university teaching entail, what standards exist, and how do university instruc-
tors go about making ethical judgments? After briefly considering professionalism in general, this workshop will lead participants through two activities requiring the exercise of professional judgment. The challenge of these activities will clarify essential elements of teaching professionalism.
Mentorship Circles, Department of Political Science — Fall 2015
The Department of Political Science approached CTL in Fall 2015 to initiate a project focused on engaging depart-
ment members in conversations about, and scholarship on, teaching and learning. Associate Director Carla Peck worked with a member of the department to identify priorities during Fall 2015. Dr. Peck then developed and led a series of three sessions (part mentoring circle, part workshop) on the following topics: Active Learning, Beyond the Paper, and Assessment.
Optimizing Group Work — May 14, 2015
Research identifies several benefits to group work and collaboration including, development of higher-order thinking skills, increase in student self-management and responsibility, and exposure and preparation for diverse situations related to employment and social situations. While many instructors use group work and collaboration in their classes many questions remain, for example: How should I form meaningful groups?
• How do I make sure that group members are contributing (and at the same time not micro-manage individuals)?
• How do I assess group work?
• Will this workshop provide evidence-based strategies for effective group work that will help to answer the questions above and more?
Peer and Self-Assessments — October 16, 2015
Peer and self assessments are much more than just a strategy for saving instructor time. When properly applied they can be powerful learning experiences. In this workshop we will briefly look at the theory underlying these types of assessments and then examine how to design and implement this pedagogical tool. The emphasis of this workshop is on showing examples, doing hands-on practices and discussions.
Preparing a Teaching Portfolio — December 8, 2015
As a professional document that provides evidence of teaching effectiveness, the teaching dossier serves a variety of purposes including ongoing professional develop-
ment and performance assessment. In this workshop, we will discuss how to document one’s approach to teaching as well as outcomes and contributions to provide a multi-faceted perspective of one’s teaching practices.
Stratégies d’enseignement pour l’apprentissage actif — October 19, 2015
L’apprentissage actif n’est pas facile à mettre en œuvre dans nos salles de classe. L’apprentissage actif nécessite souvent l’utilisation de nouvelles technologies ainsi que la re-conception du cours. Toutefois, les avantages pédagogiques de l’apprentissage actif sont nombreux. Dans cet atelier, nous allons examiner les défis et les avantages de l’apprentissage actif, ainsi que les outils et les stratégies pédagogiques à employer pour améliorer leur efficacité.
Student Engagement Strategies For The Large Classroom — September 29, 2015
Research shows that many students are not actively engaged in their large classes. Implications of this include reduced academic achievement and low attendance/high attrition rates. But there is hope! In this session we will review evidence-based strategies and innovative strategies from across our campus to encourage active learning in large classes.
Technology Tools to Support Active Learning in the Classroom — January 28, 2015, February 17, 2105, April 27, 2015
In this session, we will look at a range of technology tools that can support active learning activities in the classroom. This session will be useful to anyone looking to use active learning strategies during their class time, regardless of subject area or student level, and we will make specific recommendations for techniques that can be used in both small and large section courses. We will explore a number of different technology tools, including student response systems, backchanneling, reflection tools, concept mapping tools and more. Please bring a mobile device to this session if you have one available.
Want to Flip Your Classroom? Let’s Give It a Try! — May 20, 2015
Flipped Learning is a new pedagogical model that has emerged in the current digital reality. It is a great first step in reframing the role of a teacher in the classroom from “stand and deliver” to “teach to learn.” A key feature of the Flipped Learning model is the opportunity to increase active learning opportunities in the classroom by shifting direct instruction outside of the larger group learning space, by developing more personalized learning, using technologies such as videos, digital simulations, computer games, etc. Based on the workshop, the history, philosophy and structural framework of “flipped learning” will be outlined and a few examples will be illustrated. Participants will be then divided into groups, play and share with their designs of some mini Flipped Learning projects.
b) Teaching Events

Catalysts: A Conversation Series on Teaching

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

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

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

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

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

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

Festival of Teaching

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

FoT Writing in the STEAM Fields: Science, Technology, Engineering, Arts, and Math — April 17, 2015
This one-day conference brought together researchers from across Canada who have examined thousands of writing assignments and interviewed dozens of faculty members in an effort to understand the role of writing in the sciences, engineering, mathematics, education, and the arts.

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

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

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

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

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

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

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

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

FoT International Student Writing on Campus: Reading Group — February 26, 2015
To follow up on Dr. Chris Thaiss’ presentation last semester, this session examined ways to support non-native speakers of English with readings drawn from WAC and Second-Language Writers: Research Towards Linguistically and Culturally Inclusive Programs and Practices. (2014). Ed. Terry Myers Zwacki & Michelle Cox.

Symposium Series

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

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

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

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

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

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

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

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

Using Concept Inventory Questions to Assess Student Understanding and Assess Teaching Methodologies — Saawan Koh, Biological Sciences

Computer Based Quizzes and Flipped/Blended Learning — Sandra Davidson, Nursing

Multifaceted Evaluation of Teaching Symposium — May 7, 2015

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

Sessions:
Evaluating Teaching Panel — Cheryl Sadowski, Pharmacy and Pharmaceutical Sciences
Janet Weselius, Augustana Faculty
Liz Taylor, Rehabilitation Medicine

“Getting Started” Panel — Kathryn Chandler, Human Ecology
Ken Cer, CTL
Susan Gibson, CTL
Rachel Milner, Faculty of Medicine

Teaching Events in the Faculties

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

Novel Approaches to Undergraduate Research Education and Engagement — June 16, 2015
Trevor Day, Mount Royal University
Various strategies to engage undergraduate students in the research endeavour both inside and outside the curriculum will be outlined.

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

Mind the Gap: Nurturing Our Students Toward Expertise — May 11 & 12, 2015
Kimberly Tanner, San Francisco State University (SFSU)
Participants will explore their current approaches to planning and reflecting on their teaching, as well as explore the SE learning cycle model as an analytical tool for understanding teaching choices. Individual participants will have the opportunity to self-assess and analyze current class sessions and identify changes that could be immediately implemented.
c) Consultation Services

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

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

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

| ALES | New online program |
| ALES | Developing a blended course, non PDLC |
| ALES (MEAT net) | Online course development |
| ALES (Renewable resources) | Screencast-O-Matic |
| ALES (Renewable resources) | TLEF application |
| Arts | Creating course |
| Arts | Screencast-O-Matic |
| Arts | eClass |
| Arts | Course design/learning activities |
| Arts | Course design/student feedback |
| Arts | eClass |
| Arts | Course design/in-class activities |
| Arts | Course design consultation, Teaching portfolio |
| Arts | Online professional development program [platform discussion, etc.] |
| Arts | New course creation |
| Arts | Student peer evaluations - google forms |
| Arts (English and Film Studies) | Syllabus and eClass assistance |
| Arts (Linguistics) | Educational technology consultation |
| Arts (Modern Languages) | Course creation using eClass |
| Arts (Modern Languages) | Course creation using eClass |
| Arts | Syllabus issues |
| Arts (Music) | Course consultation |
| Arts (Philosophy) | TLEF Socrates |
| Arts (Political Science) | Educational technology consultation |
| Arts (Political Science) | Gaming in political science |
| Arts (Political Science) | Recording lectures |
| Arts (Psychology) | Blended delivery |
| Arts (Sociology) | Course design consultation |
| Augusta | Consultation |
| Augusta | Consultation |
| Augusta | Metacognition |
| Augusta | Metacognition |
| Augusta | Metacognition |
| Augusta | Course design consultation |
| Augusta | Course design consultation |
| Augusta | Course design consultation |
| Augusta | Course design consultation |
| Augusta (Humanities & Fine Arts) | Creating a rubric for assignments |
| Business | Course redesign, TLEF consult, Blended Learning Proposal consult, Coursera MOOC consult |
| Campus Saint-Jean | Course redesign, greater use of Moodle |
| Campus Saint-Jean | Online courses - standards |
| Chemical Engineering | Support to run final exam as a computer based exam |
| Chemistry | Building online courses |
| Chemistry | Online course development |
| CLE committee | Presentation to CLE committee to address SU concerns regarding under use |
| Dentistry | Request for workshop information |
| Education | Educational technology consultation |
| Education (Ed Psych) | Instructional strategies |
| Education (Ed Psych) | Instructional strategies |
| Education (Ed Psych) | Lecture and lab redesign |
| Education (Elementary) | Online resources and copyright for online education |
| Educational Policy Studies | Professional development [assessment practices] |
| Educational Policy Studies | Observe teaching [2 classes], provide feedback, and write a final report (letter) |
| Education (Secondary) | Educational technology consultation |
| Education (Secondary) | Online resource development |
| Engineering (ECE) | Peer Consultation. Teaching practices and strategies in the classroom, peer observation/review |
| Extension | New professor |
| Faculty of Native Studies | Group discussions |
| FoMD | Course design consultation |
| FoMD (Aboriginal & Global Health Research Group) | Consult advice from CTL |
| FoMD (Academic technologies) | eClass design |
| FoMD (Academic technologies) | Unit/project collaboration |
| FoMD (Family) | Use of graphics in continuing ed |
| FoMD (Forensic pathology) | Educational technology and course design |
| FoMD (Lab and Path) | Faculty liaison work and course design |
| FoMD (Medicine) | Faculty development series - new transitioned to project |
| FoMD (Oncology) | Instructional resource consultation |
| FoMD (Otolaryngology) | Educational technology and residency education |
| FoMD (Radiation Therapy) | New hematopathology program evaluation |
| FoMD (Radiation Therapy) | E-portfolios |
| FoMD (Surgery) | Designing or revising a course, course is relevant for the current and prospective graduate students, design of course from scratch, provide continuous feedback on course design |
| FoMD (Undergraduate medical education course on Geriatrics) | Facilitate reflective learning |
| FoMD (Wellness Rx) | Program request |
| Human Ecology | Course planning and design of teaching and learning |
| IST | iClickers |
| Law | Peer consultation |
| Law | Course planning and instructional strategies |
| Law | Pedagogical design, tech advice on 6 online tutorial sessions of course |
| Law | Entire course redesign with blended learning format |
| Law | Judge enforcement course planning, design of teaching and learning and assessment strategies |
| Libraries | Streaming resources workshop discussion |
| Math & Statistical Sciences | Consultation on how to structure group work in statistics courses |
| Mechanical Engineering | Outline learning objectives and incorporate active learning into UG class, also interested in publishing teaching related articles |
| Mechanical Engineering | New instructor to the U of A. Consultation on recording videos for his classes and using podcasts, iClickers. |
| Modern Languages and Cultural Studies | Course design consultation - planning or redeveloping a course |
| Native Studies | Course design consultation |
| Native Studies | MA in Native Studies (online) |
| Native Studies | New course design |
| Nursing | Developing blended learning course |
| Nursing | Gamification of nursing curriculum and assessment |
| Nursing | Multiple choice exam feedback |
| Nursing | Working with large research class on teaching options |
| Nursing | Educational technology consultation |
| Nursing | Graduate course consultation (Nursing stats) |
| Nursing | eClass support and polling |

| Nursing | Revision of assignments to better suit course, objectives, and clinical placement sites |
| Pharmacy | Discussion of learning outcomes |
| Pharmacy | Exemplar LOs |
| Pharmacy | Teaching philosophy |
| Pharmacy and Pharmaceutical Sciences | Peer consultation |
| Physical Education | Online graduate certificate in Indigenous recreation mgt |
| Physical Education | Online graduate certificate in Indigenous recreation mgt |
| Physical Education | Online learning |
| Physical Education | Designing assignments |
| Physical Education | Designing assignments for an experiential course |
| Physical Education & Recreation Faculty | Creating blended course materials. Wondering about design, technology used, cost, support would be able to provide |
| Physical Education and Recreation | Course design consultation. Planning or redeveloping a course, assessment and grading, help with writing/assessing writing. |
| Psychology | Course design consultation, educational technology consultation, program (Re) design consultation |
| Public Health | Course design consultation - planning or redeveloping a course |
| Public Health | Course design consultation - planning or redeveloping a course |
| Rehabilitation Medicine | Online redevelopment |
| Rehabilitation Medicine | Online course development and eClass forums |
| Rehabilitation Medicine | Google Glass |
| Physical Therapy | Course design consultation |
| School of Library and Information Studies | Course design consultation |
| School of Public Health | Using adobe connect and google docs more effectively |
| School of Public Health | Online course preparation |
| School of Public Health | Program (Re) design consultation |
| School of Public Health | Course design/course outline |
| School of Public Health (MPH) | MPH curriculum revision review initial meeting - will assist with review |
| School of Public Health | Online epidemiology course development consultation |
| School of Public Health | Curriculum development for new program |
| School of Public Health (MSc) | Course outline review |
| School of Public Health (UAEM - Alberta student group) | Course development focusing on essential medicines |
| Science | Peer consultation, course design consultation, program (Re) design consultation. Planning or redeveloping a course, teaching practices and strategies in the classroom |
| Science | Science plus |
| Science (Chemistry) | Video demos |
| Science (Chemistry) | Electronic questions |
Science (CMPUT)  Machine learning M0DC
Science (Deans office)  FoS specific workshops
Science (Deans office)  Project prioritization
Science (Math and Stats)  Learning activities
Science (Math and Stats)  Course design and teaching strategies
Science (Math and Stats)  Educational technology consultation
Science (Psychology)  eClass utilization
Science (USS)  SIP program
School of Library and Information Studies (SLLIS)  Developing course into online format
Student Accessibility Services  Course planning and instructional strategies: Inspiration and Kurzweil
Student Accessibility Services  How to carry out a needs assessment with a lack of resources: Creating one-day workshops, and one-hour workshops
SU TANDEM  eClass
The Landing  Workshops and course creation for the UofA
The Landing  Workshops and course creation for the UofA
The Landing  Workshops and course creation for the UofA
University of Alberta International  Course production

Writing Across the Curriculum (WAC)
Individual consultations with faculty and student representatives:

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

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

Writing Across the Curriculum (WAC)  Class Presentations on Course Writing Assignments:

Arts (History & Classics) HIST 115 (Fall)  Turning a situation report into a final report
Arts (History & Classics) HIST 115 (Winter)  Building your economic evaluation
Arts (History & Classics) HIST 115 (Fall)  Final report: text review, recommendations and conclusions
Arts (History & Classics) HIST 115 (Winter)  Writing SSHRC proposals
Arts (History & Classics) HIST 115 (Fall)  Pitching your technical project
Arts (History & Classics) HIST 115 (Winter)  Writing Positive and Informative messages
Arts (Political Science) POLS 261  Clarity and conciseness in academic prose
Arts (Political Science) POLS 260  Writing the research article literature review
Arts (Political Science) POLS 260  Argument in social sciences
Arts (Psychology) PSYCO 305  Revising arguments
Arts (Sociology) SOC 291  Successful Professional and Academic Writing: Clear Concise and Correct Prose Style
Arts (Sociology) SOC 301  Successful Professional and Academic Writing: Clear Concise and Correct Prose Style
Arts (History & Classics) HIST 115 (Fall)  Successful Professional and Academic Writing: Argument and Lay Summaries in Public Health Science
Arts (History & Classics) HIST 115 (Winter)  Successful Professional and Academic Writing: Clear Concise and Correct Prose Style

Science (Chemical and Materials Engineering) CHEMENG 365/465  Turning a situation report into a final report
Science (Chemical and Materials Engineering) CHEMENG 365/465  Building your economic evaluation
Science (Chemical and Materials Engineering) CHEMENG 365/465  Final report: text review, recommendations and conclusions
Science (Chemical and Materials Engineering) CHEMENG 365/465  Writing SSHRC proposals
Science (Chemical and Materials Engineering) CHEMENG 365/465  Pitching your technical project
Science (Chemical and Materials Engineering) CHEMENG 365/465  Writing Positive and Informative messages
Science (Chemical and Materials Engineering) CHEMENG 365/465  Clarity and conciseness in academic prose
Science (Chemical and Materials Engineering) CHEMENG 365/465  Writing the research article literature review
Science (Chemical and Materials Engineering) CHEMENG 365/465  Argument in social sciences
Science (Chemical and Materials Engineering) CHEMENG 365/465  Revising arguments
Science (Chemical and Materials Engineering) CHEMENG 365/465  Successful Professional and Academic Writing: Clear Concise and Correct Prose Style
Science (Chemical and Materials Engineering) CHEMENG 365/465  Successful Professional and Academic Writing: Argument and Lay Summaries in Public Health Science
Appendix E – Awards and Funding Recipients

Centre for Teaching and Learning –
Adjudicated Awards

Summer Student Awards

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

Graduate Student Recipients

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

Visiting Speaker Grants

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

Awards for Faculty Excellence

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

Distinguished University Professor

- Simaan AbouRizk, Civil and Environmental Engineering

McCalla Professorships

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

University Cup
- Harvey Krahn, Sociology

Vargo Teaching Chair
- John Nychka, Chemical and Materials Engineering

Awards for Teaching Excellence

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

- Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching
  - Dominic Sauvageau, Faculty of Engineering

- Rutherford Award for Excellence in Undergraduate Teaching
  - Brian Maraj, Faculty of Physical Education and Recreation
  - Masoud Ardakani, Faculty of Engineering

- William Hardy Alexander Award for Excellence in Undergraduate Teaching
  - Adrienne Wright, Faculty of Medicine and Dentistry
  - Jerome Melancon, Augustana Campus
  - Yumi Sieben, Faculty of Arts

University of Alberta Blended Learning Award

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

- BIOL 108 - Introduction to Biological Diversity
- MATH 114* - Elementary Calculus I
  (*Calendar change to “MATH 134 - Calculus for the Life Sciences” pending)
- CIV E 398 - Introduction to Continuum Mechanics
- MEC E 260 - Mechanical Design I
- ECON 102 - Introduction to Macroeconomics
- LING 101 - Introduction to Linguistic Analysis / LING 102 - Introduction to Linguistics II
- FRANC 235 - Surveiller la littérature francophone
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: ctl@ualberta.ca

ctl.ualberta.ca