

CTL Summer Activities Report



Reporting Period: May – August 2025

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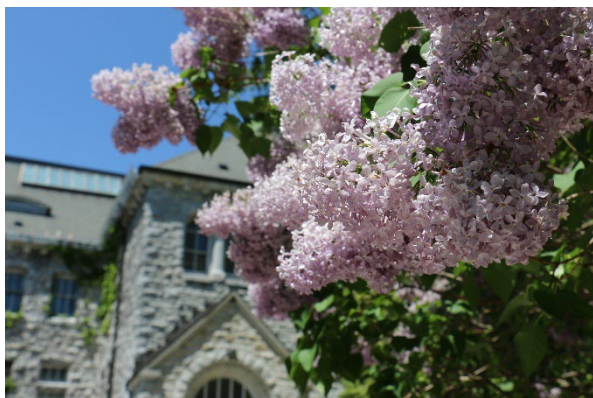
Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

*Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek
tehatihsnonhsáhere ne onhwéntsya.*

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking

Executive summary

Over the past few years, spring and summer semesters have become some of the busiest times at the Centre for Teaching and Learning (CTL). While most students are away, the CTL reconnects with educators across campus and organizes a broad range of events aimed at (1) celebrating successes, (2) promoting institutional community and engagement through research-informed pedagogical



practices, and (3) fostering academic innovation and pedagogical development, through practice-driven programming. These events are designed to serve all educators across the University, including faculty members, graduate students and teaching fellows, as well as educational support professionals and administrators, with targeted programming responsive to their distinct professional development needs. Through the following report, we highlight the ways in which the CTL has fostered strategic partnerships within and beyond the University to advance teaching excellence and cultivate educational leadership capacity, directly advancing Queen's educational vision and strategic priorities.

Celebrating Successes:

In May 2025, the CTL launched the annual [Teaching and Learning Month](#) by hosting the Showcase of Teaching and Learning. The event highlighted exemplary teaching practices, innovative course design, and Scholarship of Teaching and Learning (SoTL) projects. The theme for this year's event—[Risk, Rewards, and Reflection](#)—encouraged participants to consider how the initiatives that inspire us to transform our teaching practices are also those that challenge and encourage us to take a step towards transformation. Topics included Generative AI, teaching in times of crisis, active learning in large classrooms, and creative assessment design. These celebrations both amplified the visibility of faculty accomplishments across departments and fostered a culture of appreciation and shared learning.

Promoting Community and Engagement:

The CTL continued to celebrate Teaching and Learning Month by highlighting research-informed workshops, interdisciplinary panels, and networking sessions across campus, with opportunities for faculty and staff to connect around shared pedagogical goals. A key event this year was Dr. Sarah Elaine Eaton's visit, a leading expert in academic integrity and ethics in higher education. Dr. Eaton delivered a keynote address and participated in a series of discussions with faculty members, academic leaders, and administrators

exploring academic integrity in the age of artificial intelligence and its impact on teaching and learning.

Our annual Educational Support Professionals (ESP) Retreat was also held during Teaching and Learning Month. The retreat created a vital space for ESPs to build community, share expertise, and strengthen the quality of their practices. This year's workshops and events focused on three strategic themes: Generative AI and Innovative Educational Technologies, Accessibility, and Course Scale and Adaptability. In addition to professional development, the retreat prioritized reflective practices and well-being through restorative activities that reinforced connections and encouraged sustainable community building.

Fostering Academic Innovation

The CTL strategically scaled its practice-driven programming with three thematically distinct Course Design Institutes, a Graduate Chair Orientation, and three GenAI Sandbox events. These initiatives equipped educators with practical strategies in active learning, digital pedagogy, and inclusive teaching—directly addressing critical institutional challenges including reduced TA allocations, increased enrollment, and constrained support resources. Feedback received from these changes highlighted the continued demand for intensive, applied professional development that translates immediately into classroom impact.

These summer initiatives underscore the CTL's leadership in building institutional capacity and resilience. By delivering targeted, high-impact programming that responds to both pedagogical innovation and resource realities, the CTL continues to drive a dynamic, adaptive teaching culture positioned to meet the evolving demands at Queen's.

Key highlights of impact, reach, and growth

Our programming has shifted from one-off workshops to ongoing supports to foster deeper and sustained growth in teaching practices, as well as greater institutional impact on student learning. While one-time workshops can raise awareness of new pedagogical ideas, they rarely provide the time or context needed for meaningful implementation. Continuous support created through our newly developed Course Design Pathway for example—grounded in mentoring, learning communities, course design consultations, and iterative feedback—allows educators to experiment, reflect, and refine their approaches over time. Through ongoing engagement, the CTL is building a culture of reflective practice and continuous improvement, where instructors can align teaching innovations with disciplinary goals and evidence-based strategies. Longitudinal support also fosters stronger relationships between educators and educational developers, encouraging trust, collaboration, and knowledge sharing across departments.

This report outlines the key initiatives, events, and contributions made by the Centre for Teaching and Learning (CTL) during the Summer 2025 period.

CTL mission and strategic priorities

The Centre for Teaching and Learning (CTL) plays a key role in advancing Queen's University's academic mission by supporting high-quality, evidence-informed, and inclusive teaching. Under the leadership of the Vice-Provost (Teaching and Learning), the Centre works to ensure that the University's educational mission is supported through the preparation, development, and



recognition of educators. The following report outlines the strategic directions articulated by the Vice-Provost (Teaching and Learning) that guides the Centre's work and align it with the University's broader goals.

Our mandate is to guide, inform, and consult on institutional priorities for teaching and learning at Queen's. We support and provide evidence-based, strategic, innovative and sustainable course and program enhancement initiatives to faculties, departments and individual educators that are pedagogically sound, inclusive, equitable, intellectually challenging and inspiring to a diverse student population. Through evidence-based integrations of technology, we work with educators to promote equity, increase accessibility and enhance learning, while encouraging, supporting and engaging in emerging research investigations of effective and novel approaches to teaching and learning. Finally, we ensure that Queen's learning spaces, virtual as well as physical, meet the existing and emerging needs of students and instructors.

Core goals related to teaching and learning

The Vice-Provost (Teaching and Learning) has set the following directions as we continue contributing to the University's mission:

1. Educator development and educational leadership
 - Assessment and learning design
 - Accessibility and inclusive education
2. Curriculum renewal and continuous improvement
3. Learning environments, educational technologies, and digital learning

4. Evidence-based educational practices

The work that the CTL has accomplished over the summer is meaningfully addressing many of these goals, laying the foundation for continued growth. Through focused planning, collaboration, and early implementation, we are intentionally aligning our efforts with the priorities outlined in the University’s mission.

Alignment of events and programming with institutional strategies

Educator development

Course Design Institutes (CDI): This summer, we organized three CDIs, with the themes of “scaling up,” “GenAI and assessments,” and “early career educators.” These institutes were geared towards instructors with previous teaching experience who are re-designing an existing or new course. The institute highlighted strategies for ‘scaling up’ your course, and focused on designing flexible, adaptable course activities and assessments that can support student success in larger courses.



- **Scaling up:** The institute highlighted strategies for scaling up courses, with an emphasis on designing flexible, adaptable activities and assessments that support student success in large classes. Educators were introduced to educational technologies and approaches for managing large-scale assessment and student engagement.
- **Generative AI & Assessment:** This institute provided space for the exploration of best practices in designing assessments. Participants examined pedagogical, ethical, and disciplinary perspectives on the use of GenAI, and engaged in hands-on development of assessment frameworks aligned with course learning outcomes. The institute supported educators in redesigning or creating assessments that intentionally integrate or limit GenAI use, and in drafting clear syllabus statements that articulate appropriate, transparent, and course-specific GenAI expectations.
- **Essentials for early career educators:** Exploring how instructor positionality shapes course design and teaching practices, this institute supported participants

in applying course design principles to align evidence-based learning strategies, including direct instruction, active learning, and inquiry. The institute also encouraged participants to connect with colleagues across disciplines, share insights, and learn from each other's experiences.

Course Design Pathway: In addition to our Course Design Institutes, which ran as a one-to-two-day intensive programs to guide instructors through the process of (re)designing an academic course, we created a supplementary **pathway option**. Through this option, participants commit to a continued, scheduled programming through the semester to receive personalized guidance, mid-semester course check-in and feedback, end of semester reflections, support with QSSET interpretations, guidance in applying for teaching grants and awards, and direction with SoTL engagements. Participants shared the following feedback-

“My opinions on the AI itself remain the same, but I've gotten a more nuanced idea of how it is being used and how these different uses have different cognitive effects/different impacts on the students' learning.”

“Feeling more positive about living and working with AI assistants.”

“It was a great opportunity to learn about the challenges faced by instructors in both Humanities and STEM, which was extremely valuable. I left with practical advice on how to address some of the issues in the courses I manage, and also with a better understanding of how the CTL supports instructors.”

The three Course Design Institutes saw the participation of over 50 instructors from departments across campus. In its pilot year, the CDI pathway saw the enrolment of 10 faculty members and 5 graduate students from 12 departments. As faculty members continue to see the tangible benefits of our institutes, including improved student engagement, clearer learning outcomes, and more inclusive classrooms, they become advocates for teaching excellence within their communities. Furthermore, the CTL can use sustained interactions to better understand the evolving needs of instructors, allowing us to tailor programming, identify systemic barriers, and support institutional priorities. In this way, a shift from isolated professional development events to continuous, scaffolded

support helps transform educator development from a peripheral activity into an integral, strategic component of academic life.

Educational Leadership

Showcase of Teaching and Learning at Queen's

Serving as an opportunity for educators to promote effective teaching practices, participate in cross-disciplinary collaborations, recognize and celebrate teaching excellence, the annual Showcase of Teaching and Learning has become a hub for community building.



Showcase is a structured forum for educators to share effective, evidence-based pedagogical practices and innovations. The event promotes scholarly teaching and the Scholarship of Teaching and Learning by encouraging reflective, data-informed discussions of instructional approaches, while also supporting faculty professional development through exposure to new methods, technologies, and assessment strategies. By bringing together educators across disciplines, Showcase fosters collaboration and the exchange of ideas. Ultimately, this programming facilitates the dissemination and scaling of successful practices in alignment with institutional teaching and learning priorities.

This year, we explored the theme of Risk, Rewards, and Reflection. The event encouraged participants to consider how the initiatives that inspire us to transform our teaching practices are also those that challenge and encourage us to take a step towards transformation. Topics included Generative AI, teaching in times of crisis, active learning in large classrooms, and creative assessment design. These celebrations not only amplified faculty accomplishments across departments but also fostered a culture of appreciation for learning from failure. Participants shared the following feedback-

“Honestly, the parts that stuck with me the most were when people recognized the challenges they were facing and talked about the things they tried that didn't work. That really helps build the feeling of community - that we are all facing many of the same challenges and while we continue to look for ways to improve, we can also be reassured that not

knowing the answer doesn't mean we are failing as educators. This is basically the thing I most get out of these Showcases - I am not alone.”

“I found the strategies regarding student engagement to be the most impactful. Learning about specific methods that keep students engaged and add in that experiential learning component was very useful. For example, with the Deja Vu All Over Again session, using the preexisting campaigns for analysis and discussion I could see to be a very useful and engaging format for students. Tying concepts to real-world events tends to be what draws students in as they see a tangible example to have an impact.”

Teaching Development Conference

The Teaching Development Conference (TDC) is an annual signature event that kicks off the academic year with hands-on workshops and interactive sessions designed to spark new ideas. Bringing together new and established graduate students, post-doctoral fellows, faculty, and teaching staff from across disciplines, this year’s theme was *Balance, Wellness and Inclusion in the Classroom*.



Workshops during the conference encouraged the intentional support of learner and educator wellbeing and balancing interconnected priorities: enhancing accessibility, fostering inclusive learning environments, and designing authentic assessments in the age of Generative AI. The three-day conference featured sessions designed to help reimagine student-centered approaches across teaching practices, while also offering strategies to support wellbeing. Dr. Meghan Norris’ (Department of Psychology) keynote presentation addressed challenges faced by instructors and academic staff in supporting students. Drawing from her experience teaching large undergraduate courses and managing teaching assistant teams, Dr. Norris offered practical tools for creating accessible and inclusive learning environments. Workshops included “TAing with Care: Centering wellness and

inclusion from day one”; “New faculty roundtable: Thriving in your teaching at Queen’s”; “Linguistic justice in assessments”; and “Designing for impact: Integrating experiential learning into the curriculum.” Presenters represented a diversity of units, including Student Academic Success Services, PSAC 901, Library Accessibility Services, Health Promotion and Wellness Services, and the Experiential Learning Hub. Participants shared the following feedback-

“We get to learn from people across disciplines- this is so valuable”

“Erin's session (Reimagining TA Roles) was full of so many new ideas for how to make the best use of TAs' skills and abilities. I felt more empowered to find ways to organize a team to make courses run more smoothly.”

“I am not alone in feeling confused or not being perfect as an educators all the time. It was nice to see most educators and TAs are dealing with same kinds of issues. This is reassuring in a way”

Learning environments, educational technologies and digital learning

Innovation & Curriculum: Cogniti and Cadmus Pilots

Over the summer, the Centre began initiatives to explore two key innovative assessment technologies: Cogniti’s AI Chatbot and Cadmus. Both technologies are designed to enhance assessment practices and accountability. By testing these technologies for mid to large enrollment classes, the pilots provided valuable insights into how the tools could be integrated into 14 courses over the Fall and Winter semesters.

Positioning Queen’s as a leader in responsible, pedagogy-first digital transformation through these pilots, the CTL worked to advance a thoughtful, values-driven approach to educational technology innovation. Through implementing the Cadmus pilot in 5 courses, the CTL is exploring alternatives to traditional academic integrity and assessment tools by emphasizing assessment design, process transparency, and authentic student learning over plagiarism detection technologies. The pilot foregrounds equity, accessibility, and academic freedom, supporting instructors in designing assessments that are resilient in a generative-AI context while remaining aligned with Queen’s teaching values, privacy

obligations, and the student experience. Importantly, the Cadmus pilot serves as a pedagogical intervention that encourages clearer expectations, scaffolded writing processes, and authentic assessment for learning.

In parallel, CTL's AI chatbot pilots across 9 courses demonstrate an iterative, research-informed approach to exploring how conversational AI can support teaching and learning without displacing human relationships or instructional judgment. These pilots focus on course-specific, purpose-built chatbots designed to support student learning, reduce student cognitive load, and enhance access to timely guidance, while maintaining strong commitments to data privacy, transparency, and ethical AI use. By embedding continuous student feedback, instructor reflection, and SoTL-aligned evaluation into the pilots, the CTL has promoted the adoption of AI tools as living experiments rather than fixed solutions.

GenAI Sandbox Events

In these semi-structured GenAI "playtime" sessions, the CTL along with collaborators at the Queen's Library and Student Academic Success Services (SASS) offered educators across campus a guided opportunity to explore GenAI tools from a student/learner perspective. After a successful event in July with over 60 registrations, the CTL, SASS, and Library organized two more sandbox events during the Teaching Development Conference in August. These workshops offered key opportunities for educators to share strategies on how to encourage students to think critically about Generative AI in and for assessments, as well as an opportunity to discuss the challenges and opportunities that may arise when integrating AI into curriculum and teaching practices.

Together, the Cadmus and chatbot pilots reflect CTL's broader role as a steward of educational innovation at Queen's University, one that balances experimentation with care, aligns technology adoption with institutional values, and builds the capacity needed for meaningful, long-term change in teaching and learning. These pilots are not ends in themselves, but evidence of a deliberate approach the CTL has taken to navigating the opportunities and challenges of GenAI in higher education: thoughtfully, collaboratively, and with students and educators at the centre.

Continuous improvement

Over the summer, we have also continued our work enhancing the communication and guidance processes between the CTL and academic units engaged in departmental retreats and the Queen's University Quality Assurance Processes (QUQAP). Working within the VPTL portfolio, and in close partnership with the Manager of Quality Assurance, the CTL developed detailed timelines, process goals, and formalized institutional memos that have improved the consistency and transparency of the CTL's guidance throughout the QUQAP.

By formalizing two distinct pathways—one for newly oriented cohorts and another for units with recently published FAR/IPs—we tailored support more precisely to the phase each unit is in, and provided timely, relevant guidance. This work positions the CTL and the VPTL portfolio more broadly, as a proactive coordinated driver of the quality assurance processes and continuous curriculum improvement, while reducing delays and confusion for the academic units navigating these high-stakes institutional processes. In May 2025, we co-organized and led the QUQAP Orientation, ensuring that faculty and staff were effectively guided through the quality assurance process.

The new CTL webpage on [Departmental Teaching and Learning Support](#) enabled our efforts to actively reach out to units involved in program creation and development. This contributed to impactful engagements, including departmental retreats with Film and Media Studies, Political Studies, Geography and Planning, and Mining Engineering, as well as program design support for the School of Business and the Department of English and Creative Writing. These intentionally created synchronous events have resulted in greater capacity across the university for more broadly impactful and sustainable curriculum innovation.

Graduate Coordinators Information Session

Success in the CTL's graduate student and postdoc-focused programming depends on effective communication with graduate students and postdoctoral fellows through multiple channels. In addition to typical outreach coordinated by the CTL (e.g., bulletin, social media, posters), have historically relied on graduate administrators to share information via email. While effective, this approach primarily supported one-way, transactional communication.

In Summer 2025, the CTL adopted a new approach by hosting an “Information Session for Graduate Coordinators,” representing a shift from transactional communication to relationship-building. Rather than relying solely on email outreach, the CTL invited all graduate coordinators to participate in an orientation designed to strengthen connections, improve awareness of supports, and encourage collaboration. The session was offered in two formats to increase accessibility: an in-person session in July and an online session in August.

The sessions successfully met two goals we had set for ourselves. First, they aimed to increase graduate coordinators' understanding of the resources and programming available to graduate students and postdoctoral fellows through the CTL and partner units, including the School of Graduate Studies and Postdoctoral Affairs (SGSPA), Career Services, the Experiential Learning Hub, Student Accessibility Support Services (SASS), and Student Wellness Services (SWS). Second, the sessions sought to establish a

community of practice among graduate coordinators, creating space to share resources, ideas, and common challenges related to graduate student support. Resources were then shared with participants, which included a digital version of presentation slides (with combined resources from CTL, SASS, Career Services, Student Wellness Services), and key asynchronous modules developed by the CTL to support the professional development of teaching assistants and teaching fellows, including [TA Essentials](#), [Professional Development in Teaching and Learning \(PUTL\)](#).

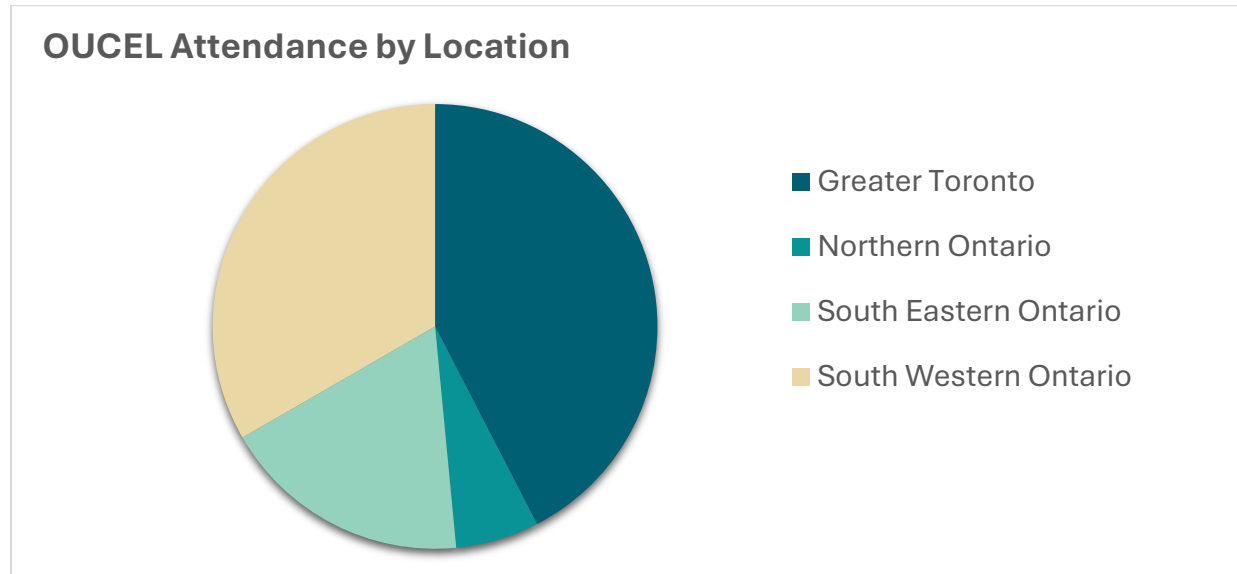
Evidence-based educational practices

The Ontario Universities' Council on e-Learning (OUCEL)

OUCEL is a working group that provides leadership on e-learning. This year's Summer Institute was hosted by the CTL. With 38 representatives from 19 different universities, organizations and industries, participants included Brock, Carleton, Lakehead, York, Windsor, and Waterloo Universities, eCampus Ontario, and Cadmus. Key presentations included "Chatbots for teaching and learning: Co-creating inclusive guidelines" by Christian Muise and Rebecca Sweetman (Queen's University); "GenAI exploration and implementation" by Mark Daley (Western University); and "AODA & Accessibility: Postsecondary perspectives and initiatives" panel by representatives from Windsor, McMaster, and Waterloo Universities.

Hosting the OUCEL summer gathering at Queen's positioned Queen's as a leader in the evolving digital learning landscape across Ontario. The event created meaningful space for professional development and peer learning, bringing together colleagues from across the province to share practices, challenges, and emerging strategies related to digital pedagogy, educational technologies, and learning-space design. The conversations strengthened inter-institutional relationships, surfaced valuable comparative insights, and reinforced the importance of collaborative, system-level thinking in advancing digital learning environments. The gathering directly supports Queen's ongoing work to align digital and physical learning spaces with pedagogical innovation, accessibility, and institutional priorities, while ensuring Queen's remains actively engaged in shaping the future of digital learning in the provincial and national context.

Geographical Reach



2025 Teaching with AI Conference

Hosted by the Office of Teaching and Learning at the University of Guelph, and supported by 16 institutions, including Queen’s CTL, the conference welcomed 1,770+ delegates from over 228 universities, colleges, and K–12 school boards, and more than 80 industry partners, organizations, and companies. As co-organizer, Queen’s CTL supported the conference with nine speakers in five different sessions, including educational developers and graduate students who shared their experiences, research and expertise during the workshop. This cross-institutional event brought together educators, students, researchers, academic staff, and institutional leaders to explore how AI is reshaping teaching and learning in higher education.

Featuring 25 highly practical sessions, including hands-on workshops, interdisciplinary panels, practical presentations, and keynotes, the conference provided a collaborative space for sharing insights, building AI literacy, and engaging in critical conversations about pedagogy, principles, and practice.

Session Co-Presented by Queen’s Community Members:

- *Cross-Institutional Student Panel: Student Voices on the Tools Shaping Learning*, with Hebatalla Ouda, PhD Student & Education Development Associate, School of Computing & Centre for Teaching and Learning and Victoria Armstrong, PhD Student, School of Computing.

- *Cross-Institutional Educational Support Panel: Guiding the GenAI Transition*, with Rebecca Sweetman, Associate Director, Learning Environments (Digital & Physical), Centre for Teaching and Learning
- *The AI and Accessibility Paradox: Are We Solving Barriers or Reinforcing Them?* With Dr. Yasmine Djerbal, Associate Director, Centre for Teaching and Learning, and Kate Brothers (Human Rights & Equity Office)
- *Linguistic Justice in the Age of Artificial Intelligence: A Conversation*, with Yunyi Chen, Educational Developer (Global Learning, Curriculum, and Pedagogy), Centre for Teaching and Learning, and Dr. Johanna Amos, Outreach Manager, Student Academic Success Services
- *Cross-Institutional Panel of GenAI Future Thinkers: Tomorrow's Classrooms*, with Dr. Dale Lackeyram, Director, Centre for Teaching and Learning.

Overall Reflections

The Spring & Summer 2025 period marked a significant evolution in the Centre for Teaching and Learning's approach to supporting educators at Queen's. Moving beyond the traditional model of isolated professional development events, the CTL has embraced a philosophy of sustained and relational support that treats educational development as an ongoing journey rather than a series of discrete moments.

This period's innovations and collaborative partnerships, spanning departments, faculties, and peer institutions, underscore the CTL's growing influence as a hub for pedagogical excellence and exchange. The broad multidisciplinary nature of participants and award recipients also reflects the depth of educator investment in teaching excellence across the institution. At the institutional level, CTL programming has made meaningful contributions to an effective, inclusive, and student-centred teaching culture, with initiatives that continue to align with Queen's Strategic and Bicentennial Goals.

These synergies signal a maturing integration between the CTL's professional development efforts and the university's broader academic mission; yet this progress has not come without challenges: time constraints, hiring freezes, and limited resources remain real barriers to participation and implementation.

Looking ahead, the CTL will prioritize longitudinal follow-up and evaluation as core to its commitment to meaningful, evidence-informed development — meeting educators where they are while advancing the institution's strategic goals. This ongoing assessment will be essential to determining whether the changes fostered during this period translate into sustained shifts in teaching practice.

Programming and Events Overview

Activities Summary

Teaching with AI Conference

June 9 - 13, 2025

This cross-institutional event brought together **educators, students, researchers, academic staff, and institutional leaders** to explore how AI is reshaping teaching and learning in higher education.

This year's program featured **25 highly practical sessions**, including hands-on workshops, interdisciplinary panels, practical presentations, and a thought-provoking keynote. With **60 speakers from 16 institutions and organizations**, the conference was a collaborative space for sharing insights, building AI literacy, and engaging in critical conversations about pedagogy, principles, and practice.

Course Design Institutes (CDI)

June 18&19 | Scaling Up

July 23&24 | Generative AI & Assessment

August 6&7 | Essentials for Teaching Fellows and New Instructors

In these one to two-day institutes, participants were guided through a literature informed step-by-step process for designing an academic course. They engaged with key principles of backward design, developed clear learning outcomes, crafted meaningful assessments, and created engaging learning activities. Throughout the CDIs, participants received personalized feedback, collaborated with colleagues, and developed practical tools to bring their course to life.

Coordinators Information Session

July 9 | In-Person

August 13 | Online

These sessions were designed to help Graduate Program Coordinators better plan and enhance their orientation activities for incoming graduate students and provided an overview of the CTL's key offerings.

Ontario Universities Council on e-Learning (OUCEL)

July 29 - 31

The Ontario Universities' Council on e-Learning (OUCEL) is a working group that provides leadership regarding e-learning. Representatives on OUCEL are committed to e-learning that enhances student learning and engagement. OUCEL further encourages a scholarly approach towards e-learning in relation to teaching, research, and service – core values of Ontario Universities.

Generative AI Sandbox

August 28 | 3 sessions

An interactive "playground" session designed for educators to explore and experiment with Generative AI tools. These hands-on workshops provided a collaborative environment where to into various AI-powered resources and think about how students may be using these tools for their own learning. During the session, participants had the chance to:

- Discover GenAI tools that students may be using.
- Collaborate with peers and share strategies on how students can think critically about GenAI for assessments and activities.
- Discuss challenges and opportunities for integrating AI into curriculum and teaching practices.

This collaborative environment sparked new ideas, provided valuable insights, and encouraged critical thinking about GenAI in ways that align with individual teaching goals.

Attendance and Engagement*

**Excluding the Teaching Development Conference*

Number of events and total attendance

10

Events

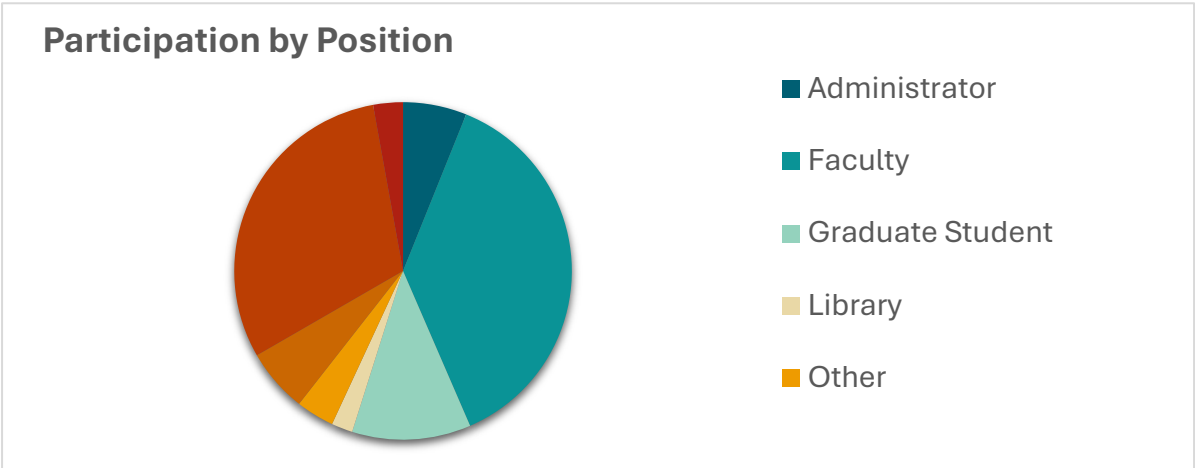
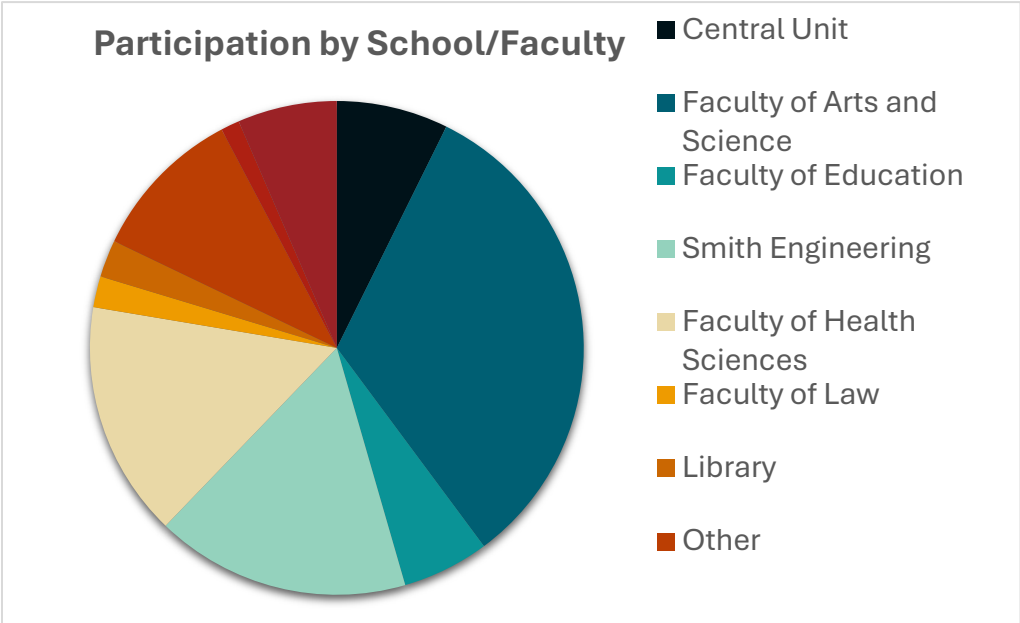
246

Unique participants

314

Individual Attendees

Demographics



Detailed Activity Reports

2025 Teaching with AI Conference

Date: June 9 – 13

Host: Guelph University

Collaborating Universities: Queen’s University, Lakehead University, Laurentian University, McMaster University, University of Niagara Falls, Ontario Tech University; University of Ottawa, Sheridan College, University of Toronto, University of Waterloo, Wilfred Laurier University, and York University.

Course Design Institute Pathway

Scaling up

Dates: June 18 & 19, 2025

Lead Facilitator(s): Karalyn McRae, Dale Lackeyram, and Selina Idlas, Centre for Teaching and Learning

Registrations: 26

Attendance: 12

Program Goals: This two-day institute is geared towards instructors with previous teaching experience who are re-designing an existing, or new course. The institute will highlight strategies for ‘scaling up’ your course, and focus on designing flexible, adaptable course activities and assessments that can support student success in larger courses. Educators will have the opportunity to map out their course learning outcomes and assessment plan and will be introduced to educational technologies and strategies for managing larger-scale assessments and engagement. By the end of the institute, you will have developed a course structure that takes an evidence-informed, student-centric approach to engagement and assessment while planning for how to grade and provide feedback in large enrollment courses.

Generative AI and Assessments

Dates: July 23 & 24, 2025

Lead Facilitator(s): Nevena Martinović, Yasmine Djerbal, and Rebecca Sweetman, Centre for Teaching and Learning

Registrations: 35

Attendance: 17

Program Goals: This two-day institute will focus on intentional assessment design in the context of Generative AI tools' impacts on teaching and learning.

Educators will have the opportunity to learn and apply current best-practices and research-informed approaches to creating learner-focused, flexible, and authentic assessments. By the end of the institute, you will have developed a framework that ensures your assessments are aligned with course learning outcomes and have drafted a syllabus statement articulating appropriate Generative AI for your unique course requirements.

Teaching Fellows & New Instructors

Dates: August 6 & 7, 2025

Lead Facilitator(s): Yunyi Chen, Centre for Teaching and Learning, and Sandy Youmans, Faculty of Education

Registrations: 33

Attendance: 22

Program Goals: In this hands-on, practical institute, you will reflect on your positionality as an educator and how it shapes your course design and teaching practice. You will explore and apply essential course design principles to align your course with your teaching goals. Join us to examine evidence-based learning strategies including direct instruction, active learning, and inquiry and connect with colleagues across disciplines, share insights, and learn from each other's experiences. By the end of the institute, you will leave with a syllabus grounded in course design foundations and shaped through an educational equity lens.

Graduate Coordinator Information Sessions

Lead Facilitator: Karalyn McRae, Centre for Teaching and Learning

In-Person:

Date and Time: Tuesday July 9th, 2025, 10:30-11:30am,

Room: Ellis Hall Room 226

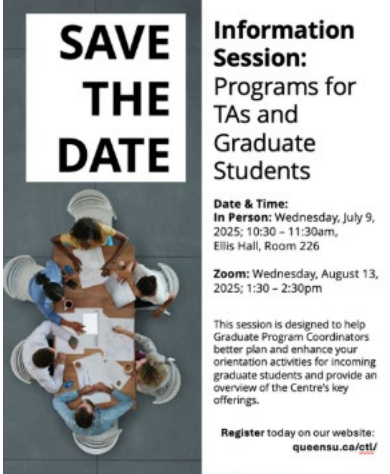
Attendees: 14 attendees

Online:

Date and Time: Wednesday August 13, 2025, 1:30-2:30pm

Format: Zoom

Attendees: 17 attendees



SAVE THE DATE

Information Session: Programs for TAs and Graduate Students

Date & Time:
In Person: Wednesday, July 9, 2025; 10:30 - 11:30am, Ellis Hall, Room 226
Zoom: Wednesday, August 13, 2025; 1:30 - 2:30pm

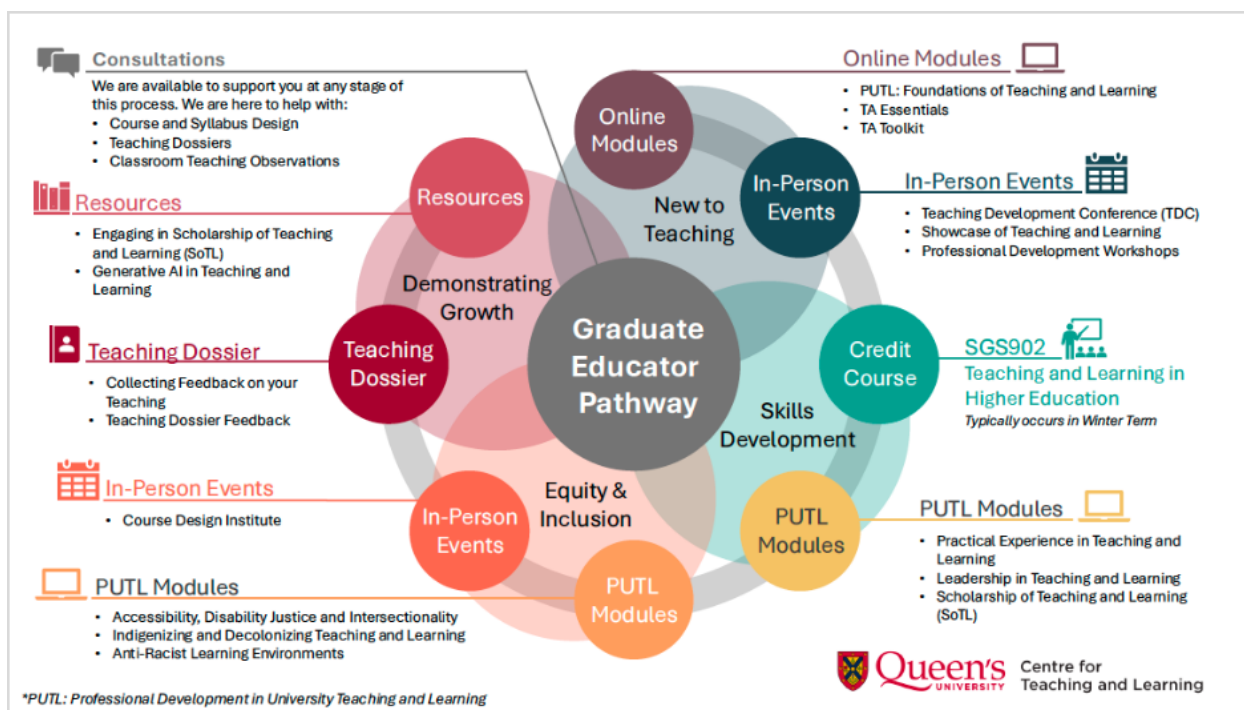
This session is designed to help Graduate Program Coordinators better plan and enhance your orientation activities for incoming graduate students and provide an overview of the Centre's key offerings.

Register today on our website:
quensu.ca/ctf/

Sample promotional materials for the event

Topics Covered: These sessions were designed to help Graduate Program Coordinators better plan and enhance your orientation activities for incoming graduate students and provide an overview of the Centre's key offerings.

Have you started planning your Fall graduate student orientation? Are you wondering how you can better support current graduate students in your department with their teaching? The Centre for Teaching and Learning would like to invite you for coffee (or a virtual chat!) to help you plan and enhance your orientation activities for incoming graduate students and provide an overview of the Centre for Teaching and Learning's key offerings. We have also invited colleagues from across campus who also support graduate students, such as SGSPA, SASS, Career Services, and more who can share how they can also be a valuable resource for both new and current grad students.



Ontario Universities' Council on e-Learning (OUCEL) 2025

Date: Tuesday, July 29 – Thursday, July 30, 2025

Sessions: 13 facilitated sessions

Lead Coordinator: Rebecca Sweetman

Format: In-Person and Online

Attendees: 21 In-Person, 12 Online

The Ontario Universities' Council on e-Learning (OUCEL) is a working group that provides leadership regarding e-learning. Representatives on OUCEL are committed to e-learning that enhances student learning and engagement. OUCEL further encourages a scholarly approach towards e-learning in relation to teaching, research, and service – core values of Ontario Universities.

This year's Summer Institute is hosted by Queen's University in Kingston, Ontario and we welcome all those attending in person or remotely.

Exploring GenAI Tools for Discovery, Research, and Creation | Sandbox Events

Session 1

Dates: July 16, 2025; 10:00am – 12:00pm

Facilitator: Rebecca Sweetman, Yasmine Djerbal

Format: In-Person

Registrations: 61 registrations

Attendees: ~20 attendees

Session 2

Dates: August 28, 2025; 10:00pm – 12:00pm

Facilitator: Rebecca Sweetman, Karla Coleman, and Selina Idlas

Format: In-Person

Registrations: 30 registrations

Attendees: 30 attendees

Session 3

Dates: August 28, 2025; 1:00 – 3:00pm

Facilitator: Yasmine Djerbal, Johanna Amos, Angelique Roy, and Nasser Saleh

Format: In-Person

Registrations: 25 registrations

Attendees: 15 attendees

An interactive "playground" session designed for educators to explore and experiment with Generative AI tools. This hands-on workshop will provide a collaborative environment where you can dive into various AI-powered resources and think about how your students may be using these tools for their own learning. During the session, you'll have the chance to:

- Discover GenAI tools that your students may be using in your course.

- Collaborate with peers and share strategies on how students can think critically about GenAI for assessments and activities.
- Discuss challenges and opportunities for integrating AI into your curriculum and teaching practices.

This collaborative environment is designed to spark new ideas, provide valuable insights, and help you think critically about GenAI in ways that align with your teaching goals.

Teaching Development Conference (TDC)

Centring Wellness and Inclusion in the Classroom

August 26 - 28, 2025

This year, the Teaching Development Conference at Queen's invited educators to practice centering both inclusion and wellness at the heart of our classrooms. As we balance many interconnected priorities; enhancing accessibility, fostering inclusive learning environments, and designing authentic assessments in the age of generative AI, we must also be intentional about supporting learner and educator wellbeing. This three-day conference featured sessions designed to help you reimagine student-centered approaches across your teaching practice, while also offering strategies to support your own wellbeing as an educator.

About TDC

The Teaching Development Conference (TDC) at Queen's is a signature event hosted by the Centre for Teaching and Learning. Kickoff the academic year with an energizing day of hands-on workshops and interactive sessions designed to spark new ideas and transform your teaching. This campus-wide conference brings together graduate students, post-doctoral fellows, faculty, and teaching staff from across disciplines to connect, share ideas, and explore innovative approaches to teaching and learning. Whether you're teaching undergraduate or graduate courses, online or in person, you'll leave with practical tools and fresh perspectives to bring into your classroom.

Concurrent Sessions A

TAing with Care: Centering Wellness and Inclusion from Day One

Moderators: Hebatalla Ouda (School of Computing), Paul Akpomuje (Education), Panelists: Stevey Goldschleger (Anatomy), Haley Clark (Education), Milana Lescovak (Sociology),

What kinds of responsibilities will I have as a TA, and what should I know before I start?
How can I foster an inclusive classroom where everyone feels seen, heard, and valued?
And how do I make the most of my TA experience—growing as an educator—without
burning out?

Join Hebatalla and Paul, alongside a panel of experienced TAs from across disciplines, for a lively and honest conversation about the real work of teaching at Queen's. You'll hear stories from the classroom, pick up practical tips, and learn lessons on everything from managing workload and setting boundaries to building meaningful connections with students and developing your own teaching style.

Whether you're stepping into the classroom for the first time or returning for another term, this session is your space to ask questions, exchange ideas, and feel supported within a wider teaching community. Curious? Nervous? Excited? However you're feeling—come ask a TA! All are welcome.

New Faculty Roundtable: Thriving in your Teaching at Queen's

Moderator: Karalyn McRae (CTL), Panelists: Xiaying Xin (Civil Engineering), Maria Aristizabal (Biology), and Weixian Pan (Film and Media)

Join us for an interactive roundtable where we'll share tips and tricks to help you navigate your teaching at Queen's.

This session will feature a panel of faculty who will share their perspectives on creating inclusive classrooms, engaging students, and balancing the demands of academic life. You'll hear practical advice on teaching at Queen's and campus resources. The conversation will also highlight strategies for maintaining your own wellbeing as you build a sustainable and fulfilling teaching practice. Come with your questions and leave with fresh insights and connections to help you thrive.

From Access to Success

Facilitator: Michele Chittenden (Library Accessibility Services)

Creating an inclusive and accessible environment is essential to ensure that all students have equal opportunities to succeed. Adaptive, assistive, and accessible technologies play an important role in achieving this goal. These technologies enable students to engage with course material and participate fully in both digital and in-person classrooms. Ensuring that course readings, multimedia, lectures, web content, and other materials are accessible further eliminates barriers to learning. This session will examine how instructors can implement accessible practices to promote a culture of accessibility within the learning environment.

Concurrent Sessions B

Reimagining TA Roles: Designing Meaningful and Effective Support (Faculty/Departments)

Facilitator: Erin Meger (School of Computing)

Teaching Assistants do so much more than mark assignments—but organizing a team of TAs can be a challenge, especially when they come with a wide range of skills, backgrounds, and goals. In this one-hour workshop, we'll explore creative strategies for managing and mentoring TAs at all levels—from undergraduate expert teachers to graduate students new to the area.

We'll start by identifying who your TAs are and what skills and experiences they bring. Then we'll examine how TA roles can be intentionally designed to support your learning outcomes and assessment design. We'll also consider the TA experience itself: how can we design TA roles that not only support student success but also help TAs grow as educators, professionals, and scholars?

Finally, we'll present several organizational models for TA teams, including hierarchical, peer-based, and skill-focused structures. This session is especially useful for instructors managing large numbers of TAs but will provide insights for teaching teams of all sizes. We'll also highlight the fantastic TA training resources available through the CTL—special thanks to Karalyn and the team!

The What and Hows of Leading Your First Tutorial

Facilitator: Nevena Martinovic (Centre for Teaching and Learning)

Teaching Assistants are instrumental to delivering course content and cultivating academic communities, especially in courses with tutorials. This session will provide you with frameworks and suggestions for running small-group sessions, from developing community agreements to fostering student engagement and managing challenging conversations. This session will be beneficial for TAs from across all disciplines and academic levels. We invite you to bring your most pressing tutorial queries, as there will be time for a Question and Answer period.

Promoting Wellbeing in the Classroom

Facilitator: Abby Taher (Health Promotion, Student Wellness Services)

Delivered by Student Wellness Services' Health Promotion team, this session will discuss the importance of fostering student wellbeing in academic settings and provide practical

strategies course instructors can implement to support students. The session will also cover the importance of instructor self-care and prioritizing personal wellness.

Keynote Address:

Designing for inclusion: An authentic and honest foray into doing our best to break down barriers in the classroom

Dr. Meghan Norris (Psychology)

Instructors and academic staff are at the front lines of supporting students in a variety of contexts and in our continuously evolving educational landscapes. In this plenary session, Dr. Meghan Norris, associate professor and chair of undergraduate studies in psychology at Queen's, will share common struggles that instructors and front-line academic staff are facing, and provide tools for supporting instructors as they undertake the important, and challenging, work of creating accessible and inclusive learning environments for students. Dr. Norris has experiences teaching large enrollment undergraduate courses, managing TA teams, and supporting students inside and out of the classroom. Join us for the plenary discussion to come together and learn from Dr. Norris (and others who might have similar teaching challenges and successes) as we start off the academic year!

Linguistic Justice in Assessment

Facilitators: Yunyi Chen (CTL), Johanna Amos (SASS)

We all come to post-secondary classrooms with different linguistic and academic experiences. However, at most post-secondary institutions in Canada, certain varieties of English are valued more than others. As educators at Queen's strive to create more inclusive learning experiences, they are encouraged to consider how to best support multilingual students with their academic success. This workshop introduces the concept of linguistic justice, an anti-racist approach towards language instruction that invites educators to critically examine the systems and structures that inhibit multilingual students from thriving academically. Through interactive activities and discussion, participants will deepen their understanding of linguistic justice and explore practical strategies for designing linguistically responsive assessments that honor students' diverse language backgrounds.

TAs and TFs: Understanding Your Collective Agreement and Union Resources

Facilitator: Justyna Szewczyk el-Jassem, Public Service Alliance of Canada (PSAC) 901

This is a session for TAs and TFs on understanding how the Collective Agreement operates at Queen's, what it offers TA/TAs in terms of benefits, standardized hiring practices,

grievance procedures and more. TAs and TFs are encouraged to attend to learn how the Collective Agreement benefits them and what changed during the last round of bargaining.

Teaching with onQ: Key Tools and Accessibility Tips

Facilitator: Karla Coleman, Centre for Teaching and Learning

This session is for course instructors and teaching assistants who are new to onQ. We'll provide a quick tour of key tools to help you get started, including Announcements, Content, Assignments, Grade Book, Classlist, and Classlist Email. We'll also highlight features that support accessibility and flexible teaching, helping you create a more inclusive learning experience for all students.

Designing for Impact: Integrating Experiential Learning into the Curriculum

Facilitators: Katie Fizzell (Experiential Learning Hub, Career Services)

Join us for a practical and thoughtful session on how to integrate experiential learning (EL) into undergraduate and graduate curriculum. We'll explore the pedagogical benefits of EL and its alignment with I-EDIAA (Indigenization, Equity, Diversity, Inclusion, Accessibility, and Anti-Racism) principles. The session will highlight effective and sustainable design strategies, supported by the tools, services, and partnerships offered through Queen's Experiential Learning Hub. Whether you're new to EL or looking to enhance your current approaches, this session offers insights and resources to support meaningful curricular integration.

Strategies for Effective Teaching in the Laboratory

Facilitator: Karalyn McRae (Centre for Teaching and Learning)

Teaching happens in many different places and spaces, and for some of us, it means preparing to teach in our laboratory and clinical learning environments. Teaching in science, engineering and health science disciplines are all enhanced through the hands-on experimentation that happens in laboratory sessions. As a TA, how can you best prepare for in-lab teaching sessions? What are some of the common challenges of teaching in a lab space? This session will focus on introducing some essential strategies and practices that you can use as either a TA or new course instructor in a lab setting.