

A Year in Review

Centre for Teaching and Learning

Celebrating 25 years

June

2016-

May

2017



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DIRECTOR And Associate Vice-Provost (Teaching and Learning)

There were many key moments to celebrate in 2016-2017 for the Centre for Teaching and Learning (CTL). For example, we helped support record numbers of educators as Queen's migrated to our new learning management system, onQ. All of our programs, supports and events experienced significant increases in engagement. We saw the completion of renovations for Duncan McArthur auditorium and the beginnings of a newly renovated Mac-Corry 'student street'. And we welcomed our first post-doctoral fellow and our first Faculty of Education alternative practicum student.

This year was also special in that Queen's marked our 175th anniversary. This coincided with the 25th anniversary of the Centre for Teaching and Learning at Queen's. These two important landmarks informed several innovations in programming that we offered this year.

In October, we hosted a unique exhibit at Queen's. The Creative Expressions of Teaching and Learning exhibit, developed to recognize the role of creativity in teaching and learning, was held in multiple locations across campus. The exhibit included over 30 submitted alumni and student assignments, learning artifacts and teaching tools, sponsored the creation of 7 original works for the exhibit and highlighted the exhibit with a work of art facilitated by Toronto artist Aleks Bartosik during Homecoming 2016 Weekend that took shape as alumni responded to the question: What are the characteristics of your favorite teaching/learning experience at Queen's?

This spring the CTL hosted the inaugural Teaching Award Winners Think Tank, which brought together 25 Queen's and national teaching award winners to reflect on teaching and learning issues that crossed the diverse experiences and expertise in the room. Also up for discussion was how to continue to collaborate - stay tuned!

And as this report was being written, the CTL is hosting a first-time retreat for more than 45 educational support professionals across Queen's as educational developers, instructional designers and others key in supporting educational excellence at Queen's. More on this in next year's report...

Amidst all of the activity this year, new partnerships and collaborations also took hold. We co-hosted with the Faculty of Health Sciences a workshop series on educational research. A cross-faculty ePortfolio community of practice is working together to explore the possibilities of this educational technology. The TA Advisory Council oversaw the development of customized TA workshops for departments and courses. And we hosted our first International Educational Development Institute, welcoming approximately 10 faculty and educators from various institutions of higher education across Japan.

I hope you enjoy reviewing our year through this report and look forward to any feedback you might have.

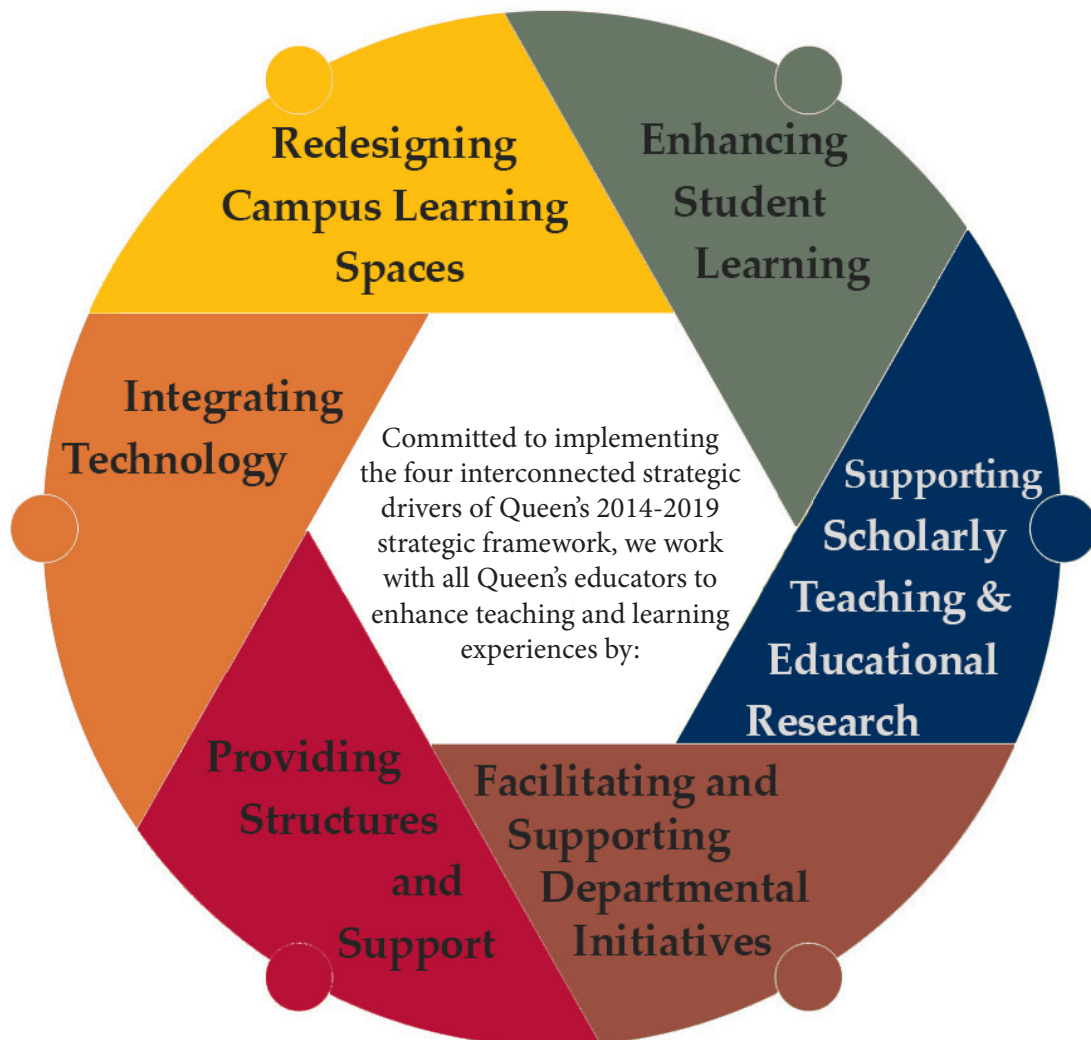
Peter Wolf
Associate Vice-Provost (Teaching and Learning)
Director, Centre for Teaching and Learning
Office of the Provost and Vice-Principal (Academic)



"Amidst all of the activity this year, new partnerships and collaborations also took hold."

Scope of Practice

The Centre for Teaching and Learning is the academic service unit that promotes and supports quality teaching. We build teaching and educational leadership capacity in direct support of Queen's students' learning experiences. We also support evidence-based, innovative and sustainable strategic program enhancement initiatives, and encourage and support emerging, grassroots investigations of novel approaches to teaching and learning.



Philosophy

The Centre for Teaching and Learning is committed to engaging with all Queen's educators in their ongoing development of evidence-based practice and increasingly sophisticated conceptions of teaching and learning in order to meet the strategic goals of the institution.

Principles of Practice:

Our work is educational and educative:

Our mandate is education-related; we collaborate on the improvement of teaching for the express purpose of improving students' learning; our work is educative in that all stakeholders learn and develop through the process of engagement.



Our approach is developmental:

Our intention is to meet instructors where they are in terms of both conceptual and skill development, and build on exhibited strengths. We work with, rather than for, instructors to help them achieve their goals for professional teaching development.

Our intention is to build both capacity and educational leadership:

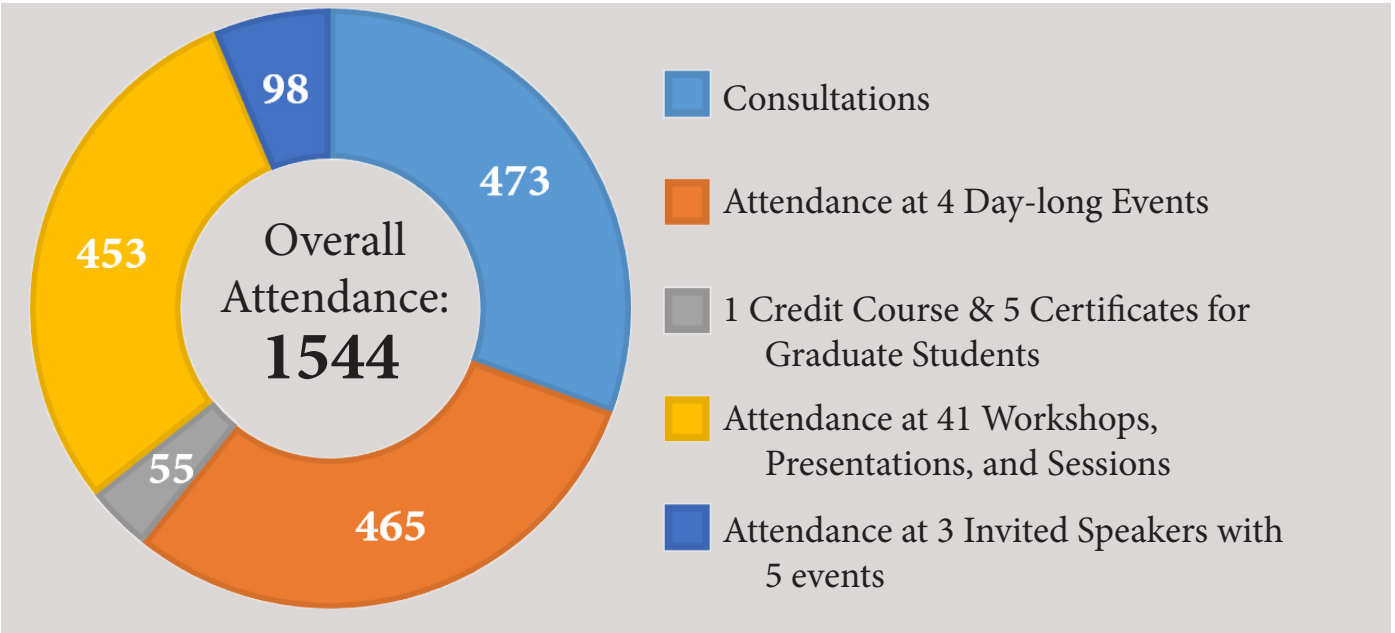
Our commitment is to provide expertise, support and resources to Faculties, Departments, Units and individual educators to create integrated and collaborative networks that are necessary for the ongoing development of teaching across campus.



Engagement

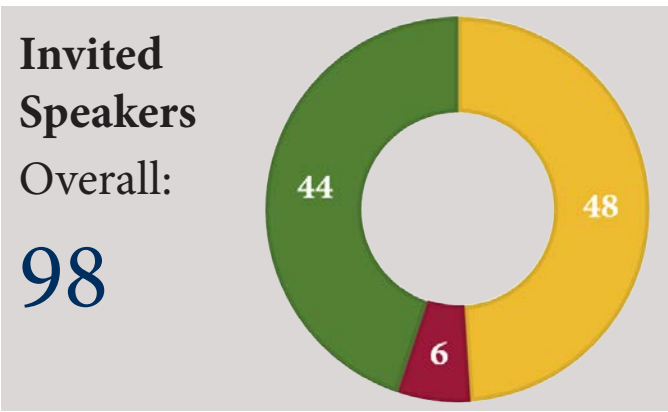
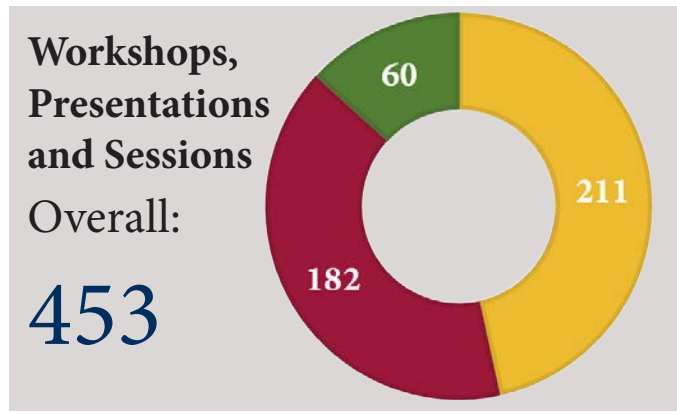
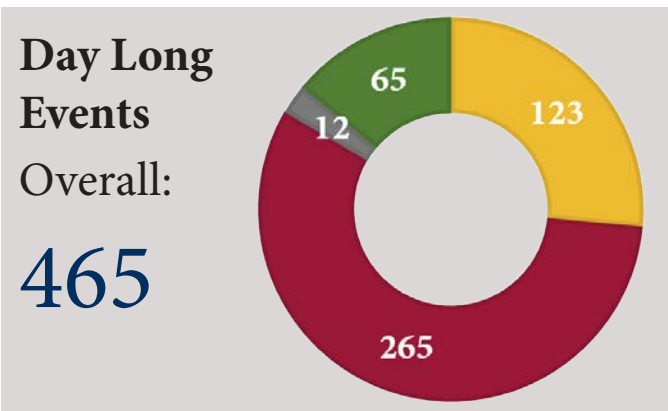
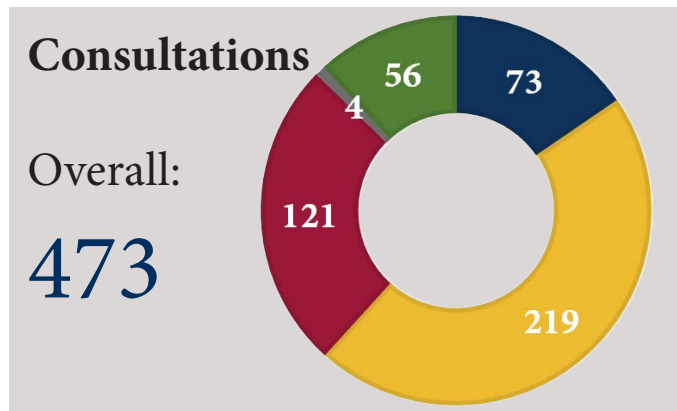
June 2016 - May 2017

Face-to-Face



Stakeholder Breakdown

■ Departmental ■ Faculty and Librarians ■ Graduate Students & Post-Docs ■ Undergraduate ■ Other



Changes in Participation rates from 2015/16 to 2016/17



Overall satisfaction rating of CTL programming on a 5-point scale

Productive Use of Time



4.5 Average

Will Implement Strategies



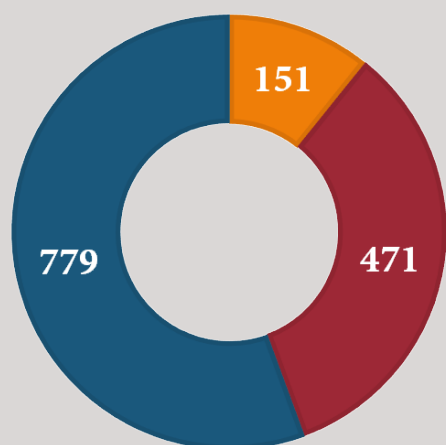
4.5 Average

Will Share Strategies



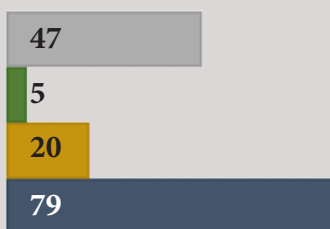
4.3 Average

onQ, ePortfolio and Turnitin

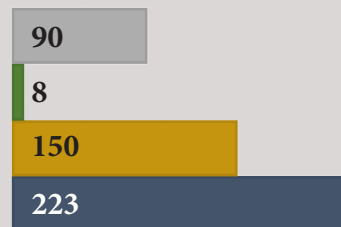


- onQ Consultations
- onQ Support Sessions
- ePortfolio Session

onQ Consultations



onQ Support Sessions



ePortfolio Sessions



- Other
- Undergraduate
- Graduate Students & Post-Docs
- Faculty and Librarians

Highlights

June 2016 - May 2017

Queen's Educational Development Network



The Queen's Educational Developers' Network (QEDN) is a collaborative network of managers/unit leads of the teaching support units at Queen's University. The group functions as a community of practitioners the purpose of which is to share resources, perspectives and best practices in instructional design, educational development and the scholarship of teaching for all Queen's educators.

The group's primary functions are to:

- Establish and facilitate communication and awareness of educational development initiatives and priorities across campus
- Provide a professional network of support and resources among diverse disciplines

TA Advisory Committee

The CTL initiated a unique leadership and volunteer opportunity to help shape Graduate Student TA education at Queen's. Our student-led TA Advisory Committee provides collaborative space for keen individuals from across the disciplines who are currently, or have recently, worked as TAs or head TAs. The 16 members for 2016/17 met 8 times and represented 3 faculties and 9 departments across campus.



Practicum at the CTL Paul Allison

Paul, a teacher candidate from the Faculty of Education, joined us on this past year for a three-week long practicum working closely with Selina on several projects specific to pedagogically sound uses of educational technology.



Educational Development Fellow Andrea Phillipson, Ph.D.

"Thank you Andrea! You're a great facilitator!"
- Workshop Participant

After earning her bachelor's and master's degrees in English Literature, Andrea shifted focus at the doctoral level to Socio-cultural Studies in the School of Kinesiology and Health Studies, where she has taught extensively as a teaching assistant and primary instructor.

As the first Educational Development Fellow at the Centre, Andrea is focused on 2 primary areas within education: active learning; and student writing. In a research capacity, she works with educators to develop and advance knowledge about teaching and learning in the Queen's Active Learning Classrooms. In her role providing educational support, she assists educators and departments to integrate and enhance writing instruction within courses and curricula.

OCULA Award for Special Achievement (Librarian) Cory Laverty

Student2Scholar is a suite of ten online, self-paced learning modules designed to help graduate students in the social sciences develop core academic literacies and research skills. The quality and depth of the content helps strengthen library instruction to social science graduate students, and a facilitator's guide helps instructors incorporate Student2Scholar content into class curriculum. Developed under a Creative Commons license, the modules are publicly available and adaptable, and have already been accessed by people from all continents. Student2Scholar supports library instruction to graduate student in disciplines beyond the social sciences, and serves as a model to other library professionals for its creative adaptation and application of the principles from the ACRL's Framework for Higher Education.



OCULA Council 2016

Staff Recognition Award Sandra Murray

Sandra has been the soul of the Centre for Teaching and Learning since it opened in



1992. As program coordinator, she offers support and advice to hundreds of faculty and graduate students seeking guidance and information. Sandra coordinates all CTL programs, conferences, special events and guest speakers. She was the catalyst behind the successful Creative Expressions of Teaching and Learning exhibit, celebrating Queen's 175th and the CTL's 25th anniversaries in October.



Highlights

June 2016 - May 2017

Queen's University International Educational Development Institute

This Institute was a one week residential program attended by 12 international educators from Japan. The institute aimed to foster understanding, share experiences and resources, and develop meaningful and sustainable collaborative partnerships.



The Institute was led by Professor Emeritus and former director of the Instructional Development Centre at Queen's University Dr. Christopher Knapper. The program also featured sessions from educational developers in the CTL including Dr. Sue Fostaty Young, Dr. Klodiana Kolomitro and Dr. Andy Leger.

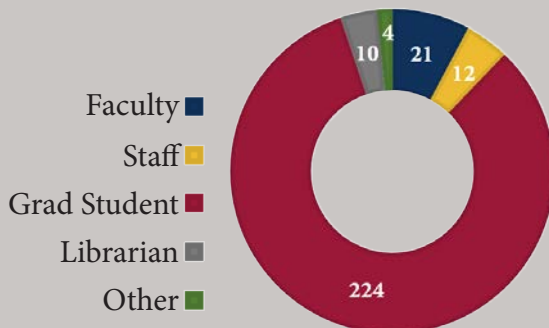
This intensive program included a series of sessions focused on aspects of educational development and leadership, individual consultations and meeting with Queen's stakeholders to support the participants in developing their own projects or initiatives. The program included sessions on Course Design and Learning Outcomes, the ICE model, Active Learning and the Active Learning Classrooms, Educational Leadership, and the Scholarship of Teaching and Learning.

The afternoons of the program were reserved for Independent Action Learning during which participants met with other faculty members or staff at Queen's University, met with their assigned facilitator, visited a classroom or laboratory including our new active learning classrooms, and participated in in-class teaching observations.

Teaching Development (TD) Day

Wednesday, September 7, 2016

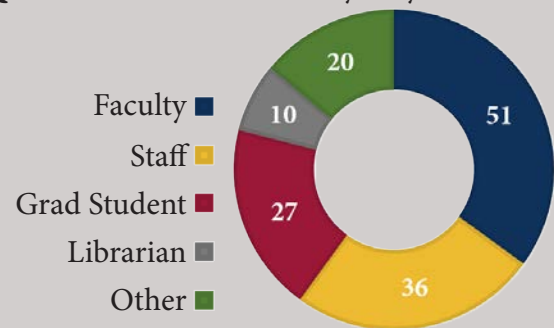
273 Attendees



Showcase of Teaching & Learning @ Queen's

Wednesday, May 3, 2017

144 Attendees



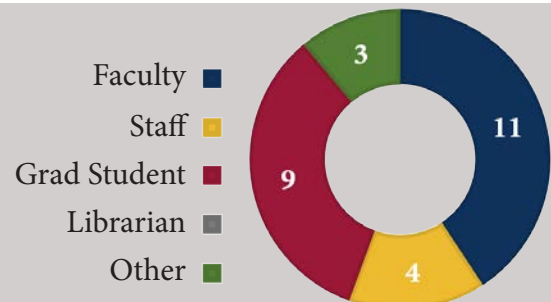
Course Design @ Queen's

Tuesday, June 28 and Wednesday, June 29, 2016

"I think this was a great starting off point. Allowing me to think how I could structure assignments or an entire course to be very inquiry based."

- Participant

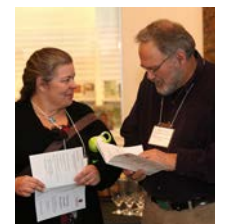
27 Attendees



This year marks 25 years of the CTL at Queen's! 1992



Teaching Awards Reception January 25, 2017



Supported Awards

3M National Teaching Fellow

Dr. James Fraser was inducted into the 3M National Teaching Fellowship due to his standing in the teaching and learning community as a leader who puts the learning of his students first. In fact, his student-driven approach to teaching has helped many students fall in love with Physics.

His focus has been on students' active engagement to better understand the material in every class and lab. He is actively engaged in current educational research and maintains a multi-disciplinary network of teaching innovators at Queen's, and beyond. Dr. Fraser is an outstanding teacher who is not only having an enormous impact on his own students, but through his scholarly work and outreach, is influencing students and instructors around the world.



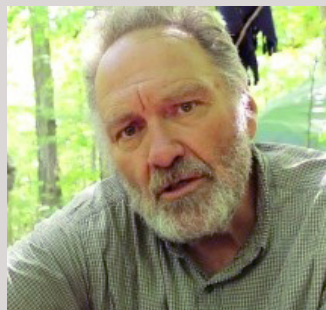
D2L Innovation Award in Teaching and Learning

Professor Richard Ascough has a passion for engaging students in their own learning. Using various digital humanities resources and a new interactive learning classroom, he designed a course on Greek and Roman Religions that involves innovative learning activities. Students analyze visual materials, debate, and act out rituals of status transformation. These activities are grounded in foundational pedagogical principles for effective student learning and are constructed to include diverse learning approaches.

Chancellor A. Charles Baillie Teaching Award

Jill Atkinson, Psychology, was awarded the Chancellor A. Charles Baillie Teaching Award for 2016 academic year.

Dr. Atkinson was recognized for her innovative redesign of PSYC 100 into a blended learning format which included learning labs for approximately 1,800 students. The Faculty of Arts and Science is now using Dr. Atkinson's model a number of large introductory courses.



Principal's Educational Leadership Award

Robert Lovelace has taught Indigenous/Aboriginal courses on campus since 1995 and these courses have become foundational to the Development Studies vision which makes it quite distinct among other Canadian programs of this kind. Bob has been instrumental in the creation of a new Indigenous Studies Minor. Due to the popularity of his courses, Lovelace began offering an online version using innovative educational technologies. Lovelace also pioneered DEVS 480 which blends online learning, face-to-face components and land-based pedagogy.

Educational Grants

Educational Research Grants awarded to...

Faculty Recipient: Designing Effective Multiple-Choice Questions for Assessing Higher-Order Cognitive Skills in Anatomy, *Dr. Les Mackenzie, Department of Biomedical and Molecular Sciences*

Multiple-choice questions (MCQs) are frequently used as a method of both formative and summative assessment in anatomical sciences. This research will use think-aloud protocol to develop design recommendations, and discuss implications for the use of MCQs in assessing higher-order cognitive skills in anatomical sciences.

Student Recipient: Exploring the Experiential Dimension of Sustainability Courses, *Cassandra Kuyvenhoven and Peter Graham, School of Environmental Studies*

The goal of sustainability challenges many implicit assumptions and conventional wisdoms about what education is and does. Sustainability courses may actually be counterproductive when they fail to examine and account for underlying epistemological and ontological (cultural) assumptions, as evidenced in both explicit learning outcome goals and implicit hidden curricula. Phenomenographic research on courses designed to provide students with competencies in sustainability can tell us how students experience these subtle and sometimes subconscious contradictory messages.

Teaching and Learning Enhancement Grants awarded to...

Gendered and Colonial Violence: Beyond 'Awareness Raising' and toward experiential education using applied drama and collaborative materials development, *Dr. Aaron Franks, Cultural Studies Program and the Centre for Indigenous Research Creation (CIRC); and Dr. Lindsay Morcom, Faculty of Education, Aboriginal Teacher Education*

The two-year research project pursues the potential for self-guided learning in collaborative environments through performance and respectful engagement with Indigenous cultural protocols. Focusing on three threads, 'flipped' and engaged learning spaces, Indigenous cultural safety, and the gendered and colonial dimensions of social justice education, Beyond Awareness Raising is inspired by a Queen's Native Student Association production of the play *The Hours That Remain*, which explored the crime of missing and murdered Indigenous women through an intimate and familiar setting.

Community-Supported Learning in LLCU 295: Indigenous Digital Media, *Dr. Jennifer Hardwick, Department of Languages, Literatures and Cultures (Indigenous Studies Program)*

This seminar course explores the relationship between digital media and Indigenous cultures in North America. As part of the course, students must produce a public-facing final media project that engages with course material and the broader community. With the intent of supporting students in their final projects and deepening and expanding Indigenous Studies and Digital Humanities (DH) networks at Queen's, LLCu 295 will pilot a mentorship model that incorporates experts and knowledge keepers into curriculum.

Special Projects



Principal's Dream Courses

The purpose of this course redesign program is to enhance already-existing undergraduate courses to encourage undergraduate research and inquiry as key approaches to learning. Funds were awarded for the development of sustainable, semester-long courses that directly support both the overall academic mission of Queen's University and the strategic goals related to enhancement of the learning experience of its students. This year's Dream Courses are:

- GPHY 3XX: Indigenous Perspectives on the Environment and Health
- ENGL 218/003 Introduction to Indigenous Literature in Canada
- ASO ASTR 101 Astronomy I: The Solar System

Educational Leadership Initiative @ Queen's

The Educational Leadership Initiative @ Queen's (ELI) has been developed for Queen's students, faculty, librarians and staff who want to forge a new educational path. Initiatives may stem from new, incremental, innovative, and/or high-risk/high-return approaches to enhancing teaching and learning across traditional disciplinary boundaries. This year, engineers and occupational therapists collaborated in designing, building, and providing access to technology for members of society through a project called *Building Better Together: An interdisciplinary Approach to Teaching and Learning*.



Turnitin Pilot

Starting September 2017, Turnitin will be widely available across Queen's. In anticipation of that, the Turnitin Transition working group, reporting to the Provost Advisory Committee of Teaching and Learning, has overseen the pilot and resultant recommendations. Weekly Drop-in sessions began in May.

Integrity @ Queen's

Queen's is working to build a culture of integrity across campus. Several key resources are supporting this endeavour:

- Policies and procedures for educators and students
- Ethical standards for research and compliance processes
- Educational resources for faculty and Teaching Assistants
- Student resources related to academic integrity and plagiarism



Classrooms @ Queen's

The renovations are part of Queen's multi-year commitment to improving teaching and learning environments on campus. The investment of \$1 million per year for three years will go toward upgrading some of the 126 centrally booked classrooms.



Creative Expressions of Teaching and Learning

A month-long exhibit October 2016 of teaching and learning artifacts that through a creative lens may be seen as art. Much of what we do to enhance teaching and learning at Queen's focuses on teaching practices, learning outcomes, course design, etc. While these are incredibly important, we can sometimes miss the creative element of teaching and learning in higher education. This month-long exhibit, aimed to display and celebrate the creativity of teaching and learning that contributes greatly to student learning. 40 artifacts were exhibited in 9 locations on campus. More than 20 units participated and exhibitors consisted of 36 students, 25 alumni, 12 faculty, and 11 staff. Several of the exhibits were interactive events during Homecoming 2016.



Teaching Award Winners Think Tank

On May 9, the inaugural *Think Tank* was hosted at the Little Cataraqui Creek Conservational Area. The retreat was held with 25 participants, who are all educational award winners and Associate Deans (Teaching & Learning). The Think Tank was facilitated by Professors Mark Weisberg and Chris Knapper (both 3M Teaching Fellows) and Klodiana Kolomitro, Educational Developer in the CTL.

The day was spent exploring themes of: student engagement; accommodation and inclusivity; classroom environment and technology; time; student skill development; and assessment in plenary and small group discussion. Issues, options and potential solutions were explored and further investigations were suggested.



2016/17 Program Priorities



onQ Transition

CTL Supported
33%
of Help Requests

60%
Believed that the LMS
Added Value to Teaching
and Learning

Active Learning Classrooms

5
Rooms

Running
Tutorials

112

In **95**
Courses

For

27
Departments

In

3
Faculties

Supported By



New Classrooms
Website

Curriculum Support

32
Departmental
QUQAPs
Consultations

4
Curriculum
Improvement
Consultations

Curriculum
Planning
Retreats **4**



3 New
Programs
Developed



Graduate Student and Post-Doctoral Fellow Development

8
TA
Advisory
Committee
Meetings



32
PUTL
Certificate
Submissions

24
Students
in
SGS901



Presented at:
**Graduate
Student
Orientation
Post-Doctoral
Orientation**

Customized TA
Support at

14

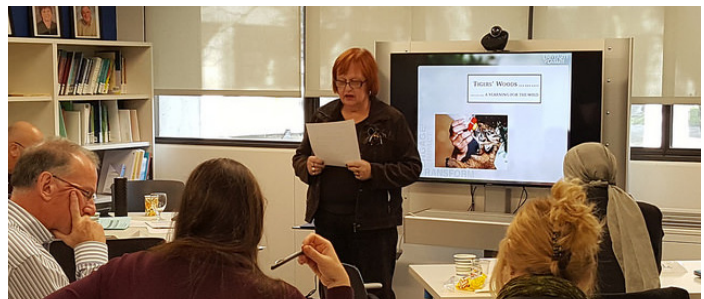
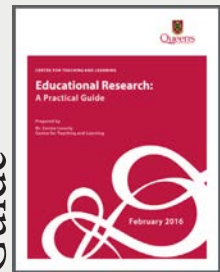
Departments

Resource Development

Educational Research

The Faculty Educational Research Series was co-sponsored by CTL, Office of Faculty Development - Health Sciences, Office of Health Sciences Education, Office of the Provost (Teaching and Learning), and the Vice Principal (Research). The 8-part series included an Educational Research Guide and an onQ shared resource space.

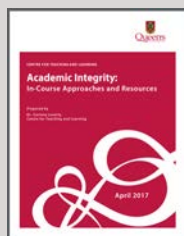
Educational Research Guide



Academic Integrity

The Academic Integrity Working Group completed an environmental scan of internal and external resources and mapped new pathways to support faculty members, TAs, and students going forward.

Academic Integrity: In-Course Approaches and Resources offers ideas for discussing integrity issues and building the skills needed to enable and reinforce it.



Inquiry-Based Learning

What does inquiry look like at Queen's?

This year we reviewed all undergraduate course descriptions and surveyed our undergraduate students to explore how inquiry is described and integrated across the disciplines and to identify the supports that students need to complete inquiry-based assignments.

ePortfolios

Being piloted in a number of programs, ePortfolios are being seen as a vehicle for the meaningful reflection and curation of the evidence of learning over time. They can be used as part of the learning process and as a facilitator of the process. An ongoing community of practice hosted through the CTL supports educators as they explore the reflective and showcase possibilities that this technology enables.



Teaching & Learning in Higher Education Modules

Six modules that center on key concepts in Teaching & Learning in Higher Education have been collaboratively developed by Queen's University, Western University and University of Waterloo.

Service and Scholarship



6 Full Time Staff/Faculty
Supporting Educational
Development

1 Post-
Doctoral
Fellow
*New
Position*



3 Graduate Students



Ongoing Educational
Research Projects

7 Grants totalling
\$265,000
Received as
Project Lead or
Co-investigator



5 Peer-reviewed Publications

26 Peer-
reviewed
Presentations



Graduate
Students
Supervised

9



3 Graduate Committee
Examinations

Bayview Alliance <http://bayviewalliance.org/>

An international network of research universities exploring strategies for cultural change to support and sustain the widespread adoption of instructional methods that lead to better student learning.

Looking Forward

Inclusion
Inquiry
Integrity

- Curriculum Redesign
- Educational Technology
- Communities of Practice
- Professional Development Network
- Cognitive Assessment Redesign (CAR) Grants
- Turnitin Launch

CTL Team



DIRECTOR

Peter Wolf, Associate Vice-Provost (Teaching and Learning)

EDUCATIONAL DEVELOPERS

Klodiana Kolomitro, PhD, Educational Developer
Cory Lavery, PhD, Teaching and Learning Specialist and Librarian
Andy Leger, PhD, Associate Professor and Educational Developer
Andrea Phillipson, PhD, Educational Development Fellow
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