


Centre for Teaching and Learning

ANNUAL REPORT

June 2018 - May 2019





2018/2019

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*Queen's University is situated on
traditional Anishinaabe and
Haudenosaunee Territory.*

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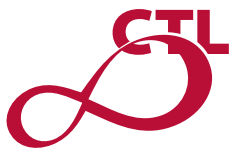
Message from the Director

May 2018 marked the onset of significant change for the Queen's Centre for Teaching and Learning. Having then just received endorsement by the Provost and the Vice-Provost (Teaching and Learning) of the recommendations that emerged from our external review, we began a cross-campus consultative process to inform changes to both our organizational structure and the focus of programs and services we offer.

Additionally, the emergence of Faculty-embedded teaching units that provide in-house, at-the-shoulder teaching support enabled us to shift our focus to supporting and informing educational priorities at an institutional level. That shift enabled us to focus on imperatives such as decolonizing the curriculum, inclusive pedagogies, aligned assessment practices, and effective use of active and technology-enhanced learning. Those decisions, and our shift in focus, were also informed by a strategic planning retreat in April 2019 where Teaching and Learning administrators, along with the leads of each Faculty-embedded teaching support unit, collaborated to identify central and distributed roles and responsibilities to support teaching.

As you read through this report, you'll notice mention of programs and services the CTL has come to be known for – individual consultations, and teaching support workshops – but you'll also notice the start of our transition to supporting change at the institutional and Departmental levels – decolonization at Queen's, inclusion and support for educational research initiatives.

I hope you'll be as interested in being a part of the exciting changes in teaching and learning as we are in supporting them.



A handwritten signature in blue ink that reads 'C. S. Dorothy Young'.

Director
Centre for Teaching and Learning

Scope of Practice

The Centre for Teaching and Learning (CTL) 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.

Committed to implementing the four interconnected strategic drivers of Queen's 2014-2019 Strategic Framework, we worked with all Queen's educators to enhance teaching and learning experiences by:

- Redesigning Campus Learning Spaces
- Enhancing Student Learning
- Supporting Scholarly Teaching and Educational Research
- Facilitating and Supporting Departmental Initiatives
- Providing Structures and Support
- Integrating Technology



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 skills 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.

CTL Team June 2018 - May 2019



Sue Fostaty Young, PhD.
Director



TERM

Robin Attas, PhD.
Educational Developer



TERM

Wanda Beyer, M.Ed.*
Assessment Research
Projects Manager



TERM

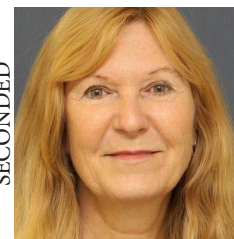
Ian Fanning, PhD.*
Educational Developer
Indigenous Curriculum
and Ways of Knowing



Selina Idlas
onQ Educational
Support



Klodiana Kolomitro, PhD.*
Educational Developer

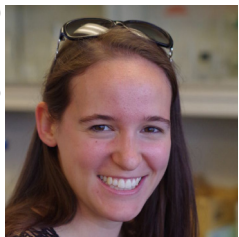


SECONDED

Cory Laverty, PhD.*
Teaching and Learning
Specialist and Librarian



Andy Leger, PhD.
Associate Professor and
Educational Developer



EXTERNAL FUNDING

Karalyn McRae, PhD.
Educational
Development Fellow



Kaitlin McDonald
Departmental Assistant



Louise Moran
Office Administrator



Sandra Murray
Program Coordinator



STUDENT

John Haffner*
Educational Development
Associate



STUDENT

Christiana Asantewaa Okyere*
Educational Development
Associate



STUDENT

Marin Beck*
Educational Development
Associate



STUDENT

Andrea Reid
Educational Development
Associate

***Please Note:** Wanda, Ian, Klodiana, Cory, John, Christiana, and Marin are no longer at the Centre.



CTL Priorities

The CTL focused on a number of projects and initiatives throughout the year. This past year, the focus has been on:

- Supporting Institutional Teaching and Learning
- Decolonizing the Curriculum
- Network Building
- Graduate Student and Post-Doctoral Programming
- Engaged Learning Environments
- Educational Research

Supporting Institutional Teaching and Learning

Course and Curriculum Design

Working collaboratively with campus leadership, Department chairs, faculty, staff, and students to build capacity in teaching and learning design, the CTL provided leadership in the implementation and evaluation of curriculum development and institutional initiatives for the purpose of enhancing student learning. We offered essential support on different aspects of teaching and learning. The work fostered diversity, inclusivity, and reconciliation to promote a culture of well-being for all who live, learn and work at Queen's.

The CTL offered evidence-based retreats, consultations, and Departmental workshops on the following topics:

- Learning Outcomes Development and Assessment
- Development of New Academic Programs
- Cyclical Program Review (QUQAPs)
- Curriculum Mapping and Visualization
- Long-term Curriculum Assessment Plans
- Inclusive Curriculum
- Decolonizing the Curriculum

7

Departmental
Workshops

15

Retreats



Institutional Research



The Cognitive Assessment Redesign (CAR) project was an institution-wide, network-based study focusing on the development and assessment of cognitive skills (critical thinking, creative thinking, and problem solving) in undergraduate education. The purpose of this research was to examine the relationship between course assessment, standardized rubrics, and a standardized test, to determine the value-add between first and final-year cognitive skills achievement and investigate the effectiveness of a network approach to build the capacity of instructors. The project involved incentivised recruitment of first and fourth-year course instructors interested in purposefully aligning skill development through the design of course assessments tailored to cognitive skill acquisition. Student learning was evaluated using course assessment rubrics, standardized rubrics (VALUE rubrics- Association of American Colleges and Universities), and a standardized test (HEIghten- Educational Testing System). Participating instructors completed pre- and post-implementation surveys. Comprehensive narrative reports were compiled to qualitatively track the change process.

High-level outcomes of the project were:

- Constructively aligned assessment of cognitive skills, using quality metrics with 24 instructors in 15 departments
- Significant correlations between course-based marks, and VALUE rubric scores
- Data was used to inform curricular decisions or course improvements
- A significant (half a standard deviation) improvement in critical thinking skills between first and final year as evidenced by HEIghten test scores.
- Growth and promising results demonstrated on many of the capacity-building indicators including wider adoption of rubric use.
- Clear indication of the inherent challenges in implementing culture change in assessment practices.

For more information, visit Learning Outcomes Project <http://www.queensu.ca/qloa/>

Consultations

The CTL met with a number of stakeholders across the University this year, including:

224

Consultations
between June 1 and
August 31, 2018

231

Consultations
between
September 1 and
December 31, 2018

309

Consultations
between January 1
and May 31, 2019

407

of the consultations
this year were with
faculty members

Program Highlights

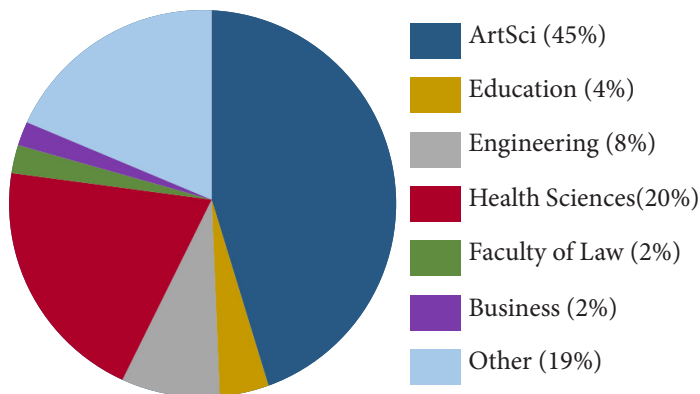


4.5/5 Attending [a CTL] session was a productive use of my time.

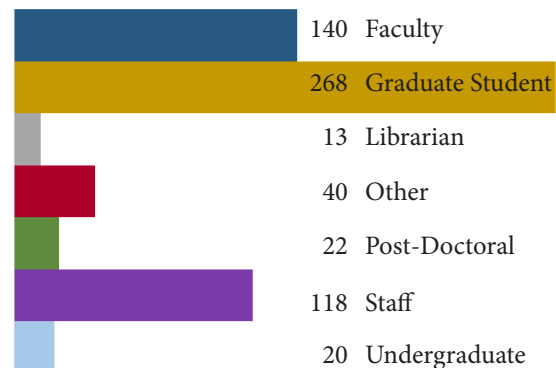
181

Session, Events, Programs,
and Drop-Ins

Attendance by Faculty



Attendance by Position



Changes from
2017/2018:

18.5%

of overall attendance this year
was for Decolonization
Workshops

67%

Increase in PUTL Modules
completed

Programs

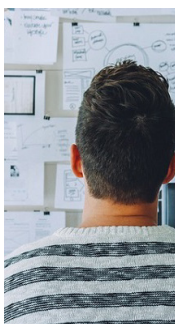


Enhancing Student Writing in Your Discipline

Overall Rating: 4.7/5

June 27, 2018 and
August 29, 2018

23 Participants
12 Participants



Course Design @ Queen's Institute

Overall Rating: 4.5/5

Tuesday, July 17, 2018 and Thursday, July 19, 2018

24 Participants

14 Hours Face-to-Face

7 Facilitators

"I found each one of the sessions useful and applicable to the redesign of my course. I do think that the opportunities to work on our own courses and apply the learning right way was most useful – it also allowed me to ask questions that came up right at that time."

-Workshop Participant



Teaching Development Day

Overall Rating: 4.0/5

Wednesday, September 5, 2018

233 Participants

35 Sessions and 4 Posters

40+ Presenters

"[The best part of the day was] learning different ways to develop and deliver teaching portfolio inside and outside the academic setting."

-Workshop Participant



Supporting International Students in the Classroom

Overall Rating: 4.6/5

October 23, 2018

28 Participants



Teaching Matters

Overall Rating: 4.3/5

November 20, 2018 - May 9, 2019

28 Participants

"[What I found most useful was] the mix of backgrounds (new instructors, experiences instructors, staff, librarians) shows how different people at Queen's use group work or support students in group work."

-Workshop Participant

Session Titles Included:

- Defining and demonstrating your teaching
- Active learning strategies
- Decolonizing the curriculum
- Group work



World Café: Preventing Burnout and Promoting Well-being in the Workplace

Overall Rating: 4.3/5

November 22, 2018

19 Participants



(Re)Designing Writing Assignments to Enhance Student Learning

Overall Rating: 4.6/5

December 4, 2018

7 Participants



Writing Pedagogy Institute

Overall Rating: 4.5/5

May 13, 2019 - May 16, 2019

46 Participants

"[What I liked best about the Writing Pedagogy Institute was] the emphasis on strategies that can be implemented immediately into the classroom, and the focus on diversifying the way that we as educators see writing and its usefulness to learning."

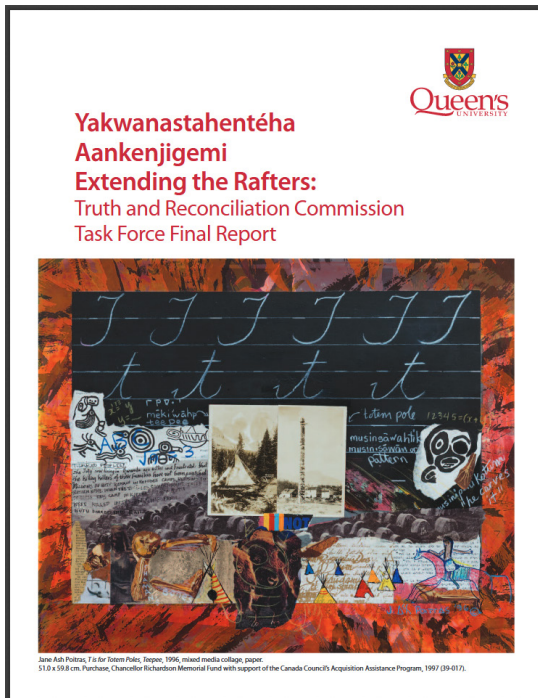
-Workshop Participant

Session Titles:

- Big-Picture Course Design Issues
- Assignment Design and Delivery
- Feedback Methods and Practices
- Instructional Strategies for Writing

Decolonization at Queen's

Building awareness and taking the first steps towards decolonization and Indigenization



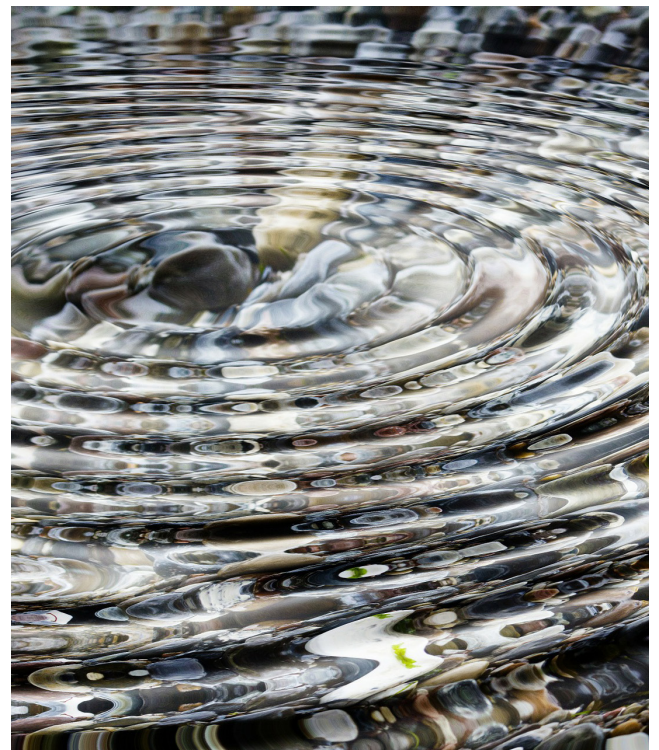
Queen's response to the TRC, *Yakwanastahentéha/Aankenjigemi/Extending the Rafters*, was the call to action for the campus to get serious about a commitment to change. The CTL has worked over the past year to ensure that decolonization and Indigenization are imperatives for anyone engaged in teaching and learning across campus. Our programming has reached faculty, staff, and students across all faculties and schools, and we have developed and deepened relationships with the Office of Indigenous Initiatives, Four Directions Indigenous Students Center, and the Mohawk Language Certificate partnership between Queen's and Tsi Tyónneht Onkwawén:na Language School in Tyendinaga Mohawk Territory. Further, our office has made a commitment to considering decolonization as part of our own interactions and processes.

Ian creates a very safe and supportive space to discuss these issues and to explore steps for moving forward.

-Indigenous Ways of Knowing in Curricula Workshop Series Participant

Centre's Commitment to Reconciliation and Decolonization:

- Meaningful land acknowledgements to open all sessions
- Attendance at the Decolonizing Conference: Dialoguing and Living Well Together; Centre for Integrative Anti-Racism Studies, University of Toronto
- Educational Developers' half-day retreat to review decolonizing the Course Design Institute
- Embedded decolonization content in signature programming



Programs



Brown Bag Conversations: Discussing Decolonization

11 Sessions

June 25, 2018 - May 29, 2019

85 Participants

"[I attended these sessions] because Queen's needs to do more to ensure its vocal commitment to "inclusion" results in actual change for students and staff. Because I know I can do more, and I am hoping to learn from others."
-Workshop Participant

Session Titles Include:

- The practicalities of hiring Indigenous colleagues
- Is it possible to decolonize academia?
- DeQolonization? Decolonization in the Queen's context



Introduction to Indigenous Ways of Knowing in Curricula

Overall Rating: 4.7/5

Summer: June 19, 2018 - August 8, 2018

86 Participants

Fall: September 20, 2018 - November 28, 2018

"Knowledge in the purpose of land acknowledgement and sharing on strategies over status/non-status was enlightening."
-Indigenous Ways of Knowing Participant

Session Titles:

- Holistic Indigenous Approaches in Curricula
- Highlighting Indigenous Issues in Curricula
- Indigenizing Curricula - Indigenous Experience and Theorizations of Identity



Lunch and Learn: Decolonization Conference Debrief

November 15, 2018

16 Participants



Faculty and Student Voices: Decolonizing the Curriculum

Overall Rating: 4.3/5

February 6, 2019

13 Participants



Visioning Curriculum Through an Indigenous Lens

Overall Rating: 4.5/5

May 17, 2019

35 Participants



Decolonizing Education: Reimagining Curriculum, Teaching & Learning

Overall Rating: 4.6/5

May 30, 2019

19 Participants

Network Building

In response to recommendations resulting from our external review, the Centre for Teaching and Learning increased its outreach efforts to teaching and learning partners across campus. Working closely with the managers of Faculty-embedded teaching support units and in conjunction with Faculty-based teaching and learning administrators, we have initiated approaches to programming that build opportunities for interdisciplinary networks. The CTL's open-space policy also means that small groups of faculty members and students are able to arrange to meet in the Centre to work on collaborative projects on teaching and learning.



Strategic Planning Retreat

Tuesday, April 9, 2019

21 Participants

The Strategic Planning for Teaching and Learning Retreat: Priority-Setting for Teaching, Learning, and Teaching Support at Queen's, was held on April 9, 2019. This facilitated retreat brought together teaching and learning administrators and the lead representatives from each Faculty-embedded teaching support unit to:

1. Articulate and agree upon institutional and Faculty-specific priorities for teaching and learning;
2. Identify strategies to support teaching and educational development; and
3. Delineate the roles and responsibilities of centralized teaching support services and Faculty-embedded services in ways that filled gaps and reduced redundancies in teaching support services

Educational Support Professionals' Retreat

Wednesday, June 13, 2018

41 Participants

Held at the Portsmouth Olympic Harbour, this professional development retreat featured interactive sessions for 41 educational developers, instructional designers, LMS specialists, media analysts, and educational technologists from across campus. Session topics included:

- Voices and Stories: Listening, Learning, and Unlearning PANEL
- Cultural Awareness: Skill-Building Strategies
- Accessible Assignments: Honouring Student Voice and Choice in Learning
- Project Management
- Emerging Interactive Technologies
- Tales from the Field: Breaking Siloes in our Practice

4.1/5

Attending this retreat
was a productive use
of my time.

Committees

This year, members of the Centre for Teaching and Learning were active on:

22

Institution-Wide
Planning and
Advisory Committees

7

Award and Grant
Adjudication
Committees

6

Working and
Program
Development Groups

5

Interview
Committees

Queen's Educational Developers' Network

The Queen's Educational Developers' Network (QEDN) is a collaborative network of managers/unit leads of the faculty-embedded teaching support units across campus. Initially the group met as a way to keep informed about the teaching and learning priorities across the disciplines and as a means of sharing resources, perspectives and best practices in instructional design, educational development and the scholarship of teaching and learning. The group met eight times during the year and its major project was planning the second annual Educational Support Professional Network professional development retreat.

Programs



International Educational Development Institute

Overall Rating: 5/5

September 22 - September 28, 2018

8 Participants

23 Meetings with members of Queen's

5 Japanese Universities

The Queen's University International Educational Development Institute was a one-week residential program. The institute aimed to foster understanding by providing shared experiences and resources and helping develop meaningful and sustainable collaborative partnerships. It provided the participants with opportunities to build or improve expertise, skills, and capabilities for designing, enabling and managing educational improvements at the institutional level as well as promoting good teaching at the individual level. The intensive program included a series of sessions focused on aspects of educational development and leadership, individual consultations, and meetings with relevant Canadian stakeholders designed to support the participants in developing their own project or initiative.



Teaching Triangles

Overall Rating: 4.3/5

Tuesday, September 25, 2018

Tuesday, January 22, 2019

5 Participants

7 Participants

"Teaching Triangles was a very useful session. I'm surprised that more instructors didn't take advantage of it this fall."

-Workshop Participant

Each section included an opening meeting, individually scheduled classroom observations and sharing written reflections on observations within group and a concluding debrief/celebration.



Showcase of Teaching and Learning at Queen's

Overall Rating: 4.7/5

Wednesday, May 1, 2019

120 Participants

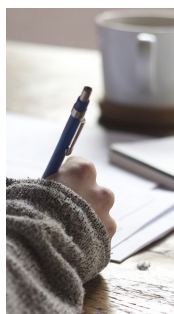
22 Presentations

36 Presenters

"Full disclosure: I'm one of the visitors from McGill. I thought this was a great event and we're already wondering whether and how we could organize something similar at McGill. Need I say more, considering that imitation is the greatest form of flattery?"

-Workshop Participant

Graduate Student and Post-Doctoral Support



PUTL Workshop Series

February 17, 2019 - May 29, 2019

Overall Rating: 4.5/5

46 Participants

"Discussions with others about their experiences helped me to reflect on my own experience and how I could frame it in my philosophy statement."

-Workshop Participant

Session Titles Include:

- Foundations in Teaching and Learning
- Practical Experience
- Educational Leadership
- Scholarship in Teaching and Learning

SGS902: Teaching and Learning in Higher Education



Winter Term

24 Students

16 Departments

This course is intended for graduate students and post-doctoral fellows across the disciplines who want to develop as skilled, thoughtful, and confident post-secondary teachers. The goal of the course is to challenge and broaden conceptions of learning and approaches to teaching. Sessions are literature-informed but activity and discussion-based with an expectation of a high degree of collaboration and participation. The course has been organized in such a way as to balance theory and practice and to support both conceptual and skill development.

Educational Development Associate (EDA) Program



3 Educational Development Associates each Semester

4 Educational Development Associates this year

The Educational Development Associate (EDA) program is an internship-like opportunity for graduate students with an interest in teaching and learning. Each year the Centre hires up to three graduate students to work closely with an educational Developer to design and deliver programming to support TAs, graduate students' and post-doctoral fellows' ongoing professional development as educators. EDAs working in the CTL are largely responsible for the themes and sessions for TD Day, for PUTL programming, and for supporting networks of collaborations on teaching and learning across campus.

Professional Development in University Teaching & Learning



40

Modules completed

The purpose of PUTL is to encourage new educators to engage in reflective and active practice for improving teaching and learning. As part of a professional development plan, TAs and course instructors can participate in as many or few of the modules as they choose and complete the work at their own pace. The 5 modules available last year were Foundations, Practical Experience, Scholarship, Educational Leadership, and Accessibility.

67%

Increase from last year

Engaged Learning Environments

Active Learning Spaces

This year, the Teaching and Learning Space Planning Committee and Working Group coordinated the design and re-development of two new active learning classrooms in Ellis Hall that opened in October 2018 (Ellis 226 and 324). In addition, the committee has overseen major renovations in Kingston Hall, Room 101, and Convocation Hall in Theological Hall. They have engaged in the design of a new large classroom in the Bioscience Complex, consulted with the Faculty of Engineering in the use of their new ALC in Mitchell Hall as well as with BHSc on the design and use of active learning classrooms in Botterell and in flipped course design.

There has been ongoing work with the Faculty of Arts and Science to identify classroom for renewal and renovation.



Active Learning Research

There were two areas of focus in research:
This year research has focused on 2 main research goals. The first is an inquiry into how students and instructors perceive the physical space of the active learning classrooms, and how features of the physical space influenced student engagement and interaction in class. The second project focused on students' identification of potential barriers to learning in the active learning spaces.



onQ Drop Ins

onQ is the Queen's specific name for the Learning Management System(LMS). The LMS, Brightspace, was developed by Desire2Learn (D2L) and assistance is always available at the weekly drop-ins, Tuesdays from 1:30pm to 3:00pm and Thursdays from 10-11am, in the Centre for Teaching and Learning

142

Hours dedicated to Drop Ins

218

People who attended Drop Ins

1.58

Average number of visits per person

Online Learning



onQ - Queen's Learning Management System

Through the CTLs onQ Educational Support, over 200 members of the Queen's community received one-on-one to support their work online.

200+

The CTL also coordinated, in partnership with ITS, updated support services for onQ Instructors.

**Consultations with Queen's Faculty,
Staff and TAs**



Turnitin

Turnitin is a text matching tool used at Queen's University. Students upload papers in order to receive originality reports that show text matches to the student paper repository, current and archived web site content, and periodicals, journals and publications.

Turnitin is currently solely supported by the CTL and has been successfully integrated into onQ. Documentation and tutorials for the community are being developed to support wider adoption of the tool.



Qlickers

Qlicker is a student developed Student Response System that was piloted last year. Student Response Systems engage students in the classroom and to elicit feedback to determine whether students are understanding complex topics. The CTL houses primary support for this project. That includes moving the system to a new server and working with faculty members interested in adopting the tool.



Aropä

Aropä is a web-based tool that supports peer review of assignments. Aropä can be used for students to provide formative or summative feedback and/or grades to each other. There is also an additional option that allows the student feedback to be graded by students, TAs, or by an instructor. The CTL is Queen's support for Aropä use.

Programs



Peer Review and Aropä

November 7, 2018

Overall Rating: 4.3/5

9 Participants

Educational Research

The Centre for Teaching and Learning offered ongoing support and resources to individuals and research groups engaged in educational research and the Scholarship of Teaching and Learning.

One of those resources was the Scholarship of Teaching and Learning Workshop Series.

Statistics Illustrating Impact of The Series

Attendees of The Series (2016-2019)	188
SoTL Grant Applications	39
Other SoTL Projects Underway or Completed	21
Presentations at Annual Campus Showcase of Teaching and Learning	18
SoTL Presentations at Conferences/ Meetings	38
SoTL Journal Publications	24

Research Consultation

Total:	91
June-August 2018:	26
September - December 2018:	24
January - May 2019:	41

In 15 years – this may be the best course I've attended! Fantastic and challenging!

- Scholarship of Teaching and Learning Workshop Series Participant



Programs



Scholarship of Teaching and Learning Series

Overall Rating: 4.7/5

September 18, 2018 - April 27, 2019

62 Participants

"[What I found most useful was] it was practical, easy for all levels of experience to participate; knowledgeable speakers."

-Workshop Participant

Session Titles Include:

- Approaches to the Scholarship of Teaching and Learning
- Designing and Analyzing Surveys
- Designing Interviews and Focus Groups

Research at the CTL

Publications:

Attas, R. (2019) "Strategies for Settler Decolonization: Decolonial Pedagogies in a Popular Music Analysis Course." *Canadian Journal of Higher Education* 49/1 (2019): 125–139. <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/188281>

Attas, R. (2019) "Music Theory as Social Justice: Pedagogical Applications of Kendrick Lamar's To Pimp A Butterfly." *Music Theory Online* 25/1. <http://mtosmt.org/issues/mto.19.25.1/mto.19.25.1.attas.html>

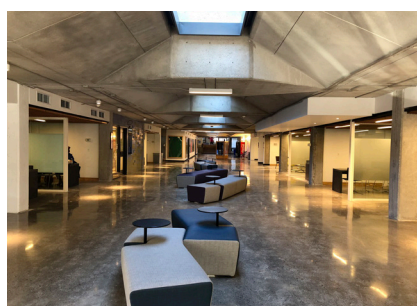


Dalgarno, N., **Laverty, C.**, Soleas, E., Egan, R., & van Wylick, R. (2019). Participant perceptions of the faculty development Educational Research Series. *Teaching and Learning Inquiry*. Forthcoming.

Kolomitro, K., Laverty, C., & Stockley, D. (2018). Sparking SoTL: Triggers and stories from one institution. *Canadian Journal for the Scholarship of Teaching and Learning*, 9(1), Article 10.

Laverty, C., & Saleh, N, (2019). Cultivating a librarians' community of practice: A reflective case study. In *The grounded instruction librarian: Participating in the Scholarship of Teaching and Learning*. Washington, DC: Association of College and Research Libraries.

McRae KE, Phillipson A, and **Leger A.** Learning Spaces: Reviewing the Landscape of Active Learning Classrooms at Queen's University.



Paulson, E., & **Laverty, C.** (2018). Leveraging Learning Outcomes to Build an Online Information Literacy Tool. *Journal of Library & Information Services in Distance Learning*, 1-14.

Phillipson, A., Riel, A., & **Leger, A. B.** (2018). Between Knowing and Learning: New Instructors' Experiences in Active Learning Classrooms. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9 (1). <https://doi.org/10.5206/cjsotl-rcacea.2018.1.4>

Presentations:

Attas, R., Respondent for “Classroom and Curriculum: Current Thoughts on Teaching Colonialism and Gender in Musicology.” (Margaret Walker and Kip Pegley, paper.) American Musicological Society New York State St. Lawrence Chapter Annual Meeting. Kingston, ON. April 17, 2019.

Attas, R., “The Many Paths of Decolonization: Exploring Colonizing and Decolonizing Analyses of A Tribe Called Red’s ‘How I Feel.’” New England Conference of Music Theorists Annual Meeting. Montreal, QC. April 13, 2019.



Attas, R., “Decolonizing Music Pedagogy: Two Settler Perspectives on the Undergraduate Music Curriculum.” With Patrick Nickleson. American Musicological Society Annual Meeting. San Antonio, TX. November 2, 2018.

Attas, R., “Decolonizing in College Music Programs: Is it an Essential Component of Diversity and Inclusion?” Panel speaker. College Music Society Annual Meeting. Vancouver, BC. October 11, 2018.

Attas, R., “Multi-Modal Pedagogy in the Music Classroom.” Virtual scholarly gathering organized by Jim Palmer, St. Olaf College. December 4, 2019

Attas, R., “Decolonizing Music Programs in Higher Education.” School of Music colloquium presentation, University of British Columbia. Vancouver, BC. October 12, 2018.



Fostaty Young, S. & Troop, M. Reciprocal review as educational development; Diversifying the SoTL landscape. Poster presented at the ISSoTL annual conference, Bergen; Norway. October 2018.



Leger, A., Keynote Address - TLSS Symposium: Active Learning Classrooms – A Unique Learning Experience! Active Learning and Active Learning Classrooms. University of Ottawa Aug.24th, 2018

McEwen L, Acker A, Chamberlain S, Taylor D, On behalf of the Queen’s CBME Assessment Sub-committee. Queen’s Periodic Performance Assessments: Capturing Performance Information Beyond Single Observations in CBME Contexts. Oral presentation at 2018 2nd World Summit on CBME, Basel, Switzerland. August 2018

McRae, KE., Phillipson, A., and **Leger, A.** Learning Spaces: Reviewing the Landscape of Active Learning Classrooms at Queen’s University. Presented as a oral session at: DCUTL, Dalhousie University Conference on University Teaching and Learning; May 1st, 2019; Halifax, NS Canada Presented as a poster session at: STLHE, Society of Teaching and Learning in Higher Education Annual Meeting; June 11th, 2019; Winnipeg, MB Canada

Melles, B., **Leger, AB.**, & Covell, L. (2018). “Tell Me About Yourself” - Using eportfolio as a Tool for Integrating Learning and Positioning Students for Employment, Case from the Queen ‘s University Master of Public Health Program. The Canadian Journal for the Scholarship of Teaching and Learning, 9 (3). <https://doi.org/10.5206/cjsotl-rcacea.2018.3.9>

Rich, J. V., Chamberlin, S., **Fostaty Young, S.**, Luhanga, U., & McEwen, L. Operationalizing principles of competency-based programmatic assessment. Canadian Conference on Medical Education (CCME), Winnipeg, MB, Canada. May 2018



Grants Awarded

2018 Educational Research Grants

\$6,000

Student Learning and Behaviour in Physics Confirmation Versus Guided-Inquiry Labs

Dr. Bei Cai, Adjunct Professor and Dr. Alastair McLean, Department of Physics, Engineering Physics and Astronomy; and Lindsay Mainhood, PhD Candidate, Faculty of Education

Minding the Gap: Navigating the disparity between doctoral training and professional expectations of teachers of geography in higher education

John Haffner, PhD Candidate, Department of Geography and Planning; Sandra McCubbin, PhD Candidate, Department of Geography and Planning

Developing a model for academic writing support considering the perspectives of doctoral students and their supervisors at Queen's University

Shikha Gupta, PhD Candidate, School of Rehabilitation Therapy; Jyoti Kotecha, Department of Family Medicine

2018 Teaching and Learning Enhancement Grants

\$30,000

Development of an Ethnocentrism Measure: Better measures fueling better advocacy and cultural sensitivity outcomes in a transformative global health observership

Jennifer Carpenter, Global Health; Eleftherios Soleas, OPDES; Nicholas Cofie, OPDES; Mikaila De Sousa, Global Health; Jenna Webber, Global Health

Online Critical Enquiry Modules: Building a Flipped Classroom

Rosemary Lysaght and Gail Woodbury, School of Rehabilitation Therapy

Development of Online Radiology Modules: Medical Imaging to Promote Comprehensive Anatomical Understanding

Alexandre Menard, Department of Radiology; and Chloe DesRoche, Department of Computing

Teaching Awards Reception January 15, 2019, Agnes Etherington Arts Centre

On Tuesday, January 15, 2019, Jill Scott, Vice-Provost (Teaching and Learning) held an informal celebration honouring our 2017-2018 Queen's University Teaching Award recipients at the Agnes Etherington Art Centre. An invitation was extended to all the outstanding recipients of the over 80 teaching awards at Queen's, who were recognized for the deep commitment to their own teaching and to the learning of their students.



Awards

The Chancellor A. Charles Baillie Teaching Award



2019
Heather Murray
Department of
Emergency Medicine



2018
Erik Knutsen
Faculty of Law

Principal’s Curriculum Development Award



2018
Multidisciplinary Blended
Learning Statistics Team

Principal’s Educational Leadership Award



2018
Laura Murray
Department of English Language
and Literature

Teaching Awards Directory

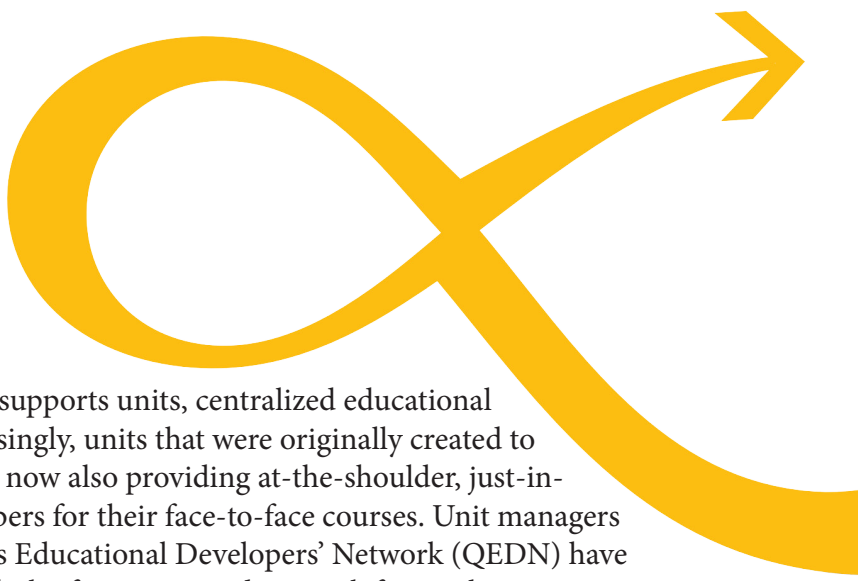
We would like to recognize the amazing work being done in the Faculties to celebrate excellence in teaching and learning. Many faculty and graduate students are recognized each year by the university at large.

The following is a summary of the awards granted in the following catagories:

10 University-Wide Awards	3 Faculty of Education	2 Faculty of Law
9 Principal’s Teaching and Learning Awards	20 Faculty of Engineering and Applied Science	9 Smith School of Business
36 Faculty of Arts and Science	19 Faculty of Health Sciences	



Moving Forward



With the emergence of Faculty-embedded teaching supports units, centralized educational development needs at Queen's have changed. Increasingly, units that were originally created to support growth in online learning opportunities are now also providing at-the-shoulder, just-in-time teaching development support to faculty members for their face-to-face courses. Unit managers who are all participants in the CTL-initiated Queen's Educational Developers' Network (QEDN) have expressed their need for the CTL to function as the hub of an integrated network for teaching support. It is clearly time to optimize organizational design by differentiating, in a substantive way, the roles of the CTL and the Faculty-embedded teaching support units.

The changes proposed for the CTL will result in greater alignment between our services and programs and the pillars of the Queen's Strategic Plan and provide opportunities to better utilize the academic skills and expertise of the Educational Developers who staff the Centre.

The Big Picture

Focus on Institutional Priorities and Imperatives



Look for in 2019/2020...



Teaching Development Day

Wednesday, September 4, 2019



Brown Bag Conversations

Starts September 18, 2019



Introduction to Indigenous Ways of Knowing

Starts September 26, 2019



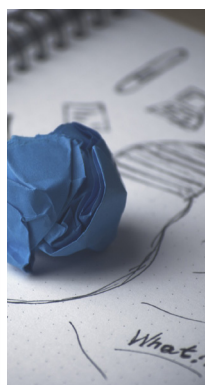
Showcase of Teaching and Learning

Wednesday, May 6, 2020



PUTL Workshop Series

Starts October 30, 2019



Quick Questions Simple Answers

Starts October 3, 2019



Development of Interdisciplinary Graduate Course on Teaching and Learning

Fall 2019



Teaching Matters

Starts September 6, 2019



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