

Centre for Teaching and Learning's

Annual Report

June 2019 - August 2020



Queen's
UNIVERSITY

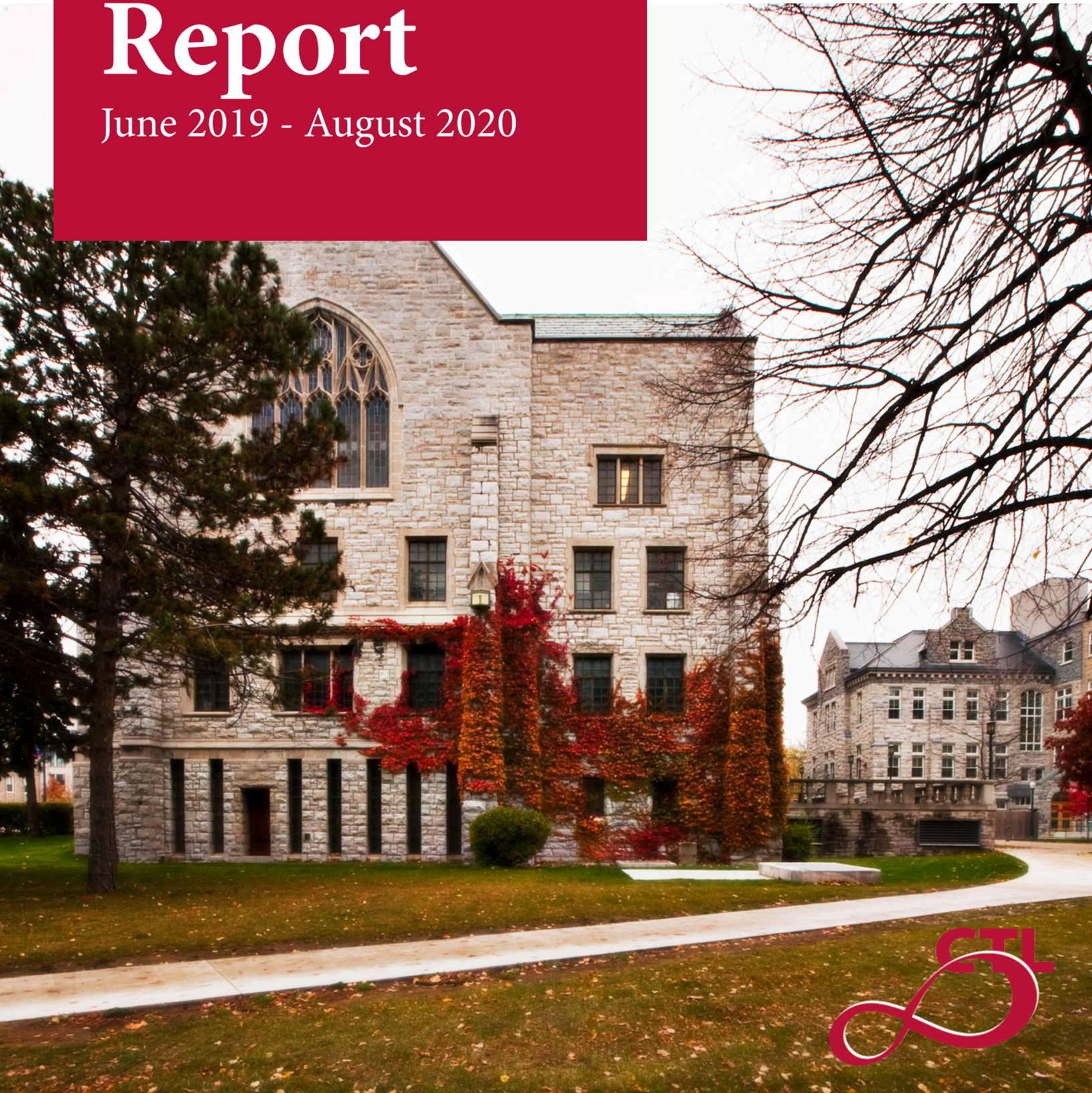


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Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

Ne Queen's University e'tho no'we nikanónhsote tsi no'we ne Haudenosaunee tánon Anishinaabek
tehatihsnónhsahere ne óhontsa.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

Director's Message

Sue Fostaty Young, Ph.D.

Well, it was quite a year. The CTL opened 2019-20 with our “Change One Thing” challenge – an initiative designed to illustrate to Queen’s instructors that making just a single change in a course could eventually lead to significant transformation...and we finished the year by building the [Transforming Teaching Toolkit](#) for those same instructors when they felt overwhelmed by feeling a need to change absolutely **everything** in the final weeks of the Winter Term. The Toolkit enabled instructors to respond efficiently and effectively to the restrictions on face-to-face instruction imposed by COVID 19. Since then, and through productive collaborations with the Faculty-embedded teaching support units across campus, the CTL has worked tirelessly to support sound teaching practices that enable quality teaching and learning success to continue even in this demanding environment.

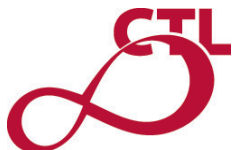


Over the year, the CTL continually emphasized Queen’s imperatives and priorities for quality teaching: decolonization; inclusion; aligned assessment practices; and skilled use of active and technology-enhanced learning. To do so, we developed resources and facilitated stand-alone workshops and professional development opportunities specific to those topics while also integrating these directives into all aspects of our work.

In addition to our signature programming events (including Teaching Development Day, Teaching Matters, onQ Drop-in, the Course Design Institute and the Decolonizing the Curriculum Series), we introduced new, just-in-time programming in response to instructors’ emerging needs and requests. Our literature-informed and pragmatic approach, ensured the utility and relevance of new programming and resources, independent of the pandemic context. This year the CTL’s core team, along with our three, part-time graduate student Educational Developer Associates, delivered 123 in-house workshops serving the professional teaching development needs of 2553 participants. In addition, the number of Department-specific workshops and consultations rose significantly over last year’s numbers and, due to sheer volume of email and technology-enabled requests from March through July, we didn’t have time available to keep track of the full number of individual consultations that were undertaken.

As you read through our abbreviated report, you’ll notice the breadth and depth of the programming that we’ve provided to the Queen’s teaching community this year as well as a surge in rates of participation over previous years’ numbers. You may also notice that some programming is conspicuously absent from this report. Staffing shortfalls resulting from CTL members making career changes, short term contracts and secondments coming to an end, and other factors, have meant that, while we recognize the need, we were unable to continue offering the Educational Research Series, the Educational Leadership Program, the Undergraduate Student Advisory Council and other programming and supports. Still, we maintain a capacity-building orientation to our work and have taken an active part in fostering the development of networks within and between the CTL and other units across campus. We have a short-term objective of both expanding the unit’s educational development capacity and collaborating with Faculty-embedded teaching support units in ways that benefit the institution’s teaching community as a whole.

Please don’t hesitate to contact me with questions or suggestions you might have about CTL programming or resources.



Director
Centre for Teaching and Learning

Decolonization

In acknowledging the current strong Eurocentric bases of knowledge and research in the institution, we've been working to help instructors recognize and identify insidious colonial approaches to curriculum and teaching while at the same time helping to broaden conceptions of knowledge, research and knowledge-creation.

Brown Bag Conversations

June 2019- August 2020

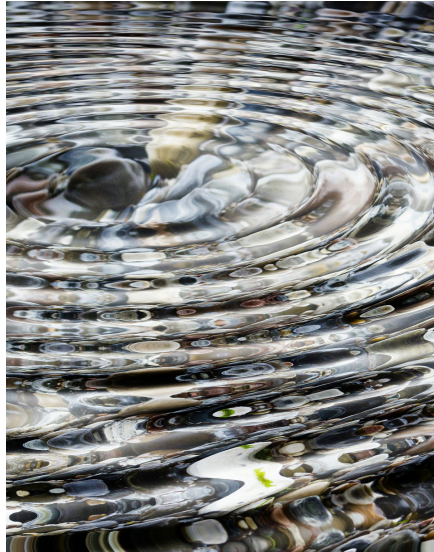
17

Events

280

Attendees

Overall



Introduction to Indigenous Ways of Knowing in Curricula Series

September - April

14

Workshops

171

Attendees

Collaborators

- Faculty of Education
- Office of Indigenous Initiatives
- Four Directions Indigenous Student Centre
- Faculty Embedded Units

Indigenous Ways of Knowing Webinar Series

April 2020

4

Webinars

46

Attendees

Newly Developed Resource

- What is Decolonization? What is Indigenization?
- Land Acknowledgements
- Ten Ideas for First Steps
- Pedagogy of Peace
- Resources to get you started...

Participant Responses

"The facilitator shared many stories and examples of how she implemented the content of the webinar within her teaching and life styles."

- Webinar Series Participant

"This webinar reinforced my understandings of teaching and leading in a good way, while strengthening my understanding of Haudenosaunee teachings."

- Webinar Series Participant

"Lindsay emphasized that it is ok to make mistakes, if we go into this with the right intentions and respectfully. She also acknowledged that trying this approach involves making ourselves vulnerable."

- Webinar Series Participant

Inclusion

Supporting the institutional imperative of inclusion, our programming is designed to assist instructors in designing learning opportunities in intentional ways to invite, welcome and value different perspectives, identities and backgrounds.



Equity Modules

*In collaboration with
Human Rights and Equity Office*

- Power, Privilege & Bias Conversations of Decolonization
- Navigating Difficult Conversations
- Inclusive & Responsive Teaching
- Universal Design for Learning (UDL)

Workshops Included:

- Logistics of Academic Accommodations and Considerations
- Course Design
- Teaching Challenges in Large Classes
- Teaching Matters: Inclusion and Accommodations
- Supporting English as an Additional Language (EAL) Students

Collaborators

Human Rights and Equity Office

Student Academic Success Services

Queen's Student Accessibility Services

Assessment

With the sudden and unexpected loss of external funding for the Cognitive Assessment Redesign (CAR) project in May 2019 and the subsequent loss of the Research Project Manager position, the CTL's work to support innovative approaches to assessment and related research on aligned assessment was significantly curtailed. Still, we were able to retain some existing programming and create additional resources retained on this critical topic.

Quick Questions, Simple Answers

October - April

7

Events

31

Attendees

ICEd Coffee

January 30, 2020

9

Attendees

Resource Development

Assessment resources were updated and expanded this past year with the help of a graduate student as well as new resources created as part of the Transforming Teaching Toolkit.



Designing Remote Final Exams | March 26, 2020

61
Attendees

"[What I found most useful was] the table of specifications - especially for making multiple versions of the same exam (which can be useful for any exam - online/offline - and I can see using it for other assessments too)." - Participant

Active and Technology-Enhanced Learning

Through this area of programming, we work with instructors as they develop opportunities for their students to engage in meaning-making by applying their newly acquired knowledge and skills and getting constructive feedback that supports their learning. Pedagogically sound uses of educational technologies are introduced as means of supporting active learning. Additionally, the CTL plays a critical role in influencing the inclusive design of Queen's learning spaces, both virtual and brick and mortar.

Workshops Included:

- Teaching Challenges in Large Classes
- Success with Student Response Systems
- Teaching Matters: Active Learning
- Designing Curricular Experiential Learning Opportunities
- Active Learning Strategies

onQ Drop In
June 2019 - March 2020

95

Drop Ins

254

Attendees

CTL Roles in Central Teaching and Learning Spaces



2019-2020 Classroom Development

- Three new active learning classrooms were completed for use in the 2019-2020 academic year. Humphrey 131, 132 and 223 are bright, colorful technology-enhanced seminar rooms with large tables for collaborative work.
- Three tired lecture classrooms received new technology, paint and furniture to create modern teaching and learning spaces (Mackintosh-Corry B201, D214 and D216)
- Project planning is currently underway for 2 new flexible seating classrooms (Kingston 304 and 308) and the revitalization of 3 active learning spaces (Ellis 319, 321 and 333) all to be completed in Fall 2020.
- This year included ongoing research on student perceptions of the active learning classrooms and dissemination of research finding at national conferences.
- Consultations with other higher education institutions on classroom design and planning.
- Our 2020 Summer student implemented an audit and inventory of classroom spaces, technology, and maintenance requirements for teaching and learning spaces on campus.

In response to the COVID-19 pandemic, which altered campus operations starting in March 2019, members of the CTL and the Teaching and Learning Spaces Working Group contributed to the planning and coordination of classroom social distancing plans, signage and guidelines for use of teaching space, upgrading classroom technology in 14 spaces, and communicating plans using a website for Fall 2020 Classrooms.

General Programming

In addition to stand-alone sessions and resources specific to the institutional imperatives and priorities, the CTL offers general programming to support the everyday teaching development needs of TAs and primary instructors. The institutional imperative of decolonization and inclusion and the priorities of aligned assessment and active, technology-supported learning are integrated throughout our general programming.

60

Workshops/Events

June 2019 - March 2020

1238

Attendees at Workshops/Events

June 2019 - March 2020

479

Individual Participants

June 2019 - March 2020

Course Design

July 16-18, 2019

20 Participants

Coure Design Express Remote 2020

July 6 - 10	22 Attendees
July 13 - 17	27 Attendees
July 27 - 31	49 Attendees

Teaching Matters:

For New and Pre-Tenured
Faculty

67

Attendees

30

Unique Participants

Writing Pedagogy

Institute

May 2020

Day 1: Big Picture	27
Day 2: Assignments	31
Day 3: Feedback	33
Day 4: Instructional Strategies	26

Graduate Student EDA Programming

26	Consultations
17	Classroom Observations
14	Workshops
51	PUTL Submissions
17	Orientations
5	Other

PUTL Module Submissions

Foundations	15
Practical Experience	14
Educational Leadership	8
Scholarship of Teaching and Learning	7
Accessibility	7

Graduate Student Courses Offered through the CTL

SGS902 & APSC810

*(In collaboration with
Engineering)*

Queen's Educational Developers Network - Collaborations with Faculty Embedded Units

Representatives from each faculty-embedded teaching support unit meet monthly to report on new developments, the ways they're enacting the institutional imperative and priorities for teaching, to collaborate on resource development and to reduce gaps and redundancies in teaching support services across campus.

Response to COVID-19

Extenuating Circumstances - CTL Response to COVID-19 and the move to remote instruction

The CTL was quick to respond to the needs of educators across campus and the move to remote teaching and working. Developing an array of new and adapted resources, the CTL met the challenge of helping educators successfully meet the challenges of the Winter and Spring terms and thoughtfully prepare for the Fall 2020 term.

63

Workshops/Events
March - August 2020

1315

**Attendees at
Workshops/Sessions**
March - August 2020

531

Individual Participants
March - August 2020

23

onQ Virtual Drop Ins
March - August 2020

28

**New Resources
Developed for Website**
March - August 2020

Events Aversely Affected by COVID-19

- Cancellation of the annual Showcase of Teaching and Learning
- Cancellation of the annual Educational Support Professionals' Retreat
- Cancellation of national and international educational development conferences and professional development opportunities for CTL staff
- Delays in research and publication schedules
- Inability to accommodate spontaneous drop ins by instructors in need of immediate encouragement (or candy)



A Note:

The calibre and quantity of programming and resources produced this year by the Queen's CTL is astonishing given the size of the unit. Each member of the team rose to the occasion and exemplified the ways in which centres for teaching and learning have been referred to as first responders bringing universities back from the brink.

Transforming Teaching Toolkit

The Transforming Teaching Toolkit was developed as a response to the sudden shift to remote teaching caused by the COVID-19 pandemic. However, the resources and the principles that guide them are designed to support any teaching situation. When the unexpected happens, the resources here were designed to help you maintain your core values and adapt your strategies for whatever life throws your way.



Self-Assessment Tool

The self-assessment tool prompted instructors to reflect on their strengths and recommend some Start Here resources that meet their needs.

243

Assessments
Completed

Toolkit Interaction

Number of times individuals accessed the toolkit online:
May -August 2020

Main Page:	3901
Inclusive Community:	567
Course Organization:	387
Student Engagement:	582
Assessment Strategies:	449
Tech Solutions:	366
Communications:	232
Async/Sync:	1537

Toolkit Workshop Series:

14 webinars and 3 sessions of Course Design Express were offered as part of the toolkit.

816

Attendees of the
Toolkit Series

Teaching Assistant Toolkit



Developed by our Educational Development Associates

Yasmine Djerbal, Department of Cultural Studies; Nevena Martinovic, Department of English; and Andrea Reid, School of Kinesiology and Health Studies

Supervised by Karalyn McRae, Centre for Teaching

Toolkit Interaction

July 2020 - August 2020

Main Page:	238
Course Design:	63
Inclusive Classrooms:	51
Tutorials:	74
Laboratory TA:	12
Assignments & Exams:	57
Ed. Tech.:	42
Accommodations:	14
Resources:	20

The TA Toolkit was developed by the Educational Development Associates (EDA) in July 2020 at the CTL, and seeks to introduce graduate students to some of the basic principles needed for in-class, online, or remote instruction. This toolkit does not include everything; rather, it was created as a starting point for discussion, and an invitation for further learning.



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