Centre for Teaching and Learning

Annual Report

June 2017 - May 2018

2017/2018

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Interim Director's Overview

It was an eventful and busy year for Queen's Centre for Teaching and Learning (CTL) and a time that presented us with some unexpected opportunities for reflection, consultation and growth.

Dr. Andy Leger, in a much-anticipated sabbatical year, further developed and shared his expertise in the design and use of flexible learning spaces with national and international colleagues. On another high note, Selina Idlas, our onQ Technology Analyst earned a Staff Recognition Award for her outstanding work supporting Queen's instructors in the use of onQ and other educational technologies. Sandra Murray, Programs Coordinator was also feted for her 30 years of service to Queen's.

We aligned our practice with emerging educational priorities at Queen's by identifying Dr. Klodiana Kolomitro to lead our diversity and inclusion initiatives. And, with much appreciated support from the Deputy Provost's Office (Academic Operations and Inclusion), the CTL was able to begin fulfilling its responsibilities in addressing recommendations articulated in Extending the Rafters, the final report of Queen's Truth and Reconciliation Task Force, by hiring Dr. Ian Fanning. Ian now serves as the inaugural Educational Developer (Indigenous Pedagogies and Ways of Knowing), assisting educators at Queen's in decolonizing curricula and adopting Indigenous pedagogies.

As you read through this report, I hope you'll be struck by the variety and scope of CTL programming. It is a testament to the dedication and professionalism of CTL staff that our programming was as robust as ever despite being short-staffed for much of the reporting year. Happily, in May, we welcomed another Educational Developer, Dr. Robin Attas, to the unit and are once again at our full complement of staff.

Perhaps most significantly, in a time of changing leadership, we undertook a self-study and external review, inviting national colleagues to consult on CTL programming and services. Their thorough report and insightful recommendations arrived in May and we have begun, in earnest, the exciting process of evaluation, consultation and redefinition as we look toward the upcoming year and beyond.

I hope you find the report of CTL activities and programming informative. I look forward to hearing from you with any feedback you might have.
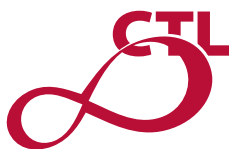
Interim Director
Centre for Teaching and Learning

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 work 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**

- **Faciliatating and Supporting Departmental Initiatives**

- **Providing Stuctures 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.

Themes of the Centre

Curriculum Design

Course Design @ Queen's

QUQAPs and CPR Support

Learning Outcomes Guide

Universal Design for Learning

Educational Research

Advanced Educational Resarch Series

Collaborations

Active Learning

Learning Spaces Development

Active Learning Guide

Educational Technology

onQ Support

Teaching and Learning Enhancement Grants

Indigenous Ways of Knowing

Introduction to Indigenous Ways of Knowing in Curricula Series

Brown Bag Conversations: Discussing Decolonization Series

Inclusivity

Teaching Development Day:
Diversity and Inclusion in Queen's
Learning Environment

Navigating Learning Diverse
Classrooms Workshop

Trans-Inclusive Teach-In Workshop

Inquiry

Developing Inquiry Skills Series

Departmental Consultations

TA Development

Teaching Development Day

SGS901

Professional Development in
University Teaching and Learning

TA Advisory Committee

Showcase of Teaching and
Learning

New Faculty
0-5 Years
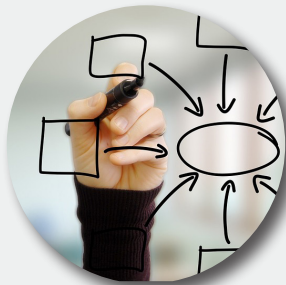
Teaching Development Day

Course Design @ Queen's

Teaching Matters Series

Showcase of Teaching and
Learning

Mid to Late Career
5+ Years

Teaching Development Day

Course Design @ Queen's

Educational Research
Series

Educational Leadership
Opportunities

Showcase of Teaching and
Learning

Supporting Innovation

Encouraging SoTL across campus

The Centre for Teaching and Learning offers support and resources to individuals and research groups engaging in educational research, also referred to as the Scholarship of Teaching and Learning (SoTL). Assistance is provided with:

- Scanning the research literature to locate examples of studies in your area of interest in order to provide background context and research approaches for your study.
- Reviewing grants and awards that are available for educational research and completing the required forms.
- Reviewing the ethics review process and requirements for Queen's General Research Ethics Board.

- Educational Research: A Practical Guide, C. Laverty (2016)

Programs and Events

The Centre for Teaching and Learning offers programs and events throughout the entire academic year to support best practices in the classroom.

Our Signature Events include:

- Teaching Development Day (TD Day)
- Showcase of Teaching and Learning
- Course Design @ Queen's

We also offer a number of workshop series including:

- Teaching Development
- Advanced Educational Research
- Introduction to Indigenous Ways of Knowing in Curricula

Signature Programs and Events

The CTL offers a wide range of progams and events, both open to the public and geared towards a specific audience or department.

Teaching Development Day (TD Day)

Wednesday, September 6, 2017
Diversity and Inclusion in Queen's Learning Environment

252 participants

5-point scale
4.3 overall rating

43 across **20**
facilitators   units

"[The best part of the days was...] connecting with other TAs from other departments and learning how to mark students' work."

" I expected to sit in workshops and listen to people tell me the best methods of teaching. However the seminars and even the opening of the day involved the participation from the audience. That in itself showed me how important it is to engage learners in different ways."

"[The best part of the day was...] the plenary, lunch/networking and Laura Maracle's workshop on Aboriginal Cultural Awareness in the Classroom and learning non-traditional methods of engaging students/a class."

Course Design @ Queen's Institute

Tuesday, July 18 & Thursday, July 20, 2017

28 participants

5-point scale
4.95 Productive use of my time

"[What I found most useful was...] the combination of conceptual/pedagogical framework with "hands-on" discussion and activities PLUS free time to work independently."

" I appreciate being able to think about and share my teaching approach. I have also really appreciated being inspired by others who really care about good teaching!"

Showcase of Teaching and Learning at Queen's

Wednesday, May 2, 2018

144
participants

5-point scale

⭐⭐⭐⭐⭐

4.7 overall rating

"[What I liked most about the showcase was...] the diversity of presenters and the new technologies and learning methods that are being developed and implemented on campus."

"[What I liked best about the showcase was...] to listen to other perspectives on the different ways of teaching students and how there is no right way. I will use the various ideas learned today and implement them in my course development position this summer."

Introduction to Indigenous Ways of Knowing in Curricula Series

Holistic Indigenous Approaches in Curricula
Offered 3 times

51
participants

5-point scale

⭐⭐⭐⭐⭐

4.7 overall rating

" [What I found most useful was...] the four aspects of the medicine wheel. I can indeed think about all four aspects in my course design."

" Highly supportive in learning about sensitive critical issues with discussions on ways forward."

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

Teaching Development Workshop Series

October 2017 - March 2018

Making Online Learning More Accessible
Preparing for your First Tutorial
Preparing Your First Science Lab
Trans-Inclusive Teach-In
"This classroom is for everyone"
Providing Effective Feedback on Student
   Writing

48
participants

5-point scale

⭐⭐⭐⭐⭐

4.7 overall rating

"[What I found most useful was...] classroom strategies and ways to be sensitive to a diverse range of experiences."

" Thanks so much for the opportunity to learn and for providing some insight and new questions to consider."

Advanced Educational Research Series

September 2017 - April 2018

Theoretical Frameworks for Educational Research
Educational Research Literature Review
Designing and Analysing Surveys
Designing and Coding Interviews and Focus Groups
Program Evaluation Part 2
How to Write a Winning Grant Proposal

81

Participants

Feedback from this seris is contributing to research being done jointly by Faculty of Health Sciences and the CTL.

Educational Development Associate Program

June 2017 - May 2018

24
Departmental Orientations

4
Departmental Workshops

and individual consultations on teaching.

Educational Development Associates (EDAs) at the CTL provide support and resources for TAs, graduate students and Post-docs in their professional development as educators. The EDA role is a truly beneficial one as it provides graduate students with the opportunity to make a positive contribution to the quality of education at Queen's and an opportunity for personal and professional growth.

Professional Development in University Teaching and Learning

June 2017 - May 2018

24

Students actively working on Modules

As part of students' professional development, they may submit work towards each of the 5 PUTL modules. A signed Letter of Completion in Professional Development in University Teaching and Learning is awarded to successful candidates who complete all 5 components.

SGS901: Teaching and Learning in Higher Education

Winter 2018

27
Students

12
Classes

"I loved being able to collaborate and have such lively discussions with people from across disciplines. The course was also well organized and everything had such thoughtfulness behind it. I appreciated all her creativity and enthusiasm, but especially admired her ability to model approaches to teaching and learning throughout every aspect of the class. Thank you for being a truly inspirational role model!"

onQ Drop In

Tuesdays, 1:30 - 3:00pm and
Thursdays, 10:00-11:00am

69
Drop Ins

297
Participants

These hands-on drop-ins were available to lead educators through the basics within Queen's new learning management system. Help was provided to cover the necessary tools to get them started in one-on-one support.

Teaching Matters

October 2017 - April 2018

6
Meetings

5
Certificates Earned

This informal program supported recent appointees in their professional development as university teachers. In addition to welcoming new faculty members to their teaching responsibilities, the program facilitated communication and resource-sharing in a community of academic peers and colleagues.

Practica

This year the CTL hosted two practicum students – one, a teacher candidate from the Faculty of Education who had an interest in investigating features and limitations of a range of educational technologies and another, pursuing a Master's degree in English who was exploring meaningful ways to apply her academic knowledge and skills.

Evelyn Hwang, Faculty of Education

During Evelyn's alternative practicum placement she conducted an evaluation on a variety of in-class student response system. Her work contributed to the development of resources that are now available to the broader Queen's community.

	Technology	Currently Used By (*Faculty Account)	Free Version	Presentation Tool	Integration with onQ	
Turning Point	Clickers/Web/App	Clickers Available for loan @CTL QueenY's	No	PowerPoint	Possible	
iClickers	Clickers/Web/App	Individual Faculty Members	No	PowerPoint, Keynote, Prezi, videos	Possible	
Learning Catalytics	Web-based/App	Faculty of Engineering & Applied Science* PSYC100 Physics	No	PowerPoint	Yes- Pearson Integration	

Sophie Yang, Department of English

Sophie analyzed data for the WIT project, specifically by scoring student writing samples on a rubric that was reverse-engineered from writing learning out-comes and assignment instructions. She scored three sets of samples: matched pairs from early in the term and the final assignment as well as a control group of samples from students who took the same course in a previous year. Sophie also shadowed and participated in classroom observation of the WIT Lead Writing TA, to help build her educational leadership capacities.

2017/2018 Program Highlights

1625 registrations for **199** programs, events & drop-ins

CTL provided **801** consultations

519 Faculty/Librarians registrations for CTL programming

Overall Rating **4.6/5**
⭐⭐⭐⭐⭐

"Attending this session was a productive use of my time."

252 participants for TD Day

215 Consultations on Educational Technology

"I appreciate being able to think about and share my teaching approach. I have also really appreciated being inspired by others who really care about good teaching!"

Showcase of Teaching and Learning Participant

"Thank you! This was a fantastic session. I really appreciate the fact this workshop is available to Queen's instructors. More people should take this workshop/ should be offered again!"

Trans-Inclusive Teach-In Participant

"

First of all I would like to thank you for your presentation and discussion guidance in our meeting yesterday. Your calm, positive and confident demeanour was exceptionally effective in helping our group of diverse thinkers/communicators in focusing on our commonalities rather than getting bogged down in our differences. I think that the meeting went fabulously, everyone was left feeling a little less intimidated and eager to participate in the the process of rubric development. Not an easy task. Thank you so much and bravo!

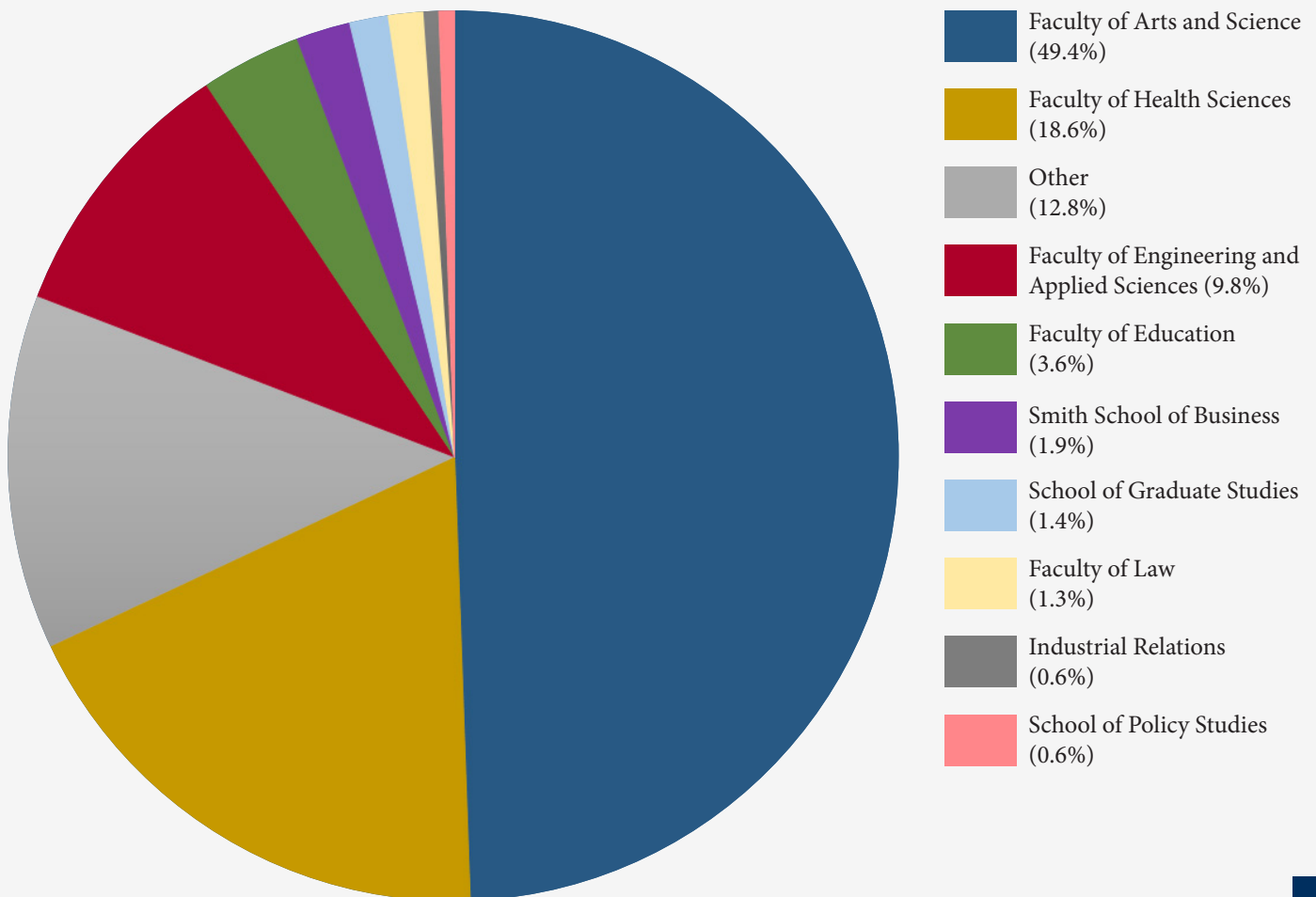*- feedback from participant departmental workshop*

"

> "The talk on how to grade papers effectively was full of information that I will use as a TA. The panel of current/ past TAs was very helpful to calm my nerves as a new TA. I would like to be able to incorporate some of the methods from the indigenous ways of teaching workshop next semester when I have my own seminar to conduct."
>
> TD Day Participant

Attendance by Position (individuals)

Position	Count
Graduate Student	272
Faculty	234
Staff	130
Undergraduate Student	24
Librarian	19
Other	19
Post-Doctoral Student	18

Attendance by Faculty

- Faculty of Arts and Science (49.4%)
- Faculty of Health Sciences (18.6%)
- Other (12.8%)
- Faculty of Engineering and Applied Sciences (9.8%)
- Faculty of Education (3.6%)
- Smith School of Business (1.9%)
- School of Graduate Studies (1.4%)
- Faculty of Law (1.3%)
- Industrial Relations (0.6%)
- School of Policy Studies (0.6%)

Grants

The CTL offers 2 Grants and administrated the Principal's Dream Courses on behalf of the Pricipal's Office.

Educational Research Grants $6,000

The purpose of these grants is to encourage and support rigorous, systematic, evidence-based studies of teaching and learning and to facilitate the dissemination of results of that work to benefit others.

The 2017 Grants are:

Feasibility and Learning Outcomes Associated with Preparing Nursing Students for Simulation using Virtual Gaming Simulations
by Marian Luctkar-Flude and Deborah Tregunno, School of Nursing; Jane Tyerman, Trent-Fleming, School of Nursing; and Rylan Egan, Office of Health Sciences Education

Identifying Threshold Concepts in the Academic Study of Religion
by Sharday Mosurinjohn and Richard Ascough, School of Religion

Assessing the Effects of the New Requirements in Music History and Culture on Student Perceptions of Music and Music History in Global Perspective
by Margaret E. Walker, Dan School of Drama and Music

Teaching and Learning Enhancement Grant $30,000

Grants fund innovative research projects that focus on aspects of teaching in higher education. Projects could include, but are not limited to, course or program design, assessment techniques, teaching strategies, technology, or creating new active learning opportunities aimed at increasing student engagement.

The 2017 Grants are:

Qlicker: An Open-Source Clicker Developed for and by Students
by Ryan Martin, Department of Physics, Engineering Physics and Astronomy

Inquiry in the Physics Laboratory
by Rob Knobel and Bei Cai, Department of Physics, Engineering Physics and Astronomy

Developing an Active Learning Library for Peer Instruction of Introductory Biostatistics
by Michael A. McIsaac, Department of Public Health Sciences

Learning From Each Other: Exploring New Models in Student-Faculty Dialogue
by Shannon R. Smith, English Literature, Bader International Study Centre

Teaching Award Recipients

There are many great educators across campus that are recognized for their outstanding contributions to Queen's teaching. Here are a few that we would like to acknowledge.

2017 Chancellor A. Charles Baillie Teaching Award $5,000

Catherine Donnelly, School of Rehabilitation Therapy

"Dr. Donnelly has been providing educational leadership and outstanding teaching in our unit for over 12 years, and has repeatedly demonstrated her dedication to student learning and success. Dr Donnelly undertook to improve the student learning experience and make internal contributions to the quality of education across her unit and continues to do so." Excerpt from submission

  (Externally endowed)

Principal's Educational Leadership Award $2,000

J. Damon Dagnone, Department of Emergency Medicine

Dr. Dagnone recieved this award for "overseeing a fundamental transformation in the design and delivery of postgraduate medical education (PGME) across 29 medical and surgical specialties and the subspecialty training programs at Queen's University and its affiliated teaching hospitals." Excerpt from submission

Principal's Curriculum Development Award $2,000

School of Policy Studies Team

Rachel Laforest, Robert Wolfe, Joel Jahrsdorfer, Andrew Graham, Fatemeh Mayanloo, and Fiona Froats share this award for "developing a competency-based curriculum which integrates experiential and problem based learning to introduce students to the policy process and the role of policy analysis." Excerpt from submission

Campus Collaborations

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 8 times during the year and its major project was planning the second annual Educational Support Professional Network professional development retreat.

Educational Support Professionals Retreat

Held on June 14 at the Ambassador Hotel and Conference Centre, this professional development retreat featured interactive sessions for 48 educational developers, instructional designers, LMS specialists, media analysts and educational technologists from across campus. Session topics included:

- adopting active learning in face-to-face and online environments,
- project management,
- competency-based program development
- and innovative pedagogical stratgies

48
Participants

4.5/5
⭐⭐⭐⭐⭐
Attending this retreat was a productive use of my time.

"I met so many people – that was fantastic. Learning about strategies and hurdles in other faculties made me reflect on the work in our own faculty."

Committees

The CTL is involved in over 20 different committees across campus and the country. Some of these are the Teaching and Learning Spaces Planning Committee and Indigenous Knowledge, Curriculum and Research Working Group.

Departmental 9% | **University Wide 82%** | **National 9%**

TA Advisory Committee

Developed in 2015 at the initiative of the Educational Development Associates, the TA Advisory Committee provided an opportunity for undergraduate and graduate student TAs to influence and inform CTL programming while providing leadership, support and resource development for their peers. This year 11 committee members contributed to the ongoing development of a support website entirely resourced by Queen's TAs and Fellows, for Queen's TAs and Fellows.

Teaching Awards Reception

Tuesday, January 24, 2018, Agnes Etherington Art Centre

On Tuesday, January 24, 2018, Jill Scott, Vice-Provost (Teaching and Learning) held an informal celebration honouring our 2016-17 Queen's University Teaching Award recipients at the Agnes Etherington Art Centre. An invitation was extended to all the 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. The evening was highlighted with: a talk with Catherine Donnelly, 2017 Chancellor A. Charles Baillie Teaching Award recipient; remarks from Provost and Vice-Principal (Academic) Benoit-Antoine Bacon on behalf of the Principal and his presentation of the Principal's Teaching and Learning Awards.

Celebrating Teaching

The Center for Teaching and Learning is always delighted to see teaching and learning being celebrated on campus. We may not always be directly related to the successes of educators from this institution being recognized for their accomplishments, but we celebrate it none-the-less.

We would like to take this opportunity to congratulate Richard Ascough on his induction into the STLHE 3M National Teaching Fellowship this year, especially after winning the D2L Innovation Award in Teaching and Learning last year.

The following is a summary of the awards granted in the listed categories:

11   University-wide awards

9   Principal's Teaching and Learning Award Recipients

29   Recognized in the Faculty of Arts and Science

3   Faculty of Education Recipients

23   Educators in the Faculty of Engineering and Applied Science

19   Recognized in the Faculty of Health Sciences

3   Faculty of Law Recipients

8   Educators in the Smith School of Business

Thank you to all those who make teaching and learning at Queen's more successful each year and continue to work hard for your students!

New Members of the CTL

The CTL was pleased to welcome two new, term Educational Developers to our ranks

In acknowledging our commitment to honouring the directives of Extending the Rafters (the Queen's Truth and Reconciliation Commission Task Force report), **Dr. Ian Fanning** was hired as Educational Developer (Indigenous Curriculum and Ways of Knowing). Since joining the CTL team, Ian has developed a workshop series to introduce members of the Queen's community to Indigenous perspectives and worked closely with Departments and individual instructors to decolonize curricula and adopt new perspectives and pedagogies. Ian identifies as Algonquin/settler and is a non-status member of Shabot Obaadjiwan Algonquin First Nation in Sharbot Lake.

Dr. Robin Attas joined us as an Educational Developer in May 2018. With a PhD in music theory and experience as a faculty member at two different universities, Robin is able to draw on both her own teaching experience as well as on evidence-based literature when consulting with instructors on their teaching. Her research interests in decolonizing curricula, decoding the disciplines and writing across the disciplines are entirely aligned with the existing and emerging interests and needs of instructors and graduate students at Queen's.

Richard Ascough, 2017 3M National Teaching Fellow

"Early on in my career I got involved in the Centre for Teaching and Learning, participating in their workshops and taking part in other events, such as the monthly reading group. It was a small group that met to read and discuss an article or book chapter focused on pedagogy and was formative for me as a teacher. From that time, the CTL has continued to provide essential support for me. Their grant program has funded a couple of pedagogy focused projects for me and their workshops and individual consultations continue to help me think through how best to enhance student learning in my courses."

Photo was taken by Bernard Clark at reception honouring Dr. Ascough on being inducted into the Fellowship on April 5, 2018 in Wallace Hall.

Celebrating Teaching Support

Some personal accomplishments for members of the CTL

Selina Idlas, onQ Educational Support

Staff Recognition Award

Selina Idlas was recognized for her outstanding support for educators in their transition to onQ, Queen's new learning management system, as well as providing support for other software connected to the Learning Management System.

Thanks to successive software migrations, Selina frequently faces frustrated and less-than-eager users of the new educational technology. Yet, with consistent good humour, professionalism and encouragement, she forges productive and positive working relationships with faculty members, students and staff, while building their confidence and skill levels. Her dedication to the onQ transition goes beyond ordinary expectations. She regularly conducts her own research to find complementary software applications and creative solutions for instructors' individual needs. As one educator put it, "I walked into the CTL, stumbled upon Selina, and she made it all happen in a blink of an eye."

The support Selina has provided to more than one thousand, seven hundred and eighty educators through consultations, workshops and collaborative onQ drop-in sessions, makes her an indispensable member of the CTL team and a valuable asset to Queen's.

Sandra Murray, Program Coordinator

Celebrating 30 years of service at Queen's University

After receiving a Staff Recognition Award last year for her outstanding work with the Centre, Sandra was able to celebrate again this year. Sandra hit a milestone for Queen's, being a part of the university for 30 years.
Sandra has been the soul of the Centre for Teaching and Learning since it opened in 1992 under the name "Instructional Development Centre." At that time it was just her and Christopher Knapper, founding Director of the Centre. Since then, the Centre has grown as well as Sandra's responsibilities within it.

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.

Knowledge Sharing

Impact on Teaching*

* Unsolicited email from participants

> "I am still learning how to apply the techniques provided by [the EDAs] in my teaching every day. There are some techniques which I have not known before and can help me sharpen my teaching skills a lot.

> "[Teaching Development Day] was one of the most useful days that I have spent at Queen's."

> We are very grateful for this learning and are looking forward to working with Ian to help us build a collection on indigenous health for the benefit of all our users.

> Thanks a lot for visiting my class twice and writing a letter! I am still learning how to apply there techniques provided by you and John in my teaching every day.

> I am mostly writing to mention how eternally grateful I am to Selina Idlas for getting back to me right at the beginning of term when - to my horror - the onQ interface had changed sufficiently that I needed immediate help with fixing self-inflicted wounds. Selina, who undoubtedly had only another hundred messages left on her answering machine, got back to me within the hour of me shouting 'fire', and she managed to fix efficiently every problem I had caused, there and then.

Conferences and Publications

STLHE 🍃 **SAPES**
2017

4 Presentations **Poster** **1**

June 20-23, 2017, Halifax, Nova Scotia

Building an Effective Community of Practice Among Teaching and Learning Postdoctoral Fellows

Bridging the Divide: Leveraging the Scholarship of Teaching and Learning for Quality Enhancement

Curriculum Initiatives: Metaphors and Practical Realities of Educational Developers

"I lived it here": New Instructors Crossing a Teaching and Learning Threshold in Active Learning Classrooms

Poster: Creative Expressions of Teaching and Learning

Other Conferences include...

- Ontario Library Association
- Educational Developers' Caucus Annual Meeting
- European Association for Practitioner Research on Improving Learning (EAPRIL) Conference
- International Society of the Scholarship of Teaching and Learning
- Canadian Conference on Medical Education
- International Conference on Residency Education

*Publications and Papers include...

- Cultivating a librarians' community of practice: A reflective case study. *The grounded instruction librarian: Participating in the Scholarship of Teaching and Learning*
- Sparking SoTL: Triggers and stories from one institution. *The Canadian Journal for the Scholarship of Teaching and Learning*
- Bridging the divide: Leveraging the scholarship of teaching and learning for quality enhancement. *The Canadian Journal for the Scholarship of Teaching and Learning*
- Leveraging learning outcomes to build an online information literacy tool. *Journal of Library & Information Services in Distance Learning.*
- Examining the Pathways of Music Alumni. *Presented at Conference.*
- Operationalizing Programmatic Assessment: Practice-focused Guidelines with Descriptions of Stakeholder Activities. *Presented at Conference.*
- A survey on evaluation practices in teaching and learning centres. *International Journal of Academic Development.*
- Online learning isn't as inclusive as you may think. *University Affairs*
- Reaching for the same snack. A recipe in the Educational Developers Cookbook. *York University.*
- The design and evaluation of a Master of Science Program in Anatomical Sciences at Queen's University. *Journal of Anatomical Sciences Education.*

* Please note that all publications except "Reaching for the same snack" have at least 1 other co-author whose name was not included. Please contact the CTL for this information.

External Review

This year the CTL invited 2 distinguished members of the higher education community to come to our Centre and perform an external review.

23

Recommendations

Including:
- Position CTL nationally and internationally by strengthening ties with networks, contributing to SoTL and collaborating/partnering with other teaching and learning Centres and Institutes.
- Prioritize the CTL's programming on sustained, high impact, evidence-based educational development activities, ensuring clear alignment with 2-3 strategic priorities (e.g. active learning spaces and practices, assessment).
- Strengthen project-based collaborations with faculty-based educational support units by developing a process to liaise regularly with these units and communiques that establish respective partnership roles.
- Involve faculty and representatives from the CTL at the strategic level to develop and implement an institutional strategy for blended, online and technology-enhanced learning.

Focus on:

Centre-generated Scholarship

Network Building Across Campus

Influencing Educational Policy

Operational Support for Teaching

Educational Developers Reading Group

With determination to keep abreast of trends in the education literature, members of the CTL committed to meeting every three weeks to discuss pre-determined readings. Selections ranged from Marie Bapttiste's writing on decolonizing the academy to emerging trends in educational development practice.
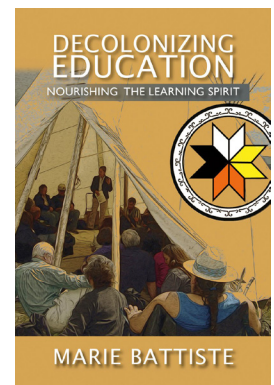
5 Meetings

5 Book Chapters

4 Articles

Looking Forward

The recommendations that resulted from this year's external review of the CTL helped to focus our attention on three key areas:

Evidence-Based Practice

Relationship Building

Influencing Policy

2018-19 will be a transition year at the CTL that will see program offerings that address instructors' immediate and emerging needs and interests as well as the differentiation of services provided by the Centre and Faculty-based educational support units.

Focus on Campus-Wide Educational Iniatives:
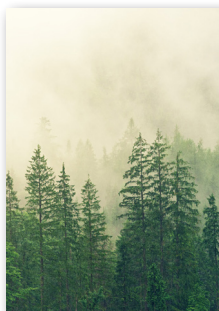
Decolonizing the Curriculum

Inclusive Teaching and Learning

Flexible Learning Spaces

Educational Leadership Support

CTL Team

Sue Fostaty Young, PhD.
Interim Director, Educational Developer and Programs Manager

Robin Attas, PhD.
Educational Developer

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

Selina Idlas
onQ Educational Support

Klodiana Kolomitro, PhD.
Educational Developer

Cory Laverty, PhD.
Teaching and Learning Specialist and Librarian

Andy Leger, PhD.
Associate Professor and Educational Developer

Andrea Phillipson, PhD.
Educational Development Fellow

Kaitlin McDonald
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