

CENTRE FOR Teaching and Learning



Annual Report

September 2020 - August 2021

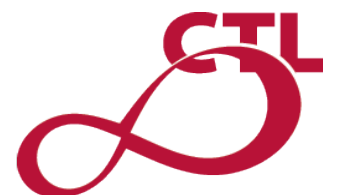


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Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

**Ne Queen's University e'tho noñwe nikanónhsote tsi noñwe ne Haudenosaunee tánon
Anishinaabek tehatihsnónhsahere ne óhontsa.**

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

Director's Message

Sue Fostaty Young, Ph.D.



It was a standout year for the CTL, so much so that the CTL team's outstanding efforts and educational development support to Queen's instructors was acknowledged with a well-deserved Special Recognition for Staff Award.

Here's a highlight of just a few accomplishments:

- Continuing to support instructors and TAs through an entire academic year of remote teaching and assessment, we interacted with more people than ever before – more than 1000 individual members of the Queen's teaching community took part in CTL programming this year through attendance at webinars, brown bag sessions and drop-ins.
- New to the CTL team, our stellar Ed Tech Team, comprised entirely of dedicated and talented undergraduate students, supported instructors' use of onQ and provided support for other central service units. We recently welcomed Cleon Aristo into an internship, serving as lead member of the team.
- Our superb undergraduate captioning team took responsibility for ensuring the accessibility of recorded course material.
- The Transforming Teaching Toolkit, an invaluable resource to Queen's own instructors, became a go-to resource for post-secondary educators across the country.
- Blended and remote delivery of our programs enabled a far greater level of accessibility and inclusion that enabled greater participation across campus and stronger ties with colleagues at the BISC.

“We recently welcomed Yunyi Chen and Yasmine Djerbal and are excited by the talent and energy they bring to the team.”

The CTL continued to provide programming and resources to support enactment of the institution's imperatives and priorities in teaching – decolonization and Indigenization; inclusion; active learning; and aligned assessment practices. In anticipation of two specific themes in Principal Dean's emerging strategic plan and in response to demonstrated need across our community, the CTL petitioned to hire two additional Educational Developers with expertise in globalization and inclusive and anti-racist pedagogy. We recently welcomed Yunyi Chen and Yasmine Djerbal and are excited by the

talent and energy they bring to the team. Unfortunately, we also lost the incomparable Robin Attas who left Queen's in May. We wish her every success in her new role with the University of Manitoba.

We continue to 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 and are especially proud of the strong and collaborative working relationships we have with the faculty-embedded teaching support units across campus.

If you have any comments or questions about this annual report, please don't hesitate to reach out. We can be reached at ctl@queensu.ca

Decolonization

Check out Lindsay's
Pedagogy of Peace
on the CTL website!

Message from Lindsay Brant, Educational Developer, Indigenous Pedagogies and Ways of Knowing



This past year has been filled with opportunities to advance the goals of decolonization/Indigenization at Queen's through many one-on-one consults with faculty, new workshop development, and committee work. I've met with a faculty from across several different disciplines this year and feel the reach of my work has been wider this year than the year before. I've also had a lot of opportunities to work with other CTL team members to ensure that decolonization and Indigenous Ways of Knowing are woven into existing programming such as Course Design Express, Teaching Matters, and SGS 902, as well as our development of the Teaching and TA Toolkits. My next steps are to continue with building relationships and create a Community of Practice (CoP) around decolonization and specifically find faculty members from as many disciplines as possible that are interested in learning more about the Pedagogy of Peace model that I've been developing. Through this CoP, I hope to create regular opportunities for connection, support and sharing and continue to build a network of educators committed to ongoing and meaningful work towards decolonization.

Workshops



Brown Bag Conversations (BBC): Discussing Decolonization Series

September 2020 - June 2021

114 Participants

9 Sessions

1.7 Average # of sessions attended

Best Attended Session: Ways for Faculty and Staff to Support Student-Led Anti-Racist and Decolonizing Initiatives

Topics Included:

- Yakwanastahentéha / Aankenjigemi / Extending the Rafters 2020: Queen's University Truth and Reconciliation Task Force Update
- Disruptive Interviews: Exploring disciplinary barriers to decolonization and Indigenization
- Elders-in-Residence at Queen's
- What does land-based learning feel like?



Decolonization and Indigenization Webinar: Finding our Way Along the Path

September 10, 2020

20 Participants

5/5 Average rating for Webinar

"Getting a better understanding of the terminology and what it means to decolonize the curriculum, etc. The discussion by the attendees was also extremely helpful and interesting. Lindsay creates a safe and collaborative space in her approach."

- Participant



Exploring an Indigenous Competency-Based Curriculum Framework

June 16, 2021

43 Participants

4.8/5 Average rating for Webinar

"I really liked how Lindsay started the session with an explanation of why she states her connection to the land and explained her name's meaning. It was lovely and personal. It gave me greater respect for her culture and made me curious to know more. This was much better than simply stating a land acknowledgement. It gave context and meaning to her words. I appreciated that."

- Participant

Inclusion & Anti-Racism

Welcome our two new Educational Developers!

**Yunyi Chen, Educational Developer,
Program and Curriculum Globalization**



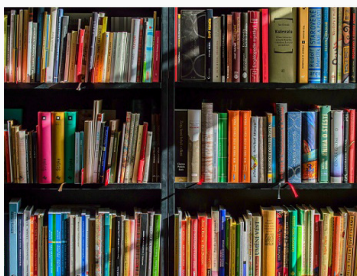
Yunyi joins the Centre for Teaching and Learning as an Educational Developer-Program and Curriculum Globalization. She works to support the Queen's teaching community in achieving the globalization strategic goals through providing consultations, creating resources, and hosting workshops including Identifying best practices in globalization of curriculum and co-curriculum programs at different levels .

**Yasmine Djerbal, Educational Developer,
Anti-Racism and Inclusion**



In her position as Anti-Racism and Inclusion Educational Developer, Yasmine supports the design and implementation of the university-wide strategic plan for inclusive teaching and collaborates with Queen's teaching community to create anti-racist and inclusive curricula, content, and learning environments. She works with individual faculty members as well as departments to best incorporate anti-oppressive pedagogies within their teaching and disciplinary contexts.

Workshops



Culturally Responsive Practice Series

May 13 - June 9, 2021

46 Participants

3 Sessions

1.3 Average # of sessions attended

4.2/5 Average rating

*"[What I found most useful as]
Opportunity to reflect with different
prompts than I had been exposed to in
the past. Thinking about different
cultural preferences on a continuum."*

- Participant



Anti-Racist Pedagogy: An Introduction to Key Concepts and Practices

February 19 2021

99 Participants

4.3/5 Average rating



Anti-Racist Pedagogies and Inclusion in Teaching and Learning

February 26, 2021

73 Participants

4.8/5 Average rating

Active and Technology-Enhanced Learning



Workshops and Drop Ins

Virtual onQ Drop In
September 2020 -
August 2021

113
Drop Ins

226
Attendees

Classroom Orientations | August 2021
28 Participants, 6 Sessions

In preparation for the transition back to on-campus teaching for Fall 2021, the CTL and ITS provided orientations in small group sessions to learn more about the classroom technology and discuss ideas about integrating the technology into your own teaching practices. These interactive sessions were open to all instructors teaching in an auditoriums or active learning classrooms.

Student Educational Technology Assistants

The CTL created a teaching technology team to help instructors as they continued to transition their courses to a remote teaching and learning model in response to COVID-19.

The team of Assistants assisted faculty members who needed extra support, from setting up an onQ course and using Turnitin, to creating groups on Teams or Zoom and adding captions and editing lectures videos through Camtasia, Stream, and Ensemble, and much more.



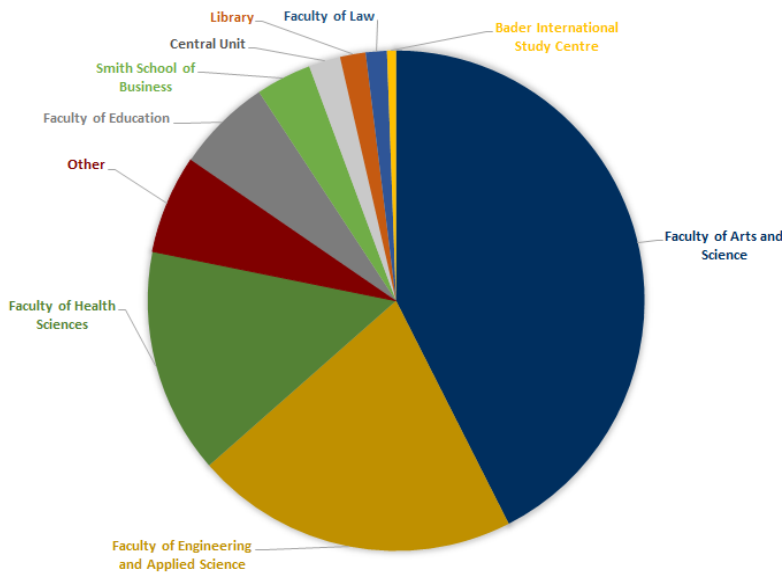
Student Educational Captioning Assistants

The CTL created a captioning team to help instructors maintain accessibility as they continued to transition their courses to a remote model in response to COVID-19.

The team assisted faculty members who needed extra support with the creation of accurate captions to the many videos that rapidly became critical to success during the pandemic. Priority was given to classes where a known accommodation in the class and allowed faculty to still upload videos quickly without having to spend hours editing them.

General Programming

Attendance by Faculty/Unit

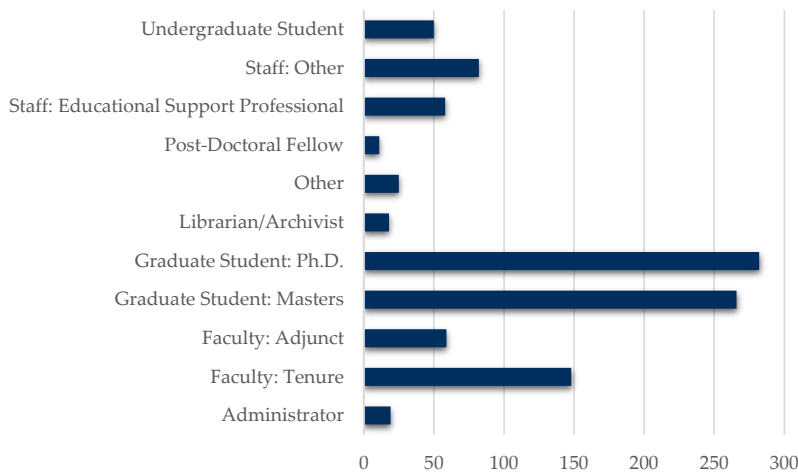


- 6 Bader International Study Centre
- 21 Central Unit
- 434 Faculty of Arts and Science
- 63 Faculty of Education
- 215 Faculty of Engineering and Applied Science
- 149 Faculty of Health Sciences
- 14 Faculty of Law
- 17 Library
- 65 Other
- 37 Smith School of Business

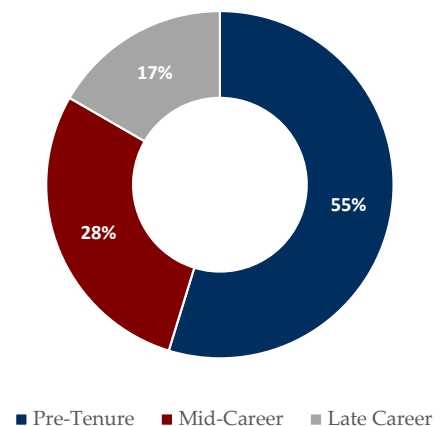
"I loved the overall positive feelings of the day. Everyone was very open about the challenges they faced in switching to teaching remotely, but overall the message was very positive. I enjoyed hearing about aspects that instructors were planning on continuing to implement once we are back to in-person teaching and learning. I also loved the breakout rooms - I know this was a new element for the remote version of the showcase and I quite liked speaking to others from across campus! I don't think this would have happened if the showcase had been in person, so thank you!"

-Showcase of Teaching and Learning Participant

Attendance by Position



Attendance by Faculty Members



1035

Individual Participants

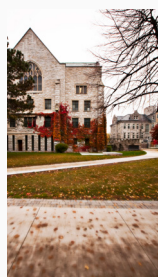
78

Sessions

2.6

Average # attended by each participant

Teaching Development Week



August 31 - September 4, 2020

427 Participants

9 Sessions

2.9 Average # of sessions attended

4.1/5 Average rating for TD Week



January 5 - 8, 2021

149 Participants

7 Sessions

1.8 Average # of sessions attended

4.2/5 Average rating for TD Week

"Making the presentation materials with so many icons and self-explanatory illustrations, together with short sentences summarizing each point kept me attentive and focus. I also find the summary and guidelines sent to our emails are very valuable and would help saving time later on remembering and applying the guides whenever needed."

-Transforming Teaching 101 2020 Participant

Engaging, complex concepts shared in such clear, probing, and reflective ways appreciate ways of thinking about and deepening practice and pedagogy and self-awareness as we go forward, many thanks."

-Building an Inclusive Community in the Classroom 2021 Participant

Course Design Express (CDE)



October 19-23

11 Participants

4.8/5 Average rating



CDE: November 2-6

13 Participants

5/5 Average rating



June 14 - 18

11 Participants

4 Additional Webinars as part of CDE

Showcase of Teaching and Learning



May 5, 2021

127 Participants

16 Presentations

4.5/5 Average rating

Themes for 2021:

- Student Engagement
- Course Organization and Communication
- Assessment
- Inclusive Community

"Hearing about effective online teaching practices, particularly those concerning student engagement and group projects, was fascinating."

-Participant

Remote Teaching Q&A Series



September 2 - November 25

18 Participants
5 Sessions
1.2 Average # of sessions attended

These Q&As provided an opportunity for information conversations on a range of topics including Course Design, Giving Constructive Feedback to Students, and Collecting and Interpreting Feedback on Your Teaching to help instructors with preparations and implementation of remote teaching for Fall 2020.

Teaching Matters Series



September 11 - April 16

37 Participants
8 Sessions
1.7 Average # of sessions attended
4.2/5 Average rating

"[What I found most useful was] Hearing the perspectives of others on the important topics covered. Having a sense of broad perspective is important in my current role."

- Participant

New Faculty Orientation



August 24 - 31

41 Participants
1 onQ Course
1 Webinar
4 Support Sessions

SGS902: Winter 2021



26 Participants
4.9/5 Average rating

"The learning environment was amazing, and I felt very welcomed to actively participate in the learning process. I was always excited to join Tuesday classes."

- Participant

Globalization Workshops



Educating Globally Engaged Citizens: Integrating Global Learning in Undergraduate Curriculum | January 27

35 Participants
4.6/5 Average rating



Globalization of the Curriculum: What, Why and How

January 29

31 Participants
4.8/5 Average rating

Responsive Workshops



Teaching Sensitive Topics to Students Learning Remotely
November 3

29 Participants
4.5/5 Average rating



Info Session: Winter 2021 Grad Course on Teaching & Learning in Higher Ed (SGS 902)

January 5 - 8, 2021

39 Participants



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