UNIVERSITY OF
CALGARY

Community
Report

2019

Taylor Institute
for Teaching and Learning

Together we are transforming how we teach and learn

When we ask faculty and staff across campus what is their favourite part of teaching, almost everyone mentions the joy they feel when a student makes a connection and grasps a challenging concept or idea.

This is what we call sparking curiosity.

Sometimes curiosity is sparked in other ways. For example, students in the Program for Undergraduate Research Experience (PURE) are able to explore their own line of questioning over the course of the summer, under the guidance of University of Calgary researchers.

We know that high-impact learning opportunities such as PURE can significantly enhance student learning. In 2019, we set out to lay the foundations for an Office of Experiential Learning (EL) and to engage with the campus community on what EL means to our university. In the coming year, we'll build on that momentum to further connect faculty, staff and students with greater EL opportunities and resources.

We actively support our faculty and staff in developing new knowledge about teaching and learning. After several years of investment in the University of Calgary Teaching and Learning Grants, we are starting to see bold, groundbreaking research in the Scholarship of Teaching and Learning (SoTL). One such example involves a neuro-educational breakthrough led by an interdisciplinary group from the Cumming School of Medicine.

These are just a few of many transformative initiatives that are reshaping how we understand teaching and learning.

Our vision is to inspire the University of Calgary campus community to be a globally recognized leader in postsecondary teaching and learning. We are committed to ensuring our educators have access to high-quality, research-informed programs that improve their confidence and ability to create exceptional learning experiences for our students.

Thank you to everyone in our community who continues to support the Taylor Institute and enrich the quality and breadth of student learning.

Dr. Natasha Kenny, PhD
Senior Director, Taylor Institute for Teaching and Learning
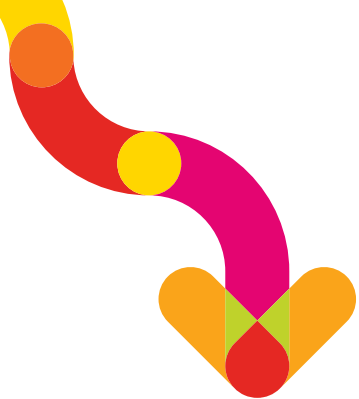
Together we create extraordinary student learning experiences

In 2011, the University of Calgary embarked on a bold path to become one of the top five research-intensive universities in Canada with the launch of the *Eyes High* strategic direction.

Eyes High outlines three foundational commitments: sharpening the focus on research, enriching the quality and breadth of learning, and connecting with community.

The strategy sparked the creation of a teaching and learning portfolio and a generous $40-million donation from the Taylor Family Foundation that led to building the Taylor Institute for Teaching and Learning.

Since the inauguration of the Taylor Institute in 2016, our campus community's unparalleled commitment to enriching the quality and breadth of learning has driven expansive growth in teaching and learning programming, research and initiatives.

Roxå, T., & Mårtensson, K. (2009). Teaching and learning regimes from within: Significant networks as a locus for the social construction of teaching and learning. In C. Kreber (Ed), *The University and its Disciplines* (pp. 209218). London: Routledge.

Our theory of change

At the Taylor Institute we understand that most learning about teaching — what it means and how to do it — happens during significant conversations among small networks of trusted colleagues (Roxå & Martensson, 2009).

We aim to create opportunities to link networks of educational leaders, faculty, staff and students, and to encourage the flow of knowledge between these groups. To ensure accessibility and inclusion, we offer varied programs, workshops and events on diverse topics for a range of experience levels. We create multiple points of engagement for beginners, then provide ongoing activities to develop expertise, community and leadership.

PRIORITY 1

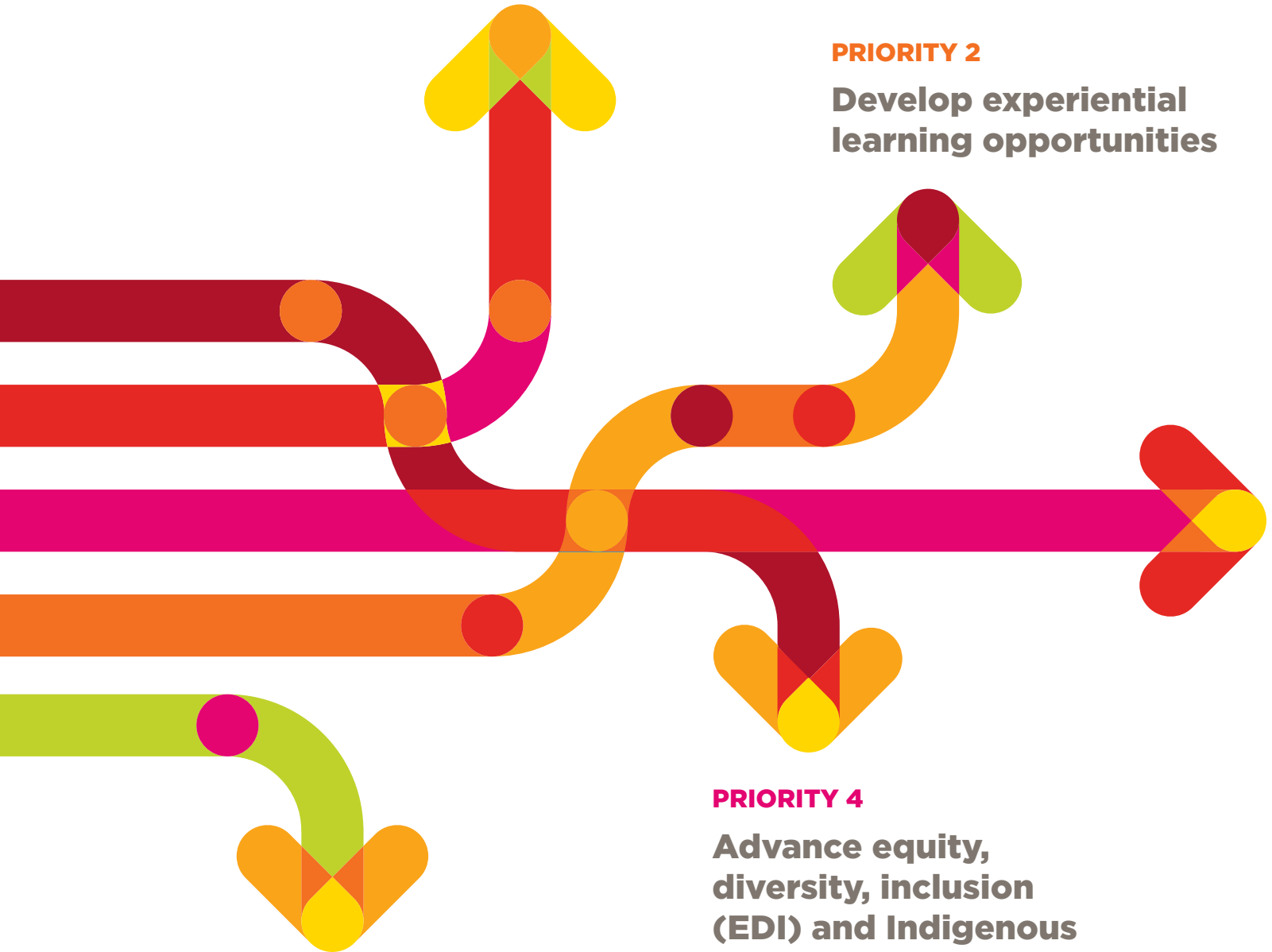## Foster innovation in evidence-based teaching

PRIORITY 2

Develop experiential learning opportunities

PRIORITY 4

Advance equity, diversity, inclusion (EDI) and Indigenous perspectives

PRIORITY 5

Meaningfully develop our team and workplace culture

Sparking curiosity, transforming learning

Expand impact and connect communities

After extensive consultation with the campus community, in 2019 we finalized our unit planning process, defining five key priorities to guide our team from 2020 to 2025. These priorities were carefully crafted in alignment with the university's Academic Plan, Research Plan and institutional strategies. They are reflected in this report as we begin to structure our work, individually and in our teams, around these priorities.

Foster innovation in evidence-based teaching and learning

How we'll get there

- Enrich and deepen capacity in curriculum review and development

- Continue to recognize outstanding contributions to student learning and provide opportunities for educational leadership

- Expand support in teaching and learning programming and resources for teaching development

- Lead and strengthen capacity in blended and online learning across campus

- Foster the meaningful innovation, development and use of learning spaces

Getting inspired for fall

We hosted the inaugural Teaching Days professional teaching and learning development event, with 18 sessions on topics such as online learning and instructional design, at the end of August. It provided a meaningful and concentrated opportunity for participants to connect, network, reflect and strengthen their teaching and learning practices.

Guiding philosophies

How should we approach the challenge of making visible the complexities of teaching in higher education? **We developed the Teaching Philosophies and Teaching Dossiers Guide as a resource for creating strong teaching philosophy statements that describe fundamental beliefs about teaching**, and for curating dossiers that provide evidence of the impact of teaching practices.

Innovating with curriculum mapping

Traditional methods of curriculum mapping via whiteboards, Excel spreadsheets, paper-based forms and survey tools can prove cumbersome. **We launched Curriculum Links, a custom-built, online application for mapping academic programs in higher education.** It is designed to compile information about courses to make patterns in curriculum data easy to understand.

The Curriculum Links mapping software has encouraged reflective thinking through design. **By asking instructors to link specific learning activities with the learning outcomes stated for a course, we are feeling and hearing there is a beautiful pause created by these kinds of questions: What are the activities students do to move toward a specific learning outcome? What teaching decisions am I making to enable learning?** For me, this also progresses to: Is this the most effective way to support learning this course outcome? And ultimately: How can I improve learning in this course?"

**Dr. Cari Din, PhD, Instructor
Faculty of Kinesiology**
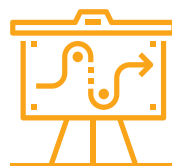
47

programs have used Curriculum Links to map curricula, including 476 courses.

Celebrating outstanding contributions to teaching

President and Vice-Chancellor Ed McCauley and Provost and Vice-President (Academic) Dru Marshall presented 21 awards in April 2019, at the sixth annual Celebration of Teaching hosted by the Taylor Institute for Teaching and Learning.

"

I believe that being my authentic self — a person who loves education but who isn't perfect — in the classroom gives my students the freedom to also be their authentic selves. And it is only with that freedom that I believe the deepest, most honest and most transformative learning experiences can happen."

**Monica Jean Henderson,
Department of Communication, Media and Film,
2019 University of Calgary Teaching Award,
Graduate Assistants (Teaching)**

"

At the Celebration of Teaching, we recognize exceptional contributions to teaching and learning at the University of Calgary. The 2019 University of Calgary Teaching Award recipients are enriching the quality and breadth of learning for our students, and exemplify our core principles of curiosity, support and excellence."

**Dr. Dru Marshall, PhD
Provost and Vice-President (Academic)**

84%

of recipients feel that receiving an award increased their confidence in teaching and encouraged them to share their expertise. 96% feel it helped them reflect on their teaching practices.

1,345

members of the university community have **participated in the awards program as nominees, nominators and/or adjudicators since 2017.** 499 supported the program in 2019.

Launching YuJa

YuJa is the university's video hosting and content management system for teaching and learning. Launched in spring 2019, it can be used as a stand-alone tool and within a D2L course. YuJa allows instructors to upload and share their videos, create screen captures and caption their content.

"

It can be an incredible challenge for a student to listen, reflect and transcribe all at once during a lecture. **Students at the Cumming School of Medicine love having video podcasts as a resource**, having downloaded or viewed our content over 900,000 times."

Mike Paget, Manager of Academic Technologies, Undergraduate Medical Education

1,113

videos were uploaded to YuJa in the first six months of its launch. Together they received 15,522 views.

Preparing future educators

The Certificates in University Teaching and Learning are composed of five stackable microcredentials (digital badges) that participants acquire as they work through the program. 28 graduate students and postdoctoral scholars completed certificates in 2018-19. 260 digital badges were awarded.

"

The Certificate in University Teaching and Learning has been a rare chance to participate, learn, meet others and realize the multifaceted perplexities with which modern postsecondary education is faced each day. I am looking forward to an opportunity to place the knowledge and experience I gained in the program into real practice."

Nick Jordan, graduate student Department of Chemistry

100%

of certificate participants **felt more prepared for their current and/or future teaching and learning practices. 88% of participants applied their learning to their teaching practices.**

Neuro-educational breakthrough in the study of learning

University of Calgary SoTL research was recognized at a prestigious medical education conference in Basel, Switzerland, in 2018. The interdisciplinary PhD work of Cumming School of Medicine graduate Dr. Sarah Anderson brought together a team of experts that included Dr. Heather Jamniczky, PhD, a researcher and medical educator, Dr. Kent Hecker, PhD, a health professions educator and director of The Health Education Neuroassessment Laboratory (THENaL), Dr. Olave Krigolson, PhD, a neuroscientist with expertise in learning, and Dr. Sylvain Coderre, MD, a clinician and medical education researcher.

Dr. Anderson's research was selected as one of 12 doctoral reports worldwide presented at the 2018 Association for Medical Education in Europe Conference (AMEE). "This research is one of the first applications of neuroimaging to provide empirical evidence to inform best practices in 2D and 3D teaching and learning in health professions education," says Anderson. The team's groundbreaking research uses electroencephalographic (EEG) to track a student's acquisition of knowledge throughout the process of learning.

EEG is a non-invasive method to measure electrical brain activity using small metal discs (electrodes) attached to the scalp. It essentially tracks and records brainwave

patterns. In this project, researchers used EEG measurements to determine which virtual learning environment best supports knowledge retention.

"A key knowledge gap in the field of health professional education was the lack of understanding of how the brain processes and interacts with information from spatially presented content," explains Anderson.

The team discovered that learners experience stronger knowledge retention through combined use of 2D and 3D images compared to 2D or 3D alone. The experiment required students to complete a virtual learning module to teach human neuroanatomy. Interestingly, measures of brain activity are more sensitive to quantifying learning than using performance scores alone, and using the combined approach may help to provide a clearer picture of what is occurring during learning activities.

The findings of this research are published in the Nature Partner Journal-Science of Learning, Frontiers in Human Neuroscience and Medical Science Educator.

$3,867,289

has been granted since 2014. $785,170 in funding was granted in 2019 to 39 projects.

610

faculty, staff and students have collaborated on 188 grants projects since 2014.

The University of Calgary Teaching and Learning Grants position our scholars to be at the forefront of the global research community fostering the Scholarship of Teaching and Learning (SoTL).

Funded by the Provost's Office, the Teaching and Learning Grants generate a broad and exciting scope of new knowledge focused on achieving higher-level learning, creating innovative partnerships between industry and academia, and developing sustainable best practices in learning environments.

The grants are situated in the global research community driving SoTL. We play a leadership role in this community, forging the development of an intellectual hub that fosters local, national and international knowledge exchanges.

Grant recipients have disseminated their project results via 149 conference presentations, 43 local presentations and 39 peer-reviewed publications.

Our research demonstrates that **our pedagogy is significantly improving the seven skills of entrepreneurial thinking**, including problem solving, empathy and team dynamics."

Houston Peschl, Instructor and grant recipient
Haskayne School of Business

New team-training and assessment research helps develop essential competencies for career readiness

Students need to be equipped with foundational teamwork skills to succeed in increasingly fluid and collaborative workplaces post-graduation.

Comprehensive research from a University of Calgary Teaching Scholars project shows that like any other skill, the ability to work well in teams can be enhanced through experience and training, and especially through feedback on personality and conflict management styles.

Led by Dr. Tom O'Neill, PhD (Department of Psychology), the group of scholars includes Dr. Melissa Boyce, PhD (Department of Psychology), Dr. Marjan Eggermont, PhD (Schulich School of Engineering) and Dr. Denis Onen, PhD (Schulich School of Engineering).

The team was able to increase student engagement and satisfaction with their learning by identifying and incorporating individual accountability as an important predictor of successful teamwork. It was found to improve team satisfaction, commitment and learning.

The researchers leveraged itpmetrics.com, an online team assessment tool developed in the Individual and Team Performance (ITP) Lab, led by O'Neill. They sought to improve team members' peer evaluation scores, accomplished by building individual accountability into the team assessment. Specifically, the peer evaluation scores were used in the calculations of grades.

Itpmetrics.com is suitable for use in both professional and educational contexts, and includes assessments for team health, peer feedback, conflict management styles, leadership and personality. More than 200,000 (non-unique) assessments have been generated since the tool launched in 2013.

The Teaching Scholars program supports academic staff in pursuing meaningful teaching and learning initiatives.

Each year, the program provides a small cohort of recipients up to $40,000 over three years. This funding supports the development, implementation, evaluation and dissemination of significant teaching and learning initiatives with research and educational leadership components.

To date we have supported 10 initiatives that produced 63 presentations, 51 publications and 55 service-learning projects. They have engaged 12 faculties, 100 academic staff, 2067 students, 13 other universities and more than 100,000 individuals locally and internationally.

"

Incorporating these tools into my teaching and others' teaching, has helped thousands of students improve on their learning and development as well as equipped them with attributes and skills needed for jobs post-graduation."
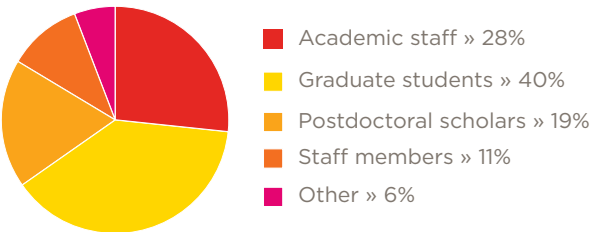
Dr. Thomas O'Neill, PhD, Associate Professor,
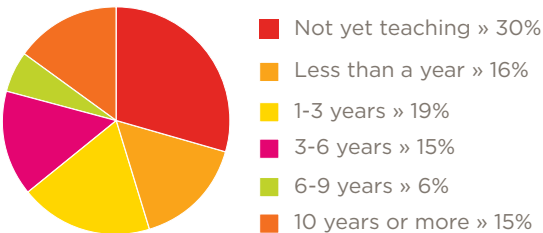
Who's engaging in our programs?

These measures help us understand who is participating in TI courses and activities, where they are coming from and their level of experience. With this information, we can identify new audiences and develop targeted programming.
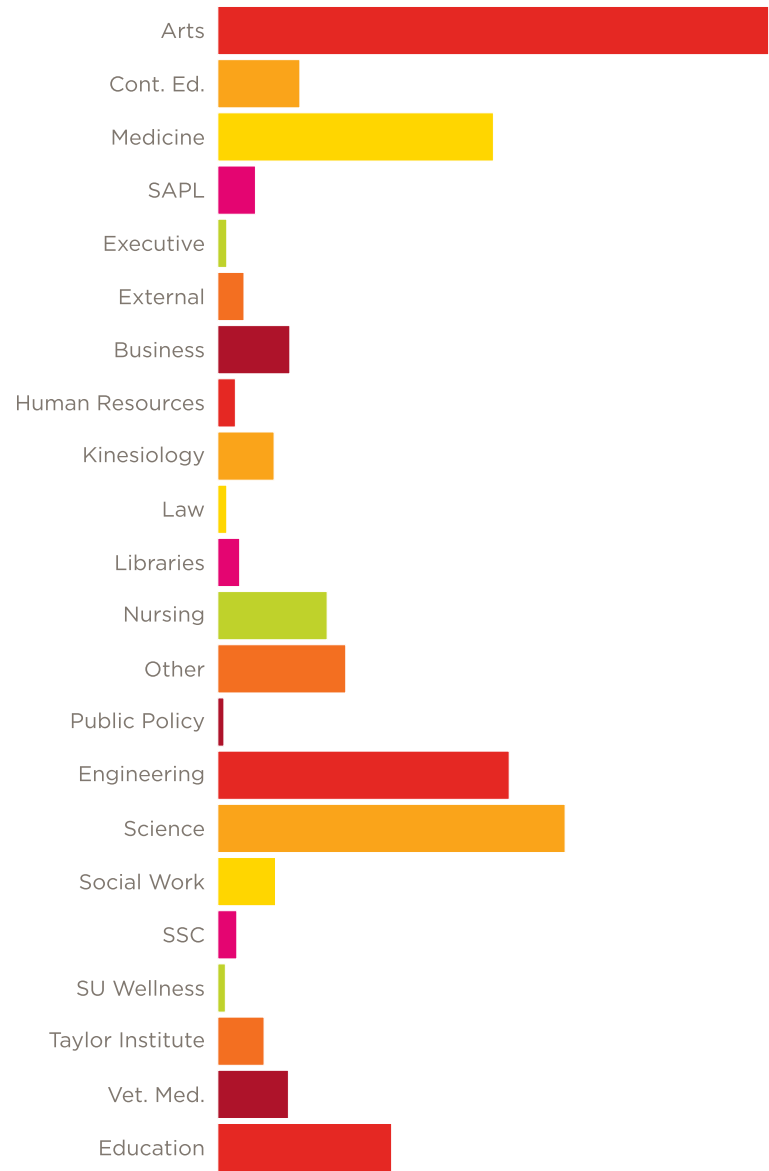
Participation by faculty/unit

Arts
Cont. Ed.
Medicine
SAPL
Executive
External
Business
Human Resources
Kinesiology
Law
Libraries
Nursing
Other
Public Policy
Engineering
Science
Social Work
SSC
SU Wellness
Taylor Institute
Vet. Med.
Education

Participants by role

- Academic staff » 28%
- Graduate students » 40%
- Postdoctoral scholars » 19%
- Staff members » 11%
- Other » 6%

Average teaching experience

- Not yet teaching » 30%
- Less than a year » 16%
- 1-3 years » 19%
- 3-6 years » 15%
- 6-9 years » 6%
- 10 years or more » 15%

2,551

participants attended 208 courses in 2018-19.
1786 participants and 102 courses were unique.

Rethinking learning spaces

This measure tells us how our community is using the TI building. Ensuring that academic courses and students have access to the space and maximizing efficiency continue to be top priorities.

Number of academic courses taught in the TI

2016	2017	2018	2019
58	45	71	115
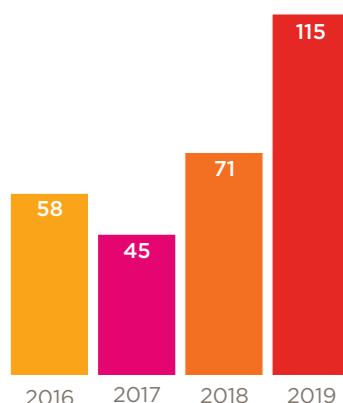
Number of students in academic courses taught in the TI

2016	2017	2018	2019
2613	1345	2923	4526
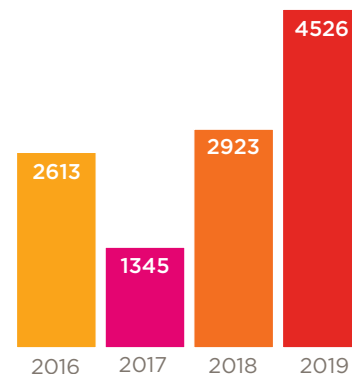
Our digital reach

These measures help us understand how our key audiences engage with our online content, including guides, blogs, handouts and articles.

95%

growth in website traffic since February 2019.

1,000 – 2,000

resources are downloaded weekly from our website. Only 68% of them are local.

Supporting curriculum

This measure enables us to see how many curriculum reviews we've supported since the launch of the Quality Assurance Process from the Office of the Provost in 2013.

18

ongoing curriculum reviews in Medicine, Business, Science and Engineering, in addition to seven that were completed in 2019. We have supported 82 reviews since 2014.

What's next?

- Launch the Online Learning Project to transition 10 to 15 academic courses into an online environment

- Support for external awards and prizes that celebrate teaching and learning

- Develop open-access resources and support for course design, teaching dossiers, online learning, undergraduate research and experiential learning

- Create a community of practice for instructors who teach in flexible learning spaces

Develop experiential learning opportunities

How we'll get there

- Create a unit to build capacity for experiential learning
- Develop programming and initiatives to support experiential learning and undergraduate research

Laying the foundations for future initiatives in experiential learning

2018-19 was about developing a foundational understanding of experiential learning (EL) and how it happens across campus. **Our team undertook an environmental scan of experiential learning on campus to contextualize the University of Calgary within the broader EL landscape in Canadian postsecondary institutions.**

137

unique experiential learning activities were submitted to the scan; 68% involve external partners and community members.

We formed the Experiential Learning (EL) Working Group to develop recommendations on common language for EL, including a definition, criteria and a list of recognized activities. This common language was brought to more than 80 people representing 27 units and teams in a facilitated retreat that focused on building a vision and priorities for EL and generating feedback on the group's work.

Experiential learning (EL) is "learning by doing" that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed, empowering learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills and teamwork. Reflecting critically on these activities helps individuals develop higher-order thinking to challenge and advance their perspectives. The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world (Office of Experiential Learning, University of Calgary, n.d.).

"

The diversity of experiences I had made me realize that my life and career path are not linear. I will come across many various opportunities, and it's okay if I try out different activities. From time to time, I will change my life's direction as I follow my sense of purpose."

**Celina Pablo, undergraduate student
Haskayne School of Business**

PURE Award ignites student's interest in studying accessible mobility on post-secondary campuses

The Program for Undergraduate Research Experience (PURE) provides up to $6,000 of financial support to UCalgary undergraduate students to conduct research for 8, 12 or 16 weeks between May and August. PURE makes it possible for students to work with on-campus experts to learn how research projects are developed and conducted, and how research results can contribute to new knowledge while solving problems in society.

Each PURE learning experience is a unique opportunity to develop research skills and explore potential interests. It is also an opportunity for undergraduate students to connect with supervisors in similar fields.

Shifa Hayat, BSc'19, completed a 16-week PURE research term with her supervisor, Dr. Victoria Fast, PhD, assistant professor in the Department of Geography. Her project focused on mapping accessible mobility features, and later in her honours thesis, she studied sidewalk connectivity for people with mobility-related disabilities — a topic that inspired her to pursue a master's degree in geography with Fast as her graduate supervisor.

"Mobility impairment is one of the leading causes of disability and prevents a growing number of Canadian youths using assistive devices, such as wheelchairs, from attending university due to inadequate campus design

that undermines accessibility," explains Hayat. "The purpose of our research was to better understand barriers and aids to accessible mobility that people with mobility-related disabilities encounter on campuses."

After participating in the PURE program and completing a comprehensive research project, Hayat had the opportunity to present her work at conferences and publish a conference paper with her supervisor. "The opportunity to critically engage with a topic of interest and receive mentorship from one of the university's best researchers gave me clear direction for what I wanted to do after graduation and more specifically, the questions I want to address in my master's thesis," says Hayat.

143

undergraduate student research projects received $781,500 in funding in 2019.

117

PURE students attended summer workshops to foster research skill articulation.

Exploring a new global challenge

In UNIV 201, we continued to focus on inquiry-based learning, a pedagogical approach that encourages students to direct their learning by asking and answering their own line of questioning. The College of Discovery, Creativity and Innovation developed a series of open-access video resources that would enable students to make the leap from inquiry-based learning to undergraduate research. In 2019-20, students will focus on the new theme of *Sustaining Global and Local Water Resources*.

Experiential learning over lunch

Facilitated by on-campus experts, the Experiential Learning Lunch & Learn Series offers participants the opportunity to share collective knowledge and discuss EL approaches across disciplines. Topics in the 2018-19 series included the Challenges of Fostering Student Engagement in a Multiple Destination International Field Program, Simulation Without Borders, and Connecting Indigenous and Non-Indigenous Learners.
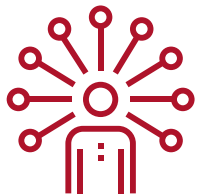
88

participants attended six Experiential Learning Lunch & Learns hosted by 11 on-campus experts.

"

The EL Lunch and Learn Series provides both an opportunity to build community around experiential learning at UCalgary and to be inspired by its possibilities. **I left each event with new ideas and approaches that our team can use to improve our co-curricular programming.**

Rachel Haddock, Project Coordinator
Office of Sustainability

"

After attending the EL Lunch & Learn Series on Community-Engaged Learning for Undergraduates, I realized that establishing community partnerships is something the Faculty of Nursing does well. However, through this presentation **I thought deeply about potentially exploring community partners as a place for novice nursing students to learn about the scope of practice of nurses and realize the influence of social factors on health and well-being of individuals and communities.**"

Dr. Carla Ferreira, PhD, Instructor
Faculty of Nursing

Setting the stage for work-integrated learning

55 practitioners, administrators and community partners attended the Alberta Conversation on Work-Integrated Learning with sponsorship from the Taylor Institute for Teaching and Learning, the University of Lethbridge, Mount Royal University and Co-operative Education Work-Integrated Learning Canada (CEWIL).

"

The Alberta conversation was a unique and important experience for practitioners of work-integrated learning (WIL) in the province to learn more about the unique challenges and opportunities for WIL. **As a result of this event, an Alberta-based WIL working group was established to further promote and advocate for WIL education in this province.** WIL educators and practitioners believe that the path to sustained and successful economic development lies in the collaboration between postsecondary education, government and industry. WIL works."

**Stacey Gaudette-Sharp, Instructor
Co-operative Education & Applied Studies,
University of Lethbridge**

Developing a fully staffed Office of Experiential Learning

Dr. Lisa Stowe, PhD, was welcomed as Director of Experiential Education in summer 2019. She is responsible for advocating, advancing and communicating about experiential education at the university.

What's next?

- Launch the experiential learning online platform
- Develop enhanced experiential learning resources for faculty and staff
- Expand the Global Challenges program
- Enhance support and resources for undergraduate research
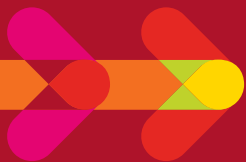
Expand impact and connect communities

How we'll get there

- Strengthen teaching and learning partnerships within the University of Calgary

- Build a campus-wide teaching and learning network

- Expand leadership in postsecondary teaching and learning locally, nationally and internationally

Sharing the knowledge of on-campus experts

We actively encourage UCalgary experts in teaching and learning to share their knowledge and expertise by facilitating courses in the Taylor Institute. **Of the 102 courses offered by the TI last year, 61 were either facilitated or co-facilitated by campus community members, with comprehensive support from the TI in programming, spaces and communications.** These courses offer rich opportunities for interdisciplinary learning and the creation of teaching and learning networks.

Tackling the complexities of academic resiliency and wellness

The Taylor Institute, the Campus Mental Health Strategy and the Werklund School of Education launched the Educators Summer Wellness Series to help faculty, staff and students tackle the complexities of academic resiliency and wellness. Three faculty-oriented workshops on such topics as improving students' well-being, using mental health as a framework for course design and mindfulness for the busy academic were hosted by facilitators from the Campus Mental Health Strategy, Student Wellness Services, the Taylor institute and the Department of Family Medicine.

The series culminated in August with a keynote talk and workshops on becoming a happy academic from acclaimed speakers from the University of Alberta Dr. Alex Clark, PhD, professor and associate vice-president (research), and Bailey Sousa, director of the International Institute for Qualitative Methodology. **239 participants attended events throughout the series.**

Hosting visiting scholars

We hosted two visiting scholars that gave workshops and talks in 2018-19. Dr. Nicola Simmons, PhD, from Brock University, spoke to 36 participants about the challenges of measuring the impact of teaching. Pat Hirst, writer, author and teacher gave a keynote session and two workshops for 70 participants on embracing feedback in academic settings.

32

institutions were represented at the conference with seven international universities and 12 out-of-province institutions.

368

delegates attended the conference, representing a 29% increase from 2018. 75 attended the pre-conference.

93%

of respondents to the conference evaluation agreed or strongly agreed that the conference sparked or renewed their interest in teaching and learning.

95%

agreed that they were able to network and share information about teaching and learning with a new colleague.

Connecting at the 2019 Conference on Postsecondary Teaching and Learning

What does learning look like in a postsecondary institution that emphasizes entrepreneurial, creative and critical thinking? Experiential learning is increasingly prioritized in higher education. Students thrive with meaningful learning experiences and employers expect them to be equipped with the skills required by a changing workforce. **We explored these key trends and topics on the role of experiential learning in higher education at our annual conference.**

This year, it included a pre-conference session facilitated by Dr. Patti Clayton, PhD, from Indiana University, Purdue. It also featured keynotes by Dr. Norah McRae, PhD, from the University of Waterloo, and Dr. Jeff Dunn, PhD, from the Cumming School of Medicine and Dennis Cahill from The Loose Moose Theatre Company.

Supporting our faculty and staff one-on-one

Our team delivers hundreds of personalized, one-on-one consultations to support faculty and staff in working through specific teaching and learning challenges. In many cases, instructors are interested in trying a new teaching approach, integrating a new technology in the classroom or learning to better support students when presenting a difficult topic.

"

In the Department of Classics and Religion in the Faculty of Arts, my teaching portfolio includes web-based courses. To design and deliver each course, I consulted with staff members from the Learning Technologies and Instructional Design groups at the Taylor Institute. I attended workshops, sessions and received assistance through online remote support. **Each consultation with staff has increased my confidence and ability to deliver web-based courses."**

Dr. Craig Ginn, PhD, Instructor
Department of Classics and Religion

Customizing teaching and learning workshops for faculties

Our educational development consultants and specialists in learning and instructional design and learning technology develop in-house, customized workshops and facilitated retreats to help groups achieve faculty-specific goals related to teaching and learning. Some examples include course-based undergraduate research for the Schulich School of Engineering, orientations for the Teaching Awards and Teaching and Learning Grants at the Haskayne School of Business, writing effective course outcomes for the Department of History and an online learning retreat for the Faculty of Nursing.

What's next?

- Increase support for customized, in-house workshops and retreats for faculties and units

- Continue to represent the University of Calgary at local, national and international teaching and learning events and committees

- Create a plan to expand the Conference on Postsecondary Learning and Teaching

Advancing strategic institutional teaching and learning priorities

The University of Calgary's Educational Leaders in Residence (ELR) program has recruited three stellar faculty members to advance strategic institutional teaching and learning priorities. ELRs are scholars and educators from across campus, who leverage their expertise and experience to build vibrant teaching and learning cultures. The ELR program was developed in the vice-provost teaching and learning portfolio, in partnership with vice-provosts across campus, and the Taylor Institute for Teaching and Learning.

"

We initiated this program because we wanted to leverage teaching and learning expertise from different areas on campus to support institutional initiatives. The outcomes of the projects our educational leaders will be working on will help continue to build capacity in different areas of teaching and learning."

Dr. Leslie Reid, PhD
Vice-Provost (Teaching and Learning)

Online learning

Dr. Jessica Ayala, PhD, Faculty of Social Work

Ayala will lead a collaborative working group of instructors developing online courses. They will identify enablers and barriers, and advocate for teaching and learning in online environments. Ayala will also evaluate the online learning project's success, and provide final recommendations for a sustainable model for the development and delivery of online learning on campus. Ayala is associate dean of teaching and learning in the Faculty of Social Work and has taught a range of courses in online, blended and face-to-face environments. Her research interests include field education and online and blended learning.

Graduate supervision and mentorship

Dr. Tara Beattie, PhD, Cumming School of Medicine

Beattie will build on existing initiatives to develop, lead and evaluate strategies that promote best practices in graduate supervision and mentoring across campus. She will also conduct research in graduate education pedagogies with a focus on thesis-based programs, in order to create evidence-based resources related to graduate supervision and mentorship. She is an associate professor in the Departments of Biochemistry and Molecular Biology and Oncology at the Cumming School of Medicine (CSM) and is associate dean in graduate science education.

Academic integrity

Dr. Sarah Eaton, PhD, Werklund School of Education

Eaton will advise and contribute to the development of resources needed to support staff, students and other university stakeholders in academic integrity. She will also facilitate campus conversation on this topic and develop local, regional and national partnerships. She is an assistant professor in the Werklund School of Education and was the recipient of the Werklund School of Education Teaching Excellence Award for 2014-15. Her research interests focus on academic integrity, including contract cheating and plagiarism.

Advance equity, diversity and inclusion (EDI) and Indigenous perspectives

How we'll get there

- Integrate equity, diversity, inclusion (EDI) and Indigenous perspectives into TI programs

- Weave Indigenous perspectives, equity, diversity and inclusion (EDI) into our work practices and processes

Designing accessible learning

Universal Design for Learning (UDL) is an instructional design model that prompts instructors to consider how they might improve their own teaching practice by considering diversity in the classroom, student voice and agency. We purposefully incorporated UDL into our own practice and created resources and programming for faculty and staff. **We launched the Universal Design for Learning Guide, which has been downloaded more than 380 times. The Universal Design for Learning course was attended by 25 participants.**

Training to prevent bias

The University of Calgary Teaching Awards are determined by ten adjudication committees comprised of 60 volunteers. Adjudicators are selected to balance academic discipline and gender on the committees. **33 volunteer adjudicators attended an orientation session to identify and address risk factors for implicit bias.**

Belly button teaching

Who are we, really? A Nehiyawk (Cree) term *tante ohci kiya* translates to "Who are you connected to?" and asks learners to engage in "belly button teaching" to introduce themselves in an Indigenous way. Often we introduce ourselves with the scope of what we do rather than who we are connected to and where we are from. **This belly button teaching activity, gifted to the TI from Jennifer Ward from the University of Alberta, allows us to speak from a personal space of connectedness to ancestry, family, friends and land, honouring the importance of those relationships in shaping who we are and how we position ourselves.** It is now an activity in our Course Design program.

Integrating new perspectives into our work

Elder and Honorary Chief Harley Crowshoe, member of the Blackfoot tribe from the Piikani Nation in Southern Alberta, provided guidance to all members of the TI during our strategic planning activities. Crowshoe provided guidance, challenged us to think differently and consider Indigenous perspectives when mapping out our values and priorities for the TI. Vice-Provost (Indigenous Engagement) Dr. Michael Hart, PhD, was a guest at our May TI Meeting, sharing histories about colonization, residential schools, Treaty 7 and key aspects of *ii'taa'poh'to'p.*

What's next?

- Create an Educational Leader in Residence position focused on Indigenous engagement
- Create an Indigenous perspectives and EDI thread for the 2020 Conference
- Develop a TI Indigenous Strategy Working Group

Opening pathways to sharing Indigenous knowledge of teaching and learning

We awarded funding of $81,899 in University of Calgary Teaching and Learning Grants to Indigenous research projects. Below are some of the projects led by scholars from across campus:

- Creating ethical space for Indigenization of academic programs at University of Calgary
  Dr. Patricia Danyluk, PhD, Haboun Bair, Dr. Lynden (Lindsay) Crowshoe, MD, Dr. David Lertzman, PhD, Dr. Qiao Sun, PhD

- A structured exploration of Blackfoot Crossing historical park: Designing an experiential learning activity about Indigenous health
  Dr. Fabiola Aparicio-Ting, PhD

- Indigenizing library learning spaces: A photovoice exploratory study of Indigenous students' learning experiences
  Dr. Alix Hayden, PhD, Susan Beatty, Dr. Cheryl Jeffs, PhD

- Indigenous voices for critical education
  Dr. Lynden (Lindsay) Crowshoe, MD, Dr. Rita Henderson, PhD, Dr. Elaine Boyling, PhD, Ana Rame

Initiated by Métis artist Jaime Black in 2010, the REDress Project is an art installation calling attention to the crisis faced by Indigenous communities. It was brought to the university in 2017 by Dr. Yvonne Poitras-Pratt, PhD, associate professor and director of Indigenous education in the Werklund School of Education and University of Calgary Teaching Scholar.

"

The project came about as a way of raising public awareness around the issue of murdered and missing Indigenous women and girls in Canada. It's meant to provoke attention, get people to ask questions, and around campus, it's a way of starting to engage with our Indigenous community in a meaningful and respectful way."

**Dr. Yvonne Poitras-Pratt, PhD
Director, Indigenous Education
Werklund School of Education**

Meaningfully develop our team and our workplace culture

How we'll get there

- Strengthen our team, well-being and sense of joy

- Define Taylor Institute workplace practices and processes

- Ensure relevancy of our programs and model critical reflection

Growing strategically

TI programming has grown by 200 per cent since our launch in 2016 and, in mid-2018, we identified the need to create a centralized Strategic Operations team that would form the administrative, operational, programming and communications backbone of the institute. **In addition to TI academic staff and learning specialists, the Strategic Operations team supports more than 60 volunteer facilitators and 55 instructors who teach academic courses in the building.** It is responsible for programs such as the University of Calgary Teaching Awards and Teaching and Learning Grants, the Conference on Postsecondary Learning and Teaching, and providing scheduling, AV and technical support for the building learning spaces.

Capturing our program data and using it to make informed decisions will help us continue to develop courses and activities relevant to the needs of the university community. **We rolled out all of our fall courses in Destiny 1, our institutional platform for non-credit programming.**

Creating an advisory group

Ensuring our programs are appropriately planned, implemented and evaluated will enable us to streamline processes, increase efficiencies and above all, measure and communicate our impact. **The Program Advisory Committee is a cross-functional group of individuals at the TI that will act to ensure internal transparency in decision-making, continuous program improvement and accountability to our campus community.**

Fostering a sense of joy

We created the Taylor Institute **Social and Wellness (SWELL) Committee** to continue to foster a sense of joy and well-being in our workplace culture. The committee organized community cafés, potlucks, backyard bocce, walks, movies and our year-end celebration.

What's next?

- Create consistent programming templates and guidelines
- Establish a program planning, evaluation and reporting cycle
- Develop an improved process for tracking consultations and custom workshops
- Continue to improve staff engagement and internal communications

2019 Teaching Award Recipients

Award for Full-Time Academic Staff

Senior Instructor: Todd Hill
Department of Family Medicine,
Cumming School of Medicine

Assistant Professor: Anusha Kassan
Werklund School of Education

Associate Professor: Kristine Bauer
Department of Mathematics and
Statistics, Faculty of Science

Professor: Shelly Russell-Mayhew
Werklund School of Education

Instructor: Samantha Thrift
Department of Communication,
Media and Film, Faculty of Arts

**Award for Graduate Assistants
(Teaching)**

Suzanne Chew
Department of Geography,
Faculty of Arts

Anna Ordog
Department of Physics and Astronomy

Monica Jean Henderson
Department of Communication, Media
and Film, Faculty of Arts

Award for Graduate Supervision

Colleen Kawalilak
Werklund School of Education

Award for Educational Leadership

Formal: Scott Radford
Haskayne School of Business

Informal: Uttandaraman Sundararaj
Schulich School of Engineering

**Group: Manitoba First Nations Education
Resource Centre Inc.** (Lorne Keeper,
Margaret Scott, Shirley Myran and Derek
Courchene) and Werklund School of
Education (Meadow Schroeder, Erica
Makarenko, Jac J.W. Andrews)

**Award for Experiential Learning
Initiatives**

Annette Tézli
Department of Sociology,
Faculty of Arts

**Award for Workplace-Integrated
Education**

Rachel Veronica Grimminck
Department of Psychiatry,
Cumming School of Medicine

**Award for Teaching in Online
Environments**

Rachael Crowder
Faculty of Social Work

Award for Sessional Instructors

Cari Din
Faculty of Kinesiology

Mary-Ann Mitchell-Pellett
Werklund School of Education

**Award for Continuing and
Professional Education**

Cyndie Baum
Werklund School of Education

Award for Team-Teaching

Stephanie Bartlett and Erin Quinn
Werklund School of Education

**Award for Librarians, Archivists
and Curators**

Michele Hardy
Nickle Galleries, Libraries and Cultural
Resources

Award for Non-Academic Staff
Naor Cohen
Haskayne School of Business

Thank you to our volunteer facilitators 2018-19

Brenda McDermott
Sarah Eaton
Lee-Ann Penaluna
Rachael Crowder
Tara Christie
Aaron Williams
Darren Sjogren
Yvonne Poitras Pratt
Patricia Danyluk
Diane Draper
Susan Bennett
Stefania Forlini
Serge Chalhoub
Soren Boyson
Valerie Pruegger
Dr. Nicola Simmons
Barry Wylant
Isabelle Barrette-Ng
Carla Ferreira
Tracey Clancy
Pat Hirst
Kara Dingboom
Jennifer Thannhauser
Dianne Draper
Sarah Skett
Roxanne Ross
Shermin Murji
Carly McMorris
Jennifer Lock
Wilian Gatti Junior
Kevin Wiens
Kome Odoko
Patrick Hanlon
Carllie Necker
Gareth McVicar
Sally St.George
Dan Wulff
Tom O'Neill
Melissa Boyce
Julie Lefebvre
Vivian Mozol
Derrick Rancourt

Jessica Ayala
Barb Brown
Mike Paget
Umit Boz
Glenn Dolphin
Sandi Hirst
Brit Paris
Christine Daly
Karli Crowshoe
Devonn Drossel
Jennifer Pannett
Alisha Gordon
Emily Gibson
Noemie Foley
Victoria Bouvier
Rod Squance
Christie Hurrell
Asher Ghaffar

University of Calgary Teaching and Learning Grants

Comparing simulation debrief quality of a near peer medical student based versus faculty led simulation debriefs
Marcia Clark, Irina Charania, Michele Cowan, Dr. Kristin Fraser, Lindsey Logan, Rachel Jolley, Michael Chrusch

Creating a blended learning opportunity in digital image analysis for graduate students in the CSM
Guiseppina (Pina) Colarusso, Grant Gordon

Increasing experiential learning for geoscience students through fieldwork, Jennifer Cuthbertson

Creating ethical space for indigenization of academic programs at University of Calgary, Patricia Danyluk, Haboun Bair, Lynden Crowshoe, David Lertzman, Qiao Sun

Development of street challenge as an experiential, service learning, class project, fully integrated with course outcomes and process, Alice de Koning, John McArdle

Employing creativity and humility in the development of group learning modules that promote collaboration and facilitate learner knowledge, Andrea Freeman

Building an online educational hub for genetic/genomic nursing education, practice, and research, Carla Ginn, Sarah Dewell, Karen Benzies

Launching theory and practice of teaching and learning: A new course for graduate students in the Faculty of Arts, Faye Halpern, Dawn Johnston

Developing MBA skills: Library workshop for incoming graduate business students, Rhiannon Jones

The infographic colouring brochure: Understanding Canadian carbon pricing, Sharon Mascher

Teaching and learning in the field: Testing digital geological mapping methods, Rodolfo Meyer, Rajeev Nair

Taking evidence syntheses to the next level: Creating a workshop series to teach students the systematic review methodology, Zahra Premji, Alix Hayden

Exploring the use of iterative student-directed reflexive videos to privilege an oral model of learning in classrooms and deepen student learning, Aubrey Hanson, Victoria Bouvier

Advancing creativity in postsecondary STEM contexts, Jennifer Adams, Jennifer Cuthbertson, Farideh Jalilehvand, Vivian Mozol, Mindi Summers

Teaching and learning using flipped learning strategies: How are these strategies applied within different disciplines in a higher education context?, Isabelle Barrette-Ng, Patrick Kelly

Strengths-based teaching: The role of StrengthsQuest for postsecondary students in teaching roles, Amy Burns, Isabelle Barrette-Ng, Gareth McVicar

Indigenous voices for critical education, Lynden (Lindsay) Crowshoe, Rita Henderson, Elaine Boyling, Ana Rame

Collaborative experiential learning in the second language classroom, Angela George, Eleonora Buonocore

Empirical base for ACE: Measuring effects of the arts co-curricular enhancement program, Brittany Harker Martin, Michael Holden, Dawn Johnston

Are all assessment methods the same? Studying the use of written examinations to measure reasoning and decision making, Kent Hecker, Amy Warren, Emma Read, Rebecca Archer, Andrea Protzner, Suzette Cooke, David Topps, Sarah Anderson, David Topps

Investigating undergraduate nursing students' perceptions of active learning strategies, Frances Kalu, Carolyn Wolsey

Signature pedagogies for preservice assessment education: Does one size fit all?, Kim Koh, Olive Chapman, Brit Paris

Centering student learning through social justice pedagogy in Canadian counselling psychology: A collective case study, Kaori Wada, Anusha Kassan, Nancy Arthur, Julie Cohen, José Domene, Tanya Mudry, Shelly Russell-Mayhew, David Marulanda

Partial Information Exercise (PIE): Expanding the interdisciplinary pedagogy of management education, Leighton Wilks, Brent Snider, Naor Cohen, Catherine Heggerud, Candace Moody

Developing and implementing a Peer Mentoring Observation Protocol (PMOP), Lisa Stowe

Learner profiles and experiences in beginners' Arabic at the University of Calgary, Rachel Friedman

Teaching and learning bi-musicality: Using traditional vs. familiar instruments in postsecondary world music performance pedagogy, Rod Squance

Creative assignment design: A feminist pedagogical framework for student learning, Samantha Thrift

A structured exploration of Blackfoot Crossing historical park: Designing an experiential learning activity about Indigenous health, Fabiola Aparicio-Ting, Lindsay McLaren, Rita Henderson

How to learn a language, Mary Grantham O'Brien, Elizabeth Ritter

BEEP-BEEP SIM: Gamified on-call simulation training for undergraduate medical students, Anthony Seto, Jian Choo, Jodie Ornstein, Elaine Poon, Mackenzie Margetts, Nazia Sharfuddin, Mitchell Rohatensky, Sean Crooks, Lucas Streith, William Kennedy, Nathan Zondervan, Nicole Ertl

Using a novel interactive-visual approach to teach regulation in genetics, Mayi Arcellana-Panillo, Guido Van Marle

Relationships between student visual representations and their attitudes towards failure and risk-taking in design, Yuen-Ying Carpenter, Carly Sabine Pontifex

Enhancing student-centred tutorials in engineering courses, Ahmad Ghasemloonia, Qiao Sun, Eliana El Khoury

Ten years of ASHA: A mixed methods evaluation of the impact of an interdisciplinary honours programme on teaching and learning at the University of Calgary, Jenny Godley, Mark Migotti

Indigenizing library learning spaces: A photovoice exploratory study of Indigenous students' learning experiences, Alix Hayden, Susan Beatty, Cheryl Jeffs

Design Studio Matrix (DSM): Supporting the decision-making process as part of a reflective practice, Fabian Neuhaus, Enrica D'all Ara, Graham Livesey, Mary-Ellen Taylor

Peer observation of clinical teaching: Exploring experiences and impact, Amanda Roze des Ordons, Adam Bass, Sarah Weeks, David Keegan, Dana Saleh

Reduce

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