UNIVERSITY OF CALGARY | Taylor Institute for Teaching and Learning

TEACHING SCHOLARS PROGRAM REPORT

January 30, 2020

Executive Summary

The University of Calgary Teaching Scholars Program strengthens educational leadership and supports the implementation of strategic teaching and learning initiatives across departments and faculties. Teaching Scholars make a difference by sharing knowledge and research, creating social support networks, mentoring others, and influencing change both within and beyond the University of Calgary.

From 2016-2019, the Teaching Scholars program supported 10 educational leadership initiatives that produced:

- **63** presentations (local/ provincial/ national)

- **15** peer-reviewed publications

- **5** in review peer-reviewed publications

- **33** non-peer reviewed publications (newspapers, blogs, reports)

- **55** service-learning projects

- **26** workshops/ events

- **15** research collaborations

- **2** community of practice

Over this time, the Teaching Scholars program engaged **12** faculties, **100** academic staff, **2067** students, **4** indigenous communities, and **13** local/ international universities. One project in particular engaged over 100,000 individuals in assessing their team skills.

Despite these results, there are opportunities to improve the program. Based on feedback from Teaching Scholars, we realize that there needs to be further clarity around the programmatic focus on educational leadership. Also, greater support is needed at the local level. Many Teaching Scholars cited growing departmental responsibilities, awareness of their Teaching Scholars initiative, and challenges to project implementation pilots within their local context as limiting the impact of their teaching and learning initiatives. The Teaching Scholars community of practice is a crucial component of the program and as such stronger accountability measures will be implemented to strengthen the sharing of ideas, support, and collaboration among scholars.

Introduction

The Teaching Scholars program offers time and resources to Academic Staff for pursuing meaningful, relevant, and research-informed teaching and learning initiatives. The pilot program provided up to $40,000 over three years (2016 – 2019) to support teaching and learning initiatives that addressed a topic of shared interest within and across faculties. This funding supports the development, implementation, evaluation, and dissemination of significant teaching and learning initiatives within and across faculties (i.e. beyond the scope of an individual course). The results of Teaching Scholars initiatives are disseminated locally, nationally, and internationally.

The goals of this program are to:

- Build teaching and learning capacity within and across disciplines;

- Establish and connect small working groups and networks of practice;

- Contribute to inquiry, excellence, and innovation in teaching and learning

- Enhance student learning experiences; and,

- Strengthen educational leadership across the institution.

As part of their initiatives, Scholars are required to lead professional learning opportunities to help colleagues strengthen their teaching and learning practices. The selected Teaching Scholars participate in an ongoing community of practice facilitated through the Taylor Institute for Teaching and Learning to: a) learn from one another, b) provide mutual support, c) engage in collaborative problem solving, and d) explore additional opportunities for interdisciplinary partnerships and links between projects.

As part of the program, Scholars:

- Complete meaningful and relevant initiatives of shared disciplinary and/or interdisciplinary interests, with clearly defined outcomes, that are designed to build teaching and learning capacity and enhance student learning experiences within and/or across faculties.

- Develop and implement initiatives that enable and engage other instructors to help strengthen their teaching and learning practices, and to build networks of practice across the broader academic community.

- Participate in an interdisciplinary community of practice with Teaching Scholars from across the University of Calgary (hosted by the Taylor Institute for Teaching and Learning).

- Disseminate the results of their initiatives for the benefit of the broader academic community, through their respective faculties and the Taylor Institute for Teaching and Learning.

> *The regular community of practice meetings were an absolute highlight for me! Discussing our progress and the various challenges of our projects was inspiring and encouraging. There is a spirit of interdisciplinarity and collaboration that is truly fantastic.*
>
> -Teaching Scholar, Dr. Cornelia Burian

The initiatives have positively impacted learning for thousands of University of Calgary students across disciplines and have raised the University's teaching and learning reputation through dozens of scholarly outputs at local, national, and international levels. This program provides an important opportunity for faculty across campus to develop and amplify their educational leadership skills and abilities in order to transform teaching and student learning.

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The Teaching Scholars Program report highlights the successes and challenges of the program, informed by its core goals and its commitment to supporting faculty as they pursue initiatives

that enrich the quality of teaching and learning. The report is created from final individual project reports submitted by Teaching Scholars.

Background

A total of $360,400 was committed to 14 Teaching Scholars from across nine faculties at the University of Calgary from 2016 to 2019. The distribution of the Scholars across the University is representative of the tangible ways in which we are striving to build integrated networks of educational leadership.

Through a peer adjudicated process, the Teaching Scholars program provided support for 10 teaching and learning projects:

Building stronger connections between Indigenous and non-Indigenous peoples, schools and communities through praxis-based learning opportunities
Patricia Danyluk and Yvonne Poitras-Pratt from the Werklund School of Education

The generous funding, moral support, and knowledgeable feedback and guidance provided by the Taylor Institute and our unique Teaching Scholars Community of Practice enabled me to host workshops for colleagues teaching these unique and often challenging intensive course. The workshops offered a rich opportunity for networking and exchanging ideas.

-Teaching Scholar, Dr. Cornelia Burian

Developing student teamwork skills through feedback on personality and conflict management styles

Melissa Boyce, Department of Psychology, Faculty of Arts; Marjan Eggermont, Schulich School of Engineering; Tom O'Neill, Department of Psychology, Faculty of Arts and Denis Onen, Schulich School of Engineering

Embedding professional development education in the graduate school curriculum
Derrick Rancourt, Cumming School of Medicine

Implementation of a team-based learning strategy in the Faculty of Nursing program using an innovative technological approach
Linda Duffett-Leger, Faculty of Nursing

Program SAGES (SoTL Advancing Graduate Education in STEM)
Isabelle Barrette-Ng, Department of Biological Sciences, Faculty of Science

Competence, resilience and adaptability with and without learning augmentation
Rachel Ellaway, Cumming School of Medicine

Enhancing educational leadership, student engagement and community ties: The untapped potential of block week courses
Cornelia Burian, Faculty of Arts, Department of Linguistics, Languages and Culture

Providing meaningful feedback for student learning: Creating a program of assessment for veterinary students in their clinical year
Kent Hecker, Faculty of Veterinary Medicine

Presence in the academy: A community of practice in contemplative pedagogy
Rachael Crowder, Faculty of Social Work

Developing teamwork competency through interprofessional education
Sandra Goldsworthy, Faculty of Nursing

TEACHING SCHOLARS INITIATIVE OUTCOMES AND IMPACT

GOAL 1. BUILD TEACHING AND LEARNING CAPACITY WITHIN AND ACROSS DISCIPLINES

Project: Building stronger connections between Indigenous and non-Indigenous peoples, schools and communities through praxis-based learning opportunities
Teaching Scholars: Patricia Danyluk and Yvonne Poitras-Pratt from the Werklund School of Education

This Teaching Scholar project represents a strategic action plan focused on meeting the calls to action from the Truth and Reconciliation Commission (2015), along with the Alberta Government's recent commitment to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Through a multi-faceted approach to building connections between Indigenous and non-Indigenous peoples, schools, and communities, Dr. Yvonne Poitras Pratt and Dr. Patricia Danyluk were able to design and develop a suite of praxis-based learning opportunities for students, faculty, and other interested learners.

Their commitment to the provision of praxis-based learning opportunities has resulted in improvements to the *EDUC 530 Indigenous Education & Service-Learning Program.* Under the program, **55** service-learning projects were completed across Canada with both Indigenous and non-Indigenous learners. A total of **36** undergraduate students experienced on-reserve schooling through their Indigenous service-learning commitments with four Indigenous schools. Through the service-learning project, students meaningfully contributed to the new Teaching Quality Standard #5 through their intellectual contributions.

The Teaching Scholars' funding enabled the redesign of the **Indigenous Education: A Call to Action Program**. Since the redesign, the program has been highly successful. Enrollment has doubled

from the second year to the third, making for a total of 55 students who have completed the program to date. In the fourth year (2019-20), the program welcomed 27 applicants. Graduate students' service-learning/capstone projects span the country and are realizations of reconciliatory pedagogy in a variety of settings (see https://www.teachingscholarconnections.com/student-success-stories). Several students were inspired to extend the work of reconciliation into their professional roles and have co-authored publications with Dr. Yvonne Poitras Pratt and Dr. Patricia Danyluk as well as on their own.

The leadership gatherings acted as the catalyst for the development of the **Revitalization of Indigenous Languages Pathway Program** in the Bachelor of Education program in Werklund School of Education. At these meetings linguists such as Dr. Darin Flynn and educators envisioned a program to meet the Indigenous community needs. Their work has garnered attention with invitations to present at national and international gatherings of undergraduate students, teachers, school boards, school leaders, community colleges, faculty, church groups, and Indigenous community members. For example, their work has impacted scholars across the University of Calgary campus through their Brain Architecture and Poverty Simulation activities. Also, Dr. Pratt and Dr. Danyluk were invited to share their work on critical service-learning and reconciliation at other institutions, including the University of Victoria, Mount Royal University, Australian Catholic University, and Medicine Hat College, as well as with Indigenous groups such as the Northern Cree School Board in Quebec. This Teaching Scholars project has produced **26** presentations, **8** publications, **5** workshops/events, **1** community of practice and **2** research collaborations.

> ### Project: *Competence, resilience and adaptability with and without learning augmentation*
> Teaching Scholar: Rachel Ellaway, Cumming School of Medicine
> Collaborators: Dr. David Topps, Family Medicine, Cumming School of Medicine and Ms. Michelle Cullen, Faculty of Nursing

The Competence, Resilience and Adaptability With & Without Learning Augmentation (CRAWWLA) project focused on what teachers (and by extension their learners) do when, either by chance or by design, the learning environments they work in change. For instance, how does teaching practice change when a particular room, technology, or mentor is or is not available, or its availability changes over time? Dr. Rachel Ellaway was particularly interested in how teachers adapt their teaching practices according to changing circumstances and how teachers can deliberately add or withhold learning resources (technical, human, and environmental) to shape the learning environments they control, in order to lead to certain outcomes.

Dr. Rachel Ellaway and her research team found that, while this is a common concern in higher education, it is rarely considered as a distinct focus of scholarly inquiry. More specifically, they found that teachers accept and adapt to changing circumstances in a somewhat fatalistic and passive way rather than in a deliberate and theoretically grounded way. This was echoed in the research literature. The project focused on three areas of activity: conceptual, practical, and

infrastructural. The conceptual part of the project focused on synthesizing a wide range of research and philosophy literature to develop models and frameworks of how 'with and without' works and how it can be used to create different learning outcomes.

The biggest practical impact of this study on teaching practice in Calgary has been the creation of a 'Turk Talk' —a hybrid human-machine learning platform in the undergraduate nursing program. Led by Ms. Michelle Cullen, this learning platform offered nurse educators a meaningful way to extend classroom knowledge into future practice by providing contextually relevant learning opportunities for students to practice therapeutic communication skills prior to engaging in real clinical encounters. Scenarios exposed students to diverse mental health and addiction diagnoses and increasingly complex patient scenarios. Through this platform, educators attended to students' unique learning needs by responding in ways that varied the level of difficulty in patient interaction. This type of guidance and feedback permitted students to practice their clinical judgement and decision making in real-time. In addition, this innovation provided nurse educators with an opportunity to develop learners' abilities to make informed judgements about their own capabilities. As students progressed through Turk Talk scenarios, they demonstrated their current knowledge about therapeutic communication, they encountered and made decisions in situations where they were unsure of the best course of action, and they increased their repertoire of therapeutic techniques. This collaborative learning environment connected students' clinical skills to required competencies in professional practice, such as continued learning.

Also, the project has several impacts: they have contributed and are continuing to contribute to the understanding of augmentation in higher education, particularly in the context of how teachers adapt to change and how they make deliberate use of augmentation. They have also piloted and developed techniques in using technology-enhanced learning in ways that make deliberate and effective use of augmentation. Further, Dr. Ellaway has developed an integrated approach to capturing and aggregating educational activity data in support of augmented teaching practices. The project also informed the development of the Precision in Health Professional Education Scholarship (PiHPES), a Cummings School of Medicine initiative for auditing and developing capacity in education analytics. Moreover, the project led to the development of [METRICS,](#) a new model for identifying and tracking scholarly activity in medical education. Finally, the project has led to **6 publications** in international journals, **4 presentations** locally and nationally, as well as **2 research collaborations**.

GOAL 2: ESTABLISH AND CONNECT SMALL WORKING GROUPS AND NETWORKS OF PRACTICE

Teaching Scholars Community of Practice

A key component of the Teachings Scholars program is the creation of an interdisciplinary community of practice from across the University of Calgary, hosted through the Taylor Institute

for Teaching and Learning. Teaching Scholars meet every six weeks throughout the academic year. The purpose of the community of practice are:

(1) to create opportunities to learn from one another;

(2) to provide mutual support through the successes and challenges associated with project work;

(3) to engage in collaborative problem solving; and

(4) to explore cross-discipline partnerships and links between projects; and to maximize Teaching Scholars' impact at the University of Calgary by creating collaborative outputs.

In their reports, many of the Scholars cited how useful the meetings were in clarifying their research ideas and data collection methods. They also appreciated receiving constructive feedback. Multiple research project collaborations emerged from taking part in the group.

Distributed Leadership Gatherings

Dr. Yvonne Poitras Pratt and Dr. Patricia Danyluk Teaching Scholars' initiative hosted a series of distributed leadership gatherings where fellow researchers across disciplines engaged in work with indigenous communities geared towards sharing WISE practices. These meetings fostered disciplinary connections and cross-faculty collaborations between the Werklund School of Education, Faculty of Arts, Cumming School of Medicine, and Social Work. During these meetings, they shared best practices and artifacts from the workshops are showcased on the Reconciliation website (see https://www.teachingscholarconnections.com/wise-practices-at-u-of-c). The team is currently working on creating a WISE practices guide based on the Relational Model for Teaching and Learning and has been gifted with symbols from a Kainai Elder. This initiative will be shared with the Indigenous community engagement leadership team through the hiring of several Indigenous scholars across disciplines.

GOAL 3. CONTRIBUTE TO INQUIRY, EXCELLENCE, AND INNOVATION IN TEACHING AND LEARNING

Project: *Program SAGES (SoTL Advancing Graduate Education in STEM)*
Teaching Scholar: Isabelle Barrette-Ng, Department of Biological Sciences, Faculty of Science

Each year, graduate students shoulder many hours of instructional time with undergraduate students and some have more contact hours with students than academic staff in large introductory undergraduate courses. However, many graduate students are given minimal opportunities for teaching development, and there is a great need to help them develop a scholarly and reflective teaching practice. Teaching development opportunities are becoming increasingly recognized as critical components of graduate education, as postsecondary institutions face the challenge of preparing the next generation of faculty

members. Enhancing the teaching skills of graduate students is a critical investment that will also create a culture of educational leadership, and foster innovation and teaching development.

To support STEM graduate students in the development of an evidence-based teaching practice, Dr. Isabelle Barrette-Ng designed and implemented the SoTL Advancing Graduate Education in STEM (SAGES) Program at the University of Calgary. This program was designed to provide graduate students with opportunities to learn about scholarly teaching and learning (SoTL) within the context of STEM through a semester-long course (SCIE 601), followed by a semester-long practicum. The practicum gives graduate students an opportunity to apply their learning in an undergraduate class in partnership with a faculty member acting as a mentor.

To assess the effectiveness of the SAGES Program in promoting collaborative teaching development, Dr. Barrette-Ng employed a mixed-methods approach. Pretest and post-test surveys were administered to graduate students across three cohorts of the program to measure changes in teaching self-efficacy and beliefs. Analyses of the data revealed statistically significant gains in teaching self-efficacy and a marked adoption of student-centred teaching approaches. These changes were further explored through semi-structured interviews. Thematic analyses of these interviews revealed: (1) how graduate students perceived changes in their teaching practice as a result of their experiences in the program, (2) the forms of support they felt were most useful, and (3) their experience working with both faculty mentors and undergraduate students. Semi-structured interviews were also conducted with the faculty mentors across three cohorts of the program. Thematic analyses of these interviews revealed that: (1) mentees became mentors by creating safe environments for faculty development; (2) mentors learned and adopted new teaching strategies; (3) mentors became more reflective teachers, and (4) mentors began to shift their teaching identities. The results of the study suggest that pedagogical programs like SAGES can serve to build broad, extensive networks of engagement between graduate students and faculty members where both mentees and mentors can collaboratively enhance their teaching practices. Establishing these partnerships provides opportunities for participants to develop new networks of practice that can foster future innovation and teaching development.

Another outcome of the SAGE program is the creation of SCIE 601, which is now a formal course that appears as a graduate course offering in the calendar of the Faculty of Science. SCIE 601 introduces graduate students in the Faculty of Science to the scholarship of teaching and learning (SoTL) with an emphasis on current pedagogical research in STEM. Many departments in the Faculty of Science and the Faculty of Arts are now allowing SAGES scholars to count SCIE 601 as meeting one of their graduate course requirements. Over the last three years, **67** faculty members from the Faculty of Science, the Faculty of Arts, the Cumming School of Medicine, the Faculty of Veterinary Medicine, and the Schulich School of Engineering have participated in the program. Also, **67** graduate students benefited and over **2,000** students have been impacted by the SAGES program. Over **56** courses have been partially redesigned through the program.

Project: *Implementation of a team-based learning strategy in the Faculty of Nursing program using an innovative technological approach*

Teaching Scholar: Linda Duffett-Leger, Faculty of Nursing

Given the complexities of the healthcare system, nurses and other medical providers require critical thinking skills and the ability to work effectively within the healthcare team. Team-based learning (TBL), an experiential learning teaching approach that promotes critical thinking and teamwork, is rapidly gaining popularity in the health sciences worldwide. Dr. Linda Duffett-Leger and her team focused on leveraging technology in the implementation of team-based learning (TBL).

To date, Dr. Linda Duffett-Leger and her research team have been successful in: (1) assisting faculty members in the redesign of courses to implement TBL; (2) implementing TBL in courses delivered in the Taylor Institute; (3) collaborating with another Teaching Scholar (Dr. Thomas O'Neil) on the redesign of TaBLex (TBL platform) to better meet the needs of students; (4) working with Innovate Calgary to secure additional sources of support and funding to assure successful completion of the project and explore commercialization of TaBLex.

A key success of the project has been the development of a TBL platform (TaBLex), developed with students and instructors, and specifically designed to address the challenges to the uptake of TBL in the classroom. Traditionally, the implementation of TBL required a teaching assistant in the classroom to collate individual quizzes using a mobile Scantron device. Team quizzes were scored using costly scratch sheets, similar to a lottery ticket, and had an answer key making it easy for students to cheat. Student and team marks were then uploaded manually to the LMS; which posed a challenge for many instructors who did not have TAs in the classroom, making it impractical for them to provide students with immediate feedback on their performance, particularly individual assessments. Additionally, peer evaluations were difficult and time-consuming to collate. Peer feedback was not been framed in a meaningful way and provided limited guidance for the development of group dynamics skills. Further, the time required to manually manage students' feedback and marks deterred instructors from adopting this valuable experiential learning approach. Consequently, TaBLex is a TBL tool that attempts to resolve these issues by facilitating peer feedback and timely assessment.

Over the last few years, Dr. Duffett-Leger has taken the initiative to work collaboratively with other nursing instructors in redesigning undergraduate nursing courses using the TBL approach (NURS387, NURS485), developing course materials (in-class activities, streaming unfolding case simulations, e-modules), providing faculty development activities (TBL consultant), and leading scholarly activities (Teaching and Learning grants). In addition to the Teaching Scholar funding, Dr. Duffett-Leger has received a *Teaching and Learning Practice Grant (2016-17)*, which has allowed her to continue scholarly work focused on providing an engaging and supportive learning environment for students and faculty in the implementation of TBL using technology. As a result, Dr. Duffett-Leger was asked by the Associate Dean of Graduate Studies to develop one

of the first online courses (NURS629) for the Nursing Graduate program, which was launched in the winter semester (2019).

> **Project:** *Providing meaningful feedback for student learning: Creating a program of assessment for veterinary students in their clinical year*
> Teaching Scholar: Kent Hecker, Faculty of Veterinary Medicine

Assessment and feedback drive the learning process. However, in the teaching and learning cycle in a classroom, we rarely close the loop between our teaching practices, our assessment practices, and our feedback practices. Furthermore, assessment of student performance across a university program is typically fragmented; how a student does in one course is not linked to performance measures within another course. This leads to potential confusion for the student regarding their performance and does not provide program coordinators/administrators with consistent information on how students are performing across the program. Working with a community of faculty and students in veterinary medicine, Dr. Hecker developed, implemented, and evaluated a program of assessment for the clinical learning environment and identify how to best provide performance relevant feedback to all stakeholders. The project has resulted in **4** presentations, **3** workshops, **1** published manuscript and 1 in preparation.

Additionally, the Teaching Scholars program provided Dr. Hecker with a forum to meet and work with colleagues locally and internationally, such as Dr. Harold Bok at Utrecht University in Holland. Also, the project has led to leadership positions, he is now the co-chair for the International Council of Veterinary Assessment's Academic Working Group. Also, he is part of an international group of scholars through the Association of Medical Educators of Europe (AMEE) tasked with writing a consensus statement on Programmatic Assessment. Also, as a result of the Teaching Scholars program, Dr. Hecker was able to collaborate with other faculty members. He is working with Dr. Tom O'Neill exploring the neural correlates of team decision making through hyperscanning. Lastly, he is working with Dr. Rachel Ellaway on a mixed-methods project looking at the intersection of Realist Inquiry and Structural Equation Modeling.

GOAL 4. ENHANCE STUDENT LEARNING EXPERIENCES

> **Project**: *Embedding professional development education in the graduate school curriculum*
> Teaching Scholar: Derrick Rancourt, Cumming School of Medicine

Many graduate students have difficulty transitioning out of academia. This is largely because they feel ill-prepared to approach a career search from a professional development perspective. Part of this problem rests with academic mentors who do not understand professional development and are uncomfortable with assisting their students in this area. This project involves changing graduate teaching practice towards professional development (PD). Dr. Derrick Rancourt and his research team lobbied to embed professional development education and

practice within the Cumming School of Medicine's Graduate Sciences Education (GSE) Programs. A key component was the advocacy for the adoption of a competency model to train students to monitor PD in eight competency areas: 1) Self-Management, 2) Communication, 3) Project Management, 4) Teamwork, 5) Leadership, 6) Critical Thinking/ Problem Solving, 7) Information/Data Management, and 8) Innovation. This model is being used to frame the curriculum, including courses, workshops, experiential learning, and leadership activities. Dr. Rancourt piloted teaching professional development in the Biomedical Engineering Program, where they established informational interviewing as a keystone assignment. Their research findings suggest that this newfound skill increases graduate student success. Through in-class surveys, students report that the informational interview assignment promotes a stronger awareness of career and competency mapping. Anecdotally, the assignment has led to many opportunities for students including mentorships, entrepreneurship, internships, and jobs. Some students have commented that this assignment has been the most useful skill they have learned in university.

This novel way of teaching professional development through informational interviewing is now established in biomedical engineering and veterinary medicine and is being implemented in community health sciences. Lastly, the project has helped formulate several workshops that have been established and offered. It has also influenced student-led initiatives, such as "What Can You Be with a Grad Degree?" and "Career Connections". The project has resulted in **10** presentations at the local, provincial and national level, **1** peer-reviewed publication, **27** non-peer review publications, **10** workshops/events and **2** research project collaborations.

> **Project**: *Developing student teamwork skills through feedback on personality and conflict management styles*
> Teaching Scholars: Melissa Boyce, Department of Psychology, Faculty of Arts; Marjan Eggermont, Schulich School of Engineering; Tom O'Neill, Department of Psychology, Faculty of Arts and Denis Onen, Schulich School of Engineering

Employers consistently rate teamwork skills as an essential competency for career readiness. This recognition has led many instructors to include collaboration in their courses and departments to include teamwork skills in their program learning outcomes. Collaborative learning has been linked to many psychological and academic benefits, including increased academic self-esteem, engagement, learning, and achievement; but can also be a source of frustration. Two common sources of conflict in teamwork are social loafing and unequal distribution of labour. Working with a community of faculty and students in veterinary medicine, this initiative developed, implemented, evaluated a program of assessment for the clinical learning environment, and identified how to best provide performance relevant feedback to all stakeholders.

Dr. Thomas O'Neill, Dr. Melissa Boyce, Dr. Marjan Eggermont, and Dr. Denis Onen employed an ABA design to examine the effectiveness of student accountability as a possible mechanism to

maximize the gains of teamwork while minimizing the sources of team conflict. In Years 1 and 3 (Control), teams of 4-6 students completed a project and provided anonymous quantitative and qualitative peer evaluations of their team members through itpmetrics.com after the project was completed. Although the evaluations were shared with team members, they were used for formative purposes only. In Year 2 (Intervention), students completed the same team project and peer evaluations but were informed at the beginning of the course that a portion of their project grade would be based on the quantitative scores they received from their team members. The researchers found that incorporating peer feedback into students' final grades on team projects improved team dynamics, satisfaction, and potency, in addition to individual contributions to the team effort as assessed by peers. Based on these findings they conclude that peer feedback can significantly improve individual effort and team productivity if it is tied to summative assessment. In addition to the clear benefits for students, these findings may be especially appealing for instructors of large classes as a peer evaluation tool such as itpmetrics.com is easy to implement and promotes student self-governance of task division and labour.

The project enabled the researchers to significantly improve students' experiences in teams in the course PSYC 203: *Psychology for Everyday Life*. Students reported enhanced teamwork on all measures taken. In addition to the outcomes reported above, students also reported that their teams were more potent, had higher standards, were more focused, and had a stronger foundation of knowledge, skills, and abilities during the completion of the project. Additionally, over 49,000 individuals internationally are now using the itpmetrics platform to administer peer evaluation assessments and the number of assessments taken has nearly doubled in the last year from 65,000 to **127,713.** Overall, the project has resulted in **2** presentations, **3** peer-reviewed publications**, 3** workshops/events, and **3** research project collaborations.

GOAL 5. STRENGTHEN EDUCATIONAL LEADERSHIP ACROSS THE INSTITUTION.

Project: *Enhancing educational leadership, student engagement and community ties: The untapped potential of block week courses*
Teaching Scholar: Cornelia Burian, Faculty of Arts, Department of Linguistics, Languages and Culture

In this Teaching Scholars project, Dr. Cornelia Burian focuses on enhancing student engagement, student experiences, and teaching approaches within the block week context at the University of Calgary. The initiative addresses specific teaching and learning opportunity of interest to all faculties that already offer block week courses or that plan on offering them in the future. It helped instructors strengthen their teaching practice while improving student learning through increased engagement in these intense, accelerated classes. This project addresses several of the objectives and strategies identified in the Integrated Framework for Teaching and Learning; which draws upon some of the goals outlined in the University of Calgary Academic Plan.

The project impacts the quality of teaching and learning at the University of Calgary within block week by establishing new networks of practice through workshops and conference presentations that focus on teaching block week (in 2016-2018). Also, Dr. Burian is still expanding on and revising a website (created in 2018/2019) with materials and resources for block week instructors and has had many conversations with colleagues about the unique benefits and challenges of this type of course. The Teaching Scholars project, moreover, has given her the time and resources to conduct interviews with faculty and students; insights gleaned here inform her advice to colleagues.

Additionally, Dr. Burian's Teaching Scholars initiative has influenced student learning by giving them a voice. Moreover, it has impacted teaching practices, as the workshop series allowed for establishing connections across disciplines, sharing experiences with teaching block week courses, and developing resources for block week. Specifically, workshops focused on effective preparation, designing outlines, and assessment strategies, as well as approaching block week creatively to provide students with opportunities for rich discussions and engagement. The project has led to **5** presentations at the local, provincial and national level, a **website** with resources for instructors on practices to increase student engagement, and **4** workshops geared towards helping instructors strengthen their teaching practice.

TEACHING SCHOLARS PROGRAM INFLUENCE ON RECIPIENTS DEVELOPMENT AS A TEACHER AND EDUCATIONAL LEADER

The Teaching Scholars valued collaboration with colleagues, gained broader understandings of research across disciplines, gained confidence in their teaching, enhanced their educational leadership, and led projects that improved teaching and learning within and beyond the University of Calgary.

"The opportunity to design and implement Program SAGES over the past three years has made a great impact on my professional development. I have had the pleasure to meet and work with dozens of graduate students, faculty mentors, faculty facilitators, educational developers and leaders in the university administration to create and develop SAGES. As a result, I have gained experience and confidence in designing, implementing and evaluating a dynamic educational development project. This experience inspired and challenged me to seek more formal educational opportunities to learn even more about programmatic assessment through the M.Ed. program at Queen's University". - Dr. Isabelle Barrette-Ng

"*The regular community of practice meetings were an absolute highlight for me! Discussing our progress and the various challenges of our projects was inspiring and encouraging. There is a spirit of interdisciplinary and collaboration that is truly fantastic***". -** Dr. Cornelia Burian

"I have learned from the group the different forms of knowing and working within higher education. Admittedly, we spent a lot of time trying to determine what exactly we were meant to

accomplish. Was it research, scholarship, or leadership? Or possibly all three? More importantly, which aspect and where should we place the emphasis given our project? Over the tenure of the Teaching Scholars program, I morphed from a primary focus on research and dissemination to multiple foci on leadership and dissemination. This allowed for the development of research and projects with students, colleagues and mentees". - Dr. Kent Hecker

"*I have learned so much in the last 3 years it is difficult to write them all down. Probably the most important insight I have gained has been that there are many scholars at U of C who are passionate about providing an engaging learning environment for students. Through the Teaching Scholar program, we have had an enhanced ability to combine our efforts, leading to the development of teaching and learning innovations with the potential to dramatically change the academic landscape*". - Dr. Linda Duffett-Leger

RIPPLE EFFECTS

There have been additional effects as a result of Teaching Scholars implementing their projects and working with other colleagues within the Teaching Scholars community of practice. The Teaching Scholars projects provided the opportunity to reach out and collaborate with colleagues in other departments and faculties across campus. For example, Dr. Cornelia Burian was not only viewed as a resource by faculty members in Arts, Nursing, and Business but was consulted on courses taught within the University of Calgary's Block Week; which enhanced student learning and experiences. Also, Dr. Isabelle Barrette-Ng, through the SAGES project, collaborated with Dr. Faye Halpern and Dr. Dawn Johnston on the development of a version of SAGES for graduate students in the Faculty of Arts. The Faculty of Arts version of SCIE 601 will be offered for the first time in Fall 2019. Dr. Linda Duffett-Leger, through the Teaching Scholar community of practice, developed a partnership with Dr. Tom O'Neil (Department of Psychology) for the integration of his peer evaluation tool into the design of a TBL platform.

Many of these collaborations by Teaching Scholars and faculty-led to other grant awards. For example, Dr. Isabelle Barrette-Ng's collaborators, Dr. Halpern and Dr. Johnston, were successful in obtaining a SoTL grant from the University of Calgary to study the effects of this course on the teaching development of graduate students in the Faculty of Arts. Moreover, Dr. Barrette-Ng partnered with Dr. Amy Burns (Werklund School of Education) and Mr. Gareth McVicar (Student Leadership and Engagement Office), resulting in the awarding of a 2-year Scholarship of Teaching and Learning grant from the University of Calgary. Similarly, Dr. Burn's collaboration with Dr. Mindi Summers and Dr. Yuen-ying Carpenter led to a SoLE grant from the 3M Council of Canada.

Other Teaching Scholars were invited to participate and lead other projects. For instance, Derrick Rancourt was invited by Associate Dean Dr. Tara Beattie to establish and chair a task force focused on graduate student professional development; which made several recommendations, including establishing a Professional Skills Development Office within Graduate Sciences Education (GSE). Dr. Rachel Ellaway's Teaching Scholars project informed the development of

Precision in Health Professional Education Scholarship (PiHPES), a Cumming School of Medicine initiative auditing and developing capacity in education analytics and a model of education scholarship activity called METRICS.

Also, Teaching Scholars had the opportunity to share their work not only within the University of Calgary but also nationally and internationally. Dr. Rachel Ellaway will be the keynote speaker for the Australia and New Zealand National Medical Education Conference (ANZAHPE) in 2020. Following a presentation on embedding informational interviews into graduate curriculum presented at the 2018 Alberta Professional Development Conference, Dr. Rancourt was invited to participate in the Calgary Career Consortium, who in turn encouraged him to prepare a position paper to present to the University of Calgary's upper administration. Dr. Duffett-Leger's meeting with Dr. Judy Currey, Director of the Post Grad Nursing program at Deakin University in Australia, led to the implementation of team-based learning within their program. Dr. Poitras Pratt and Dr. Patricia Danyluk's "Indigenous Education Call to Action" program has resulted in **55** distinct service-learning projects focused on reconciliation across Canada which have had their own "rippling out" effects. For example, two of their 2017-18 grad students (Sarah Charlebois and Clancy Evans) have continued to collaborate with them on their own research projects, which explore the factors that influenced teachers (K-12) implementing reconciliation practices in their own classrooms. Dr. Poitras Pratt and Dr. Patricia Danyluk have also collaborated on a nation-wide and practitioner-based publication with Sarah and Clancy through the upcoming Education Canada online magazine.

Teaching Scholars have also been recognized through a number of local awards, as well as provincially and nationally for their contributions to teaching, learning, and educational leadership. For example:

- Yvonne Poitras-Pratt, received the 2018 Confederation of Alberta Faculty Associations (CAFA) Distinguished Academic Early Career Award
- Isabelle Barrette-Ng was recognized as a 3M National Teaching Fellow in 2018
- Kent Hecker received a Canada Foundation for Innovation (CFI) grant related to his team's work in the neuro assessment lab (http://w.thenal.ca)
- Dr. Rachel Ellaway received the 2019 Canadian Conference on Medical Education (CCME) Ian Hart Award.

CHALLENGES

One challenge Teaching Scholars experienced was that despite receiving generous funding and some release from their other scholarly obligations, they had experienced demands which prevented them from allocating more time to their projects. Some teaching and learning initiatives were redesigned due to challenges related to engaging faculty and students at the local level. Some Teaching Scholars experienced challenges related to setting up project funds

through research accounting. These delays made it especially challenging to hire the research assistants central to the projects.

While student research assistants working on the projects were very skilled and knowledgeable, they could not always adhere to timelines, as graduate students often balance research, course work, and other academic responsibilities.

Finally, most Teaching Scholars expressed that they would have liked greater participation from other Teaching Scholars. Most found the Teaching Scholars community of practice meetings extremely useful in fostering collaboration and generating ideas and feedback on their project but noted that only a subset of the scholars were highly engaged in contributing to the community of practice.

CONCLUSION AND RECOMMENDATIONS FOR IMPROVEMENT

The University of Calgary Teaching Scholars Program continues to strengthen educational leadership, scholarship, and practice across departments and faculties. Through the program, Teachings Scholars have implemented strategic teaching and learning initiatives that substantially impact teaching and learning cultures and practices. They make a difference by sharing knowledge and research, creating social support networks, mentoring others, and influencing change both within and beyond the University of Calgary. Also, the Teaching Scholars engaged other academic staff in professional learning opportunities that strengthened their own teaching and learning practices.

> *We have learned a great deal from our fellow teaching scholars. We have definitely expanded our knowledge of pedagogical practices, but beyond this, we have been inspired by their commitment to improving students' educational experience, their leadership and impact on other educators, and their never-ending support.*
>
> -Teaching Scholars: Dr. Thomas O'Neill, Dr. Melissa Boyce, Dr. Marjan Eggermont and Dr. Denis Onen

There are opportunities to improve the program. Based on feedback from Teaching Scholars, we realize that there needs to be further clarity around the programmatic focus, and to ensure engagement of informal and formal leaders at the local level, including greater knowledge sharing and awareness of the projects. Also, the Teaching Scholars community of practice is a crucial component of the program and as such stronger accountability measures will be implemented to strengthen attendance, the sharing of ideas, support, and collaboration among scholars. Lastly, we will continue to engage with Teaching Scholars, drawing upon their mentorship, expertise and leadership on teaching and learning.