UNIVERSITY OF CALGARY

Community Report 2020

Taylor Institute for Teaching and Learning

Together we are transforming how we teach and learn

This past academic year has been a time of disruptive change at the University of Calgary and across the world. In March 2020, we raced to support our campus community of over 38,000 students, faculty and staff to shift more than 6,000 courses to remote teaching and learning to ensure everyone's health and safety during the onset of the COVID-19 pandemic.

We were incredibly inspired by the work of our team at the Taylor Institute and our teaching colleagues across the university. We formed part of the team that ensured institutional access to an online video-conferencing system (Zoom) and developed an internationally recognized Teaching Continuity website in record time. We launched a robust Learning Technology Coaches program with the goals of providing support to academic staff and graduate student teaching assistants in adapting to learning technologies and providing meaningful employment to graduate students. We offered hundreds of workshops and thousands of one-on-one consultations.

The situation was challenging and changing constantly. We came together to seek feedback and input from our teaching and learning networks to understand and respond to issues academic staff and students were facing. As the pandemic continued, we heard countless stories of innovation as many academic staff embraced change and took risks in their teaching and course design to create high-quality online learning experiences for their students. These stories later inspired a generous $1 -million gift from the Flanagan Foundation for a three-year project to advance online and blended learning at UCalgary.

The Office of Experiential Learning implemented major projects such as mapping experiential learning at the university, launching an experiential learning platform, and responding to opportunities to increase student access to work-integrated learning during the pandemic. Staff in the Office of Experiential Learning also led a community of academic staff to respond to the challenge of how to engage in experiential learning in an online environment.

We are working to support our Institutional commitments to Indigenous Engagement and equity, diversity and inclusion. We have a long journey ahead. We took took steps to dedicate resources to create two educational development consultant positions to support this important work. We partnered with the Office of Indigenous Engagement to establish a working group to help the Taylor Institute and academic community advance Indigenous ways of knowing.

We are honoured to lead an institute with such a dedicated team that has had such a broad impact at the University of Calgary and across the Canadian postsecondary landscape. Working together with our colleagues across faculties and units, we are committed to ensuring academic staff have access to the resources and networks necessary to create meaningful student learning experiences.

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

Now we look forward to supporting our university in moving forward with new strategic plans and adapting to new challenges in our current economic and social environment.

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 those new to teaching and then provide ongoing activities to develop expertise, community and leadership.

Our guiding principles for program development are:

- **Building capacity**
- **Collaboration**
- **Learning-centred**
- **Scholarly approaches**
- **Reflective practice**
- **Flexibility**
- **Multiple entry points**
- **Authenticity**

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 Kreber, C. (Ed.), *The University and its Disciplines* (pp. 209-218). Routledge.

Sparking curiosity, transforming learning

The Taylor Institute Unit Plan identifies five key priorities to guide our team from 2020 to 2025. They are reflected in this report as we structure our work, individually and in our teams, around these priorities.

PRIORITY 3

Expand impact and connect communities

PRIORITY 2

Develop experiential learning opportunities

PRIORITY 4

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

PRIORITY 1

Foster innovation in evidence-based teaching and learning

PRIORITY 5

Meaningfully develop our team and workplace culture

Foster innovation in evidence-based teaching

Responding to a global health emergency

The COVID-19 pandemic had an unprecedented impact on the delivery of all levels of education across the world. In 2020, we supported our university community's transition from emergency remote teaching to intentional and research-informed online learning.

Fast-tracking a new video-conferencing platform

In collaboration with IT and partners across the university, the Learning Technologies team rapidly supported the campus-wide implementation of Zoom, condensing a year-long acquisition process into six days. Steps taken to integrate Zoom into D2L, create Zoom training resources and manage Zoom security helped to ensure the successful adoption of the platform.

Enhancing D2L processes and tools

The Learning Technologies team piloted a project with the Department of Chemistry, the Office of the Registrar and Information Technologies to give instructors early access to their courses in D2L, allowing more time for course design. The team also developed a new awards and leaderboard tool in D2L, allowing instructors to gamify their courses and set up awards for students who achieve specific learning goals.

Creating digital resources for emergency remote teaching

Comprehensive, open-access digital resources on the Taylor Institute's Teaching Continuity website supported instructors through the emergency transition. Between April and September 2020, over 36,000 users accessed these resources, which were featured by the prestigious Quality Assurance Agency for Higher Education UK and Canada's Society for Teaching and Learning as an exemplar response to COVID. Beyond higher ed, the Werklund School of Education's Partner Research Schools in Calgary used select resources to support teachers in the K-12 system.

Developing programs to support teaching continuity

Between March and December 2020, 269 courses were offered with over 6,800 registrations. New courses were developed on varied topics for all skill and experience levels, such as putting your content online, ensuring student engagement, designing alternative online assessments, and academic integrity during COVID-19.

"I worried all summer about how to prepare to serve students in the unique 2020 world of learning. Now that I am running classes and getting messages from people asking for additional support tweaking materials, improving connection, and refining approaches here is what my experience is: all I have to do is go back to the materials provided by the TI and I know I will find the answers I need. It works every single time."

Dr. Patrick Finn, PhD, Associate Professor

6,800
registrations across 269 courses between March and Dec. 2020

39,500+
users accessed digital resources on the TI Teaching Continuity site between March and Dec. 2020

Flanagan Foundation grants $1 million to catalyze online and blended learning

On March 13, 2020, with just six weeks left in the winter semester, the University of Calgary announced that all in-person classes would be suspended temporarily due to the COVID-19 pandemic. Overnight, crowded lecture halls and popular study spaces became eerily quiet as tens of thousands of students, faculty and staff were advised to stay home.

By March 18, an astounding 6,000 classes had transitioned to remote teaching in the single largest unplanned learning experiment in the institution's history. What happened in those five days?

Faculty and staff pivoted, setting up makeshift home offices in kitchen corners and bedrooms. Most found themselves redesigning course syllabuses and final exams as they started to navigate the world of remote and online teaching for the first time.

"Transitioning to online teaching was challenging for me as a new faculty member," says Dr. Adela Tesarek Kincaid, PhD, an instructor in the International Indigenous Studies program. "I was new to D2L and tried to stretch my teaching practice to include Zoom."

Designing high-quality online learning experiences

As the pandemic's forecast extended, the need emerged to go beyond remote teaching to produce high-quality online courses. Unlike remote teaching — where an in-person course transitions online — online teaching involves developing courses using online learning design principles. For Semhar Abraha, a fourth-year undergraduate student and vice-president (academic) at the Students' Union (SU), engaging, well-designed online courses make all the difference.

"Our discussions in the SU are around the quality of education," says Abraha. "We are asking, 'How can we make sure that the quality remains high in an online course? How can we make sure courses are engaging? How can we make sure that students are getting the full benefits of the courses they are taking?'"

The Flanagan Foundation also shared these concerns. The foundation's board comprises five female family members, nearly all of whom are educators. The board is chaired by Jackie Flanagan, founder of Alberta Views magazine. The foundation gifted the Taylor Institute for Teaching and Learning $1 million to meet the immediate challenges of pivoting to remote and online teaching and learning, and to catalyze innovation that will transform online and blended teaching and learning well beyond the pandemic.

Linda Flanagan, a director of the Flanagan Foundation, is a three-time UCalgary alumna who holds a graduate degree in leadership and educational technology. "We wanted our grant to support rich learning experiences for UCalgary students," she says.

Catalyzing online and blended learning

With the funding from the Flanagan Foundation, the Taylor Institute for Teaching and Learning will conduct research, lead cross-disciplinary communities of practice, and continue to implement new programs and resources to help advance online and blended learning.

"We believe in the value of postsecondary education in developing the leaders for the future. Even as universities move to online and blended learning, it is critical to ensure that students will still have rich learning experiences that will support their own development," says Flanagan.

"Students should have a chance to create knowledge, follow their own interests and collaborate for the common good. We believe that is the true value of a university education. We hope that this gift can support UCalgary in realizing that vision."

Originally published in UToday on Sept. 29, 2020
Author: Jessica Snow, Taylor Institute

Learning Technology Coaches: Supporting academic staff in growing their tech skills

In early May, the Taylor Institute launched the Learning Technology Coaches program to help academic staff deliver quality online learning experiences to their students. Program lead Alysia Wright, with other colleagues, hired ten part-time graduate student coaches to get the program up and running in time for the spring semester.

Learning technology coaches support academic staff and graduate teaching assistants in adapting to online learning technologies, including D2L, YuJa, PowerPoint and Zoom.

"From May to September 2020, we've dealt with almost 600 requests for assistance from every faculty on campus," says Wright. "In addition to working directly with academic staff, the coaches have helped create resources, materials and guides with the Taylor Institute Learning Technologies team that can be accessed on the eLearn website."

> *"From May to September 2020, we've dealt with almost 600 requests for assistance from every faculty on campus."*
>
> **Alysia Wright, Educational Development Consultant, Taylor Institute**

Grad student employment and experiential learning

Each coach is a University of Calgary graduate student. For them, this is an experiential learning opportunity as well as a meaningful job. MEng graduate student Jennifer Akpoyibo had been working in IT in the Haskayne School of Business when campus shut down in March.

"When everything went online, I helped academic staff with hardware and file transfers so they could work from home," says Akpoyibo. "I was asked lots of questions like 'How do I do Zoom?'"

Richard Fossey, a doctoral candidate in Werklund's Learning Sciences program, also brought technology experience to his role as a coach — but had more to learn. "Part of our training in May involved taking the Taylor Institute technology workshops alongside faculty," he says. "I found it exciting to be learning and

building skills around the various technologies together. This job is providing me with numerous benefits, including networking, meeting new faculty, and learning new skills and competencies."

Supporting academic staff in becoming 'superusers'

"I feel for the academic staff who never signed up to do this kind of teaching," says Wright. "Through this program, we're helping them build their confidence and capacity in creating great online learning experiences for their students."

"Some academic staff are becoming what we call tech 'superusers' and making new complex requests that are challenging our coaches to become more adept and better," says Wright. "It's really the efforts of everyone involved — academic staff, coaches, the Taylor Institute and IT teams, everyone involved in teaching and learning in the different faculties — that are making this program a success and enabling our students to keep learning in these challenging times."

Originally published in UToday on Nov. 9, 2020
Author: Susan Cannon

Advancing pedagogical innovation

For members of the Learning Technologies Advisory Committee, the pandemic was a unique chance to document stories of pedagogical innovation in blended and online learning. The committee is an initiative of the vice-provost (teaching and learning) and supported by the Taylor Institute and members across the university community.

While transition to online learning has been anything but straightforward, many academic staff at UCalgary have embraced it as an opportunity to adopt innovative new teaching approaches.

The following narratives highlight some of the stories documented through the COVID Coffee Chat @ UCalgary initiative hosted and created by graduate student Maya Anderson.

Micro-chunking

Pre-recording lectures allows Dr. John Holash, PhD, a professor in the Faculty of Kinesiology, to focus his students' attention on content and allows him to break material into more accessible "chunks." This content-based approach to teaching — also called micro-chunking — involves organizing a course around specific concepts. Although well-established in other areas of adult learning, micro-chunking is gaining momentum in postsecondary education.

"In a traditional lecture situation, I stand up, I present a lecture and it's done. Now, when I'm pre-recording lectures, I'm slicing them into smaller blocks and when I edit them, I see things that I missed or comments that I should have made. The process of making a lecture is more critically focussed," says Holash.

Cohort learning in large classes

When Dr. Eloise Carr, RN, PhD, moved to Canada from the U.K. in 2011, she came with a breadth of expertise in flexible online delivery for foundational undergraduate nursing courses. For her, the pandemic removed some of the barriers to implementing similar approaches to delivery in her nursing theory class of 113 students. According to Carr, "It was an opportunity, without incurring penalties, to put our whole course online with some synchronous touch points. We broke our large class into three cohorts and had each cohort join the class at different times for shorter, but more personalized, time together."

Borderless expertise

Bringing in global subject matter experts from industry, government and academia would have been a costly endeavour for most programs before 2020 but the explosion of video conferencing technologies has broken records and borders. In the Department of Electrical and Computer Engineering, Dr. Mohammad Moshirpour, PhD, speaks to the benefit of bringing subject matter experts into the virtual classroom to talk to his students: "In the winter I actually had a representative from a software engineering company give a remote presentation about remote work in software engineering. She was a project manager who lives in Vancouver permanently."

"In our discipline, we often work with engineering teams in diverse geographic locations. Teamwork in an online learning environment is good practice," Moshirpour says.

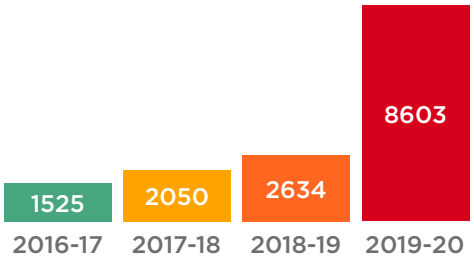
Strengthening teaching practice

BY THE NUMBERS

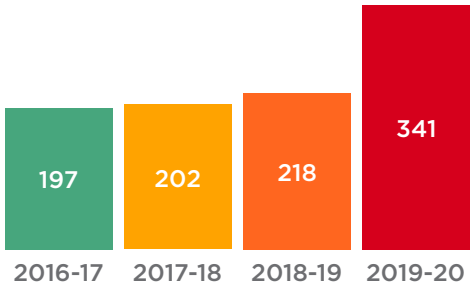
Who's engaging in our programs?

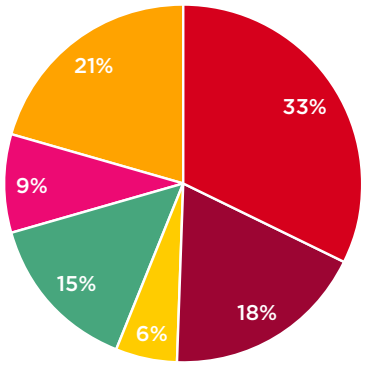
These measures help us understand who is participating in TI courses and activities, where they are coming from and their level of experience. With this information, we can identify new audiences and develop targeted programming. **In the past academic year, registrations have grown by 227%.**

Total registrations



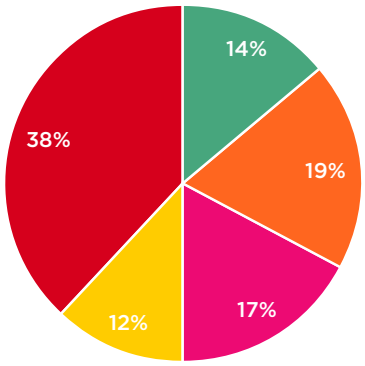
Total courses offered





Unique participants by role

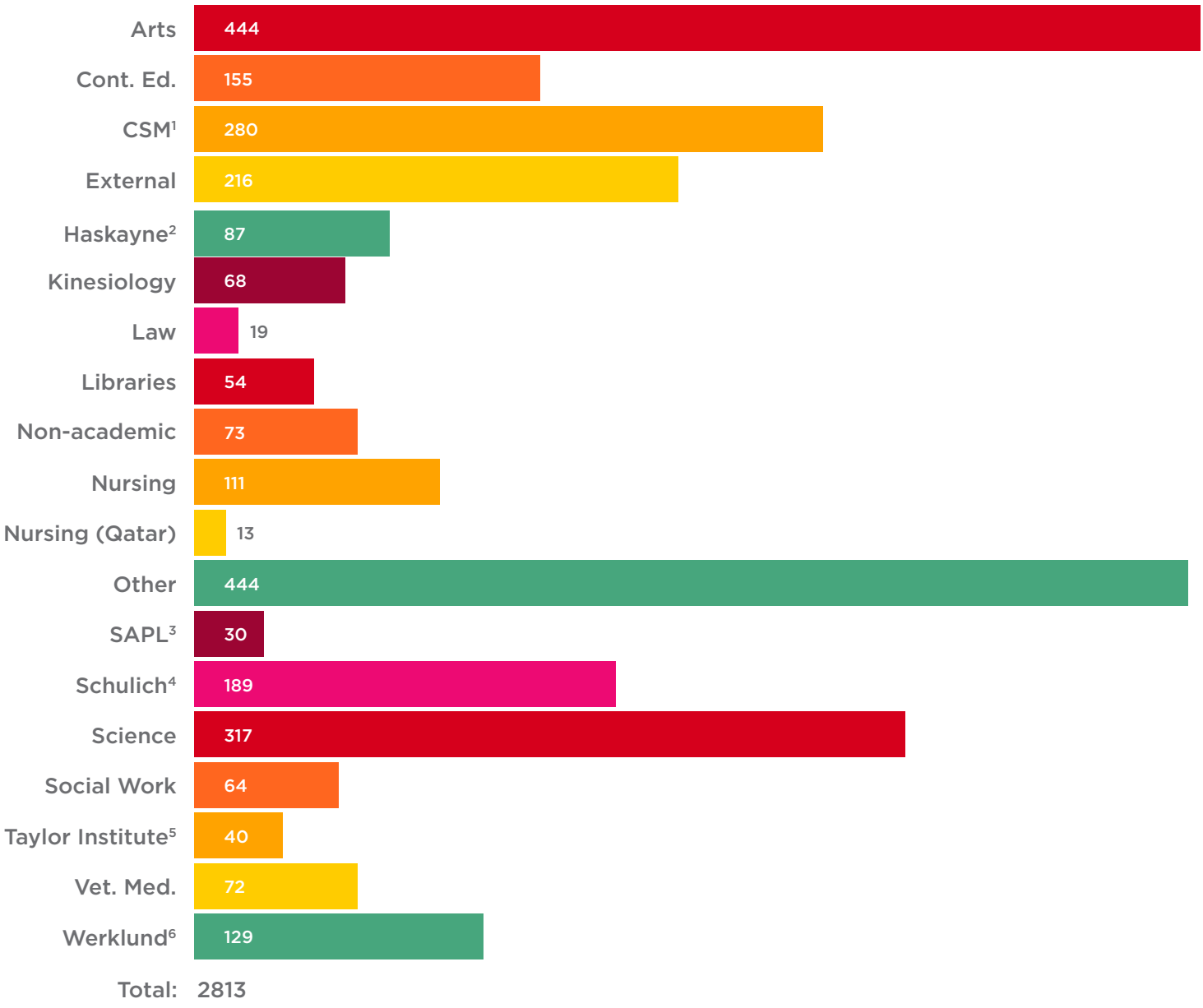
- Academic staff » 916
- Graduate students » 514
- Postdoctoral scholars » 159
- Staff » 408
- External » 248
- Other » 579



Unique participants by years of teaching experience

- Less than 1 year » 262
- 1–3 years » 356
- 3–6 years » 317
- 6–9 years » 222
- 10 years or more » 696

Participation by unit



86%

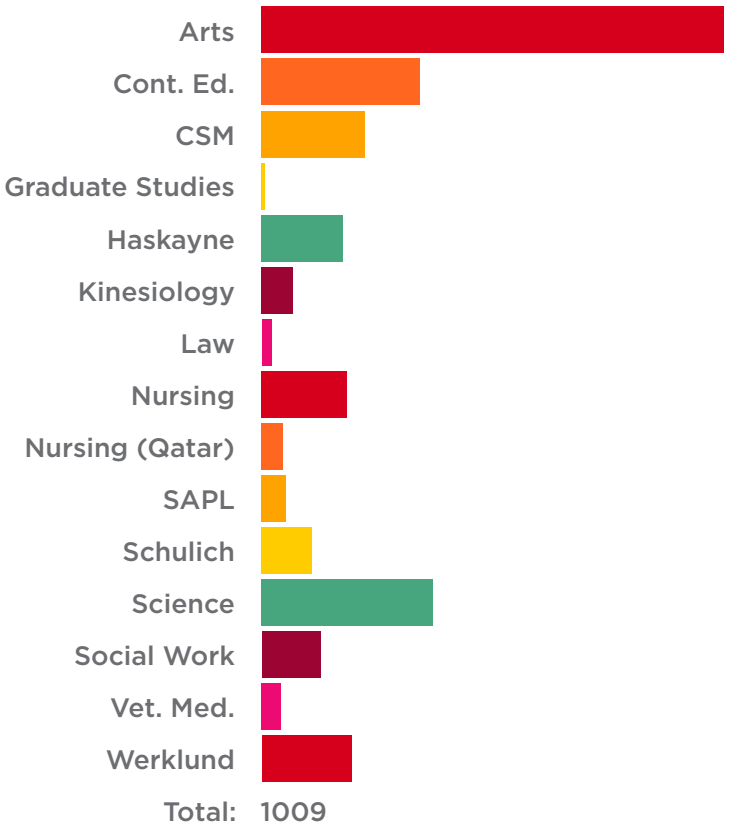
of participants who took a course at the Taylor Institute felt that it **helped them improve their knowledge related to teaching and learning in postsecondary education.**

89%

of participants who took a course at the Taylor Institute felt that it **helped them reflect on their teaching and learning practices.**

[1] Cumming School of Medicine
[2] Haskayne School of Business
[3] School of Architecture, Planning and Landscape
[4] Schulich School of Engineering
[5] Taylor Institute for Teaching and Learning
[6] Werklund School of Education

Number of one-on-one consultations by unit



Our digital reach

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

80,601
unique users in 2019-20, compared to 39,887 in 2018-19

399,022
pageviews

69%
Canadian users

31%
international users

Learning Technologies Coaches

17
Masters and PhD level coaches hired

396
consultations with academic staff (May – Aug 2020)

Supporting curriculum

19
curriculum review and development projects supported

46
curriculum mapping projects completed using the custom developed Curriculum Links platform

2020 University of Calgary Teaching Awards

20
awards given

60
nominations received

351
people engaged

55
adjudicators

10
committees

University of Calgary Teaching and Learning Grants

39
projects funded

$784,950
in grant funding released

$4 million+
in grant funding allocated to 225 teaching and learning research projects since 2014

Certificates in Postsecondary Teaching and Learning

Graduate students

201
badges awarded

22
certificates awarded

Postdoctoral scholars

129
badges awarded

18
certificates awarded

Advancing teaching and learning research and educational leadership

"It's so rewarding when you help to change a student's perspective and they realize 'I can do this.' Being part of someone's self realization is pretty special."

**Dr. Heather Jamnickzy, PhD,
Academic Lead for Teaching and Learning Research**

Recruiting an academic lead for teaching and learning research

Starting in 2020, as Academic Lead for Teaching and Learning Research, Dr. Heather Jamniczky, PhD, focuses on advocating for a scholarly teaching culture at the University of Calgary. She provides leadership for the University of Calgary Teaching and Learning Grants and Teaching Scholars programs, and is working to further elevate the profile of the Taylor Institute as a hub for research and scholarship within and beyond the University of Calgary community.

Dr. Jamniczky is a UCalgary alumna (BSc'01 and PhD'06) and is an associate professor, teaching students in both the Bachelor of Health Sciences and Undergraduate Medical Education programs at the Cumming School of Medicine (CSM). In 2020, she received a 3M National Teaching Fellowship. Dr. Jamniczky has also received several institutional teaching awards, including a University of Calgary Teaching Award (Full-Time Academic Staff).

Featuring the 2020 Teaching Scholars

In 2020, the University of Calgary Teaching Scholars Program continued 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 made a difference by sharing knowledge and research, creating social support networks, mentoring others, and influencing change both within and beyond the University of Calgary.

Dr. Michele Jacobsen, PhD, a professor at the Werklund School of Education, and Dr. Hawazen Alharbi, PhD, a visiting scholar at the Werklund School of Education and assistant professor at King Abdulaziz University, are implementing a project called Enhancing Faculty Development for Graduate Supervision in an Interdisciplinary Online Learning Community.

From the Faculty of Kinesiology, Dr. Cari Din, PhD, and Dr. Martin MacInnis, PhD are working on their project, From Following Recipes to Creating Them: Enriching Experiential Learning in Labs through a Community of Practice and Systematic Reflection.

Dr. Beth Archer-Kuhn, PhD, from the Faculty of Social Work continues her exploration of inquiry-based learning with her project, Shifting Educational Practice with Inquiry-Based learning: Aspiring to Meet the Educational Needs of Today's Learner.

Develop experiential learning opportunities

Building the foundations to scale experiential learning

UCalgary's bold commitment to experiential learning will make learning-by-doing a cornerstone of our student experience and positions our university to become a leader among Canadian post-secondary institutions. The Experiential Learning Plan (2020-25) is intended to provide a framework for experiential learning that includes common language, criteria and categories that allow us to effectively describe and promote experiential learning opportunities to students and partners.

A common framework also allows us to measure our progress, recognize efforts and collaborate across units and disciplines to build capacity in experiential learning and shift culture.

Team members from the Office of Experiential Learning worked with colleagues from across campus to start to implement the Experiential Learning Plan in 2020.

Experiential Learning

Experiential learning (EL) is learning-by-doing that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed. As such, they empower 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.

We seek to **expand and enhance experiential learning** at UCalgary by:

1. Expanding capacity and reducing barriers
2. Increasing student opportunities
3. Tracking and ensuring high-quality experiential learning

Accelerators • Capstone projects • Case studies • Co-curricular CEL • Co-curricular internships • Community-engaged research • Competitions • Consulting projects • Cooperative education • Course-based research projects • Creative performance/exhibits • Curricular CEL projects/placements • Design/project-based learning • Field schools • Hackathons • Immersive personal development programs • Individual research projects/studentships • International/cross-cultural learning experiences • Internships • Knowledge-keeper guided learning • Laboratories • Land-based education • Paraprofessional placement/on-campus employment • Pitch competitions • Professional/clinical practice/field experience/practica • Research assistantships • Simulations • Studios • Supported volunteer experiences

Experiential Learning Platform

Staff from the Office of Experiential Learning and IT worked throughout 2020 on a project led by the vice-provost (teaching and learning) to update and merge UCalgary's three separate instances of Orbis, the platform used for CareerLink, the Involvement Portal and the Success Portal. The team worked closely with stakeholders to align the data structures, plan the migration and develop a vision for optimizing the tool at UCalgary. The Orbis platform is now a common tool to support experiential learning and student success and provides a central place for advising appointments, job postings and student opportunities. The Orbis platform will be a valuable tool in reporting metrics on EL. The IT project will wrap up in July 2021 after launching an Experience Catalogue for students, onboarding experiential learning programs to the platform and introducing training and support to campus users. There are approximately 9,000 users of Orbis every month.

Experiential Learning Mapping Project

One of the University of Calgary's experiential learning priorities is to track and generate EL metrics from across campus. The Office of Experiential Learning launched the Mapping Experiential Learning Project to create an inventory of and a benchmark for experiential learning activities at UCalgary. This project also initiated conversations across campus about the excellent EL work that is currently happening at the university and to open doors to future EL conversations. Phase I of the Mapping Project will identify curricular experiential learning opportunities in 16 faculties, 36 departments and 171 programs across the university and Phase II, starting in the summer 2021, will map Co-Curricular EL. Data derived from the mapping project will support UCalgary in tracking experiential learning for reporting purposes and help create an EL Dashboard.

Mitacs Research Training Awards (RTA) Program

In the summer of 2020, the Taylor Institute supported the offices of the vice-president (research) and the vice-president (academic) to allocate Mitacs funding for the RTA program for undergraduate students. Students undertake a paid research training internship for 12 to 16 weeks ($6,000 per student). 63 students were offered the award in August 2020.

Program for Undergraduate Research Experience

In 2020, the Program for Undergraduate Research Experience (PURE) supported 137 students and 122 supervisors. A total of 514 students applied to the program — a record number of applicants. Most PURE students elected to conduct a 16-week research term and were in their third year of study. In 2020, three academic units supported faculty-funded PURE awards, bringing the total PURE funds to $765,000. A new program evaluation plan was implemented, and findings highlighted the continued beneficial impact of PURE, with students showing positive gains in four undergraduate research skill sets: reading and understanding literature, working independently and resiliently, writing for a research audience, and understanding the research process.

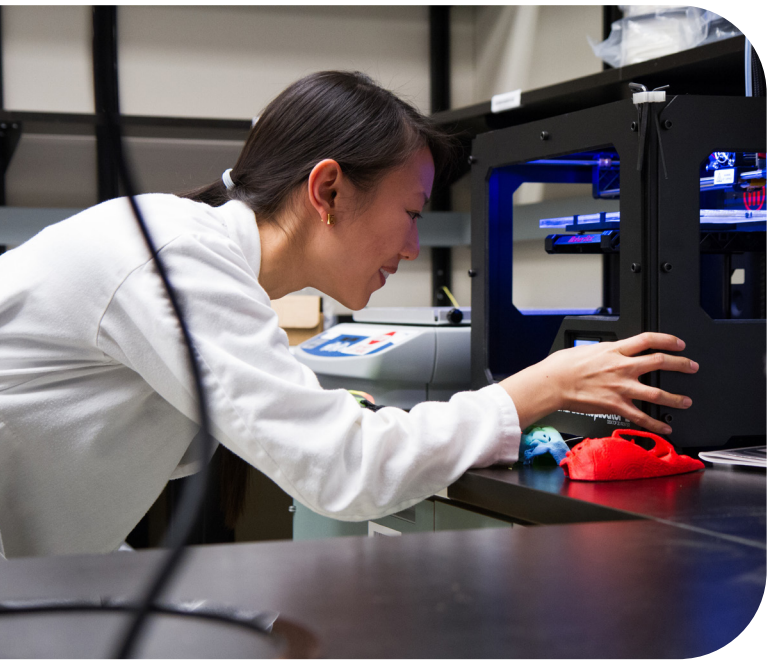
Undergraduate Research Skills Foundations Badge

The College of Discovery, Creativity and Innovation developed an Undergraduate Research Skills Foundations badge, or microcredential, that was piloted with student researchers from the PURE program through spring and summer. Students gain research skills and tools, map a research identity, and learn how to leverage their learning to plan for and achieve results. 24 students completed the badge during the pilot.

Academic Lead, College of Discovery, Creativity and Innovation

Dr. Kyla Flanagan, PhD, shares her expertise and leadership to help advance undergraduate research experiences across the University of Calgary. She plays a key leadership role in the Global Challenges program, the Program for Undergraduate Research Experience (PURE) and in more broadly developing capacity for undergraduate research experiences across the university. She is also a Senior Instructor in the Faculty of Science (Biological Sciences) and a member of the University of Calgary Teaching Academy, having received a University of Calgary Teaching Award (Full-Time Academic Staff) in 2015.

Dr. Kyla Flanagan, PhD, Taylor Institute



UNIV 301: Research on Global Challenges pilot

Students explore transdisciplinary solutions to global challenges by conducting a deep, authentic research project under the mentorship and guidance of experienced faculty members in a research stream. In this experiential learning course, students develop research skills with an interdisciplinary cohort of peers, investigating topics such as poverty, hunger, health, education, gender, climate change, and economic growth. Research streams are supported by a graduate student or postdoctoral scholar Research Coach, class instruction from the CDCI course instructor, and research direction and focus from the Research Supervisor.

Supporting Community-Engaged Learning in Mental Wellbeing

Beginning in January of 2020, the Office of Experiential Learning collaborated with a planning team to initiate the planning and development of the Embedded Certificate in Mental Wellbeing and Resilience capstone course, WELL 400. This capstone culminates students' learning with a significant community-engaged learning project. The group produced a total of eight CEL projects focused on mental wellbeing and resilience, including a project examining graduate student mental health in student-supervisor relationships; developing wellness strategies for front-line disability support workers; and investigating at-risk populations for the Centre for Suicide Prevention. The 42 students enrolled in the course will be the first group to successfully complete the embedded certificate program.

FUSION Network

The Future Skills Innovation Network (FUSION) is a collaborative network of Canadian universities that explore innovative and inclusive experiential learning approaches to foster skills development and prepare university students for a rapidly evolving society and job market. Working with our colleagues in the FUSION Network, we developed a suite of online modules, focusing on metacognition, solving complex problems and communication, that are being tested with PURE students. 130 students registered to participate in fall 2020.

$9 million in dedicated federal funding for UCalgary co-ops and internships

The University of Calgary has secured up to $9 million in federal funding in 2020-21 through the Student Work Placement Program (SWPP) for registered Canadian businesses and organizations to hire UCalgary students in paid work placements related to their field of study. Funding for student positions is welcome at a time when both students and employers find themselves navigating challenging economic conditions.

In response to the COVID-19 pandemic, the Government of Canada has made temporary changes to SWPP to make funding more accessible and the application process more flexible and to increase the number of student hires. The program is administered through Employment and Social Development Canada and funding will be delivered through UCalgary's partner organization, Magnet.

Co-operative education and internship placements are paid experiences that provide students with valuable opportunities for skill development and career exploration. As a form of experiential learning, these work-integrated learning opportunities give students a chance to apply what they have learned in the classroom to real-world projects.

Scaling experiential learning

"The University of Calgary is taking action to ensure that, by 2025, 100 per cent of our undergraduate students participate in at least two experiential learning opportunities before they graduate," says Dr. Dru Marshall, provost and vice-president (academic). "During these opportunities, UCalgary students benefit from discovering their sense of purpose, improving their civic consciousness and employability, and developing their leadership skills."

As Canada's most entrepreneurial university, UCalgary students are provided with world-class, future-focused programming to develop entrepreneurial-thinking skills, defined as creative problem-solving, turning circumstance to advantage and seeing possibilities where others see problems. "Our students will play a pivotal role in supporting Alberta employers as they overcome the significant economic headwinds brought on by the pandemic and an economic recession," says Marshall.

Employers who hire co-op and internship students gain a flexible, cost-effective way to develop new talent. Student talent can be especially effective when used to quickly move forward projects that require intensive, short-term resourcing to get started.

Accessing SWPP funding

Registered Canadian businesses, organizations and postsecondary institutions may qualify for wage subsidies of 75 per cent of the provincial minimum wage, up to a maximum of $7,500 in funding per co-op student or intern. They must be financially capable of hiring a student for a part- or full-time work term and provide them with a meaningful work experience.

Originally published in UToday on Jan. 7, 2021
Author: Jessica Snow, Taylor Institute

Zoology course empowers students to conduct research, contribute new insect biodiversity knowledge

While many of their peers were glued to their screens over the past months, students in Zoology 435: Entomology, taught by Dr. Mindi Summers, PhD, were out in backyards, parks, the Rocky Mountains and even grocery stores with an eye out for anything with six legs and wings. They were tasked with collecting and curating their own insect collection in Calgary and surrounding areas to catalogue biodiversity for the City of Calgary. They also contributed their observations to iNaturalist, an online, crowd-sourced global repository and community for identifying species.

These activities formed part of a Course-based Undergraduate Research Experience (CURE). The class is one of two pilot CURE courses supported by the Taylor Institute's College of Discovery, Creativity and Innovation (CDCI). The CUREs initiative aims to expand undergraduate research opportunities and reduce barriers to participation by integrating research activities, a type of hands-on experiential learning, into existing courses. Through incorporating research into the curriculum, the CUREs initiative is part of the university's approach to increasing and enhancing experiential learning opportunities across campus.

Summers, an instructor in the Department of Biological Sciences, engages her CURE students as partners in inquiry, encouraging the development of critical collaboration and independent research skills through a learning-by-doing course experience.

“In a remote learning context, CURE students have taken initiative with their research and gained confidence in their abilities to work independently,” says Summers about the aims and benefits. In cataloguing their local insect observations to iNaturalist, students also connect with a global community of scientific citizens while contributing valuable data that can enhance biodiversity databases.

Kevin Duclos, a graduate student teaching assistant, adds, “Students have built their own nets, used hairspray for insect preservation and shared those trials and errors with their peers. This course encourages creativity and engages students’ critical thinking skills.”

Not every student will go on to research bumble bees or praying mantises as a career, but the CUREs initiative has offered an opportunity for students to participate hands-on in undergraduate research while learning remotely, and to envision themselves as the very scientists they may strive to become. Duclos hopes that “for many of these students, this experience is the step they need to see themselves as scientists and to trust themselves. They totally are — they’re doing science, doing the research.”

Originally published in UToday on Dec. 8, 2020
Authors: Joanne Fung and Kara Loy, Taylor Institute

“In a remote learning context, CURE students have taken initiative with their research and gained confidence in their abilities to work independently.”

Dr. Mindi Summers, PhD,
Instructor of ecology and evolutionary biology

Kevin Duclos, a graduate teaching assistant, in the field.
Photo by: Kevin Duclos

Beyond the walls of the classroom

Community-engaged learning with the Calgary Public Library

Dr. Susan Bennett, PhD, and Dr. Stefania Forlini, PhD, seek to create opportunities for English literature students to see that their undergraduate work is not confined to the walls of the classroom. They give students the chance to engage in learning that extends into their communities, specifically through the Calgary Public Library, to demonstrate the value of humanities education. Their course, ENGL 520: Community Engagement through Literature, is the first of the experiential, community-engaged learning and leadership courses planned by the Department of English. Both faculty members received a 2020 University of Calgary Teaching Award for Experiential Learning Initiatives.

In the words of one of their students, "They go out of their way to craft intellectually stimulating learning, give feedback and promote growth. Their passionate commitment to building meaningful learning experiences changed my life and is worth celebrating."

Supporting field education in distance learning

During the pandemic, programs with an experiential learning focus often had the most difficulty in pivoting. Many asked themselves, "Is it even possible to do hands-on learning in an online environment?" This was a question explored by the Learning Technologies Advisory Committee as they documented stories of pedagogical innovation.

Angela Judge-Stasiak, a field education coordinator, and her team in the Faculty of Social Work had to mobilize every field placement for 160 students to remote learning when the pandemic hit. The majority were confirmed with an agency or research site, and nearly all were suspended with little notice as the community responded to the pandemic and legislated lockdowns. Fortunately, they had piloted a self-directed practicum framework in 2019 so they had a model they could expand upon and customize for each student. "The beautiful part of this type of [self-directed] practicum is that the students are in control and get to choose what they're focusing on and where their skills are coming from." says Judge-Stasiak. Through the self-directed practicum model, each student engages in both indirect and direct practice learning under the guidance of a qualified social work supervisor.

Scaling experiential learning opportunities

BY THE NUMBERS

PURE Program

137
student researchers

122
supervisors

682
participants attended 14 workshops (non-unique)

Global Challenges

122
student participants

7
course instructors

EL Workshops

120
faculty and staff participated in five teaching development workshops for experiential learning

Expand impact and connect communities

Elevating our educators and teaching communities

Dr. Michele Jacobsen, PhD, Werklund School of Education

Quality Graduate Supervision MOOC

Effective graduate supervisors combine their passion for research with a commitment to student mentorship. University of Calgary Teaching Scholars, Dr. Michele Jacobsen, PhD, and Dr. Hawazen Alharbi, PhD, from the Werklund School of Education, offered the Quality Graduate Supervision MOOC in winter 2020. Designed to offer flexible and accessible faculty development for new and experienced graduate supervisors, the MOOC provided an innovative and responsive interdisciplinary online learning community for more than 100 graduate supervisors. Jacobsen also received a 2020 University of Calgary Teaching Award for Graduate Supervision. In her words, "It is a rare privilege and an honour to work with graduate students and to be a part of their lives as well as their learning journey."

Instructional design mentorship with Aga Kha University

Our Learning and Instructional Design group provided instructional design mentorship to three instructional designers located in Karachi and Nairobi with The Aga Khan University, an international university with campuses in the United Kingdom, Pakistan, Kenya, Tanzania, Uganda and Afghanistan. Their mentorship focused on topics such as course design, online student engagement and blended learning.

Teaching Days 2020

Our annual two-day Teaching Days professional development event transitioned online with 16 sessions offered on August 27 and 28 for over 296 participants. Teaching Days focused on practical approaches and strategies to support instructors in online teaching and learning.

Shedding light on contract cheating and academic integrity

Supported by the Taylor Institute, Dr. Sarah Eaton, PhD, Educational Leader in Residence (Academic Integrity), Nancy Chibry (Science), Lee-Ann Penaluna (Student Engagement Services), Leeanne Morrow (Libraries) and many others, hosted sessions on October 16, the International Day of Action Against Contract Cheating, to raise campus-wide awareness around contract cheating and academic integrity. Eaton also facilitated a series of academic integrity workshops throughout the spring and summer that were attended by over 265 people.

The Teaching Academy's *Mentorship Guide for Teaching and Learning*

Members of the University of Calgary Teaching Academy and the Taylor Institute published *The Mentorship Guide for Teaching and Learning*. The guide, which has been downloaded over 1,200 times, presents a five-part framework for developing and sustaining effective teaching and learning mentoring relationships in higher education.

Supporting Community Engagement

UCalgary is an active participant in the Canadian Pilot Cohort (CPC) of the Carnegie Community Engagement Classification. In January 2020, a convening of the CPC with partners from across Canada, the United States and Australia was hosted in the Taylor Institute. The program was co-facilitated with Elder Dr. Reg Crowshoe, who helped merge oral and written systems and ways of knowing to form parallel paths to learning and growth. Stoney Nakoda Elder Rod Hunter joined Elder Dr. Reg Crowshoe to guide a knowledge transfer ceremony, transferring the knowledge gained in Calgary back to Simon Fraser University, the leads of the pilot in Canada. The convening reinforced the CPC's shared commitment to truth and reconciliation and established a model to inform the co-creation of a Canadian Framework for Community Engagement.

Advance equity, diversity, inclusion and Indigenous perspectives

Moving Indigenous pedagogies forward in a good way

Indigenous ways of knowing are moving forward in teaching and learning in a good way. We've hired educational development consultants, Dr. Gabrielle Lindstrom, PhD, (Indigenous Ways of Knowing), and Dr. Fouzia Usman, PhD, to advance equity, diversity, inclusion and Indigenous perspectives.

Cross-cultural urban design practice

A studio collaboration between the Tsuuti'ina Nation and the School of Architecture, Planning and Landscape (SAPL) is an exemplary, transdisciplinary team who received a University of Calgary Teaching Award in 2020 for their dedication to cross- cultural, transdisciplinary learning. The collaboration focused on TAZA, a large-scale commercial development and one of the most significant First Nations developments on North American reserve land. The SAPL studio team was formed by Graham Livesey from the Master of Architecture program, Fabian Neuhaus from the Master of Planning program, Hal Eagletail, a Tsuut'ina Nation Knowledge Keeper, and Sandra Abegglen, an embedded researcher.

Students were immersed in assignments to develop new approaches and protocols in design practices, with first-hand guidance from Eagletail and input from various Elders, enabling active engagement with First Nations cultures. The cross-cultural, interdisciplinary teaching philosophy reflects traditional First Nations knowledge, relational and collaborative practice, drawing on complementary strengths and personal and team reflections.

TI Indigenous Strategy Working Group

With guidance from Indigenous Elders, Dr. Reg Crowshoe and Evelyn Goodstriker, as well as Dr. Michael Hart, vice-provost (Indigenous engagement), the Indigenous Strategy Working Group established priorities for the 2020-21 academic year, such as:

- Recruiting a new educational development consultant (Indigenous ways of knowing)
- Developing an annual workshop series and course reDesign institute related to Indigenous ways of knowing
- Creating a series of multimodal educational resources to promote Indigenous pedagogies, and land- and place-based teaching and learning
- Supporting a new UCalgary Teaching Award for Indigenous Ways of Knowing
- Ensuring all TI programs reflect the importance of and support Indigenous pedagogies and scholarship

Territorial acknowledgement widget in D2L

The Learning Technologies team added a new widget to D2L, allowing instructors to display the territorial acknowledgement within their courses.

Faculty development in reconciliation leadership

Dr. Pamela Roach, PhD, an Indigenous assistant professor in the Cumming School of Medicine, received a **2020 University of Calgary Teaching and Learning Grant** through the Taylor Institute for her project, "Practical Leadership for University Scholars 3I: Indigenous Leadership", in collaboration with Dr. David Keegan, MD, Kenna Kelly-Turner, and Dr. Amanda Lee Roze des Ordons, MD. The goal of the project is to create an executive -level program to help faculty members facilitate effective reconciliation in the domains, projects and units they lead. It is the first program created within the top tier in the Practical Leadership for University Scholars faculty development series offered through the Office of Faculty Development and Performance in the Cumming School of Medicine.

"The course is designed to help faculty leaders committed to reconciliation know when and how to act, and not be frozen due to uncertainty," says Roach.

The team had to adapt their planning for the course around the COVID-19 pandemic, ultimately redesigning a two-day, in-person course to four half-day sessions facilitated on Zoom. The content includes Indigenous health and the Truth and Reconciliation Commission, anti-racism and discussion around the importance of decolonizing our institutions. The first sessions of the course were offered in January and February 2021.

Creating safer, anti-racist spaces

"We hope that not only will this course provide information for leaders in our systems about Indigenous health and the TRC report and calls to action," says Roach, "but will provide mechanisms for leaders to see their role in making reconciliation happen where they are so we can create safer, anti-racist spaces for our students, staff and faculty in all settings."

The grant has allowed the team to engage with Indigenous Elders and community members in ethical ways and has ensured they can design a program that meets the needs of leaders, learners and Indigenous communities.

Originally published in UToday on Nov. 16, 2020
Author: Alix Redmond, Taylor Institute

Our path to an equitable, diverse and inclusive community

Our campus is brimming with stories of kindness and inclusion; we have faculty and staff who deeply care about creating safe and inclusive learning environments and ensuring the well-being and mental health of our students. The Engineering Attributes Project received a University of Calgary Teaching Award in 2020 for their dedication to fostering inclusion and wellbeing in our classrooms and beyond.

Engineering Attributes Project

The Engineering Attributes Project is an innovative approach for integrating educational support within the first-year undergraduate engineering program. The interdisciplinary team from engineering and psychology worked across four different first-year engineering courses, developing and leading detailed modules that covered topics providing students with such skills as effective learning strategies, lifelong learning skills and mental wellness awareness. A key philosophy behind the project is the importance of creating safe spaces in classrooms for students and to help normalize help-seeking behaviour so students can seek out early on the academic and wellness supports they need.

Building intercultural capacity

The Taylor Institute partnered with University of Calgary International to host Dr. Darla Deardorff, PhD, for a two-hour interactive session on UNESCO's Story Circles, a structured yet flexible methodology for developing intercultural competence. Dr. Deardorff is the executive director of the Association of International Education Administrators. 40 participants attended the session in August.

Summer Wellness Series

During the summer months, the Taylor Institute for Teaching and Learning and the Campus Mental Health Strategy presented a series of wellness webinars that offered important mental health tools to build resilience and compassion as we work through the COVID-19 crisis. The series included four sessions from May to August on self-care and crisis response, resilience, emotional wellness and mindfulness. A total of 763 people registered for sessions throughout the series.

2020 Teaching Award Recipients

Award for Continuing and Professional Education
Raymond D. Roque
Continuing Education

Award for Curriculum Development
Embedded Certificate in Mental Wellbeing and Resilience: Melissa Boyce and Andrew Szeto
Department of Psychology, Faculty of Arts

Award for Educational Leadership (Group)
The Engineering Attributes Project Team: Kim Johnston, Robyn Paul, Destiny Dedemus, Melissa Boyce
Schulich School of Engineering/Department of Psychology, Faculty of Arts

Award for Educational Leadership (Individual, Formal)
Ebba Kurz
Cumming School of Medicine

Award for Educational Leadership (Individual, Informal)
Dora Tam
Faculty of Social Work

Award for Experiential Learning Initiatives
Susan Bennett and Stefania Forlini
Department of English, Faculty of Arts

Award for Full Time Academic Staff (Senior Instructor)
Erin Sullivan
Department of Chemistry, Faculty of Science

Award for Full-Time Academic Staff (Assistant Professor)
Man-Wai Chu
Werklund School of Education

Award for Full-Time Academic Staff (Associate Professor)
Jean-François Richer
School of Languages, Linguistics, Literatures and Cultures, Faculty of Arts

Award for Full-Time Academic Staff (Instructor)
Houston Peschl
Haskayne School of Business

Award for Full-Time Academic Staff (Professor)
David Pattison
Department of Geoscience, Faculty Science

Award for Graduate Assistants (Teaching)
Chelsea Klinke
Department of Anthropology and Archaeology, Faculty of Arts

Award for Graduate Assistants (Teaching)
Ganna (Anna) Pletnyova
School of Languages, Linguistics, Literatures and Cultures, Faculty of Arts

Award for Graduate Assistants (Teaching)
Marissa L. Clapson
Department of Chemistry, Faculty of Science

Award for Graduate Supervision
Michele Jacobsen
Werklund School of Education

Award for Librarians, Archivists and Curators
Kim Clarke
Libraries and Cultural Resources and Faculty of Law

Award for Non-Academic Staff (Individual)
Daniel Forgrave
Learning Commons, University of Calgary in Qatar

Award for Sessional Instructors
Meredith Brockway
Faculty of Nursing

Award for Teaching in Online Environments
Gregory Tweedie
Werklund School of Education

Award for Team Teaching
Sandra Abegglen, Hal Eagletail, Graham Livesey, Fabian Neuhaus
School of Architecture, Planning and Landscape

External Facilitators

Fridolin Ting, Hong Kong Polytechnic University
Jennifer Thannhauser
Sylvia Trosh
Alice de Konig
Allan Donsky
Valerie Pruegger
Kevin Wiens
Roxanne Ross
Garrett Beatty
Michele Jacobsen
Hawazen Alharbi
Glenn Dolphin
Jacqueline Smith
Linda Carlson

2020 Teaching and Learning Grants Recipients

A Resource Bank for Writing Intensive Mathematics Courses
Principal Investigator: Dr. Lauren DeDieu, PhD
Team Members: Dr. Jerrod Smith, PhD

An Evaluation of the University of Calgary Social Work with Aboriginal Peoples Course
Principal Investigator: Dr. Ralph Bodor, PhD
Team Members: Dr. Leona Makokis, PhD, Stephanie Tyler

Blended-Learning: Response to Various Learner Profiles in the French Intermediate-Advanced Language Classes
Principal Investigator: Dr. Miao Li, PhD
Team Members: Dr. Devika Vijayan, PhD

Building Undergraduate Students Understanding of Abstract Concepts One Brick at a Time
Principal Investigator: Dr. Belinda Heyne, PhD
Team Members: Dr. Elise Fear, PhD

Collaborating to Create a Professional Learning Community for Instructional Design
Principal Investigator: Dr. Amy Burns, PhD
Team Members: Michael Holden, Shirley Pepper, Dave Morris

Creating OER Textbook with Embedded Activities for First-year Chemistry Courses
Principal Investigator: Dr. Erin Sullivan, PhD
Team Members: Dr. Amanda Musgrove, PhD

Creating the 'Whole Advocate' Through Experiential Learning in the Law Classroom
Principal Investigator: Lisa Silver
Team Members: Nickie Nikolaou

Developing and Evaluating the Impact of Professional Experiential Learning Opportunities for Thesis-Based Graduate Students
Principal Investigator: Dr. Elizabeth Oddone Paolucci, PhD

The Development of Guidelines for Transformative, Equitable, and Impactful Community Engaged Learning
Principal Investigator: Dr. Meaghan Edwards, PhD

Development of a Recommendation Bank for School Psychology Practicum
Principal Investigator: Dr. Meadow Schroeder, PhD
Team Members: Dr. Erica Makarenko, PhD

Effective Feedback for the Development of Entrepreneurial Thinking
Principal Investigator: Rosalynn Peschl
Team Members: Victoria Reid

Evaluating Fundamental Care Knowledge in Undergraduate Nursing Students
Principal Investigator: Dr. Lorelli Nowell, PhD
Team Members: Dr. Sandra Davidson, PhD, Dr. Catherine Laing, EdD, Dr. Zahra Shajani, PhD, Dr. Sarah Dewell, PhD, Tiffany Conroy, Dr. Didy Button, PhD, Sandra Fritz

Evoking the Micro-Modularity Design Principle in EDER 600
Principal Investigator: Dr. Soroush Sabbaghan, PhD
Team Members: Dr. Gregory Tweedie, PhD

Examining the Use of Open Pressbooks for Student Engagement and Learning through Co-Design Participatory Pedagogical Processes
Principal Investigator: Dr. Barbara Brown, PhD
Team Members: Verena Roberts, Dr. Michele Jacobsen, PhD, Christie Hurrell

Exploring Indigenous Pedagogical Approaches to Literary Archives
Principal Investigator: Dr. Jason Wiens, PhD
Team Members: Dr. Rain Prud'Homme-Cranford, PhD

Exploring the Influence of Debriefing on Metacognition in Undergraduate Students
Principal Investigator: Tracey L. Clancy
Team Members: Carla Ferreira, Krista Wollny, Dr. Graham McCaffrey, PhD

From Plenaries to Podcast: Advancing Student Learning in EDUC 551
Principal Investigator: Dr. Shelly Russell-Mayhew, PhD
Team Members: Kerri Murray, Louise McClelland, Dr. Sarah Nutter, PhD, Dr. Jessica Saunders, PhD

Implementation, Assessment, and Dissemination of Street Challenge Pedagogy Across Disciplines
Principal Investigator: Dr. Alice deKoning, PhD
Team Members: Dr. John McArdle, EdD

Implementation of Course-based Undergraduate Research in 'ENGG 319: Probability and Statistics for Engineers'
Principal Investigator: Dr. Kazi Sumon, PhD
Team Members: Dr. Md Kibria, PhD, Dr. Melissa Boyce, PhD, Dr. Kimberly Johnston, PhD

Integrating Library, Archives and Special Collections into Creative Writing Pedagogy: An Experiential Symposium
Principal Investigator: Melanie Boyd
Team Members: Jason Nisenson, Aritha van Herk

Intrinsic Learning: A Study of Assessment Practices in the Scholars Academy service projects
Principal Investigator: Dr. Jessica Cohen, PhD
Team Members: Stephanie Lee, Roxanne Ross

Investigating Student Experiences Learning in Indigenous Education with and through the Land
Principal Investigator: Dr. Aubrey Hanson, PhD
Team Members: Jennifer MacDonald

Locating Ourselves in the Story of This Land: A Participatory Learning Experience for Undergraduate Nursing Students
Principal Investigator: Heather Bensler
Team Members: Carla Ferreira, Dr. Lorelli Nowell, PhD, Dr. Kathleen Ross, PhD, Joshua Broughton, Adrian Wolfleg, Una Weich

Making Space for Democracy in the Science Classroom: Can Critical Reflection Enhance Learning About Science-Based Public Controversies?
Principal Investigator: Dr. Gwendolyn Blue, PhD
Team Members: Dr. Cynthia Weijs, PhD, Dr. Jason Coe, PhD, Dr. Serge Desmarais, PhD

Meeting Graduate Students' Needs Around the Scholarly Communication Process: An Investigation
Principal Investigator: Christie Hurrell
Team Members: Susan Beatty, Jennifer Lee, Caitlin McClurg, James Murphy

Mental Health and Lifelong Learning Interventions in First Year Engineering Curriculum
Principal Investigator: Dr. Kim Johnston, PhD
Team Members: Dr. Melissa Boyce, PhD

Networked and Neurodiverse Strategies for Teaching Performance Creation Online
Principal Investigator: Dr. Pil Hansen, PhD

Practical Leadership for University Scholars 3I: Indigenous Leadership
Principal Investigator: Dr. Pamela Roach, PhD
Team Members: Dr. David Keegan, MD, Kenna Kelly-Turner, Dr. Amanda Lee Roze des Ordons, MD

Redesigning the Architectural History Sequence
Principal Investigator: Dr. David Monteyne, PhD
Team Members: Luisa Felix Dalla Vecchia, Dr. Jon Weller, PhD

Reflecting to See? An Exploratory Study of Student Learning of Visual Literacy Through Reflective Visual Journals
Principal Investigator: Dr. Maria Victoria Guglietti, PhD

Relational Pedagogies for Engaging Students in Online Indigenous Education
Principal Investigator: Elisa Lacerda-Vandenborn
Team Members: Dr. Patricia Danyluk, PhD, Teresa Fowler, Dr. Aubrey Hanson, PhD, Jennifer MacDonald, Jennifer Markides, Dr. Yvonne Poitras Pratt, PhD

Simulating a Highly Interruptive Environment – Helping Nursing Students Navigate Distraction and Interruptions
Principal Investigator: Kathleen Davidson
Team Members: Carla Ferreira, Dr. Lorelli Nowell, PhD, Pat Morgan, Cynthia Thomas

Technical Theatre in the 21st Century
Principal Investigator: April Viczko
Team Members: Andrew North

Transforming Geoscience Field Learning in a Tech Savvy World: Implementation of Digital Geologic Mapping in Field Courses
Principal Investigator: Dr. Rodolfo Meyer, PhD
Team Members: Dr. Rajeev Nair, PhD

Using Podcasts and Developing Livestream Projects to Engage Rural, Remote, and Indigenous Students with Understanding Online Content
Principal Investigator: Dr. Astrid Kendrick, EdD
Team Members: Dr. David Scott, PhD, Stephen Hurley

Virtual Community of Support for Masters of Education Student-Researchers
Principal Investigator: Dr. Jaime Beck, PhD
Team Members: Dr. Barbara Brown, PhD, Dr. Janet Groen, EdD

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