

Award for Blended and Online Learning

The University of Calgary Teaching Awards recognize excellence in varied learning contexts by individuals and teams. A University of Calgary Teaching Award is a distinguished honour for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences.

1.0 Eligibility

The University of Calgary Teaching Award for Blended and Online Learning recognizes the teaching excellence of an individual, academic staff member on Continuing, Contingent, Limited-Term or Sessional appointments who have developed and taught two or more different courses in blended and/or fully online environments, or integrated online learning environments as a significant element of two or more courses.

No individual may receive the University of Calgary Teaching Award in Blended and Online Learning more than once. The award may not be conferred each year, depending on whether qualifying nominations are received. There will be one award available annually.

2.0 Award Criteria

Teaching excellence at the University of Calgary is exemplified by characteristics of scholarly teaching that cross teaching and learning contexts. The University of Calgary Teaching Award for Blended and Online Learning recognizes outstanding contributions to student learning in blended and/or online contexts by an individual, academic staff member on Continuing, Contingent, Limited-Term or Sessional appointments. We recognize that there are diverse ways that individuals demonstrate excellence in blended and/or online learning contexts and nominations will be assessed based on evidence of the nominee's demonstrated skills/expertise/abilities related to the following criteria:

Engagement

- Foster learners' critical thinking, independent, and collaborative learning abilities through multiple modes of engagement with course content, peers, and the instructor(s)
- Utilize learning technologies, collaborative learning activities, and tools to promote active learning, achievement of course learning goals, and/or connection with peers
- Collect, reflect upon, and integrate feedback (e.g., student, instructor, and/or peer) on students' learning to further support student learning and one's own professional learning

Course Design

- Design intentional blended and/or online learning experiences that motivate students' engagement and learning, and/or establish relevance of subject matter
- Incorporate multiple forms of content and opportunities for interactions with course materials, learning activities, and/or assessments
- Design thoughtfully integrated assessment strategies and criteria that enhance and support learning and are intended for use in blended and/or online learning environments

Inclusion and Accessibility

- Promote inclusion, student belonging, and accessibility using appropriate teaching strategies, learning technologies, tools, and/or assessment techniques
- Create meaningful opportunities for students to engage with diverse materials and demonstrate knowledge and learning in diverse ways in blended and/or online learning environments

Communication

- Establish multiple pathways of communication and connection between instructor(s), students, and their peers in blended and/or online learning environments
- Communicate clear goals and expectations for engagement in blended and/or online learning environments

3.0 Nomination Package

The nomination should be coordinated between the nominator(s) and the nominee. Nominations may be submitted by up to three nominators, who may include any combination of former students, faculty and/or instructor colleagues or academic administrators, and ideally across groups.

The nomination package should include:

- A brief nomination letter (2-page maximum) outlining how the nominee meets the award criteria. Contributed by an individual nominator, or co-written by nominators;
- A nomination dossier (10-page maximum, excluding letters of support); and
- A cover page verifying that the nominee meets all eligibility requirements and that all recommended nomination components have been included in the submission.

3.1 Nomination Letter

A nomination letter outlining how the nominee meets (or exceeds) the award criteria may be contributed by an individual nominator or be co-written by 2-3 nominators. A co-written nomination will in no way disadvantage a nominee. Nomination letters are not included in the dossier page count; the letter should be a maximum of two pages.

Guidance on writing effective nomination letters is available through the Taylor Institute for Teaching and Learning.

3.2 Nomination Dossier

Teaching excellence is a multidimensional and complex task that requires multiple sources of evidence that can be triangulated to produce a robust assessment. While the quality of evidence is a critical aspect of a strong nomination, so is the alignment across data sources. Support for creating a nomination package is available through the Taylor Institute for Teaching and Learning.

Your nomination dossier should be a **maximum of 10 pages** (excluding letters of support):

- **Teaching philosophy statement (1-page)**
The teaching philosophy statement explains the rationale that guides your blended and/or online teaching practice, and provides information about your context, approaches, and contributions.
- **Descriptions of specific strategies**
You should provide descriptions of specific strategies you used in blended and/or online learning environments including why you used those strategies and evidence of their impact on learning.
- **Summary of data from student feedback**
A summary of data from student feedback and representative samples of student comments received across multiple learning contexts and years. It is recognized that these data may not be available or appropriate, depending upon the learning context (e.g., in small class sizes or in courses with sections taught by multiple instructors).
- **Reflective summary statement**
A brief reflection and summary of information included in your dossier to put it in context, highlight how they connect to your teaching philosophy and practices, and identify future areas for growth as it relates to teaching in blended and/or online learning environments.

3.3 Letters of support

Two signed letters of support that complement and align with the nomination dossier and provide further evidence of impact in blended and/or online learning environments.

4.0 Adjudication Process

The selection process for each of the university-level teaching awards will be similar. Administrative processes surrounding communication, nomination and selection processes will be coordinated through the Taylor Institute for Teaching and Learning.

A committee, chaired by the Vice-Provost Teaching and Learning (or delegate) and consisting of two academic staff members, two students (undergraduate and/or graduate), and a support (AUPE) staff, management or professional staff (MaPS) or postdoctoral scholar representative, will adjudicate the nomination files. The committee will be guided in its adjudication through consensus-based discussion with reference to the criteria for the award.

5.0 Recognition

Recipients will be presented with their awards at the Celebration of Teaching event. Their successes will be celebrated on the Wall of Honour in the Taylor Institute for Teaching and Learning.

Award recipients will be invited (but not required) to join the University of Calgary Teaching Academy, from which honorees can volunteer to share their expertise through mentoring, facilitating educational development activities, or implementing initiatives of their own design.