# Teaching Award Nomination Dossier 2021

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# Contents

## Teaching Responsibilities

I have been teaching as a sessional instructor for various courses for both the Southern Region and for the Virtual Learning Circle (VLC) program in the Faculty of Social Work, University of Calgary since 2011. During this time, I was a sessional instructor and a course coordinator for a variety of undergraduate and graduate level courses. I also have had the opportunity to teach in face to face, blended and online formats. I coordinated several online courses and lead a team of sessional instructors and teaching assistants and developed the teaching strategies and content for two online courses. I have had the opportunity to teach both lecture and seminar style courses as well as theoretical and practical hands-on courses. The chart below lists courses I co-taught, taught or coordinated.

| Course Code, Year and Term Lecture | Title (* denotes online) | Duties | Course Size |
|---|---|---|---|
| SOWK 303 2021 (S10 & S13) | *Practice with Individuals in Context | Instructor 2 sections & 1 TA | 26 + 25 |
| SOWK 301 F 2020 (L05) | *Generalist Practice in Context Portfolio Theme Course | Instructor | 30 |
| SOWK 306 W 2020 (L04) | *Social Work Methods Theme Course | Course Lead - 5 sections and Co-Instructor | 30 |
| SOWK 307 W 2020 (S06/S07 and S10/11) | Practice Skills in Context for Groups | Instructor | 18 +19 |
| SOWK 303 W 2019 S03 & S06 | Practice with Individuals in Context | Instructor | 18 + 17 |
| SOWK 302 W 2019 (L01 & L02) | *Research in Theme Course Module 1: What is Knowledge Generation | Instructor | 149 |
| SOWK 307 W 2018 (S04 & S05) | Practice Skills in Context for Groups | Instructor | 16 + 16 |
| SOWK 306 W 2018 L01 | * Social Work Methods Theme Course | Course Lead of 7 Instructors 4 TA's & 10 Graders | 129 |
| SOWK 303 W 2017 S03 | Practice with Individuals in Context | Instructor | 26 |
| SOWK 300 W 2016 L01 | *General Practice Context Theme Course | Course Lead (of 5 Instructors and 5 TA's) and Instructor | 43 |
| SOWK 679.10 2016 (S08) | *Maximizing Staff Performance through Supervision | Co-instructor | 25 |
| SOWK 303 W2015 (S02) | Practice with Individuals in Context | Instructor | 27 |
| SOWK 697 W2015 (S04) | *Diversity, Oppression and Social Justice | Instructor | 8 |
| SOWK 697 W 2014 (S04) | * Diversity, Oppression and Social Justice | Instructor | 20 |
| SOWK 651 F2014 (S03) | Policy as Context for Clinical Work | Instructor | 27 |
| SOWK 306 Lec 1 2013 | *SOWK Methods Theme (Diversity and Oppression) | Module Instructor | 34 |

# Teaching Philosophy

The challenge was clear: all I had to do was jump. But now, standing on top of the platform, as I was ready to step out, my thoughts began to swirl. I thought I could do this! It seemed like a good idea but now my fears were overwhelming me even though I could hear my teammates shouting, "Carol you can do it!" I was frozen, unable to move a muscle. It was then my coach came up to me and whispered, "It looks like you want to jump but I can see a lot of thoughts going through your head". I nodded, eyes big, staring at the water. He stood quietly beside me and said, "I can tell you are really scared". I nodded again. He said, "I believe you can – what you are feeling right now is a whole lot of fear and a whole lot of can nots". He then put out his hand and said, "Sometimes doing something like this alone is really scary – would it help if I jump with you?"

My experience with Don Webb, former coach of the Canadian National Diving Team, had not only had a profound effect on me at the time; it continued to influence me as a coach and later as a teacher. It would lead me to discover that teaching, like coaching, is not just about content or skill. It is a shared journey I take with my students which begins much like my experience with Don - based on mutual trust and respect, and communication. Teaching-learning relationships is an active process that involves empathy, concern for my students and understanding students' perceptions of their self and their learning process. The relationships I foster with my students determine how I teach, interact with, and understand students' learning needs - in a way that encourages their growth. My teaching philosophy is built on experiences and lessons learned through many years. I know today that teaching is about the relationships I build, creating a safe and respectful learning environment and facilitating the learning process.

## Creating a Safe and Respectful Learning Environment

My commitment to create an environment that is respectful and accepting of all students came from my childhood, family and life experiences as a Chinese Canadian. Through these experiences I developed the belief that to bring out the best in my students I must model the core skills of social work practice: empathy and understanding, mindfulness to manage the influence of my biases and values, acceptance, and the use of cross-cultural skills. Developing students' *cultural awareness and cross-cultural understanding* is necessary for their mindful practice with future clients, but also for creating a safe and respectful learning environment. Another building block for such an environment is providing *feedback in a constructive and respectful manner*. I learned that my approach to giving feedback to students impacts their outcomes. I put effort into formulating and giving constructive feedback, thinking always about what will help students develop their skills and knowledge and encourage their growth as people. Students' thoughts and feelings impact their learning process and can prevent them from trying new things and being active in their learning process. Building trust through empathy is foundational to *support students to learn and grow*. One way of doing this is to stress that learning is about making mistakes "smaller and smaller".

## Facilitating the Learning Process

In an optimal learning environment, students can reflect on their emerging social work practice. I see myself as a facilitator of this learning process, rather than as a social work expert. As such, I am committed to motivate and engage students, set clear goals and expectations for learning, create opportunities for collaboration, and challenge students to think critically and learn independently. My energy and enthusiasm carry me over into every interaction and topic I teach. Through it I *motivate and engage students*, for example by designing courses with variety and opportunities to learn in different ways. I provide students with *clear goals and expectations* by offering a "road map" of the course and its assignments that shows them where they are going and what they need to do to get there. This allows me to support my students' development along the journey. Instead of telling them what they did wrong, I share thoughts, considerations with tips and suggestions and then, to increase success in learning, I break down tasks and activities into achievable goals. *Collaboration* is essential in social work practice; thus, I prioritize creating opportunities for students to share and learn from one another. I facilitate collaboration by modelling group leadership skills and team building activities. Other social work practice skills necessary to advocate for clients or develop intervention plans, is *critical thinking and working independently*. I use self-reflection, problem-solving activities, inquiry-based learning strategies and group processes to encourage the development of critical thinking skills.

# Teaching Methods and Materials

**Creating a Safe and Respectful Learning Environment**

To build trust, respect and a safe learning environment I use a reflective practice approach in which I reflect on who I am as a teacher and how my practices impact my students. The following three teaching strategies reflect in my teaching practices: *cultural awareness and understanding, providing constructive feedback and supporting students to grow and learn*.

I am acutely aware that culture pervades every aspect of life, values, ethics, attitudes toward others and interpersonal relationships and when not taken into consideration, it can create confusion and barriers and can compromise the teaching process. My students come from a broad range of ethnic backgrounds, personal and life experiences and orientations. My goal is for all students to feel safe and respected in my classes regardless of who they are, their sexual orientation, identity, cultural membership, spiritual beliefs and practices, and status and privilege. In striving to create a welcoming environment of openness and acceptance I demonstrate ***cultural awareness and cross-cultural understanding*** with my students. It is crucial to me that I am mindful of who I am, my interactions with my students and that my teaching practices communicate and exhibit respect for my students.

My classes are diverse and as emerging social work practitioners, my students should be able to communicate with cultural sensitivity with one another and be able to work with their future clients across cultures. I infuse diversity content within my courses, whether I am teaching interviewing skills, group leadership, social work methods or within their portfolios. I teach students what is culture, how cultures vary and how cultures influence behavior as it applies to their various courses. Through activities and assignments, students explore their identity and develop an awareness of how culture impacts their social work practice. To illustrate, in a Portfolio course I invited a guest speaker to present on how to work in Indigenous cultures – a practical presentation that explained how to greet, communication practices and working considerations. *In my USRI scores I receive 7/7 for "Students are treated respectfully".*

My teaching is anchored in the communication process between myself and the students, an important part of which is how I ***provide information and constructive feedback***. An illustration of this is something I learned from my other career as a ski pro and instructor. Improvement does not come from pointing out errors but from highlighting what the student did right and framing learning as a process of building success upon success. Improvement may be small but, over time, a student becomes proficient. Feedback is critical in this process; it needs to be provided simply and behaviorally. I learned that my approach to giving feedback to skiers impacted their outcomes. If all I did was point out what they did wrong or did not do, they did not learn as much and might even give up on ski lessons. These principles apply equally in the classroom.

Whether I give feedback in written or verbal form, I am careful in how I articulate my feedback. I model and teach not to use "You" statements as I found these can create defensiveness and close students to receiving the feedback. Rather, my feedback focuses on what students did well, celebrates their success, and offers tips and suggestions for further development. (*See feedback example from SOWK 303 on Focusing/Mutual Understanding of Presenting Problem in text box*)

> Well done! The empathy responses were accurate and identified the client's presenting issues of her difficulties trying to meet her funders expectations. It was clear the client was comfortable talking to you too! The use of empathy responses throughout the helping process was helped draw out the client's story (thoughts, feelings, behaviors and concerns). It helped to clarify a number of key issues or concerns. In looking at the next steps, possible considerations to think about include helping the client identify what she wants, and help her search for unused resources. Again, wonderful roleplay with spot on empathy responses!

A safe and respectful learning environment also ***supports students to grow and learn***. It is important to understand learners, to listen to what they say and to what is communicated non-verbally. Often this means reaching for underlying feelings, a core social work skill identified by Larry Shulman (1999). In my courses, it is important for students to talk and share their ideas, and even demonstrate interviewing skills or group facilitation techniques. During these classes, the expectation is that students think critically, express their own

ideas, and participate in the learning process. One common obstacle that slows down this process, is fear - the fear of making "mistakes", fears of "failure" or even the fear of "looking silly in front of others". These "fears" interfere with the critical thinking process. This is particularly noticeable when learning new things, changing a way of thinking, developing new skills, speaking up in class, and participating in activities and simulations. Negative thinking can take over and progress becomes impossible. How fear is managed is critical; it can help move students forward or it can leave them unable to move at all. It can take the joy out of learning.

When students are stuck, unable to make a move or do not know where to start, I listen carefully to what they are saying, encouraging them to express what is going on. I use empathy to convey my understanding and support and thus build a safe and respectful relationship. I know learning new skills is not easy, I explain that no one starts out with fully formed practice skills—we all learn these skills. In learning, small steps are important and mistakes provide learning opportunities. We all make mistakes but what is important is to learn from our mistakes. Our goal is to make our mistakes smaller and less frequent. Framing things this way often frees students as they realize that mistakes are not final but a normal step on the path of growth. Empathy helps my students to manage their fears and in turn enable them to identify, analyze and develop their critical thinking and independent learning. It builds a safe and respectful learning environment.

**Facilitating the Learning Process**

I know that students come from a variety of backgrounds and learning at university can be exciting, interesting but also confusing or frustrating for some. How I engage learners and the design of the curriculum are core to my facilitating the learning process. The four strategies I use to facilitate the learning process are: *engage students, set clear goals and expectations about the course and its assignments, create opportunities for collaboration, and challenge students to think critically and learn independently.*

To **motivate interest and engage students**, I use my passion for the subject, storytelling, and activities to generate energy. During groupwork sessions, I tell a story about my first time trying to lead a group, how the children in the activity went totally out of control and what I learned from the process. To begin a course, I tell my students I am not an expert but their course facilitator or I explain how the concept I am teaching is relevant to their social work practice. To pull students in or to show the importance of a point I move around the room and observe and gauge their interest. Being flexible helps me to change strategies or approaches as I like students to be active in their learning process and encourage participation. Whether I am *teaching face to face or online, I use fun, relatable material to engage students.*

Another strategy I use to motivate and engage my students, is a "Welcoming Letter" (*see text box*) before the course starts. Some strategies I build into my online courses include making videos that are related to the course objectives and content. Instead of long lectures, I use short mini-lectures with Power Points to help guide the class, and discussions in both main and breakout rooms. The feedback I have received from the students is very positive and many find my stories easy to remember. *"Communicate with Enthusiasm"* is something *my students rate me 7/7 consistently in my USRIs*.

> **Welcome to SOWK 303!** Time has flown by quickly and our course will be starting soon. In d2l, "Welcome and Start Here" is a brief introduction about me. In this course, we will be using a combination of theory and practice with a focus on personal skill development. Similar to learning a new sport such as skiing, swimming, golfing and so on, you be learning and practice interviewing skills. You will be given the opportunity to practice and demonstrate the required skills. I love teaching interviewing and counseling and I am certain you will enjoy the course and learn or revisit strategies and skills for interviewing clients.

Facilitating the learning process also means being **clear** with my **goals and expectations**. It begins with designing a well-organized course and assignments and proving a road map for students, so they know what they are doing. In my earlier years of teaching, I learned that a lack of structure causes confusion and many questions. I learned that providing a clear course outline and road map with well-defined rubrics and assignment instructions helps clarify what we will be doing in the course, for students and for the instructors when I am the course lead.

Since bringing out the best in my students is important to me, I found being available for questions is an important strategy. In my courses I use email or office hours for clarifying assignments, use the discussion

board for questions, mentor students, and provide feedback or suggestions to improve assignments. I find it is important not just for the students but for me too. Using this approach has reduced concerns or questions, leaves time for students to focus on the assignment and produce better quality assignments. Rubrics are another road map I use for clarifying goals and expectations. Rubrics are useful in many ways: from explaining assignments, working towards assignments to assess progress, to helping students gauge if they have completed all assignment requirements, feedback and for grading. The following is an example of a rubric focused on skill development for Observer & Self-Feedback.

*Sample Observer-Self-Feedback Rubric for SOWK 303: Practice with Individuals in Context.*

| Skill | Fair - Developing and growing | Good – Developing and growing | Very Good Development of skills | Excellent: Fine Tuning Keep Going |
|---|---|---|---|---|
| **3. Paraphrasing**<br><br>**See tips in Italics and if you have any questions come by and see me.** | 1. Fair demonstration of awareness of client reactions. *Think about observing non-verbal cues and listen for behavior, and thoughts. Check for stage fright or lost in the process.*<br>2. Paraphrasing missing accuracy in the content and meaning the messages. *Think about what did the client tell me – experiencing, behavior?*<br>3. Appears to be struggling to make statements. *Wait 20 sec. Tune with the client. Listen for what the clients is thinking, behaving and experiencing. Review Egan.* | 1. Demonstrates in responses good awareness of clients' thoughts, attitudes and behaviors. *Continue to work on accuracy Getting there!*<br><br>2. Good paraphrasing. *Think about increasing more accuracy to both content and meaning throughout interview.*<br><br>3. Great, one accurate paraphrase response in the interview. *Work on increasing this!* | 1. Demonstrates an understanding of the client's thoughts and behaviors and a general awareness of client reactions.<br><br>2. Very good use of paraphrase responses in the interview: *Well done!*<br><br>3. *Think about increasing even more accuracy in identification of content and meaning.* | 1. Demonstrates a clear and rich description of client's feelings and thoughts and behavior and a strong insight into the client's personal reactions in the session. *Well done!*<br><br>2. Excellent demonstration and application of Paraphrasing Skills. *Wow! Keep it up!*<br><br>3. Paraphrases statements were accurate to levels of content and intensity. *Well done!* |

To **create opportunities for collaboration**, I employ a variety of strategies, from structured activities to designing assignments that enhance students' ability to work collaboratively. In my online courses, I use a variety of group activities in breakout rooms and come back to the main room to process student learning. The photo on this nomination dossier's cover page is an example of an experiential self-care collaborative activity in which students tossed a ball of yarn across to their peers (*see accompanying student comment in text box*).

> *SOWK 303 Student W2020: "When someone caught the roll, they would share a difficulty or barrier they were facing in their life, and a support that helped them get through them. In the end, our circle made up a literal net of support with the rope crossing back and forth across the circle. This beautiful representation of camaraderie, shared experience, and solidarity was one of my most impactful learning moments of my academic career in social work, and is one I will always cherish as well!"*

To develop trust and team building skills, I redesigned SOWK 306 for winter 2020. It is an online course with three scaffolding assignments, each with their own learning goals and activities. Each assignment and assessment reflected what the students would experience in their social work practice and created space for developing collaboration skills. To help students get to know one another, I started the course with a paired assignment, with students interviewing each other about their values, beliefs, and culture. The next two assignments culminated with using the same pairing to form a small group to apply their social work practice and intervention and collaboration skills into an integrative case analysis.

Challenging my students to **think critically and learn independently** occurs throughout the courses I teach. I want my students to discover their assumptions that guide their decisions, actions, and choices. I use strategies to encourage deep reflections for students to look beneath their beliefs and ways of thinking. I use inquiry-based questions to help my students to draw from them information, inferences, and predictions about various course topics. Examples of such questions are "what is the strength and weakness of this intervention?", "what are some of the implications?", and "how does this tie into what we just learned?". Strategies for challenging students to think critically and independently and work collaboratively are illustrated in the assignment sample below.

# Professional Learning and Development

I see learning as ongoing, and despite my many years of teaching I still have much to learn and solidify. As a result, I have been attending teaching and learning conferences since 2000. My interest in teaching and learning resulted in completing my applied dissertation in the area of building culturally competent higher educational institutions, which included faculty development for teaching and learning across cultures. My interest in teaching and learning inspired me to think about the use of educational technologies, and how student engagement and teacher presence can increase satisfaction in online learning. In 2019, I also took *Google Certified Educator Level 1* for integrating technology in the classroom.

I wanted to learn more about student engagement in online learning, as I see it as an important factor to student success. Elander (2017) presented at the *World Congress on E-Learning 2017* and she suggested that being a member of a community will help learners better engage in the course. Elander (2017) talked about the importance of instructor presence, something I believe is core to online teaching. Another example that stands out is Dr. Ron Owston's keynote speech at the E-Learn: World Conference on E-Learning in Vancouver, 2017 entitled "Blended Learning: Is there an optimal mix of online and face-face-instruction?". He found in his research, that the quality of interaction is key within courses and is easier in blended versus fully online courses. These various conferences that I attended reinforced my beliefs of good teaching practices: that frequent and focused feedback provides a confidence to succeed, and of the importance of instructor presence to create a safe and respectful learning environment. Through building self-efficacy within my students I can help facilitate the learning process.

# Engagement in Teaching and Learning Research

A few of the teaching and learning conferences I have attended and presented at in recent years include:

*Presentations*

Ing, C. and Gabor, P. (, 2020, March 2). *Virtual Presentation: Preparing for online teaching*. International Technology, Education and Development Conference 2020, Valencia, Spain.

Ing, C. and Gabor P. (2019, March 11). *Managing large format online courses: An instructor's guide to survival. International* Technology, Education and Development Conference 2019, Valencia, Spain.

Gabor, P. & Ing, C. (2019, Nov. 11). *Front of the house and back of the house in online learning*. International Conference of Education, Research and Innovation, 2019, Seville, Spain

Gabor, P. & Ing, C. (2018, Nov 12) *Enhancing student engagement in online and blended learning*. International Conference of Education, Research and Innovation 2018, Seville, Spain

Ing, C. & Gabor P. (2017, March 6). *Teaching faculty: Issues and consideration for faculty development in higher education programs*. International Technology, Education and Development Conference 2017, Valencia, Spain.

Ing, C. & Gabor P. (2014, March 10). *Intergenerational issues in higher education: Challenges and opportunities*. International Conference of Education, Research and Innovation, 2014, Seville, Spain

*Proceedings*

Ing, C. and Gabor, P. (2020). *Preparing for online teaching*. Conference Proceedings: International Technology, Education and Development Conference 2020, March 2-4, 2020. (7485-7493). Valencia, Spain.

Gabor, P. & Ing, C. (2019. *Front of the house and back of the house in online learning.* Conference proceedings: International Conference of Education, Research and Innovation, November 11-13 2019, (pp. 8784-8791). Seville, Spain

Gabor, P. & Ing, C. (2018) *Enhancing student engagement in online and blended learning*. Conference proceedings: International Conference of Education, Research and Innovation 2018 (pp. 4180-4186). Seville, Spain

Ing, C. & Gabor P. (2017). *Teaching faculty: Issues and consideration for faculty development in higher education programs*. International Technology, Education and Development Conference March 6-8, 2017 (3701-3706). Valencia, Spain.

Ing, C. & Gabor P. (2014). *Intergenerational issues in higher education: Challenges and opportunities.* Conference proceedings: International Conference of Education, Research and Innovation (pp. 1121-1227) Seville, Spain.

While attending these conferences I had the opportunity to attend numerous workshops ranging in topics from gamification to portfolio development and learning, and on student success and critical thinking.

## Student Feedback, Course Evaluations and Evidence of Student Success

The USRI below provides an overview of the courses I have taught at the University of Calgary since 2013. Using the single "overall instruction" metric the mean range is 5.76 – 7. These results are above the comparator scores in the Faculty of Social Work. My highest results come when I am the sole instructor. I have a number of non-releasable USRI scores from courses where I was co-instructor or as course lead with multiple instructors.

**Universal Student Ratings of Instruction**

| Term Year | Role | Course Name and Number | % in USRI | Mean Overall Score in Overall Instruction | |
|---|---|---|---|---|---|
| | | | | Faculty (/7) | Carol Ing (7) |
| F 2020 | Instructor | Generalist Practice in Context Portfolio Theme Course (SOWK 301; L05) | | N/A | Rating Unavailable |
| W 2020 | Course Lead & Co-Instructor | Social Work Methods Theme Course (SOWK 306; L04) | | N/A | Not releasable |
| W 2020 | Instructor | Practice Skills in Context for Groups (SOWK 307; 06/ S07 & S10/11) | | N/A | Rating Unavailable |
| W 2019 | Instructor | Practice with Individuals in Context (SOWK 303; S03 & S06) | S03 = 100% S06 = 94.12% | 6.17 6.17 | 6.94 6.87 |
| W 2019 | Multi-Instructor | SOWK 302 Module 1: What is Knowledge Generation (L01 & L02) | | N/A | Rating Unavailable |
| W 2018 | Instructor | Practice Skills in Context for Groups (SOWK 307; S04 & S05) | S04: 100% S05: 93.95% | 6.29 6.29 | 7 6.93 |
| W2018 | Course Lead & Multi-Instructor | Social Work Methods Theme Course (SOWK 306; L01). This was multi-instructor course | 29.46% | 6.29 | 5.76 |
| W 2017 | Instructor | Practice with Individuals in Context (SOWK 303; S03) | 26 = 92.31% | 6.14 | 6.91 |
| W 2016 | Course Lead & Multi-Instructor | General Practice Context Theme Course (SOWK 300; L01) | | N/A | No Survey |
| 2016 | Co-Instructor | Maximizing Staff Performance through Supervision (SOWK 679.10; S08) | | N/A | Not releasable |
| W 2015 | Instructor | Practice with Individuals in Context (SOWK 303; S02) | 11% | N/A | Not Releasable |
| W 2015 | Instructor | Diversity, Oppression and Social Justice (SOWK 697; S04) | 50% | N/A | Not releasable |
| W 2014 | Instructor | Diversity, Oppression and Social Justice SOWK 697 S04 | 15% | N/A | Not releasable |
| F 2014 | Instructor | Policy as Context for Clinical Work (SOWK 651; S03) | 11% | N/A | Not releasable |
| F 2013 | Multi-Instructor | Social Work Methods Theme Course (SOWK 306; Lec 1) Cultural Competence, Strengths & Empowerment | 34 29% | 5.95 | 6.6 |

I also would like to note that although many of my scores are high, maintaining standards is important to me as seen by student comments.

**Student comments**

I have received many positive student comments over my years of teaching. I selected a few of those to share in this section. It is gratifying to receive these glowing and positive feedback about my teaching practices and

strategies, as it provides some tenor of who I am and what I believe in as a teacher. Comments are grouped according to my two main teaching philosophy principles. First Creating a Safe and Respectful Learning Environment and then Facilitating the Learning Process.

**Creating a Safe and Respectful Learning Environment**

- *"Carol's teaching style provides a sense of equality between professor and student, eliminating intimidation and power dynamics. This inclusive setting that Carol creates ensures students feel respected and safe to share their unique ideologies and perspectives". [SOWK 307 Student, Winter 2020]*
- *"Thank you so much for the feedback. This was a tough but very insightful assignment (video and transcript) for me and I learned A TON from watching myself and hearing my responses. I so appreciated all the time you took to provide feedback, especially since I want to go into Clinical practice. I have to say, having you as a prof during block week was an absolute treat! I learned so much from you and your class and thank you for making it ok to make mistakes and learn from them". [SOWK 303 Student, Winter 2017]*
- *I have to say thank you for creating a safe & engaging space for my learning. The stories you shared were so inspiring and taught me to never give up and achieve my goals & aspirations! [SOWK 303 Winter 2019]*
- *Feedback given on assignments is detailed and thought provoking, with Carol often leaving questions and comments that provoke deeper thinking and questioning. The detailed analysis she provides allows students to feel understood and validated. [SOWK 307 Student, Winter 2020]*
- *"That was right time for me to be there after going through during the process of grieving the loss of my loved one. I was running out of skills on how to manage myself. Your warm welcome and teaching skills gave me a therapeutic feeling and sense of belonging. The empathetic way of responding to me was great to stir me towards the direction of my desired goals. You transformed me and inspired me to become a skilled counselor." [SOWK 307 Student, Winter 2020].*
- *"My knowledge about theory, skills, competences, and conversation skills within the social work field vastly increased due to this course. There were always a variety of perspectives at play through and through and it was awesome to be able to express honestly for once and have conversations without scrutiny. Professor Ing, was fantastic and the course was super educational. I finally feel like I know what I am doing with myself, how to grow individually in my future practices and with my current and future clients. [SOWK 306 L04 Student evaluation comment, Winter 2020]*
- *"It's completely my pleasure to get to know an inspiring personality like you. We cross our road with a lot of people, yet only few people make a place in our memory, rarely few we look forward to as our ideal character, you are one of them Mam! and I will always cherish the knowledge I gained from you". [SOWK 303 Student Winter 2017].*

**Facilitating the Learning Process**

- *"You were always animated and enthusiastic with your live and pre-recorded lectures. I also believe that because of this, when I was doing assignments for you I could hear your voice reading me the materials and it made me want to complete them to meet your high standards. However, you have also taught me to hold myself at that high level as well and I appreciate that more than you will ever know. Thank you for a semester that I will never forget and for making me excited about learning again. (SOWK 306 L04 2020 written evaluation comment)*
- *Carol is one of the best profs that I have ever had! She is so knowledgeable with amazing energy that kept the class inspired and engaged. [SOWK 303, Winter 2019 student comment from course evaluation]*
- *"The way that Carol designs her course so that students understand is extremely practical. Her structure for the course allowed us to get to know one another, feel comfortable and practice in a safe space. Carol doesn't over complicate things and keeps everything straightforward and even lectures efficiently". [SOWK 303, Student evaluation comment, Winter 2019]*
- "*Thank you for your detailed comments on my portfolio, it really helps to know what I did well and or can improve on. I am glad you liked it. I must share that your clear details of your expectations of assignments have been beyond helpful which aided in the quality of work. It is so important for us students to understand this. So, thank you". [SOWK 301 Student, Fall 2020]*
- *"I loved the idea of group projects, it helped me in connecting and building relationships with different types of individuals who were from different backgrounds and who their views were different from mine. Instructor provided students with a great deal of support throughout the semester, which is very important for online learning". [SOWK 306 Student Winter 2020].*

What I learned from my students' feedback and course evaluations is that I should continue to create a safe and respectful learning environment and facilitate the learning process. Although my USRI ratings are consistently high, what is important for me is the continual dialogue I have with my students during the course and that feedback helps me get a sense of how the course is going and what I need to accentuate or improve within the course. I discovered over the years that each class brings a group of students together that have different learning styles, life experiences, and stressors, as I saw this year with COVID-19's impact. So, I listen carefully to my students and consider how teaching and learning is impacting them.

## Evidence from Colleagues and Peer Feedback

In my role with the Faculty of Social Work, I also have been course lead for a course within the Virtual Learning Circle program. I learned from my first redesign in 2018 of SOWK 306 that a large format course like this, with multiple instructors, TA's and graders resulted in a heavy content load that requires more instructor presence. In reading the student reviews it was clear that a better integrated and aligned course, and considerations for supporting students, was required. I completely redesigned SOWK 306 in 2020 to develop strategies to increase support for students in their learning and to realign and integrate content to speak to the skills they would need as emerging social workers: engaging clients, assessment, intervention and evaluation and collaboration skills. I worked closely with the instructors, so everyone was on the same page. Here are comments from a few instructors on the redesign of SOWK 306:

Trish Smith, co-instructor, wrote about the redesign of SOWK 306 Winter 2020 *"a creative course design that prioritized collaborative student experiences, student/instructor relationships and achievement of learning outcomes. The course design had an exceptional focus on student engagement and practice skills. With Dr. Ing's guidance, this focus was woven throughout the content, synchronous and asynchronous activities and the assessment* strategies". Trish also wrote "*Dr. Ing's ideas for assessments were particularly inspired. They used a scaffolding concept with each assignment building upon the previous one and required a practical application of the knowledge and skills in a social work context relevant to the student's*".

Olivia Cullen, instructor for SOWK 306 Winter 2020 wrote *"Dr. Ing worked diligently to develop assignments that meaningfully integrated course content, gave students choice to ensure they felt engaged and interested in the topics, and supported their critical thinking skills. Multiple students shared with me that the approach Dr. Ing developed for SOWK 306 had been their best experience in the VLC program thus far"*.

In addition to feedback from instructors on courses that I led, I have received invitations to guest lecture; most recently for Iris Plain Eagle, SOWK 411 instructor, on "Practice Across Cultures", November 5, 2020 who wrote *"the class as a whole was highly engaged with you, the Guest Speaker, during your presentation and connected well their new knowledge to their field of learning and future practice with diverse clients"*.

Furthermore, I co-facilitated and mentored faculty for ICP 1155: Cultural Diversity. This is a 3-credit course for the college faculty in the Instructional Certificate Program part of the Center for Teaching and Learning at Lethbridge College. I have been facilitating the course since 2000. The course examines cultural diversity and its impact on classroom dynamics and the educational process and examines culturally appropriate instructional strategies for specific learner profiles. Feedback in 2019 included *"Opened my mind to new teaching strategies for all students and for what I can change in my teaching!"* and another instructor wrote *"Building self-awareness of personal values, biases and prejudices - I learned lots about myself!"* In 2016, I was also invited to teach a 3-day workshop for Lethbridge College Student Services on Working Across-Cultures with similar responses.

## Awards and Recognition

In 2018, I received the Faculty of Social Work Undergraduate (BSW) Teaching Excellence Award at the University of Calgary, for outstanding contributions to student learning. I was nominated by Dr. Cari Gulbrandsen for my teaching and coordination of SOWK 306 in 2018. The award is similar to the university wide award. What it meant to me was that it reinforced my belief in the importance of creating a safe and respectful learning environment through cultural awareness and understanding, the importance of providing constructive feedback to help students grow, and supporting students to manage their fears. It also encouraged me to continue facilitating the learning process, motivating, and engaging learners, setting clear goals and expectations for learning in courses and individual learning activities, creating opportunities for collaboration, and challenging students to think critically and learn independently. These underlying dynamics of teaching are as important as the content I am teaching in my courses.

## Summary and Goals

How will I continue developing, growing and improving as an educator? What interests me most about teaching in post-secondary education? What are my future goals and aspirations as an instructor in post-secondary education? In summary, I believe that teaching and learning is rooted in building relationships which enables the creation of a safe and respectful learning environment. Such an environment allows me to facilitate a strength-based learning process where students engage as active participants in their learning, with many opportunities for collaboration and critical thinking. By being attuned to student and peer feedback, seeking regular opportunities for professional development, and engaging in the scholarship of teaching and learning, I continuously strive to improve my teaching practice.

My future goals include:
a) To ensure my courses are manageable for students by focusing on critical material and skills and assessing "What is nice to know" and What is important to know" especially in times like this pandemic.
b) Feedback takes time and effort; continue to examine ways to provide constructive feedback.
c) Online learning scholarship and teaching; continue to develop new strategies and research to bring out the best in students in an online environment.

At this stage in my career, I am interested in the success of my students and in ways I can inspire, motivate and assist them in their journey. Combined with my scholarship and beliefs in teaching and learning, I am excited to investigate new approaches and try new ideas. My goal is to set the groundwork and motivation for my students to be successful in their own teaching and learning journey.

I have often thought about Don standing beside me, a person who was totally committed to my succeeding. That experience taught me the importance of what I bring to students to help them to succeed too. I look forward to continuing this shared teaching-and-learning journey with my students, as they become thoughtful, empathic, and skilled social workers.

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