

CENTRE FOR TEACHING, LEARNING AND TECHNOLOGY (CTLT)

EXTERNAL REVIEW: APPENDIX

October 2016

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SECTION 1: SERVICES AND ACTIVITIES

The following is an extended narrative of the history of CTLT, followed by an overview of our current and future areas of activity.

CTLT was established in July 2010, bringing together the former Centre for Teaching and Academic Growth (TAG) and the Office of Learning Technology (OLT) into one central academic services unit. At the time, TAG had approximately 20 staff and student FTE and had undergone an external review in 2009. Its mandate was to support faculty in aspects of teaching and learning professional development, together with course and curriculum design. OLT was comprised of 45 staff and student FTE, and although not formally reviewed since creation, the 2002-04 Advancing the Creative Use of Learning Technology (ACCULT) Committee laid foundations for how it functioned. It also acquired the Distance Education group from Continuing Studies in 2006. Also embedded within CTLT is the Institute for the Scholarship of Teaching and Learning (ISoTL), a research institute established by Senate in 2006, which supports research and reflection on teaching and learning, with the aim to inform and enhance practice, both locally and internationally.

An Academic Director pro tem was appointed (Dr. Harry Hubball, Faculty of Education) while an international search was conducted. CTLT was established with a bicameral director model: the Academic Director was partnered with a Managing Director (Dr. Michelle Lamberson, former Director of OLT). The Academic Director took responsibility for academic strategy and interactions with Faculties, including forging partnerships with existing teaching and learning support units on campus. The Managing Director had overall responsibility for operations, personnel, and resources, as well as long-standing experience in the area of learning technology. The current Academic Director was appointed in 2012 for a five-year term, concurrent with a tenured appointment to a faculty position in the Department of Physics and Astronomy as one of the inaugural cohort of the newly introduced rank of Professor of Teaching.

By late 2012, there was already substantial activity around the campus to enable and support excellence in teaching and learning. The University's strategic plan, Place and Promise, set out a vision for teaching and learning with the notion that a top-ranked research institution could also be held in equally high esteem for its excellence and leadership in teaching and learning. The Carl Wieman Science Education Initiative was in

full swing; initiatives to support curriculum renewal activities in departments were underway; a new Learning Management System (LMS) was being implemented; guidelines for campus-wide implementation of summative peer reviews of teaching to inform promotion and tenure cases were being operationalized in Faculties; and a strong commitment had been made to supporting and developing educational leadership activities as part of the mandate of teaching-focused faculty members, including introducing the rank of Professor of Teaching. A long-standing annual open competition for educational enhancement projects (the Teaching and Learning Enhancement Fund, TLEF) provided the innovation engine to power many of these, and other, teaching and learning innovation activities.

Against this backdrop of activity, it was becoming clear that there were powerful external drivers acting with increasing pace to impact and influence the business and value propositions of an undergraduate education. The bloom of interest across higher education in Massive Open Online Courses (MOOCs) in 2012 and 2013 was one obvious illustration of this, along with changing learner demands, shifting market dynamics, and technology that was both enabling and disruptive. Flexible Learning (FL), born as an initiative in late 2012 and growing over time into an academic strategy framework that encompassed on-campus undergraduate learning, continuing and professional education, and open online learning opportunities, was UBC's response to these conditions. CTLT played an important role in supporting the bootstrapping of the initiative: in early 2013, around 40 FL improvement projects were funded into many of which we were able to provide support.

Around the same time, the budget model for distance education (DE) courses had shifted significantly. Prior to the 2013-14 session, DE courses were offered through CTLT in a number of Faculties. CTLT received tuition revenue and appointed instructors from the relevant departments to teach these courses. With the shift in the funding model, the tuition revenue from these DE courses was directed back to the Faculties as per the regular University model. A key component of the rationale was that departments and Faculties should retain oversight of the whole portfolio of courses that they offered and adjust offerings to meet their strategic objectives, irrespective of the

modality of delivery. CTLT retained the capacity to support existing DE courses and the advent of FL projects further blurred the distinction between fully online and blended learning courses.

As Flexible Learning gathered momentum through 2013, the Managing Director was deployed to a role within the Provost's Office as Director of Special Projects in Flexible Learning. This move led to changes to the senior team in CTLT, with a sole Director model and new appointments of a Senior Manager for Operations and Executive Coordinator to support the work of the leadership team. Additional resources were provided to strengthen the area of research and evaluation, with the appointment of a Senior Manager position. Orientation towards more faculty-facing service roles was enacted, with CTLT staff deployed as 'Flexible Learning Liaisons' (later renamed to just 'Faculty Liaisons') in Faculty-based support units in Arts, Science, Land and Food Systems, Sauder School of Business, and Vantage College.

Through 2014, a number of significant changes with respect to learning technology were initiated. As a response to poor stability and significant performance issues of the LMS at the start of the 2013-14 academic session, the leadership of CTLT and UBC IT established the Learning Technology Hub (LT Hub), a grouping of staff within CTLT and UBC IT that provided not only a one-stop shop for LT support and advice for faculty, but also a shared and more collaborative approach to functional and technical leadership of the learning technology portfolio within UBC. Responding to the concerns around campus about the performance of the core learning technology application, which was further confirmed by benchmarking faculty attitudes as part of the ECAR survey administered by EDUCAUSE, a community consultation was undertaken to define the near term future for learning technology and a roadmap of how to get there. This Learning Technology Ecosystem Project (LTEP) developed a vision and principles for learning technology at UBC; proposed and then implemented a revised governance structure that provided greater faculty and student input; and established a model for technology adoption through a complete lifecycle from innovation and pilot, through mainstream availability, to sun-setting and end-of-life.

A second area of growing LT activity stemmed from UBC's membership in the edX consortium. In 2012, UBC initially developed a small number of MOOCs delivered through Coursera. In 2014, the case was made to join the edX consortium as a Contributing Charter Member, and UBC's activity in this area was led by Dr. Gregor Kiczales, Provost's Fellow for Flexible

Learning. UBC's approach was to contribute a small number of fully open and continuing professional education courses in areas of significant research strength and activity on campus, as well as contribute to the development of the open source platform functionality. CTLT staff, both on the course management and production side and technical development teams, have made substantial contributions to this effort.

2014 also saw the appointment of a new President, whose vision and plans for provision of additional resources back to Faculties resulted in administrative and service units being asked to make financial savings of 8% over the following four years. We streamlined services and positions in response to this and were able to deliver the required savings within two years, eliminating six ongoing positions.

Over the last two years, the pillar of Flexible Learning relating to transformation and enhancement of on-campus courses has transitioned from a new initiative in 'ramp-up' mode to the new normal. The funding process to support course transformation and enhancement has been merged with the long-standing and ongoing annual cycle of TLEF funding. In 2014, we assumed operational responsibility (on behalf of the Provost's Office) for the proposal development, submission, evaluation, and funded project tracking process, and moved from a paper-based application and evaluation process to a more streamlined online system. We have recently begun to think more carefully about ways to demonstrate the impact the fund has had over its 25+ year history and more widely showcase and disseminate outputs from completed projects.

Our current context and near-term future is once again in the middle of new activities and significant changes around the University. The previous President has left office after a year, a former President has returned as interim for a year, and at the time of writing, the new President has been announced and arrives on campus later in the summer. Reflecting back, the previous few years have seen significant change for the unit, and we expect the next few to be likewise—it is simply a fact of life within the present post-secondary environment.

We continue to think carefully about how to best build and sustain partnerships with Faculty-based learning support units across campus that meet particular local needs in a large, diverse, and devolved institution. We now have around 17% of CTLT staff who are deployed/seconded to specific Faculty projects or service provision (across Science, Arts, Pharmaceutical Sciences, Sauder School of Business, Land and Food Systems, Education, and Vantage College) and other units around

campus (First Nations House of Learning and UBC Library). A new scheme that is being piloted this year provides secondments of individual faculty members to CTLT (funded via a single course buyout for two years) to work on an extended project of strategic importance to their department or Faculty as well as of personal interest. Four CTLT Faculty Associates have been appointed with the full support of their deans, with two further deferred until 2017.

There has been a significant shift in the centre of gravity of learning technology leadership over the last few years. The relevant teams of both CTLT and UBC IT provide support in a much more functional and collaborative way, leadership is more collegial and built on mutual trust, and a new governance structure foregrounds the input from faculty and students. Recommendations from the community consultation process described previously (LTEP) have seen cases made for significant projects to re-evaluate and replace the LMS and create institution-wide capability for Learning Analytics, together with the policy, procedural, and support framework that is also needed. The nascent reinvigoration of 'extended learning' (open learning as well as career and professional education opportunities) will also have significant implications for learning technology provision and support.

A final area of current and future activity is around the reconceptualization of educational leadership, a core requirement for promotion and tenure within faculty in the Professor of Teaching stream. Taking stock five years after the introduction of these requirements and the Professor of Teaching role, we are leading the campus conversation around what educational leadership means in diverse academic contexts, revising guidance material in collaboration with the Senior Appointments Committee and Faculty Relations, and working with faculty, heads, and deans to ensure that the requisite support is available to those within this stream.

SECTION 2: SUPPORTING STRATEGIC UNIVERSITY PRIORITIES

2.1 ENGAGEMENT WITH THE ABORIGINAL STRATEGIC PLAN

Indigenous Foundations and What I Learned in Class Today are two online resources that we have created for use within UBC and beyond. The metrics of usage can be found below:

Indigenous Foundations (2013-16)

- » Users: 1,075,161 (73.9% new)
 - » 82% from Canada (40% Ontario, 23% British Columbia, 14% Alberta, 8% Saskatchewan, 6% Manitoba, 4% Quebec, 2% Nova Scotia)
 - » 9% USA
 - » 13% rest of world
- » Most popular page: [Government Policy - The Residential School System](#)

What I Learned in Class Today (2015-16)

- » Users: 8,174 (56% returning)
 - » 91% from Canada (73% British Columbia, 13% Ontario, 6% Alberta)
 - » 2% USA
 - » 7% rest of world
- » Most popular pages: [Edited Video: Students Speak](#); [edited video archive of interviews from students and faculty](#)

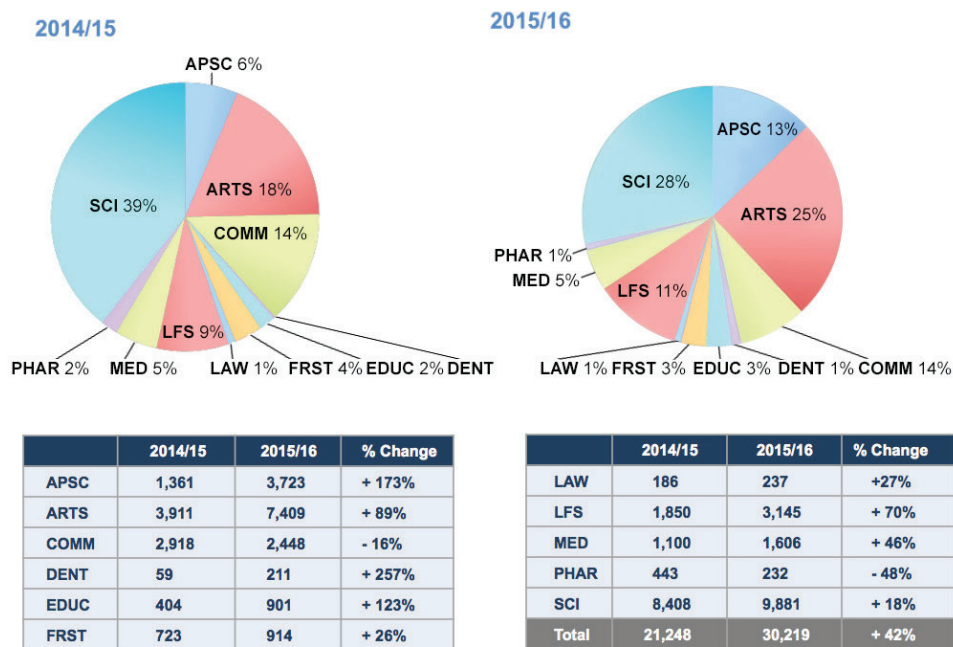
2.2 FLEXIBLE LEARNING/TEACHING AND LEARNING ENHANCEMENT PROJECTS

The Flexible Learning website includes a selection of [case studies](#) that detail how UBC instructors are transforming their teaching and the impact that FL-transformed courses are having on students.

Highlights of the FL/TLEF enhancement projects from 2013-16

- » 89 funded projects since 2013 (across all Faculties/many departments).
- » Significant growth in numbers of transformed sections offered and undergraduate students impacted (339 sections impacting 45.6% of students in 2015).
- » High level of engagement in FL/TLEF-funded projects by research- and teaching-stream faculty (174 research-stream, 167 teaching-stream faculty).
- » Diverse (and growing) portfolio of online offerings (e.g., edX open enrolment MOOC's, creative writing PE courses, AP Psychology courses).
- » Growing number of flipped/blended on-campus courses using edX (20 courses impacting 5,100 students).
- » UBC MOOC material is being repurposed and reused in UBC credit-bearing courses (eight courses impacting 1,315 students).
- » The use of open resources across campus has already resulted in substantial financial savings for students (open textbooks savings of approximately \$275K for students in three Science courses).

Student impact: The following graphs show the number of students impacted by FL/TLEF funding across the various Faculties that have implemented course transformations.



Projects funded: The following table shows the number of projects that have recieved funding over the past three years.

		FL (2013/14 & 2014/15)	TLEF-FL (2014/15)	TLEF Large (2015/16)	TLEF Large (2016/17)
Program proposals funded		35	18	20	16
Principal Investigators		35	18	19	16
Faculty members & librarians involved (distinct by round; not by year)	Total	104	50	96	77
	Professor	22	11	29	13
	Associate	30	8	19	11
	Assistant	12	2	9	8
	Professor of Teaching	3	1	5	8
	Instructor	20	11	20	28
	Sessional	17	7	5	6
	Librarian	0	10	9	3
Departments engaged	Distinct	30	11	20	16
Faculties engaged		12	11	9	8

Course impact: The following table provides information on the number of courses, sections, and students that have been impacted by FL/TLEF projects across both undergraduate and graduate studies.

		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
		Undergraduate			Graduate		
# of distinct courses offering a transformed section		41	105	180	--	4	29
# of sections scheduled		75	221	339	--	4	34
Student enrolments in a FL transformed section	Headcount	8,104	21,248	30,219	--	114	812
	FTE	1,154.2	2,541.3	3,971.8	--	9.4	117.1
Unique student enrolments in a FL transformed section		6,420	12,444	18,967	--	113	624
Overall UG student impact (enrolments)	Headcount %	2.5%	6.4%	9.0%	--	--	--
	FTE %	3.6%	7.6%	11.8%	--	--	--
Overall % of students impacted by at least 1 course transformation		16%	34%	45.6%	--	1.1%	6.6%

2.3 LEARNING TECHNOLOGIES

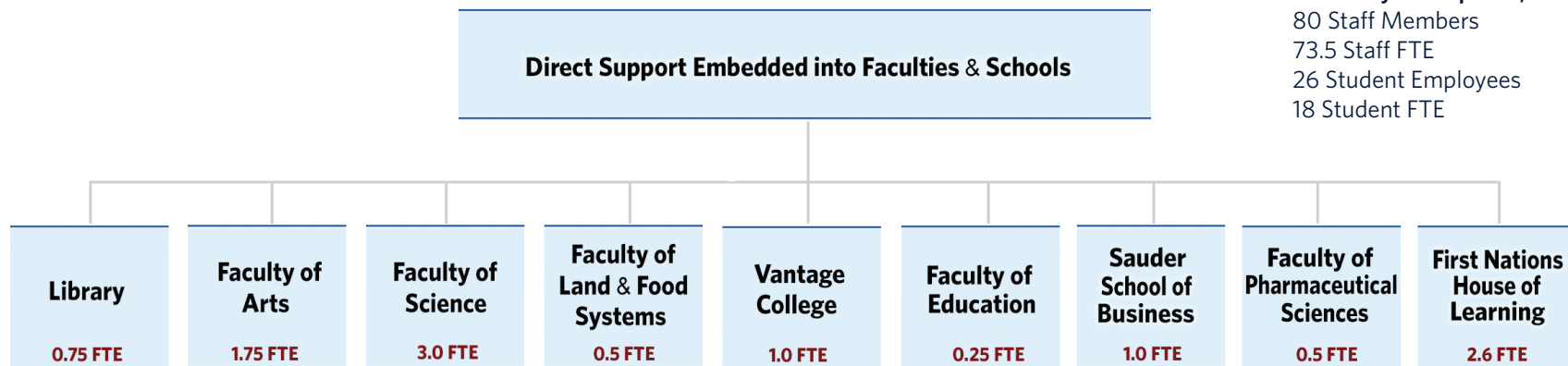
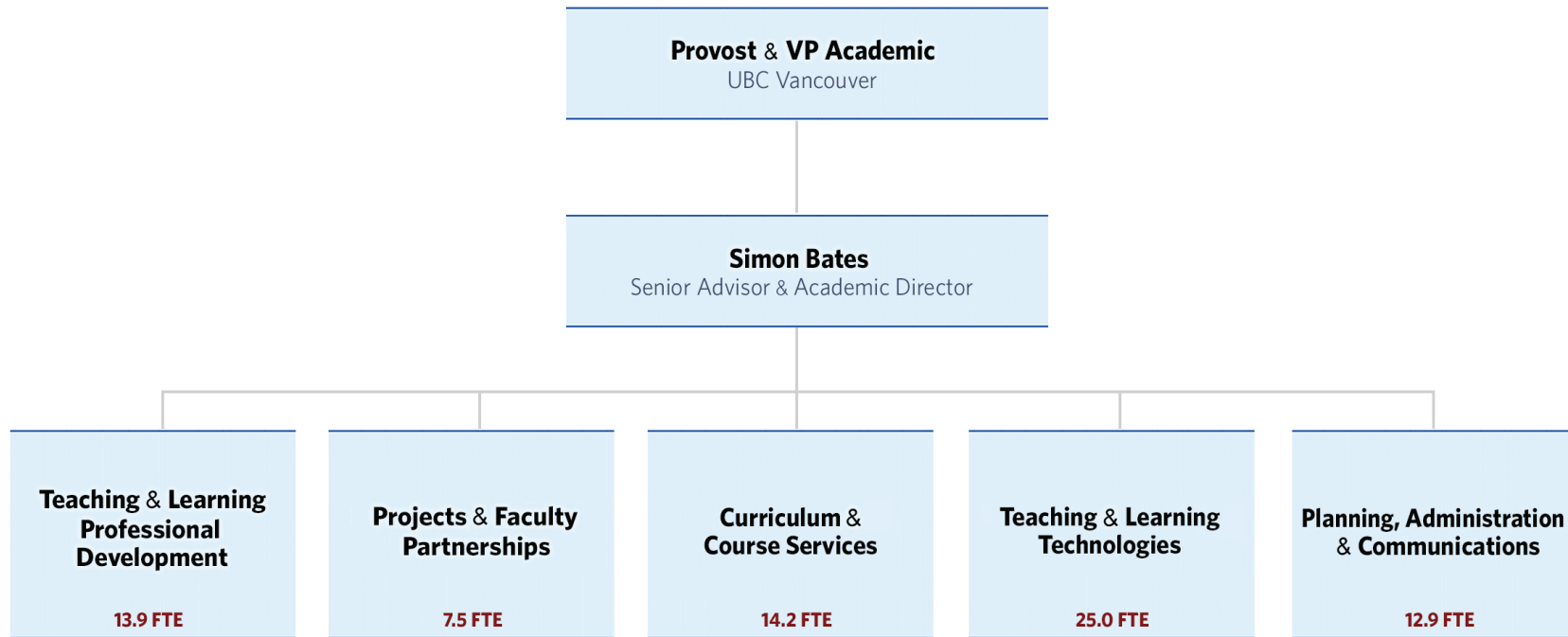
In 2014, the Provosts of both UBC campuses sponsored a visioning exercise around the future of learning technologies used in support of teaching and learning. This initial work, guided by input from faculty, staff, and students, has resulted in a design map of how this space should evolve over the next two to three years, together with the key functional improvements, enhanced support services, more agile governance structures, and principles for ongoing evaluation.

Reports from the initial community consultation process (The Learning Technology Ecosystem Project, LTEP) can be found here: <http://ctlit.ubc.ca/2015/05/19/learn-about-the-learning-technology-ecosystem-project/>

A new governance structure was implemented as a result of this consultation. Information on the leadership and committees overseeing teaching with technology at UBC can be found here: <http://lthub.ubc.ca/governance/>

A key recommendation from the LTEP project was to undertake a re-evaluation of the core of the learning technology ecosystem, the Learning Management System. The Learning Technology Environment Renewal Project (LTERP) is currently underway. Information can be found here: <http://lthub.ubc.ca/projects/learning-tech-environment-renewal/>

SECTION 3: CTLT STRUCTURE AND ORGANIZATION



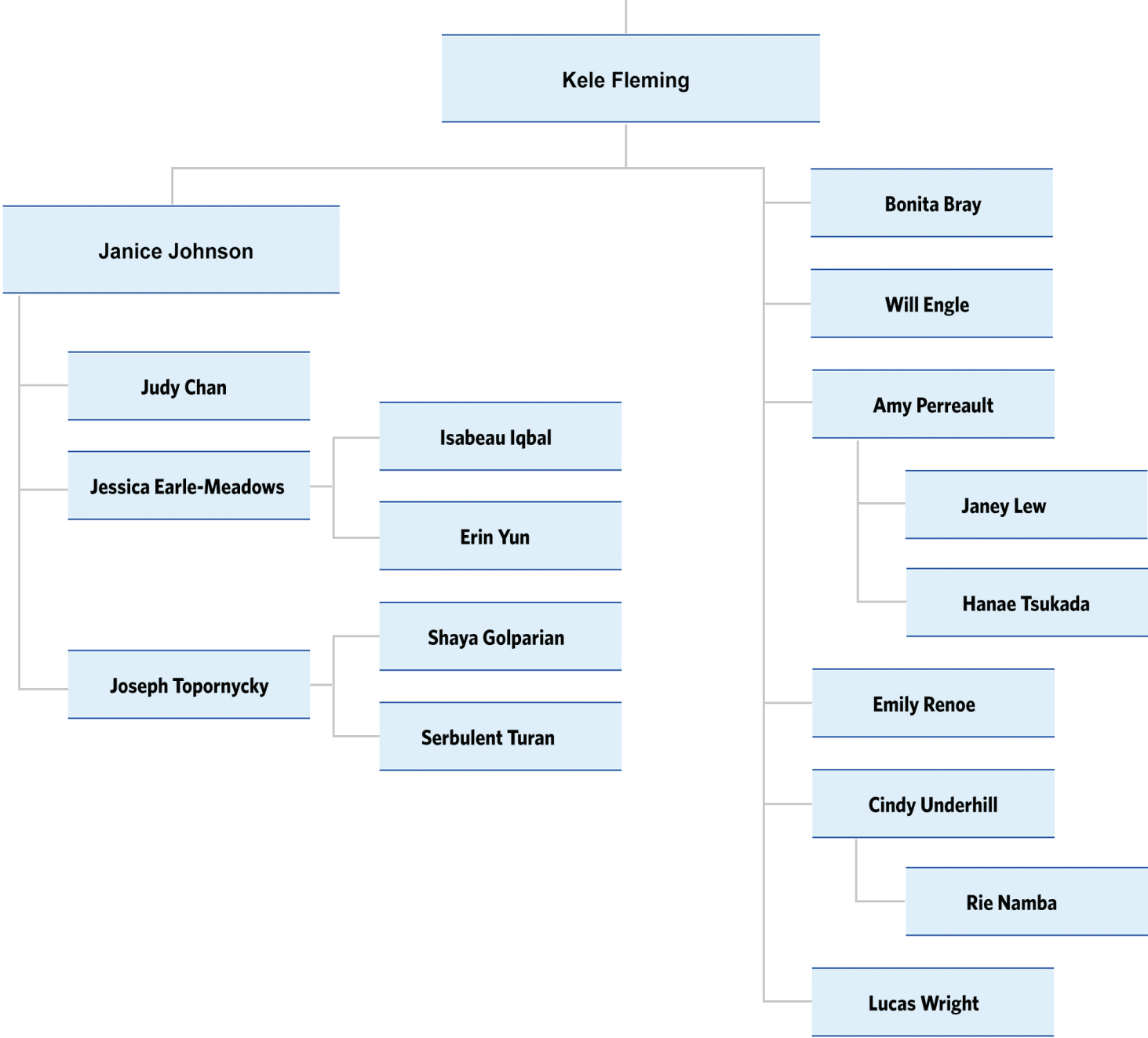
Summary for Sept. 30, 2016

80 Staff Members

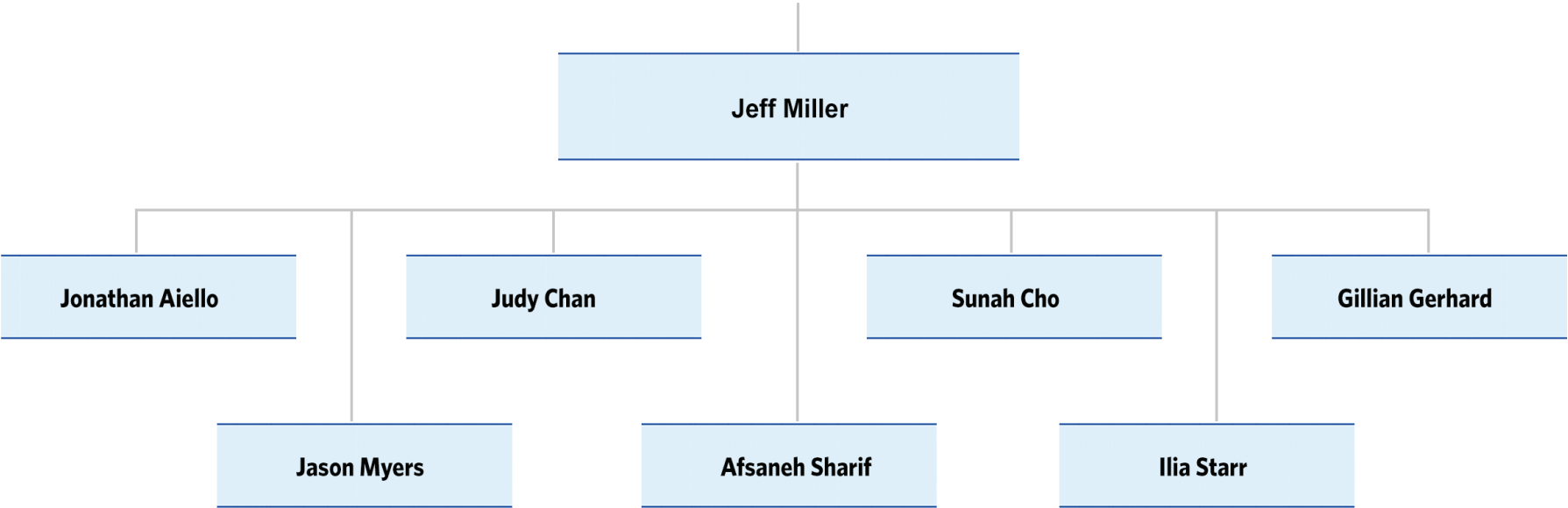
73.5 Staff FTE

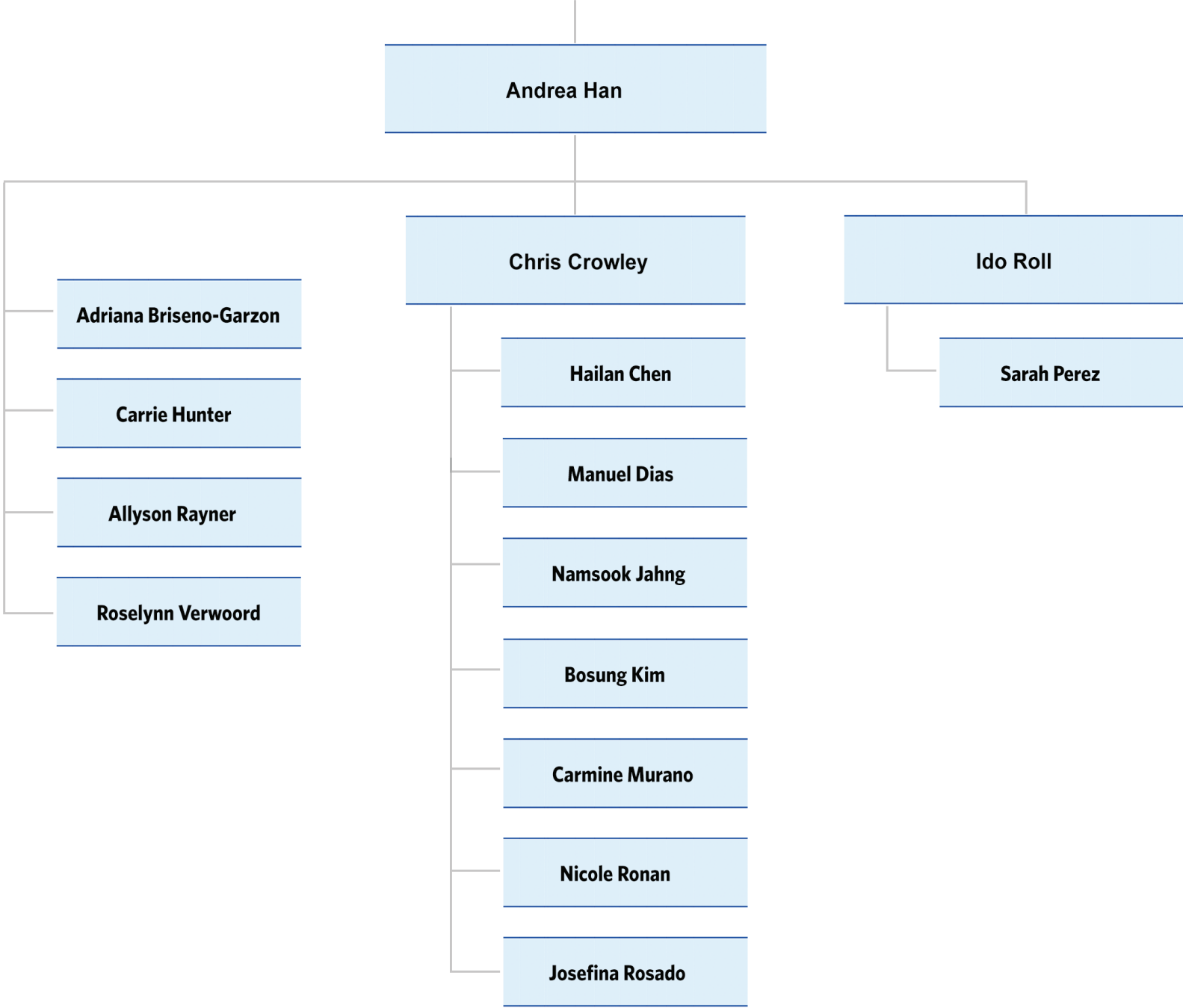
26 Student Employees

18 Student FTE

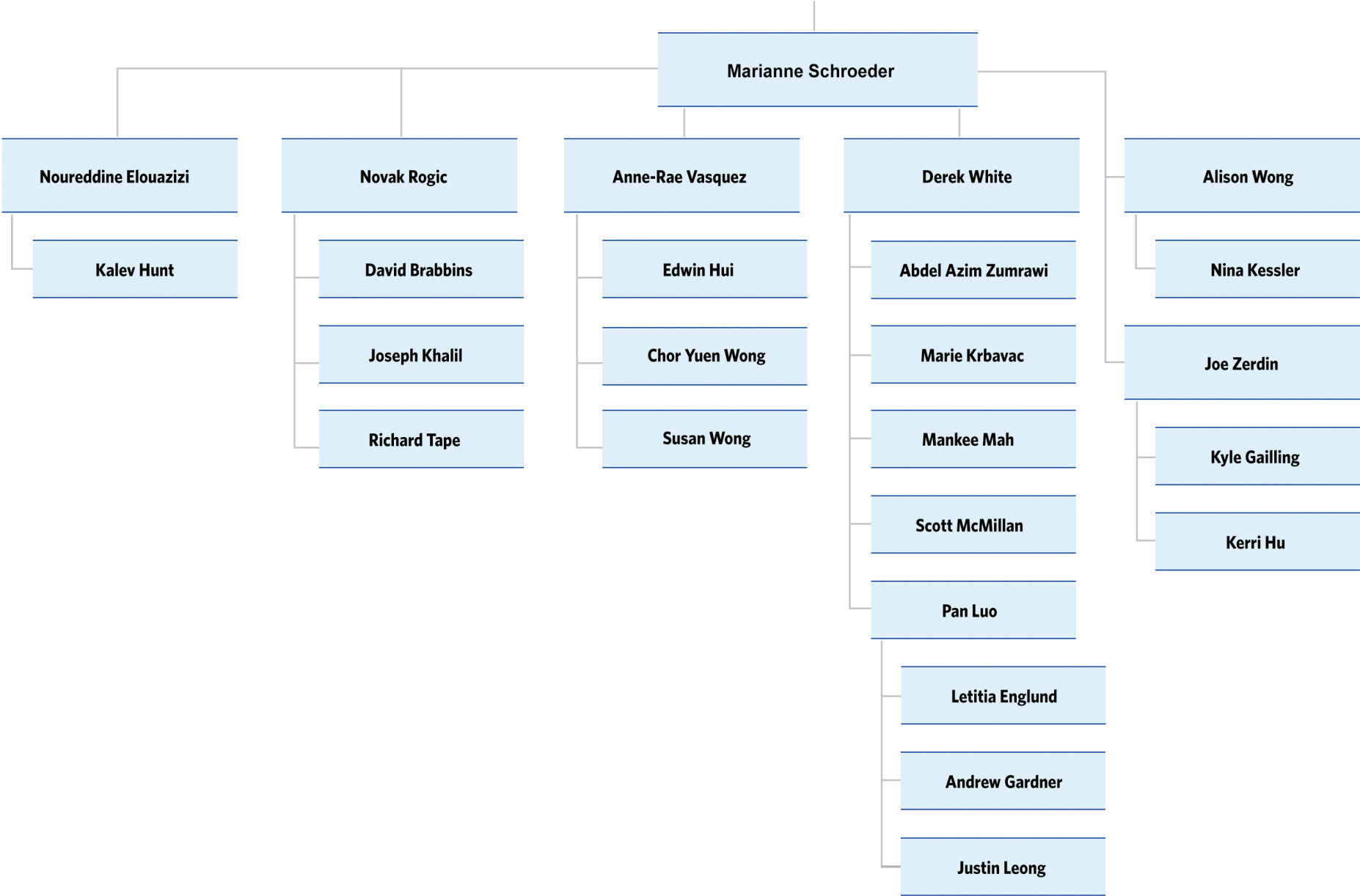


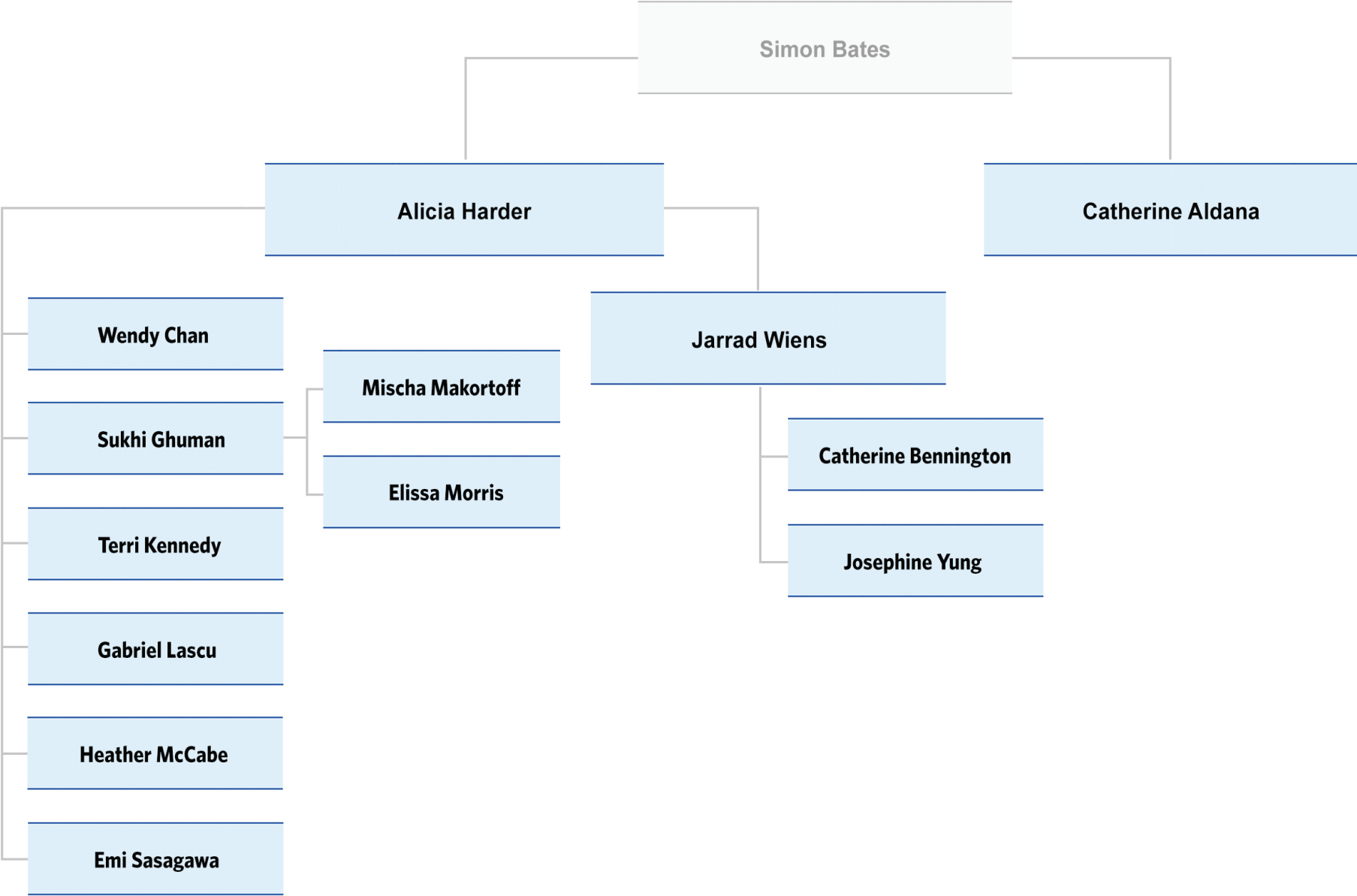
Projects and Faculty Partnerships (PFP)





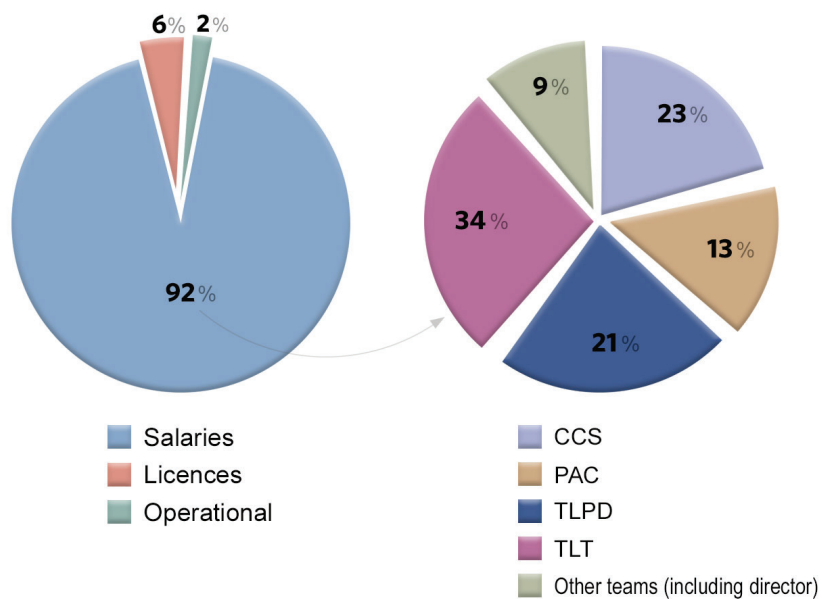
Teaching & Learning Technologies (TLT)





Summary of CTLT Finances (2015-16)

CTLT is a centrally-funded unit with a small revenue stream from fee-for-service work. CTLT's operating budget in 2015-16 was 6,295K.



SECTION 4: SUPPORTING PEOPLE

4.1 PROFESSIONAL DEVELOPMENT PROGRAM DESCRIPTIONS

The following programs reflect the full spectrum of CTLT's teaching practice development for faculty. Visit ctlit.ubc.ca for full details.

Academic Leadership Development Program (ALDP)

A cohort-based leadership development program offered each year to new department heads, program directors, associate deans, and other academic leaders at UBC in their first year on the job. ALDP is sponsored by the Provost's Office (through the Provost and the Vice-Provost and Vice-President Academic) and is implemented through a partnership between UBC Human Resources and CTLT.

Classroom Climate Series

A year-long program where faculty, teaching assistants, researchers, graduate students, and staff from across the University have the opportunity to challenge their own assumptions about what they have learned about Aboriginal people, become more critically aware of their teaching and research practices, and learn more about how to engage with topics that challenge their own social location within the institution.

Communities of Practice (CoP)

CoPs are groups of practitioners who "share a passion for something they know how to do and who interact regularly to learn how to do it better" (Wenger-Trayner, 2015)¹. They provide spaces for critical discussion, interdisciplinarity, learner-centered thinking, and social innovation to take place. Participants can share ideas and suggestions and engage in dialogue relevant to their specific areas of academic interest. CTLT assists CoPs by providing events support, logistics, and room bookings.

Course Design Intensive (CDI)

An intensive three-day program for faculty in a supportive atmosphere, where they work both individually and collaboratively to design or redesign a course that they teach or are planning to teach.

CTLT Institute (Spring, Summer, and Winter)

A week-long event hosted three times each year. The Spring,

Summer, and Winter Institutes feature interactive workshops where participants have an opportunity to network, gain practical ideas, and share best practices with their fellow colleagues and members of the UBC community.

DIY Learning Community

A collection of UBC practitioners (designers, media specialists, instructors, students, and other DIYers) who want to help others create do it yourself (DIY) media. DIY is a term that describes a method of creating, modifying, or repairing something without the aid of experts or professionals. The DIY Media Learning Community supports the DIY Media resource site.

EdX Drop-in Clinics

UBC is adding edX to the "evolving ecosystem of learning technology platforms, tools, and applications on campus." EdX can be used to provide a blended learning experience for campus-based courses, as well as online and distance courses. In each of these sessions, CTLT staff highlight a tool or functionality of the edX Edge platform and then provide participants with space for hands-on work and guided support.

Evaluating Impact Workshops

Sessions designed for instructors interested in exploring the impact of their teaching practices and pedagogical choices. These hands-on workshops are intended for faculty starting to consider initiating a teaching and learning research and evaluation project, as well as for those already working on one. Participants are encouraged to identify, share, receive, and provide feedback around evaluation focus areas, indicators, data collection strategies and methods, data analysis plans, timelines, and requirements.

Facilitation Series

A series for faculty and instructors who attempt to influence (or unwittingly find themselves leading) change. Specifically, this series is for people who host formal or informal conversations to affect academic change, facilitate or chair meetings, and are involved in interpersonal or group dynamics within their department or across campus.

¹ Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C., & Wenger-Trayner, B. (Eds.). (2015). *Learning in landscapes of practice: Boundaries, identity and knowledgeability in practice-based learning*. New York, NY: Routledge.

Flipped Lab Network

A faculty-led network of instructors and staff from across UBC, who are engaged in or curious about the pedagogy and practical aspects of teaching in a 'Flipped Classroom' modality.

Formative Peer Review of Teaching (PRT)

A series of experiential workshops offered for faculty and graduate students on methods to address peer review of teaching challenges and successes from their collective experiences of the process. Using real life scenarios and role plays, participants will simulate pre- and post-review conversations between reviewees and reviewers. The focus is on developing practical approaches to 'difficult' situations (anticipated or real) in peer reviews of teaching. This workshop provides participants with a chance to try out feedback and communication techniques and receive feedback from peers in a supportive atmosphere.

Instructional Skills Workshops (ISW)

A three-day (24 hour) interactive workshop offered within a small group setting using an intensive experiential learning approach and designed to enhance teaching effectiveness for faculty and graduate students.

New Faculty and Staff Orientation Program

Jointly presented by CTLT and UBC Human Resources, this annual day-long event is designed to help new faculty and staff members understand UBC's vision, organizational structure and current initiatives; hear first-hand from colleagues about how to have a successful transition and first year; navigate effectively through UBC's resources and services; meet colleagues from across the University; and experience UBC's unique culture, diversity, architecture, and physical setting.

Open for Learning Series

Open practices are enabling faculty to open their classrooms, incorporate new resources and perspectives in their learning environments, and contribute to their students' learning beyond the classroom. The Open for Learning series explores the necessary ingredients for authentic learning activities as well as different approaches to effectively reusing, contextualizing, and creating openly-licensed educational resources.

Teaching in a Blended Learning Environment (T-BLE)

A six-week immersive blended course aimed at instructors who are already teaching in the classroom and are consider-

ing moving to a blended environment. Participants have an orientation to flexible learning, an opportunity to redesign a module from a current course, and a chance to collaborate with others and gain authentic experience with the blended learning environment.

Teaching Assistant (TA) Drop-in Clinics

Just-in-time support for TAs who wish to work on a specific teaching and learning skill or issue.

TA Training

CTLT partners with Faculties to assist with the development of training and resources that are responsive to the unique teaching situations that occur within various disciplines.

WordPress and Wiki Drop-in Clinics

Just-in-time support for administrators of UBC weblogs or websites. Specialists at the clinic assist in addressing and resolving WordPress and Wiki for teaching and learning or administrative issues.

The following programs support the professional development of Faculty-based Instructional Support Staff (ISS)* who provide teaching and learning support to faculty and graduate students:

- » Connect Institute
- » EdX drop-ins
- » ISS Community of Practice
- » Instructional Design Community of Practice
- » LT Hub (service shared with IT)

* Instructional Support Staff are permitted to attend most faculty-focused programs as well

Event Data

The following chart provides more information and data around the larger events we hosted in 2016.

Year	Actual	Unique	% depth of unique engagement (6 hours or more)
2013-14	3,207	1,652	34.2%
2014-15	2,190	1,150	41%
2015-16	2,009	1,215	39%

CTLT Summer Institute (August 22-25, 2016)

CTLT's Institutes feature interactive workshops where participants have an opportunity to network, gain practical ideas, and share best practices with fellow colleagues and members of the UBC community. This year's [Summer Institute](#) consisted of 14 events for faculty, TAs, and ISS. We had 188 unique and 312 overall attendees.

Celebrate Learning Week (CLW) and CTLT Spring Institute (May 2-7, 2016)

[Celebrate Learning Week](#) is a week-long initiative celebrating teaching and learning opportunities at UBC. Members of the UBC teaching and learning community are encouraged to participate in CLW by attending and/or coordinating events. Event structures range from open lectures, information sessions, student advising activities, poster sessions, workshops, and more. The 8th annual Celebrate Learning Week featured a total of 38 events. This was the 4th year that CTLT was responsible for overseeing the entire week. CTLT hosted 23 (60%) of the events. In addition, we held the [Spring Institute](#) during this time, hosting 17 events. In total, there were 107 unique and 172 overall attendees.

NAVIGATING YOUR TEACHING CAREER

PD Curriculum Project Goals

- » Situate PD programming in: evidence-based context, scholarly practices, and SoTL, as well as emerging pedagogical priorities at UBC, and consequently, innovate TLPD programming.
- » Create an easy-to-navigate learning pathway for faculty members and graduate students to access CTLT's professional development programs, services, and resources.
- » Articulate PD programs, services, and resources more effectively to constituent groups, service partners, and the community.
- » Produce an annual program calendar that addresses ongoing and emergent teaching and learning PD needs.

Process to date

Completed

- » Integrated flexible and blended learning methodologies into PD programs.
- » Conducted consultations throughout program, service, and resource areas to:
 - » Articulate program, service, and resource outcomes in each area of CTLT PD;
 - » Identify and articulate underlying conceptual/theoretical frameworks;
 - » Develop a process for reviewing and reporting on PD engagement with Faculties.

- » Completed environmental scan of faculty development offered by teaching and learning centres at leading universities.
- » Identified Stages of Teaching Progression within PD learning framework (adaptation from Continuous Learning Framework (Scottish Social Services Council, 2014)²).
- » Developed PD Curriculum Program, Service & Resources Rubric based on program outcomes and PD learning framework.

In Progress

- » Using Rubric to review current and potentially new programs, services, and resources and develop recommendations regarding what to change, continue, and start.
- » Developing decision tree for learning pathway examples on CTLT website in collaboration with CTLT marketing and website staff.
 - » Conducting data analysis process;
 - » Conducting needs assessment process with stakeholders across campus, including surveys, focus groups, one-on-one interviews, etc. (see data below);
 - » Reviewed data from 2014 Teaching Practices Survey;
 - » Reviewing data from Faculty Survey of Student Engagement (FSSE), Alma Mater Society (AMS) Academic Experience Survey, LT Ecosystem Initiative, EDUCAUSE Survey;
 - » Consolidating and analyzing all data.
- » Using data analysis to conduct a second review of current and potentially new programs, services, and resources and develop recommendations regarding what to change, continue, and start.

² Scottish Social Services Council. (2014). *The framework for continuous learning in social services*. Retrieved from: <http://www.continuouslearningframework.com/>

Table of Needs Assessment Respondent Data

Faculty/Unit/Dept.	Faculty Online Survey	Faculty one-on-one Interviews	Faculty Focus Groups	Grad Online Survey	Grad/TA Focus Groups	ISS & Central Support Unit Focus Groups
Applied Science			1	3		1
Arts	5	4	2	5		1
Community Engagement						1
Dentistry	1	1		1		
Education			1	11	1	
Equity & Inclusion						2
First Nations Studies	1	2				
Forestry			1	1		
FoGs						1
UBC HR	1					
UBC IT	1					
Land & Food Systems	1	1	1	1		1
Law				3	1	

Library	2					1
Medicine	3	2	1			1
Pharmaceutical Sc		1				
Sauder				1		
Science	4	1		9		2
Sustainability						1
Vantage College						
Unknown	2				4	1
Totals	21	12	7	35	6	13

PD Curriculum Rubric

The PD Curriculum Rubric can be found here: <http://ctlit2013.sites.olt.ubc.ca/files/2016/10/PD-Curriculum-Rubric0627.pdf>

The Continuous Learning Framework - Legend for Rubric can be found here: <http://ctlit2013.sites.olt.ubc.ca/files/2016/10/Continuous-Learning-Framework-Legendrev2.pdf>

PD Curriculum Outcomes

Program, Service & Resource Outcomes

CTLT collaborates with many other units and communities across campus and beyond to support teaching and learning at UBC. We support reflective teaching practice and thoughtful integration of approaches to inspire learning, striving for a deeper understanding of learning and teaching through our engagement with practitioners across our campuses and in the wider community. In doing this work, our goal is to enhance the quality and impact of teaching for all students.

Engaging with CTLT's programs, services, and resources offers the opportunity for participants to:

Engage in excellent teaching, by

- » Applying relevant learning theories, design frameworks, teaching approaches, and community engagement practices within respective disciplinary and professional contexts.
- » Designing developmentally appropriate learning opportunities to support students in becoming effective self-directed learners.
- » Using emerging and evidence based practices associated with current scholarship on teaching and learning to develop, adapt, and implement authentic learning experiences.
- » Integrating guidance and leadership from UBC, Musqueam, and other local Indigenous, departmental, and global teaching and learning contexts, initiatives, and equity and diversity policies to create learning-centered approaches to teaching in the classroom and beyond.
- » Assessing learning and teaching in authentic, diverse, and appropriate ways.

Appreciate the complexity and diversity of learners, by

- » Using relevant approaches, theories, techniques, and contextual knowledge to establish a supportive and inclusive teaching and learning climate.

- » Facilitating meaningful discussions across identities, disciplines, and cultures.
- » Responding ethically to the diverse needs and goals of students taking their courses.
- » Acknowledging and addressing social and disciplinary stereotypes and assumptions in designing learning activities.
- » Appreciating that different people, disciplines, and communities hold and practice different forms of knowledge and epistemology.

Demonstrate critically reflective practice and pursue ongoing professional development, by

- » Continuously assessing their own teaching identity and performance through self-assessment, student feedback, collaborations with colleagues, peer review, and reflection on what they have learned.
- » Setting goals and making thoughtful, evidence-based decisions about how and why they want to improve their teaching.
- » Identifying and pursuing relevant professional development opportunities to explore and/or participate in to meet their teaching and learning goals.
- » Collaborating with others to build confidence and capacity as learning resource creators, curators, and contributors—beyond the bounds of a single course.

Practice ethical professionalism, by

- » Fostering teaching and learning relationships that value different forms of knowledge.
- » Initiate collaboration with colleagues across campus and beyond, including Indigenous and other diverse communities, to share knowledge, innovate, and improve teaching and learning.
- » Model and share the deliberate examination and documentation of teaching beliefs, goals and practices, and the implementation of actions emerging from that ongoing process to improve learning for students.
- » Appreciating and grappling with the complexity of learning and teaching.

4.2 PROFESSIONAL DEVELOPMENT: TAs AND GRADUATE STUDENTS

TA ISW Stats 2015-16

ISWs offered for graduate students at UBC are in great demand. Many graduate students who register either hold TAs and are already teaching or are interested in developing their teaching skills as part of their graduate studies. CTLT offers one to two workshops per month as well as some customized workshops and still cannot meet the demand from our graduate student community.

- » 19 sessions
- » 259 attendees
- » 926 unique TAs were on a waitlist at some point during the year
- » 2,509 registrants were on the waitlist over the year.

4.4 FACULTY ASSOCIATES

Current Cohort - 2016

- » Ingrid Price - Senior Instructor, Faculty of Pharmaceutical Sciences
- » Lacey Samuels - Professor, Botany, Faculty of Science
- » Candice Rideout - Instructor, Food, Nutrition and Health, Faculty of Land and Food Systems
- » Simon Ellis - Associate Professor, Wood Science, Faculty of Forestry

2017 Cohort

- » Tiffany Potter - Senior Instructor, English, Faculty of Arts
- » Christina Hendricks - Professor of Teaching, Philosophy, Faculty of Arts
- » Two more Faculty Associates to be determined

4.5 RESEARCH AND EVALUATION

A full list of SoTL Research Fund projects can be found here: <http://isotl.ctlt.ubc.ca/sotl-seed-fund/sotl-awarded-projects/>

SECTION 5: SUPPORTING DEPARTMENTS AND FACULTIES

5.3 DISTANCE EDUCATION COURSE SUPPORT

Online Courses Offered 2015-16 Academic Year (# Sections by Term)

	Winter T1	Winter T2	Summer
APBI 418 - Intensive Fish Production		4	
APBI 419 - Fish Diseases	1		
APBI 428 - Integrated Pest Management	1		
APBI 490 - Topics in Applied Biology	1		
APSC 173 - Engineering Analysis II	1		
APSC 178 - Electricity, Magnetism, and Waves	1		
APSC 183 - Matter and Energy II	1		
ASTR 311 - Exploring the Universe II: Stars and Galaxies	1		1
ATSC 113 - Applied Meteorology			1
AUDI 402 - Neuroanatomy for Audiology and Speech-Language Pathology	1		
AUDI 403 - Introduction to Neurolinguistics	1		
CENS 303A - Representations of the Holocaust	1		
CIVL 200 - Engineering and Sustainable Development		1	
CLST 301 - The Technical Terms of Medicine & Biological Science	1	1	
DHYG 400 - Current Issues in Oral Health Sciences		1	
DHYG 401 - Oral Epidemiology		4	
DHYG 402 - Dental Hygiene Practice I		1	
DHYG 405 - Oral Microbiology and Immunology		2	
DHYG 412 - Oral Health Care Trends and Topics		2	
DHYG 433 - Assessment and Treatment Planning for Advanced Periodontal Diseases	1		
DHYG 435 - Oral Medicine and Pathology	1	1	
DHYG 461 - Literature Review I	1	1	
DHYG 462 - Literature Review II	1		1
ENGL 112 - Strategies for University Writing	1	2	
ENGL 301 - Technical Writing	1	2	1
ENGL 304A - Advanced Composition	1		
ENGL 321 - English Grammar and Usage	1		1
ENGL 322 - Stylistics		2	
ENGL 348A - Shakespeare and the Renaissance: Shakespeare		2	
ENGL 364A - Nineteenth Century Studies: The Victorian Novel	1		
ENGL 462A - Twentieth Century British and Irish Studies: The Modern British Novel	1		

ENGL 468A - Children's Literature		1	
ENGL 470A - Canadian Studies: Canadian Literary Genres	1		
EOSC 110 - The Solid Earth: A Dynamic Planet	1		
EOSC 114 - The Catastrophic Earth: Natural Disasters	1	2	2
EOSC 116 - Mesozoic Earth: Time of the Dinosaurs	1	1	
EOSC 118 - Earth's Treasures: Gold and Gems	1	1	1
EOSC 310 - The Earth and the Solar System	1	1	1
EOSC 311 - The Earth and its Resources	1		
EOSC 314 - The Ocean Environment	1	1	
EOSC 315 - The Ocean Ecosystem	1	1	1
EOSC 326 - Earth and Life Through Time	1	1	1
ETEC 500 - Research Methodology in Education	4		
ETEC 510 - Design of Technology Supported Learning Environments	5		
ETEC 511 - Foundations of Educational Technology		5	2
ETEC 512 - Application of Learning Theories to Instruction		2	
ETEC 520 - Planning and Managing Technologies in Higher Education	2		
ETEC 521 - Indigeneity, Technology and Education		1	
ETEC 522 - The Business of e-Learning		2	2
ETEC 530 - Constructivist Strategies for e-Learning	2		2
ETEC 531 - Curriculum Issues in Cultural and Media Studies		1	1
ETEC 532 - Technology in the Arts and Humanities Classroom	2		
ETEC 533 - Technology in the Mathematics and Science Classroom	1		
ETEC 540 - Text Technologies: The Changing Spaces of Reading and Writing		2	2
ETEC 565A - Learning Technologies: Selection, Design and Application	2	2	1
ETEC 565G - Culture, technology and communication in VLEs		1	1
ETEC 565M - Special Topics - Mobile Education	2		
ETEC 590 - Graduating Project	1	1	1
FIST 332 - Studies in Genre or Period: Irish Cinema and Culture		1	
FNH 200 - Food Nutrition and Health	1	1	1
FNH 250 - Nutrition: Concepts and Controversies	1	1	
FOPR 261 - Basic Geomatics for Natural Resources	1		
FOPR 262 - Forest Access and Transportation	1		
FOPR 362 - Sustainability and Forest Operations	1	1	
FREN 348 - French Literature in Translation I		1	
FRST 202 - Forest Ecology	1		
FRST 231 - Introduction to Biometrics	1	1	
FRST 308 - Forest Entomology	1		

FRST 319 - Principles of Forestry Economics	1	1	
FRST 421 - Quantitative Forest Management		1	
GEOG 350 - Introduction to Urban Geography		1	
GRSJ 224A - Gender, Race, Sexuality and Social Justice in Literature	1		
GRSJ 300 - Intersectional approaches to Gender Relations	1	1	1
HIST 104 - Topics in World History: Cultures in Contact		1	
JAPN 100 - Beginning Japanese		1	1
JAPN 101 - Beginning Japanese I	1		
LAW 508D - Business Organizations	1		
LAW 525 - Criminal Law and Procedure	1		
LFS 302A - International Field Studies in Sustainable Agriculture - Field Trip to Cuba	1		
LIBR 529 - Services for Families and Early Literacy in the Preschool Years	1		
PATH 417A - Bacterial Infections in Humans	1		
PATH 427 - Basic Principles of Infection Prevention and Control	2		
PATH 467 - Basic Microbiology for Infection Control	1		
PATH 477 - Basic Epidemiology for Infection Control	2		
PHIL 120 - Introduction to Logic and Critical Thinking	1	1	1
PHIL 220A - Symbolic Logic	1	1	
PHIL 433A - Bio-Medical Ethics	1	2	1
PHIL 434A - Business and Professional Ethics	1	1	2
PHYS 100 - Introductory Physics	1		
PHYS 333 - Energy and Climate		5	
PSYC 300A - Behaviour Disorders	1	1	
PSYC 302 - Infancy	1	1	
PSYC 304 - Brain and Behaviour		2	
PSYC 307 - Cultural Psychology	1	1	
PSYC 314 - Health Psychology	1	1	1
PSYC 315 - Childhood and Adolescence	1		1
SOWK 320 - Introduction to Social Work Research		2	
SOWK 450 - Practice in Community Mental Health	1		
SURG 510 - Surgical Care in International Health	1	1	
SURG 512 - Global Disability: A Surgical Care Mandate		1	
SURG 514 - Surgical Care in Humanitarian disaster Response	2		
Total Sections	88	84	32
Total Enrolments	3,269	3,724	2,715

5.5 TA TRAINING PROGRAMS

The demand for consultations and workshops is increasing. The table below provides an overview of TA training from 2013-15.

	2013	2014	2015
Departments consulted	20	22	28
Workshops done for departments	41	58	59

A detailed history of the TA training program 2010-present can be found here: <https://drive.google.com/file/d/0B5fNQ8G1R7y-ST0t4NlqvQkZfdmM/view>

5.6 STUDENT EVALUATION OF TEACHING

UBC implemented Student Evaluations of Teaching in 2006. The Senate policy can be found here: <http://teacheval.ubc.ca/senate-policy/>

In addition to preparing the annual report to Senate, we are actively involved in analysis of Student Evaluation of Teaching data that is requested by the community. These include a synthesis of literature studies, as well as specific investigations into instructor and student variables. Most recently, we have undertaken an analysis of the impact of response rates on reliability of student evaluations. A complete list of resources can be found here: <http://teacheval.ubc.ca/resources/>

SECTION 6: INSTITUTIONAL SUPPORT

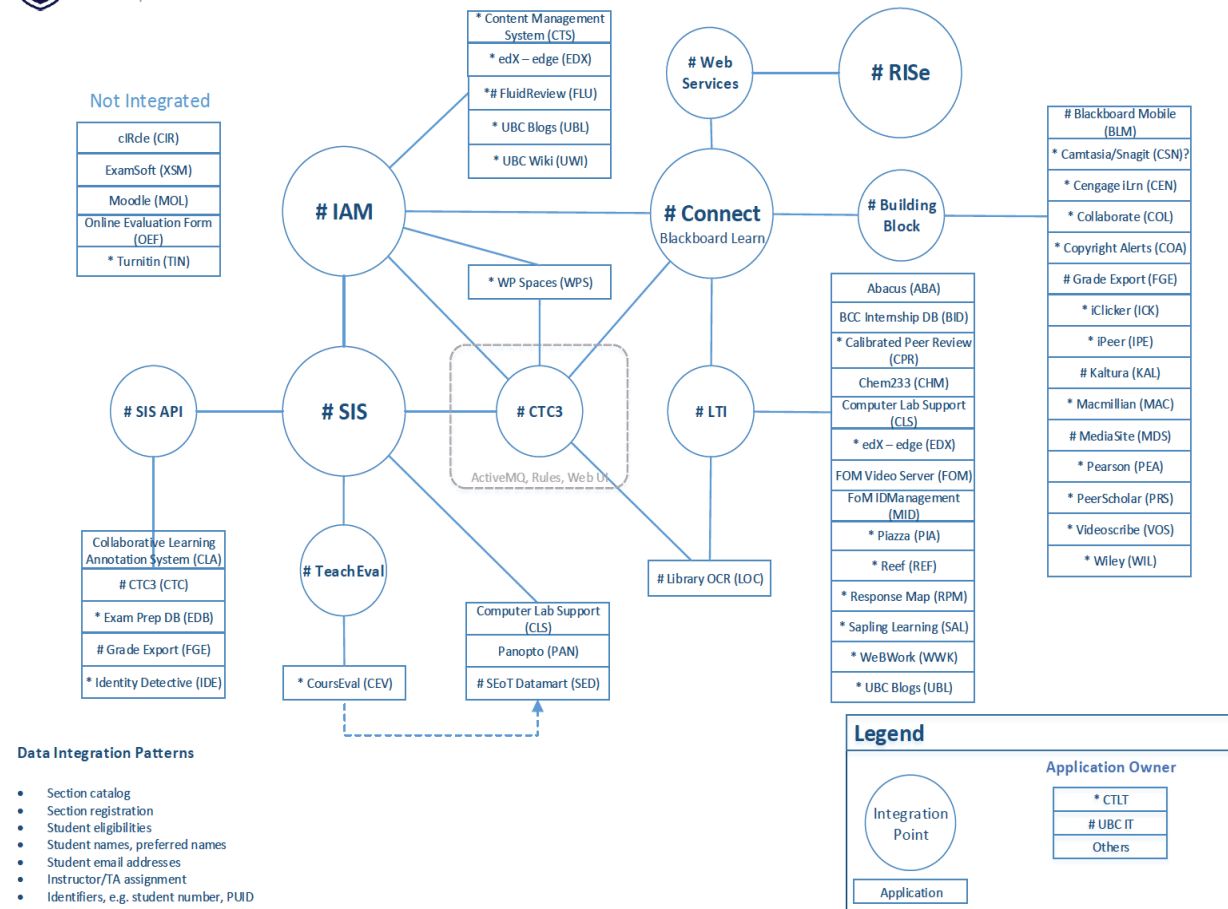
6.2 APPLICATION DEVELOPMENT

The following two diagrams illustrate the technical integration map and functional map of learning technology tools and systems currently in use at UBC. The technical map illustrates how different applications are integrated into various systems. The functional map surveys tools and applications used to support teaching and learning, divided into tools to support content, assessment, interaction, and course management.



Learning Technology Ecosystem: Current State

January 2016



Functional Map of Learning Technologies

CONTENT

Content Authoring		Content Delivery			Publisher	Simulations
Adobe Creative Suite	MediaSite (*)	Arts File Share	iBooks	SourceTree	Aplia	Google Cardboard
Articulate Studio	Microsoft Excel	Collaborative Learning (*) Annotation System (CLAS)	Kaltura (*)	SugarSync	Cengage iLrn (*)	Layar
Articulate Storyline 2	Microsoft PowerPoint	Connect (Content Management) (*)	LearnDash (WordPress) (*)	UBC Blogs (WordPress) (*)	Cengage (PIC) (*)	Mannequin Simulations
Audacity	Office Mix	Document Cameras	Library Online Course Reserves (LOCR) (*)	UBC iTunes (*)	Macmillan (PIC) (*)	Motion Control
Camtasia (*)	One button Studio (*)	DropBox	Lyryx	UBC Wiki (*)	McGraw-Hill (PIC) (*)	NeoReality
Final Cut Pro	Panopto	Drupal (*)	Modern Digital Image Database (MDID)	UBC YouTube (*)	Pearson (PIC) (*)	Phet Simulations
Hot Potatoes	Prezi	Dspace	Moodle (*)	Vimeo	Sapling Learning (PIC) (*)	Praxis
Jing	Snagit	edX (*)	Omeka	Vitalsource	Wiley (PIC) (*)	VCER
Keynote	Timeline JS	Entrada	Owncloud	WebAssign		
Lectora	VideoScribe (*)	Evernote	Perusall	Wikipedia		
Lightboard (*)	Zoomify	Exam Prep Database (*)	Piazza (*)	Wistia		Portfolios
Livescribe		Explain Everything	Plone	Workspace (*)		Chalk and Wire
		Github	Podcasts	Zimbra		Connect (ePortfolio) (*)
		Google Docs	Reflector			Pep
		HTML 5 Flash Cards	Respondus Studymate (*)			UBC Blogs (WordPress) (*)

ASSESSMENT

Assessment		Peer Based
Adaptive Comparative Judgement (ACJ) (*)	Mechanical TA	Calibrated Peer Review (CPR) (*)
Auto Multiple Choice (AMC)	Moodle (*)	Crowdmark
Cengage iLrn (*)	Open Badges UBC (*)	iPeer (*)
Connect (Tests) (*)	Pearson MyTest	PeerScholar
Connect (Assignments) (*)	Respondus Quiz (*)	PeerWise (*)
ExamSoft	Scantron	
Form Builder (*)	Turnitin (*)	
LearnDash (WordPress) (*)	WebAssign	
	Webwork (*)	

INTERACTIONS

Discussion	Survey Tool	Social Media	Video Conference
BB Collaborate Voice Tools (*)	Connect (Enterprise Surveys) (*)	Facebook	Adobe Connect
Connect (Discussions) (*)	Connect (Surveys) (*)	Figure 1	Bb Collaborate Web Conf. (*)
Piazza (*)	FluidSurveys (*)	Google+	BlueJeans (*)
PulsePress (*)	Gravity Forms (WordPress)	LinkedIn	Google Hangouts
Slack	LimeSurvey	Twitter	Lifesize
UBC Blogs (WordPress) (*)	Qualtrics	Response System	Skype
	Survey Monkey	iClicker (*)	Cisco TelePresence (MedIT)
		Kahoot!	WebEx
		Learning Catalytics	
		Poll Everywhere	
		REEF polling (*)	
		Top Hat	

Bold = Integrated Tool
(*) = Supported by LT Hub

COURSE MANAGEMENT & EVALUATION

Analytics	Course Evaluation	Course Admin	Other
Arts Datamart	Bb Outcomes Assessment (*)	Connect (Grade Center) (*)	3D printing
Bb Outcomes Assessment (*)	CoursEval (*)	Doodle	Entrada
Connect (Performance Center) (*)	SEoT Datamart (*)	Google Calendar	Google Earth
Google Analytics	TeachEval (*)	Grade Grinder	iStudiez Pro
IBM SPSS		LearnDash (WordPress) (*)	OSCAR
JMP		Moodle (*)	SCORM (*)
Microsoft Excel		One45	
SEoT Datamart (*)		Remark	
Stata		Turnitin (*)	
Tableau		UBC Blogs (WordPress) (*)	
xAPI / Learning Record Store (LRS)		WebAssign	

April 5, 2016

SECTION 7: ACTIVITIES BEYOND UBC

LIST OF SELECT PUBLICATIONS AUTHORED BY CTLT STAFF (2013-16)

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- Hardy, J., Bates, S. P., Casey, M. M., Galloway, K. W., Galloway, R. K., Kay, A. E., . . . McQueen, H. A. (2014). Student generated content: Enhancing learning through sharing multiple-choice questions. *International Journal of Science Education*, 36(14). doi:10.1080/09500693.2014.916831
- Holmes, N. G., Park, A. K., Day, J., Bonn, D. A., & Roll, I. (2014). Making the failure more productive: Scaffolding the invention process to improve inquiry behaviours and outcomes in productive failure activities. *Instructional Science*, 42(4). doi:10.1007/s11251-013-9300-7
- Roll, I., Baker, R. S. J. D., Aleven, V., & Koedinger, K. R. (2014). On the benefits of seeking (and avoiding) help in online problem solving environment. *Journal of the Learning Sciences*. doi:10.1080/10508406.2014.883977
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- Fisher, L., Godden, L., Golparian, S., Haque, A., Keating, B., Korpan, C., Le-May Sheffield, S., Skorobohacz, C., Verwoord, R., & West, K. (2015). Introduction from the special issue editors. Quality enhancement: Teaching preparation for graduate teaching assistants. *Canadian Journal of Higher Education*, 45(3), i-viii. http://journals.sfu.ca/cjhe/index.php/cjhe/article/viewFile/187528/pdf_24
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LIST OF AWARDS TO CTLT STAFF MEMBERS FOR THEIR WORK IN THE FIELD OF TEACHING AND LEARNING

Recipient	Award name	Awarded by	Award year	Awarded for
Andrea Han (and colleagues external to CTLT)	Alan Blizzard Award	Society for Teaching and Learning in Higher Education (STLHE)	2013	Enriching Educational Experiences through UBC's First Year Seminar in Science (SCIE113)
Isabeau Iqbal	George L. G. Geis Award	Canadian Society for the Study of Higher Education	2013	Outstanding PhD dissertation in Canadian universities that examines postsecondary topics
Namsok Jahng	Editors' Award for the Best Paper	Canadian Journal of Learning and Technology	2014	Research article: "Collaboration indices for monitoring potential problems in online small groups"
Hanae Tsukada, Amy Perreault	Donald H. Wulff Diversity Travel Fellowship	Diversity Committee, Professional and Organizational Development Network in Higher Education.	2015	This fellowship is to support and acknowledge the work of individuals from historically underrepresented racial and ethnic groups and individuals from underrepresented institutions in the field of educational development.
Roselynn Verwoord	Faculty of Education, Education's 100 - Year of Alumni (Top 100 Alumni Award)	UBC Faculty of Education	2015	Selected as one of the Faculty of Education's Top 100 Alumni
Simon Bates	Killam Teaching Award	UBC	2016	UBC Science awards Killam Teaching Prizes each academic year to acknowledge outstanding contributions made by teaching faculty in Science.
Chris Crowley, Hailan Chen, Joseph Khalil, Gabriel Lascu (and colleagues external to CTLT)	Excellence and Innovation in the Integration of Technology in Educational Practices/Collaboration	Canadian Network for Innovation in Education (CNIE)	2016	International Collaborative Online Course Development Project on Sustainable Forestry Management
Namsok Jahng, Jeff Miller, Lucas Wright (and colleagues external to CTLT)	Excellence and Innovation in the Integration of Technology in a Formal or Non-Formal Educational Program	Canadian Network for Innovation in Education (CNIE)	2016	UBC Flexible Learning Initiative: School of Nursing Undergraduate Course Transformation

VISITS HOSTED

Individuals and delegations that have visited CTLT over the past three years are listed below.

2013-14

Individuals

Derek Bruff	<p>Director, Centre for Teaching and Senior Lecturer, Mathematics, Vanderbilt University</p> <p>ISoTL invited scholar - Delivered keynote address, "Class Time Reconsidered," at the Flexible Learning Open House, which was also recorded and posted on the web.</p> <p>Also participated in "Students as Producers" panel during CTLT Institute.</p>
Frank Coton	<p>Vice-Principal for Learning and Teaching and Professor of Low Speed Aerodynamics, University of Glasgow</p> <p>Met with members of CTLT senior management team; Director, Flexible Learning Special Projects; and Vice-Provosts to discuss support of teaching at a large/research-intensive university, as well as specific initiatives, including Flexible Learning.</p>
Peter Jamieson	<p>Strategic Advisor, Learning Environment Design, The University of Melbourne</p> <p>Participated in three weeks of meetings across campus with various Faculties, units, and external institutions to discuss the importance and development of both formal and informal learning spaces. Also gave a public talk, "Pedagogy in Place: The Shifting Landscape of Higher Education."</p>
Tashmin Khamis	<p>Director of Quality & Teaching & Learning, Aga Khan University, East Africa</p> <p>Consultation on support for teaching and learning.</p>
Eric Mazur	<p>Balkanski Professor of Physics and Applied Physics and Area Dean of Applied Physics, Harvard University</p> <p>ISoTL visiting scholar - Presented talk, "The Tyranny of the Lecture," which was also recorded and posted on the web.</p>
Emily Moore	<p>Research Coordinator, Physics Educational Technologies, University of Colorado Boulder</p> <p>ISoTL invited lecture - "Scientific Reasoning in Science and Beyond: Recognizing and Supporting Scientific Reasoning Across Contexts."</p>
Arnold Schoonwinkel	<p>Vice-Rector, Teaching and Learning, Stellenbosch University, South Africa</p> <p>Consultation on structure of teaching and learning centres and support for teaching and learning.</p>
Heather Smigiel	<p>Director, Center for University Teaching, Flinders University, Australia</p> <p>Consultation on best practices for teaching and learning centres.</p>

Delegations	
University of Coventry	<p>Ian Dunn, Pro-Vice Chancellor, Student Empowerment Tracy Cullis, Director of Student Services Claire Bamforth, Director of Recruitment and Admissions Andrew Turner, Head of Academic Development</p> <p>Consultation on supporting academic faculty in teaching and learning.</p>
Otago Polytechnic	Various university faculty members (3)
Singapore Institute of Technology	<p>Professor Ting Seng Kiong, Deputy President (Academic) & Provost Professor Loh Han Tong, Vice Provost Associate Professor Foo Yong-Lim, Head, Learning Environment and Assessment Development (LEAD) Assistant Prof May Lim, Deputy Head LEAD</p> <p>Consultation on establishing and supporting teaching and learning at a relatively new institution.</p>
Group delegation of faculty from Asia-Pacific Forestry Network	Beijing Forestry University, The University of Melbourne, University of Putra Malaysia, University of the Philippines Los Banos (11)
Group delegation of university faculty	Tsinghua University, College of Fujian Normal University, Chinese University of Petroleum (3)
Group delegation of university leadership	National Academy of Education Administration (NAEA), Huaibei Normal University, Hebei University of Technology, Changzhi University, Shenyang Normal University, Changchun University of Science and Technology, Heilongjiang University, Tongling University, Jinggangshan University, Henan University of Economics and Law, Hunan Institute of Technology, Guilin Medical University, ChongQing Medical University, Sichuan Conservatory of Music, Guizhou Institute of Technology, DaLi University, Zi'an University of Posts and Telecommunications, Xi'an Shiyou University, Gansu Institute of Political Science and Law, Xinjiang Medical University, Tarim University (21).

2014-15

Individuals	
Sophie Arkoudis	<p>Associate Professor/Deputy Director, Centre for Study of Higher Education, Melbourne Graduate School of Education, The University of Melbourne</p> <p>Visited CTLT and UBC as part of U21 Fellowship to explore initiatives (both curricula and co-curricula) to improve graduate employability.</p>
Marsha Barber	<p>Professor/Teaching Chair, Faculty of Communication and Design, School of Journalism, Ryerson University</p> <p>Consultation with Academic Director on structure, programs, and support for teaching and learning initiatives.</p>

Beatriz Moya Figueroa	<p>Faculty Developer and School of Assistants Program Coordinator, Centre for Teaching Development and Innovation, Catholic University of Temuco, Chile</p> <p>Met with members of CTLT senior management team, Teaching and Learning Professional Development team, and Faculty of Science Teaching and Learning representatives to discuss intensive course design programs, teaching assistant programs, Scholarship of Teaching and Learning projects, and online evaluation systems.</p>
Michael Grove	<p>Director, STEM Education Centre, College of Engineering and Physical Sciences, University of Birmingham</p> <p>Met with members of CTLT senior management team and educational strategists from the Faculty of Science. Also presented a public talk, "Tackling the 'Mathematics Problem': What is it and where are we now?" and conducted an Education Research Workshop in conjunction with CTLT's Curriculum and Course Services team.</p>
Malcolm Hardy	<p>Head, School of Applied Technology, Bay of Plenty Polytechnic</p> <p>Met with members of CTLT senior management team to discuss providing online training programs and options for distance delivery.</p>
Peter Jamieson	<p>Strategic Advisor, Learning Environment Design, The University of Melbourne</p> <p>Co-hosted with Academic Director a five-day intensive, hands-on Learning Environment Design Workshop. Led academic and professional staff participants from institutions across Canada and the UK through the development of realistic design project exercises to gain first-hand experience creating new generation learning environments for higher education. Also participated in two weeks of meetings across campus with various faculties and units as well as external institutions to discuss the importance and development of both formal and informal learning spaces.</p>
Captain Robson Santos da Silva	<p>Department of Defense Training, Brazil</p>
Delegations	
Group delegation from National Academy of Education Administration (NAEA), Beijing	<p>Delegation of University Leaders in Chinese and Central Western Regions participating in the NAEA 2015 Overseas Study Program (Canada) (25)</p> <p>The UBC program included a day focused on teaching, learning, and technology as well as a visit to CTLT for interactive sessions on course design, the use of technology, and blended learning.</p>
Thompson Rivers University	<p>Brian Lamb, Director, Innovation Open Learning, Centre for Student Engagement & Learning Innovation</p> <p>Katherine Sutherland, Associate Vice-President Academic Office of the Provost</p> <p>Gordon Tarzwell, Assistant Vice-Provost, Open Learning</p> <p>Consultation with members of CTLT senior management team regarding the vision and implementation of Flexible Learning.</p>

York House School	Group delegation of administration and teaching staff (11) Consultation with Academic Director and Educational Strategists from the Faculty of Science regarding teaching and learning initiatives, including Flexible Learning.
Group delegation from a variety of institutions from Finland	Mari Perlinen, Finland University Stan Hacklin, University of Eastern Finland Pauline Karvinen, University of Eastern Finland
Group delegation from Universitat Rovira i Virgili, Spain	Dra Gilbert Cervera Vanessa Esteve González José Lui Lázaro Cantabrana
Group delegation from Tecnológico de Monterrey, Mexico	Ken Bauer Elda Guadalupe Quiroga González Salvador Trevino

2015-16

Individuals

Andreas Florian Reinhardt	Head innovation management, Educational Development and Technology (LET). ETH Zürich Dipl. Umwelt-natw. Two-month sabbatical at UBC.
Cait MacPhee	Professor, Biological Physics, University of Edinburgh
Masao Murota	Professor, Center for Innovative Teaching and Learning, Tokyo Institute of Technology Visited CTLT to attend Summer Institute sessions and to connect with Academic Director prior to his visit to the Tokyo Institute of Technology.
Åke Fäldt	Associate Professor, Department of Physics, Chalmers University of Technology Consulted around flipped lab.
Jo Ramsbotham	Assistant Professor, College of Education, Jiangnan University Visited CTLT to learn about faculty development and the organizational development of CTLT.
Hirotaka Oki	Professor and Director, Institute for Teaching and Learning, Ritsumeikan University Visited CTLT to learn about the structure of CTLT and more detail about the various sub-units within CTLT. Also interested in institutional research.
Perry Samson	Professor, Atmospheric, Oceanic and Earth Sciences, University of Michigan and Head of Teaching Innovation, Echo360

Delegations	
Group delegation of faculty from Asia-Pacific Forestry Network	<p>Xia Jun, Deputy Director General Kebiao Huang, Acting Director Yang Zhang, Project Manager Hongbao Zhai, Director</p> <p>Discussed the second phase of the online program and the AP Forestry Education Coordinator Mechanism.</p>
National Taiwan Normal University	<p>Mao, Director of the Centre for Teaching and Learning Development (CTLTD) and various colleagues (5)</p> <p>Consultation with CTLT senior management about how CTLT is organized, what the different divisions are responsible for, and how the collaboration with Faculties have worked and helped boost the capacity to support teaching and learning within academic units.</p>
Osaka University	<p>Hiroki Sato, Deputy Director, Department of Teaching and Learning Support, Center for Education in Liberal Arts and Science Makiko Oyama, Specially Appointed Associate Professor, Department of Teaching and Learning Support, Center for Education in Liberal Arts and Science</p> <p>The purpose of their visit was to learn more about MOOCs, edX, faculty development, SoTL, teaching dossiers, and the organizational structure of CTLT.</p>
University of Waterloo	<p>Carey Bissonnette, Lecturer, Department of Chemistry Mary Power, Faculty Liaison, Centre for Teaching Excellence Joe Sanderson, Associate Professor, Department of Physics and Astronomy</p> <p>Visited to learn about campus-wide initiatives supporting blended and technology-enriched courses.</p>
Group delegation from National Academy of Education Administration (NAEA) (25)	<p>Visited to learn about structure of CTLT.</p>
Tokyo Institute of Technology	<p>Jeff Cross Saya Goto</p> <p>Visited to learn about edX and TA training.</p>

SECTION 8: SURVEY TO UBC COMMUNITY MEMBERS WHO USE CTLT SERVICES

As a means of soliciting anonymous feedback from CTLT clients, a survey was deployed asking respondents to indicate their interactions with CTLT, their impressions of those interactions, and the impact. Individuals associated with the following groups were invited to provide feedback:

- » CTLT workshop and event attendees
- » Distance education instructors
- » Staff in academic units that support distance education
- » Staff from Faculty-level teaching and learning centres
- » Instructional support staff
- » Campus-wide learning technology operations groups
- » TLEF and SoTL seed funding recipients
- » Faculty associate deans academic
- » Faculty who facilitate workshops and events for CTLT
- » Faculty who have consulted with CTLT around departmental-level curriculum projects, retreats, and facilitation
- » UBC Instructor Network
- » UBC 3M National Teaching Fellows
- » Other central service units that support teaching and learning

The survey was open from August 22, 2016 to September 1, 2016 and over 100 responses were collected. Although this was a short data collection window, we consciously avoided overlapping with the start of the academic semester in early September.

Most respondents mentioned multiple interactions with CTLT and provided feedback on more than one service area. There were 148 commendations for CTLT and 41 suggestions for improvement or criticism (some included both in their responses). Professional development was the most mentioned service area with 63 comments, 49 of which offered commendations, and 15 of which offered suggestions for improvement. The following service areas also received more than 10 mentions: learning technologies (33 mentions, 29 commendations, and 6 suggestions for improvement); TLEF (23 mentions, 21 commendations, and 3 suggestions for improvement); and distance education course development and support (20 mentions, 17 commendations, and 4 suggestions for improvement). In addition, there were 22 comments that addressed CTLT in general. Three service areas had few mentions, but received overwhelming positive feedback: SoTL, TA development, and Learning Technology Rovers.

Quotes from survey respondents have been included in the self-study. All responses, with identifying details removed, are available below.

What was your interaction with CTLT and our services?	What is your impression of those interactions?	What has been the impact on your teaching or areas of responsibilities?
I have participated in 2 communities of practice.	The communities of practice are a great opportunity to meet colleagues from across campus, but often our issues are very different or the context of our teaching is so different that appropriate approaches for one group are not helpful for others.	
I have had many and varied interactions with CTLT ranging from attending events, be a facilitator and/or presenter for workshops, programs and communities of practice, receiving seed funding, consulting and collaborating with CTLT based experts, and more.	My interactions have been positive. I value my interactions with CTLT and enjoy collaborating the CTLT.	The CTLT supports excellence in teaching and provides opportunities for faculty members to engage in educational leadership activities.
I developed a new DE course section (now offered three times per year) and have instructed this course since it was developed. Both of these activities utilized CTLT expertise and support.	I have a very positive impression.	The new DE course section has helped reduce the load on our face-to-face sections offerings of this course and has increased scheduling flexibility for students.
I have participated in several CTLT events, programs, and workshops, particularly around professional development and SoTL	I find that CTLT is moving toward a unit that is less about supporting better teaching and learning and more about developing its own research profile, and the careers of the staff they employ. Take the SoTL program, which on its face appears to be about developing capacity for UBC instructors and faculty, but is also (perhaps more so) about keeping a number of CTLT staff busy, employed, and able to access data from UBC classrooms for analysis and publication.	The CTLT courses and materials border on useless. They aggregate materials from other, better staffed and more pedagogy-focused units at other universities (Stanford, Ohio State, etc.) and simply repackage these for UBC. It's embarrassing to send my TAs to CTLT for instruction, only to have them come back with tales of low-quality workshop facilitation despite small class sizes. Another distressing thing I've noticed is how CTLT pushes one particular kind of teaching -- a one-size-fits-most approach -- rather than a flexible style that acknowledges a diversity of teaching and learning experiences. Their workshops are almost dogmatic. An exception is the Indigenous/First Nations staff and their materials, which are not only top-notch, but also specific to our students and their experiences.
As another central unit that provides service to faculty, we have been collaborating with CTLT over last few years. We have worked together to create educational content for UBC courses.	<p data-bbox="737 1141 1352 1271">"Our interactions were mostly very positive and helpful. My impression is that in general CTLT staff are trying their best help faculty and other support staff (like us) whenever they can.</p> <p data-bbox="737 1295 1352 1451">In some occasions however, I feel there could be more transparency and information sharing in order to enable us to also help faculty to the best of our ability. I feel sometimes internal politics or new bureaucratic procedures get in the way of staff doing their best.</p>	<p data-bbox="1373 1141 1988 1239">Overall the impact has been very positive and I am very happy to continue our collaborations. I believe CTLT is a necessary support entity for UBC.</p> <p data-bbox="1373 1263 1988 1360">I believe its impact could be even more positive if we could work as colleagues, not competitors in some cases.</p>

I am an instructor of Distance Education.	CTLT have been supportive, though sometimes it's tricky to know whom to contact.	Supportive in a minor way, though for the most part I am left on my own (which is fine!).
I attended Summer Institute events	My impression so far is that these events mean well, but have been executed unevenly. We have some quality information hampered by rooms without wireless, and facilitators forgetting to ask participants to bring laptops, or pre work not going out to everyone. Other wrong times dates and times have been communicated. Finally, sometimes the techniques being shown aren't being justified. For example, a session on learner-centred syllabus design didn't explain the benefits exceptionally well.	
CTLT facilitated the creation, implementation, evaluation, and revision of two on-line courses in our School--AUDI 402, AUDI 403.	CTLT has consistently been extremely supportive of our course, student, and instructor needs over the years.	Without the support of CTLT for these courses, our workload would have been unmanageable, and the quality of the courses and learning environment would have suffered.
I have taken workshops, led workshops, and worked with CTLT facilitators on a project.	<p>It's changed over the years, both with my career trajectory and with the project types. I began to wander away from interacting with CTLT over the years, in part because it became less of a 'pedagogy for the people' approach and became more driven by the technology aspects, and in part because activities (e.g. the Institute) were poorly-timed with other things in my work. I learned a lot from CTLT at the beginning, but find it difficult to engage with their activities now.</p> <p>Although I can see the importance of the technological aspects of teaching (and staying current is very challenging), I would like to see CTLT return to its roots - help professors learn how to teach better, provide a venue for that dialogue, provide networking and resources for those who want to enhance their practice.</p>	I developed a great network of colleagues that are driven by pedagogy in their practice and are curious-minded about teaching. Early on, it helped me fulfill some of the 'educational leadership' aspects that I was looking for. It's had less of an influence lately, but I'm starting to serve on committees outside of my faculty, which likely has been the result of my network.
I am a staff member, and work with eLearning in my department. I have used CTLT's workshops and drop in clinics as and when needed for my work. As well, I've access one on one input from people as I needed.	I found the people at CTLT knowledgeable, helpful and friendly always. They are an excellent resource for online learning technologies, and decision making about when and how to use them.	Being able to access CTLT resources, the suite of technology tools, and the support therein has a big impact on the work I do, and on my learning design and technology choices. Our department does not have a large learning technology infrastructure, or support structure, so the aspects that I can use from CTLT are key to much of my work.

I've already filled one out, but I thought of something extra to say. I've interacted with CTLT in almost every possible way over the past 5 years.

I mentioned only positive things before, namely how my interaction with CTLT likely directly led to me getting a tenure track position here at UBC.

I would like to point out one area that has improved a lot over the past 5 years, but I think directors have to be continuously aware of. The issue is that the support staff (programmers and web developers and whatnot) that are provided to faculty to help them work on their courses have no skin in the game. They are helping design a course, but when things go wrong, or they don't deliver, it's the person who is actually teaching the course who gets hurt through bad teaching evaluations.

As an instructor, it's not always clear what to do when this happens. In one case, with my online course, I complained to the person's direct superior, but I'm not sure there's always this level of accountability. In many cases I'm not sure management knows when these failures happen because it relies on the faculty reporting them. If there is some accountability, or recognition that something didn't work, it would be good to let the instructor know.

I will say that in the past couple years I've seen more accountability for mistakes or failure to deliver. However, as an instructor, particularly one who relied on teaching evaluations for continued work, I've always felt worried that I'm the only one that faces actual consequences of something failing.

1) Instructional Design Community of Practice
2) LMS services"

Good.

I am only just starting to discover the resources that are available through CTLT. I imagine that CTLT will have a more of an impact on my workflow as I learn more about the resources that are available to me. We are not on campus and I feel a bit removed from the workshops and resources. It would be great to know what is available without having to attend a workshop in person.

CTLT helped us provide various workshops to our visiting scholars on advanced teaching technologies, such as Camtasia, Lightboard, etc.

The CTLT staff who I worked with were very professional and responsible. They organized workshop planning meetings, did site visit, and tailored the workshop content to our group. I was very impressed and satisfied with their services.

Our visiting scholar program has received great feedback regarding workshop and training. The participants felt well informed during the training offered by CTLT and were excited about using the new technology in their teaching work. We really appreciate CTLT's help and support!

I interacted with CTLT through communities of practice, event planning, teaching and learning support, TLEF projects, and FLI projects.	Very positive. Colleagues and staff at CTLT were enthusiastic and supportive.	Working with CTLT has enabled be to advance many teaching and learning goals, especially in the areas of pedagogy and the use of flexible learning/flipped classroom techniques.
I have regular interactions with CTLT leaders to discuss how my Faculty can benefit from central resources and programs.	Staff and leaders are always helpful and supportive in finding solutions. Relations are collegial and collaborative and have led to positive outcomes for the most part. I do find it challenging on some occasions to find details around programs that are offered beyond what is stated verbally.	The impacts have been significant. We have greatly benefitted from: 1. Accessing programs that have enabled my team to provide faculty with support beyond our existing capacity 2. We have been able to provide learner impact feedback that has helped shape and improve the services offered.
I had a 1-1 meeting with a staff member to address some issues for which no course was available.	Excellent! The staff member was super knowledgeable, friendly, generous with ideas and resources. Amazing resource and I was so grateful and impressed that 1-1 appointments are available!	This meeting was hugely helpful in my preparation for teaching a new course and I will seek out both this staff member and other resources in the future.
Last year, I attended the Faculty Instructional Skills Workshop	It was a positive one. I learned several new skills that I now apply ever time in my teaching and also at work.	I learned several new skills that I now apply ever time in my teaching and also at work.
We have used many of their direct services - LT hub, etc. They have been excellent in direct support services We have participated in various governance groups - LT operations, CART, etc. Some of my faculty attend CTLT PD sessions - ISW's, etc....I used to participate extensively as a facilitator of PD events, but became disillusioned with CTLT's approach"	Too much bureaucracy - too much management and not enough leadership...seem more interested in measuring they are doing a good job...than actually doing a good job....employee morale seem really low Tried to write a TLEF grant with a colleague at CTLT and it need to go up and down the chain for approval so much it never got done...won't try that again	They provide excellent direct services....but little in the way of educational leadership....I miss TAG, the collegiality, the joy of working with like-minded colleague's not bureaucrats
I have worked within CTLT and worked collaboratively with CTLT.	Professional, but sometimes disjointed, somewhat difficult to always know who is making decisions, or how to engage in joint decision-making.	Great support for TLEF from the Project Office, and the provision of Faculty Liaison, without which it would have been extremely difficult for our faculty to make the progress we have.
Online courses development.	Great job led by [CTLT staff member], and supported by [CTLT staff member].	We have successful completed the project and won an award.
I participated in the ISW workshop. I have also consulted with staff about TLEF grant preparation.	Very positive, engaged staff willing to work with faculty one-on-one.	I hope the ISW will have a positive effect on my teaching this year, but I'll have to get back to you about that once the term is over!

<p>CTLT was extremely helpful in guiding me through the beginning process of designing an online course (a process in which I have NO experience). They were always available and let me know all the ins and outs of process and costing such that I was then able to develop an common sense outline of the course along with appropriate timelines. They have agreed to support me in all steps of the production process: SUPERB!!</p>	<p>Overall impression: superb. they really seemed to "get" that I had no real idea how to do it and guided me very respectfully :)</p>	<p>Not much yet as we will begin the detailed process later in September, but I anticipate that completion of the online course will benefit many students from multiple disciplines.</p>
<p>Participate in CTLT events</p> <p>Present in CTLT workshops</p> <p>Part of Formative Peer Evaluation CoP</p> <p>Partner with CTLT team in disseminating best teaching practices</p> <p>Receive TLEF fund</p>	<p>very good to excellent.</p> <p>Staff made effort to share their expertise, collaborate with various stakeholders and support innovative ideas</p> <p>creative</p>	<p>Helpful - especially in advancing teaching practice and teaching technology</p>
<p>I have had extensive interactions with CTLT and its predecessor units. I completed the previous version of the Graduate Certificate Program, an ISW, the FDW, the CDI, attended a variety of other sessions related to teaching and LT. I have contributed sessions to multiple CTLT Institutes, assisted in delivery of the CDI, co-facilitated the CoP on Course Design, and partnered with CTLT staff in design and delivery of the TLF Development Series (2014-15). I have served on a hiring committee for one of the roles in CTLT. I have partnered with CTLT to co-host visitors and talks and thus also have experience with the events team.</p>	<p>I have always found CTLT staff to be knowledgeable, professional, and welcoming.</p>	<p>I have learned a great deal about teaching, facilitation, and faculty development from my interactions with CTLT staff and my opportunities to partner with them and to lead sessions hosted by CTLT.</p>
<p>Assistance with the creation of and continued offering of an on-line course.</p>	<p>Highly professional: prompt, extremely helpful, courteous.</p>	<p>Has helped me to deliver the on-line course with few glitches. It is a relief to have a reliable set of IT professionals ready and willing to assist me.</p>
<p>I have interacted with CTLT as part of a large TLEF project. This project required CTLT interaction in the course of its development (CTLT identified critical UBC personnel that needed to be involved in the project), for budget planning, for implementation planning and monitoring, for budget tracking, for examination of research design issues. The project would not have come off the ground without the input provided by CTLT.</p>	<p>All interactions were excellent, thoughtful, always critical AND constructive, they inspired reflection on the project and resulted in project improvements.</p>	<p>We have ended up with a much better project, excellent connections with UBC personnel required for project implementation, excellent advice on identifying UBC resources, etc. In addition, because of CTLT involvement, my time investment in the project was much smaller than would have been the case otherwise. CTLT gave me the confidence required in order to proceed with the project and lead it to a successful outcome.</p>

<p>- I completed the "Course Design Intensive" (CDI) workshops</p> <p>- I have had one-on-one consultations with staff engaged in teaching & learning technology</p> <p>- I've attended a few other short sessions offered throughout the year</p>	<p>All excellent - in particular the CDI and one-on-one consultations with CTLT staff members.</p>	<p>- The CDI was very timely as I was (and still am) in the process of designing a new course. This series of workshops really helped me to focus on student-centric learning and to think carefully about what I really wanted them to learn.</p> <p>- My interaction with staff has helped me to learn about educational platforms on campus that can help me to gain insight into how students use the educational resources that I've developed. I am in the very early stages of this investigation but believe that I will get data that will help me to improve the resources that I currently make available to students.</p>
<p>I have attended several workshops run by CTLT and am currently working on a SoTL Seed Grant.</p>	<p>All interactions with CTLT have been helpful.</p>	<p>Implementing various new approaches to teaching; improving management of research project.</p>
<p>I have run 2 CoPs and continue to run one CoP with significant input and assistance from CTLT colleagues. I have also taken the 3 day intensive teaching skills course. I will be taking a facilitator course over several sessions in October. I have attended another CoP, as well.</p>	<p>The teaching skills course was very supportive and helpful. Since 2015, the collaborative work I've done with CTLT colleagues has been excellent. CTLT colleagues have worked hard and have fulfilled their promises. For 2 years before that, CTLT staff (now gone) put me in very great difficulties as services would be promised and then reneged upon.</p>	<p>The teaching skills (ISW) course gave me some valuable structural tools I still use. Since 2015, the help from CTLT to run the primary CoP I established has been invaluable in providing teaching skills/professional development sessions for my colleagues whom I represent, and who have been a neglected set of instructors at UBC.</p>
<p>I am a workshop facilitator since 2007</p>	<p>Well. I love facilitating. But my perception is that graduate and faculty instructional skills workshops are under-supported in general. They used to be the main focus of TAG, seemed to me. Possibly this is a problem of growth -- when it became ctlit, there was some territorial stuff going on, and budget cuts have meant no 3rd-day lunch, for example, and I am still kinda far behind with the technology. Also, when things change, sometimes I don't know until i'm in the workshop, and that's kind of embarrassing.</p>	<p>All my complaining aside, I have benefited SO MUCH from my association with ctlit. I am a much better teacher and facilitator, and I enjoy most of the people with whom I am working at ctlit.</p>
<p>I've been working with [CTLT staff member] and [CTLT staff member] on teaching and learning using Virtual Reality.</p>	<p>They've been excellent. On a scale of 1 to 10, [CTLT staff member] and [CTLT staff member] are 11.</p>	<p>I have transformed my teaching based on this work in Virtual Reality.</p>
<p>I have participated in several CTLT workshops such as the 3-day course design intensive.</p>	<p>The workshops are always well organized.</p>	<p>I redesigned Math 210 based on the work I did in the CDI in December 2015.</p>

<p>When I was UBC faculty member I had a fabulous CTLT team work with me to create, deploy, maintain -- and then do a 5-yr revision and repeat the process -- for my online psychology course. I worked with CTLT for 15 years in that capacity.</p> <p>In addition, I have attended every Spring CTLT Institute since 2010.</p> <p>Since I left UBC and started working as an instructor elsewhere, I am still contacted and warmly welcomed to attend the Spring Institute every year by all my former CTLT colleagues.</p>	<p>The CTLT team members were just the right amount of challenging and supportive of me and my course. Team members routinely offered imaginative solutions to common and unique dynamics in my course.</p> <p>Furthermore, the CTLT team always showed they were invested in growing ME as an instructor so I could offer my best to students. They listened to my classroom challenges with difficult students and coached me through procedures that would prevent recurrences.</p> <p>I was always welcomed warmly, treated kindly, and shown respect for my subject matter expertise. And having said all that, the CTLT team members made nearly every meeting fun."</p>	<p>Because of the many theoretical and practical discussions I have had with the CTLT team over the years, I am a confident, pedagogically-minded instructor with the courage to be an early-adopter of new technology as it gets introduced at my institution.</p> <p>Because I have seen how adeptly the CTLT team offered different techniques, approaches, and teaching practices to precisely meet my needs as an instructor (as opposed to my bending myself and learning objectives to meet existing tech and practices), I now feel ""teaching-flexible"" and I have mastered digital literacy as a sub-discipline in my career. CTLT team members have instilled in me a ""to boldly go"" attitude (though they would not endorse my splitting infinitives :o)) into any new tech, theory or teaching practice. I love the adventure of constantly encountering the new, failing at some things, succeeding at others and ultimately building learning environments in which my students can do their best.</p> <p>In addition, and this is very important to me, the CTLT community is committed to offering workshops and conferences on evidence-based practices. I rely on my yearly visit to UBC-CTLT Spring Institute to keep appraised of the most recent research on best teaching practices.</p> <p>In sum, CTLT at UBC has helped me build a rock-solid foundation as a teaching professional, offered me an ongoing source of positive support and warm collegiality and validated my zest for teaching. Every Spring Institute inspires me to try something new. I began working with the CTLT folks before CTLT was formerly launched. I am enormously grateful for all the energy and guidance they have given to me over the years. I am sending best wishes to all the dedicated folks at CTLT</p>
<p>The APFNet Online Courses Project</p> <p>I am a TA Training Coordinator, and have met with [CTLT staff member] and worked with other members of CTLT co-facilitating training workshops</p>	<p>effective and supportive</p> <p>The interactions with [CTLT staff member] have all been very professional, extremely useful.</p>	<p>Improve the technology part of the project</p> <p>I've felt very supported, and learned new techniques and strategies for leading discussion groups</p>

Attended the ISW workshop, May 2016.	It was a one of its kind workshop, especially due to the fact that it was facilitated by fellow graduate students. The experience was helpful in developing myself as an instructor/ facilitator and the sessions were highly interactive and informative.	It has helped me develop my own style of facilitation. It laid the foundation for developing instructional skills and required basic knowledge for being an effective facilitator.
Designing a course	pretty good	not done yet
I took the year long certificate course	Very helpful	I worked on supporting active learning and also helped me write course syllabi
asking for technical help from [CTLT staff member] and the tech rovers	[CTLT staff member] - always a pleasure	Makes it easier for me to do what I need to do in my job. Doesn't really change the outcome all that much.
- consulting with [CTLT staff member] on project goals	[CTLT staff member] - a bit vague and less concrete than I would like, but helpful"	
Wordpress workshop	The staff have been helpful and pleasant to interact with.	I attended the workshop for help with issues with Wordpress. I really appreciate having this opportunity to get help if needed every week because there is no other option to get help with Wordpress on campus.
I have participated in the Instructional Skills Workshop at the CTLT and I have read some of the books in the little CTLT library.	The CTLT is a fantastic facility with excellent people who are dedicated to the enhancement of teaching at UBCV.	I have been much better at planning lessons both for my students and for my lab mates.
Attendance of various sessions aimed at supporting excellence in teaching, including Course Design Intensive and other short 1h sessions.	They were, for the most part, quite productive. The instructors were very passionate about teaching and offered me at least a few pearls per session that I have carried over to my teaching.	The impact on my teaching has been dramatic. CTLT has offered me more resources and tools than I have had the time to utilize. The tools I have utilized have provided tangible impact on my teaching. I have begun using the online learning platform "Socrative" in my teaching regularly after seeing it being used in the CDI course. Whenever I am planning a tutorial or lecture, I will often refer to my CTLT reference material to remind myself how to increase active learning in my classroom. CTLT sessions have also helped me to understand what "leadership" is and how I might be able to demonstrate it in future years.
I attended many workshops here at CTLT to get new ideas to improve my teaching. I enjoy the friendly and supportive environment here at the workshops. I also appreciate the open sharing of resources from both facilitators and fellow faculty members at all the events.	Great. These informal learning/gathering environment inspires me without the pressure to 'perform' right away. I can take the ideas (many of them) away, chew on them, and implement those that work for me. There is never any pressure to get anything done. Rather, I was challenged (in a nice way) to think through many crazy ideas and know why exactly I like them before actually implementing them.	I feel that I am a well informed educator with all the resources available at CTLT. I have no excuse not to know anything. Of course, time is the biggest enemy. Other than the lack of time, I've always enjoyed and benefitted from the many great ideas and strategies I hear from all events and workshops.

I am a graduate student facilitator and have attended various events at CTLT.	Wonderful environment filled with passionate and supportive individuals who have interesting and innovative ideas.	I have grown as an facilitator, presenter, and individual. I try new techniques when I facilitate and convey my message at conferences with clarity.
<p>Collaboration on several projects involving development of online educational tools</p> <p>-Workshop attendance</p> <p>-Receiving advice re. data collection needed for evaluation of various teaching and learning activities</p> <p>-Open house event organization</p> <p>-Preparation of outreach material (e.g., articles, pamphlets, posters, video)</p> <p>-organization and delivery of scientific conference sessions</p> <p>-help with graduate student training"</p>	Exceptional	My collaboration with CTLT during last 13 years is the most rewarding experience of my work at UBC
Online instructor	Good	Positive impact. Provide support but I would love to see more input on what is new in educational technology that I may want to incorporate in my class. Too silent on that level
<p>CTLT provides support - rarely an issue is not resolved. In other words very supportive using technology and for online course design</p> <p>As the [ROLE] of a faculty-based instructional support unit. Due to this relationship, it is highly unlikely that my response would have any chance of remaining anonymous, particularly since this survey is being conducted within the confines of UBC systems (as opposed to a truly external review platform). Because of this i will refrain from providing full and complete answers, but will make myself available to the external reviewer if they wish to interview me beyond what I write below. [NAME AND CONTACT DETAILS, respondent invited to speak with external review committee]</p>	<p>Willing to assist and prompt. Never balk</p> <p>CTLT has provided an extremely valuable service for many faculty/instructors and Faculties. Unfortunately much of this service (with some notable exceptions) have not been directly relevant to the business school for many reasons beyond their control. Because in many ways the CTLT mandate is to try to be all things to all people, the inevitable landing spot is being mired in the lowest common denominator with little ability to conduct R and D and truly world-class innovation on many fronts. As with many central units at such a large institution, inertia and risk-aversion tend to define the culture.</p>	<p>I would propose the distinction between 'front of house' and 'back of house' in this answer. CTLT has been critical and extremely supportive to myself and my unit in a 'back of house' sense by supporting delivery of services (in a tier 2 sense) and in coordination on our behalf amongst other faculties and business units on campus. Where the impact has been less is the front of house i.e. directly with faculty/instructors/ students, and this is simply because by the nature of our culture, a business school will provide these services internally as tier 1. We have our own faculty support units (both technology and pedagogy), our own IT help desk, and our own student-support services. I would like us to draw upon central services greater but unfortunately (again with a few notable exceptions) the services being offered via CTLT are not at the complexity and/or maturity levels that are required by a dynamic, agile B-school environment.</p>

Several different projects and individuals across the existence of CTLT. Two that come quickly to mind were (1) a workshop that CTLT did for Nursing and invited me to help facilitate --[CTLT staff member] was the lead on that project; and (2) as a member of [CTLT staff member]'s advisory group for Graduate Students and Teaching Assistants.	Very positive in every aspect. Dedicated individuals with creative ideas, solid commitment to their projects, and enjoyable people to work with.	<p>Can't say there was/has been any impact on my teaching, but both of those initiatives (and several others) provided me with valued contacts across the university and on-going relationships with members of CTLT which I value.</p> <p>Amidst all of the projects that I've attended through CTLT, [CTLT staff member] has been a constant source of advice and council related to teaching. In his role as [ROLE], [CTLT staff member] and I met with Martha Piper (Acting President) regarding the membership of SAC and the need to assure that all tracks for promotion and tenure were equitably represented when providing advice to the President. His insights were, and remain, uniquely valuable for at least two reasons: first, the breadth of his knowledge about scholarly activities related to teaching and learning across the campus; and secondly, his personal wealth of knowledge about teaching and learning more generally. We were and are very fortunate to have hired him in the position he now holds in CTLT.</p>
a lot of visits to The Hub; some workshops	I am particularly impressed by The Hub - very useful; great staff who are patient and helpful	Because of the help in The Hub I could do a lot of practical things at work that had stumped or confused me before. It saved me a lot of frustration time
Multiple: from technical design to TLEF projects.	<p>Technical design team is innovative, talented and good to work with - but is under-resourced and pulled in too many directions. As a result, it is sometimes hard to get attention, or follow-through.</p> <p>Although it may have changed, TLEF process seemed bureaucratic - would be good to see more of the resources put into doing the work rather than added layers of planning and project management.</p>	<p>Overall - positive.</p> <p>Tech innovations allowed new learning experiences to be designed and delivered.</p> <p>TLEFs: good in that there was a public commitment and some \$ to try new things. But per above, would like more human help in the actual doing of the work - not all of what needs doing can be done by hired students and faculty are stretched too thin to do all of the lifting on the projects they initiate.</p>
<p>1) Doing ISW</p> <p>2) Applying and being interviewed for the Grad teaching and learning program</p> <p>3) inviting CTLT staff to give workshop at my department's TA training</p>	<p>Great, people are very approachable and helpful, whatever issues I had were resolved and the staff was very willing to help find a solution :)</p> <p>Great teaching programs too</p>	<p>I've gained some skills and knowledge to improved teaching, I've learned some specific skills and techniques as well as more general knowledge of approaches to teaching and learning</p> <p>Made me even more interested in teaching that I was and also made me aware of more opportunities to improve my teaching and to try and implement innovative teaching projects</p>

I needed admin privileges to one the LFS website as my colleague with admin access was not available at the time. Or possibly required an invitation for the site. I submitted my request to CTLT hub however I was not given access because it could not be provisioned.	It clearly made sense, however I would have appreciated a followup phone call instead of just an email. Because I was leaving for vacation I left it for my colleague to handle. It wasn't a high priority item for me.	In general the CTLT hub has been helpful in handling a few of my Connect questions.
I have attended a couple of workshops on integrating technologies into teaching. I also hold a TLEF grant.	I found the workshops to be useful and well thought out. My interactions re. the TLEF grant were primarily with [CTLT staff member], who I found to be very supportive and willing to do whatever was necessary to facilitate our work.	Through the TLEF grant, I've been able to integrate "hands-on" labs into some of my courses (and courses taught by my colleagues) that make use of collections that would otherwise not be available. Using some of the teaching and learning technologies (e.g., course blogs) has allowed for greater student engagement with the course content.
instructional workshop	excellant. well organized. fun and educational. 5 stars	none yet. just took it last spring. but I think it will be in the back of my mind this fall.
received coaching, guidance and support (social as well as financial capital) for a large TLEF project.	well organized with clear goals and asks. Also, supported with good process tools to keep project on track.	This project has enabled a growth in the program to evaluate its activities and impacts as well as improve its processess
Associate Dean, Research and instructor	The group does a good job in a challenging, dynamic environment. I am not crazy about the ticketing system as I lose connection to the service provider.	Fortunately, I have not needed a lot of support but it has been helpful.
Using and managing Connect and Wordpress mostly. I also refer staff and faculty to CTLT for instructional support.	Extremely positive. The staff have always been very helpful, friendly, professional and supportive.	<p>Their development and support of Wordpress has been extremely helpful. It has reduced the need to manage our own CMS in our faculty and freed up a lot of resources. It has also allowed us to create websites, online profiles, payment systems, registration systems and calendars. We would not have the resources to do this without them. Their support of Wordpress not only supports teaching activities directly, but also help us with administrative duties that support teaching. The impact for their online tools has far reaching implications. Given their limited resources for Wordpress, I applaud their initiative and impact.</p> <p>While Connect is far from a perfect tool, I recognize that the CTLT has worked extremely hard to support and develop the tool. A LMS provides a lot of value to our faculty and despite all the problems with the Blackboard software, I think CTLT has done a good job mitigating and managing the issues. Without their support, I believe the state of the LMS would be in worse shape.</p>

I took the T-BLE course and have participated in a number of panels and single day workshops.	Amazing support. I have really enjoyed interacting with [CTLT staff member]. I feel like I now have the possibility of reaching out to a number of like minded faculty interested in advancing teaching and learning, better understand support staff roles at UBC, and have a much better handle on online learning.	I have helped implement WordPress in over a dozen courses. I am now co-leading a research project on SOTL and virtual reality. In collaboration with some of the people that I met through the CTLT activities, I have been able to improve my use of interactive technologies (such as PulsePress) and interactive learning strategies (such as two stage exams) in my courses.
I interacted with CTLT in applying for and managing a group of FL projects in the History Dept, starting in 2013. I solicited advice from CTLT on issues relating to the application, but most technical help and advice came from ArtsISIT.	The application process (back in 2013) was cumbersome and unpleasant (using a template that was not suitable to the kind of projects we were proposing). Now that FL funding has been incorporated into TLEF, that problem has been resolved. The TLEF application and process are much more sensible. In general, I have always found staff at CTLT helpful, but it is not always clear to me when we should consult CTLT staff or ArtsISIT staff.	The FL grant to add weekly online modules to Hist 106 significantly improved course delivery and interactivity. It is a large class, and students were very positive about the online modules. This also allowed us to schedule one 80 min lecture per week, plus tutorials, rather than two scheduled lectures. And it freed up some lecture time for interactive exercises. We have a substantial number of non-humanities students in the course, and the FL assisted format is much more engaging for them than conventional lecture.
As a colleague with another teaching and learning centre we have collaborations with some of the members of the CTLT as well as attending some of the events that were option to the public.	CTLT in comparison with TLC is a lot larger and provides workshops and services that are very useful as well as they have open to cross collaborations	N/A
TLEF	Excellent - knowledgeable, engaged and friendly.	Feel better prepared and know that I have access to resources should I feel the need - a safety net so to speak.
Teaching Indigenous Issues support		
In organizing an orientation event for new faculty, I became aware of CTLT events that were scheduled at the same time. I contacted CTLT to flag the event I was involved with, and suggesting we be proactive next year to avoid scheduling conflicts.	Fine - personnel were receptive to my suggestion.	None this year. Will coordinate on scheduling next year.
I have worked closely with CTLT in two ways: 1) through the courses offered through CTLT (e.g. ISW, other short sessions) 2) collaborating and accessing support through individual members of CTLT"	They have been excellent overall. The individuals working at CTLT are incredibly passionate and hardworking and have been enabling of my work.	There have only been positive impacts that cannot be replaced in other ways.
I attended to the ISW instructional skills workshop	They couldn't have been any better	I got a TA position after that. I'm glad they taught me how to teach. They are an amazing group of enthusiastic professionals who share their love for teaching.

I taught a course designed by an instructor while she served as a replacement for a colleague on sabbatical.	Overall, excellent staff, but not helpful at all in orienting new instructors to requirements of the position, particularly technical requirements. I went in to the IT desk several times on my own well in advance of teaching my course to understand how it worked technically, and was assigned different assistants, who said contradictory things and did not follow through on their commitments. Two short sessions with a single person would have been helpful on the timeline an instructor needs (i.e. in the term before a course is taught not while it is being taught.) I had to learn everything in the middle of the course, in which the textbook also was not available. (I had been told not to order it personally). There were a lot of problems with the support staff for my course in the first term and a lot of assumptions that I would automatically know technical things that I could have had no way of knowing, such as how to enter grades, or how to override grades, or how to force submit assignments that students had started but not completed. Every new instructor should be given an orientation (possibly in a group) about how to use Connect if they previously have not used it. I attempted to get such orientation on my own before my course began but was not successful. Kudos to [CTLT staff member], the exam coordinator, who is very efficient and helpful.	I don't teach in this area typically. The course is well designed, however, and it has been a joy to see how content can be delivered this effectively via a distance course. It converted me to the value of distance education courses. I was particularly gratified to encounter students who were pursuing education in unusual or challenging circumstances--people in remote areas, people with sick relatives who required support, people who are professional athletes, and people with disabilities. Great students overall. I learned how to use Connect properly and have become interested in incorporating technology more effectively into my on campus courses.
I have gone to CTLT workshops and run workshops with support during the summer institute. I have received support to implement large projects (like adding a portfolio component to a full degree program) and smaller project (SoTL project to assess the impact of a new activity). I have received assistance with grant proposals (TLEF's).	All interactions have been extremely positive	I have gained expanded my networks of colleagues, I have added, assessed and revised activities in my classes, I have generated workshops and conference presentations. I think I am now more aware of how to do these things without support but appreciate the support hugely as it validates the work that I do both in class and out of class.
I now seem to be called into a lot of meetings at CTLT. Otherwise I've had less interactions this year than usual. I used to attend and give a number of workshops. I feel like I have been falling out of touch with CTLT, which makes me sad. I'm busier than I used to be, but I also don't recall getting as many invitations and email alerts as before.	Very positive. Professional, friendly staff. Encouraging environment.	Overall, CTLT has exposed me to new ways of looking at teaching and learning, largely through connecting with a lot of great people and finding out what they are doing. CTLT has also been an outlet where I can share the things I am doing.
There course series offering plus teaching advice	Great, genuinely helpful and knowledgeable staff	Great teaching tools, I have a new resource as needed, I am a lot better facilitator now
Flexible learning and professional development activities	Good engagement with the staff who on the most part were very helpful	Have instituted a number a flexible learning activities in 3 courses

Over the course of my employment at UBC, I have taken many courses offered by CTLT. These include the Faculty ISW and the Faculty Course Design Intensive. I have also participated in the drop-in tech sessions as well as one off classes such as "how to use connect."	I am very impressed with all my dealings with those at CTLT. I have always had a good time and left each session knowing more than I knew prior to the session.	So far, I have utilized many of the ideas and processes that the various courses at CTLT have provided for me. For example, I am actively using many of the active learning techniques such as Socrative and PollEverywhere in my lectures and classes. Also, I am trying out a new "flipped" classroom model this year.
I am assisting a professor with the implementation of the open badges program into a biology lab course. I attended multiple workshops on badging and have undergone email correspondence with CTLT open badges representatives.	I found it odd that although open badges is a new project, when I went to workshops to ask for help with open badges the CTLT staff were generally unable to help me at all. They were as clueless about how to use WordPress badgeos as I was. Also despite the fact I am conducting the open badges program with CTLT they provided me no support when I asked to be connected with other faculties.	Due to the struggle with using WordPress and badgeos to create open badges it really delayed the project and a year later I am still trying to figure out the best way to conduct open badges. Also, when I asked for any research data or information from other courses who have already done badging I was told there wasn't any from our university. As a result I reached out to 15 other universities internationally for support and was pleased they were able to help.
I regularly attend the Wordpress clinic held on Thursdays from 1pm to 3pm.	Those clinics are awesome! The staff are very helpful and they are able to answer all my inquiries and help me troubleshoot website updating issues.	My website updating skills and Wordpress knowledge have improved a lot from attending these clinics. I would be so lost without these clinics. [CTLT staff member] have all been great in helping me.
<p>I've been to some CTLT lectures/"learning institute" events.</p> <p>To be honest I don't really know which events/things I've been to are Science Skylight, which are IT services (which I suspect may be who's running the support for clickers and CONNECT --> tech stuff) and which are CTLT - they are all so similar to me - provide support for teaching. I don't waste time worrying about the formal name of the unit running the seminar or whatever support session I go to.</p> <p>There are too many of these Teaching/Learning "units" at UBC - And they don't seem to interact with each other much.. Each has its own fiefdom.. These units should interact more.</p>	OK, for something I go to twice/year OK ,but nothing special.	minimal to moderate.
Taken several seminars/workshops/discussions.	Generally good.	I have got several good ideas that have directly been integrated into my teaching and/or served as inspiration for other improvements to my courses and student interactions.

<p>I interacted several ways. I have taken workshops at the Summer Institute and I have dealt with the team supporting online instructors.</p>	<p>Mixed.</p> <p>Workshops: The quality of the workshops varies greatly. I find that overall the best workshops are given by people who are UBC instructors and who talk to their peerse. Whenever a workshop is led by someone who is not a UBC instructor, the pace is too slow and/or the content is not presented in the most efficient and useful way.</p> <p>Support for online courses: Here also my impressions are mixed. For the redesign of a course,, I have worked with very competent people, namely a graphic designer and a web programmer to whom I had access for a brief period of time. I never really understood why I got access to them then and why I can't access them now for another similar project. Last time I asked, I was told I needed a TLEF grant for something that really does not justify a grant. End of conversation. For support with technical problems during the term, the response is slow, nonexistent during week-ends and usually we are simply referred to UBC IT which won't deal with any issue pertaining to a single course very quickly either. In other words, there is no emergency help. Administration requests concerning courses are sent months in advance of actual deadlines. Last time I needed to retrieve final exams while I was away from campus, I had difficulty getting them sent to me.</p> <p>Overall, I sense that a lot of competent people work for online courses but the leadership does not hold service to instructors as a core value. An instructor wanting help to redesign a course is definitely on his or her own to figure out how to access the competent people. Small administrative irritants are common.</p>	<p>One excellent workshop has changed the way I write learning objectives and course goals and structure assignments.</p> <p>The work of the graphic designer and web programmer has been tremendous: they definitely improved the quality of the presentation of the material online.</p> <p>The uncertainty regarding access to graphic designer and web programmer renders any update difficult.</p>
<p>I passed ISW workshop at UBC CTLT</p>	<p>It was a good workshop, I enjoyed the sessions. However, I think these sessions can be more interesting and effective if experienced grad students are not in the same session with the ones who have less experience.</p>	<p>I got some new ideas on how to manage large classrooms and some other techniques to transfer the concept in a faster way. Again, I believe it could have been more useful (for people who've had lots of teaching experience) if the facilitators focused on new teaching methods instead of spending half the day on mini lectures.</p>

I've had interactions with CTLT around TLEF and program evaluation/assessment of teaching.	<p>Very positive!</p> <p>TLEF process: There was proactive and continuous support from CTLT.</p> <p>Assessment of teaching: There were efforts to make the reports and rating information useful.</p>	The TLEF support was critical for developing and implementing important components of the assessment program of the new curriculum.
I attended the instruction skills workshop and Summer Institute at CTLT.	CTLT offered many sessions that were relevant and helpful to my work. The CTLT staff were engaging and supportive. It was nice to meet and learn from other instructors through CTLT sessions. I appreciated the chance to share my instruction experience with these peers and receive their feedback on it.	After attending CTLT session, I'm reminded of the importance of shifting my focus from myself / instructor to my students when designing an instruction session.
Developing and launching HIST 104 for online delivery.	Everyone I have worked with at CTLT has been competent and helpful. I have been impressed by the staff at CTLT.	This course has allowed me and others to offer the course even when the instructor is (due to research or other commitments) not physically present at UBC. It has also helped me to develop some useful digital tools which I would like to try transferring to my on campus course when I teach it again. In general I have not felt that my online teaching has been as successful for the students (as measured by course evaluations, etc) as my on campus teaching.
<p>Summer Institute, 2015 and Faculty Instructional Skills Workshop 2015</p> <p>Connect help desk</p>	<p>Useful topics addressed by workshops but widely variable effectiveness in facilitators. Not sure about who monitors teaching skills of the instructors. Really luck of the draw. I provided specific feedback on the workshop facilitation for each.</p> <p>Since this is a teaching institution, I expected facilitators to be quite skilled at teaching at this level. The best courses were those that allowed for peer learning and instructor-faculty consultation. The least effective were those during which the facilitator essentially broadcasted and lectured and little interaction.</p> <p>Connect help desk is excellent and continues to be effective and accessible. Please retain this model of user initiated drop in. I have been provided answers and advice in a clear and helpful manner and would like to commend them.</p>	Some carryover and translation to current class teaching. I have voluntarily taken this education and find that keeping the lessons and strategies at front of mind when planning and executing sessions is still a challenge. Nevertheless, I do know that there are people at CTLT who would be available to me should I need. It is difficult to carry these forward unless the strategies are relevant at the time.

<p>I have taken courses such as: Flipping courses.</p> <p>CLTL has also had meetings on things like promotion requirements.</p> <p>Overall it is a very useful and informative department.</p>	<p>Excellent. Great people, helpful, very patient and informative.</p>	<p>I've tried flipped classes and variations on that topic within my own classes.</p> <p>The information meetings held were very useful to me.</p>
<p>We've worked with instructional design and curriculum design experts on the Flexible Learning initiative (2014-2016) and a large TLEF project ongoing (2016-2017).</p>	<p>We've had great collaborations with CTLT--very responsive to our needs. The FL initiative was particularly successful: we managed to 'flip' the majority of our undergraduate curriculum offerings. CTLT supported every aspect of this endeavor from design to implementation and evaluation.</p>	<p>My teaching has become more innovative and forward-thinking as a result of CTLT support. Our faculty in general, have a better appreciation for flexible learning, online learning technology and active learning strategies.</p>
<p>I am a teaching and learning fellow under one of the TLEF projects. Here are my interactions with CTLT:</p> <ol style="list-style-type: none"> 1. Attended CTLT seminars/workshops for TLFs facilitated by [CTLT staff member] and [Science staff member]. 2. Presented at CTLT winter and spring institutes. 3. Attended various workshops organized by CTLT. 4. Supported by the CTLT TLEF project liaison. 	<p>Professional, instant response, and work hard to support teaching and learning in our faculty and courses.</p>	<p>As a TLF, the seminars and workshops helped my professional development as a researcher.</p> <p>The opportunity to present our work and learn others' work enhance the interactions across faculties at UBC.</p> <p>The liaison supports the special needs of our Faculty, faculty members and myself.</p>
<p>I came into the CTLT several times to learn how to set up, design, and manage the Connect page for the class I teach.</p>	<p>Highly favourable. I met each time with [CTLT staff member]. She professional, very clearly experienced, and exceedingly helpful. A true credit to the office.</p>	<p>As a result of my interaction with [CTLT staff member] & CTLT I was able to flip my classroom, create much more meaningful interactive learning, and create a dialogue amongst my students online. It substantially improved my class, and substantially improved student learning.</p>
<p>I work with CTLT supporting WordPress for the Faculty of Medicine</p>	<p>Great, the team does phenomenal work and makes a real impact.</p>	<p>I support a very large web presence successfully as a result of the help and support I receive. It would be great if CTLT had more resources to help make the services better as I often hit limits with the system.</p>
<p>Attended ISW, panel discussions, and facilitated ISWs</p>	<p>Great interactions with phenomenal staff. As a student here, it is exceptional to see the hard work and dedication from CTLT to improve teaching and learning at our institution.</p>	<p>Large improvement in my own teaching, my interest in teaching, and it has helped me to discover (or at least begin to discover) where teaching fits (or might fit) into my career.</p>

<p>I have taken many, many professional development workshops with CTLT in my 12 years at UBC. I have also been involved in facilitating a few of those. I took the three-day Instructional Skills Workshop and the several-week-long course on Teaching in a Blended Learning Environment (and I also facilitated that course in one of its iterations). In addition, I am part of a working group that works on open education and open educational resources. We have drafted a new website on this topic: open.ubc.ca (actually, we revamped the old website that was there).</p>	<p>All of my interactions at CTLT have been positive; I can't think of any time that I had any negative interactions. Some workshops have been better than others, of course, but that's inevitable. And my interactions with the people at CTLT show me that they are passionate about what they do and improving it where needed (or keeping up the things that are working!). They seem to very much want to be receptive to the needs of faculty and students, and to create programs/workshops that speak to those needs. I can say that the staff at CTLT are some of my favourite people in the university because they are so engaged, so passionate, so excited about teaching and learning!</p>	<p>I don't think I can capture this in a small space. I'll just list a few things that I can think of as profoundly impactful. Through my interactions with CTLT I have learned about the following things, which are now integral aspects of my teaching:</p> <ul style="list-style-type: none"> * using blogs and wikis in courses * open education, open educational resources, open pedagogy (e.g., "student as producer"--the value of students creating content that is useful beyond the classroom) * using rubrics for assessing student work * strategies for giving effective feedback on student work * ideas for active learning in the classroom <p>I have also learned about the following, which I am either planning to incorporate soon into my teaching, or am thinking further about possibly doing so:</p> <ul style="list-style-type: none"> * blended online/face-to-face courses * team-based learning"
<p>Giving talks with Indigenous Initiatives; building a CONNECT site</p>	<p>Excellent</p>	<p>Improved command/knowledge of CONNECT; networking opportunities.</p>
<p>Attended workshop on qualitative research methods.</p> <p>Attended celebrate learning week events in May-June.</p> <p>Attended science supper series events.</p> <p>Attended other science education events whose names I cannot remember (example: one involving discussions with U of Waterloo and their blended and active learning science programs).</p> <p>Attended ISW-math, inspired and modelled on CTLT's ISW."</p>	<p>CLTC was very professional, friendly and organized in the delivery of their services. There was a bit of a scheduling crunch with back-to-back events during celebrate learning week. Coffee and biscuits were provided at events, which is always important. :)</p>	<p>Events have raised my awareness of different teaching methods, teaching resources, and organizations involved in teaching and research of teaching.</p> <p>Events have helped create contacts within the university and even outside of the university in some cases.</p> <p>ISW-math (based on ISW at CTLT) has helped me get feedback on my teaching methods, possibly leading to improvements in the future.</p>

I took the 3 day Instructions Skills Workshop in August of 2015 (for UBC Staff and Faculty).	The workshop was excellent overall - well planned, well executed and extremely helpful. Three full day is a very long workshop but the facilitators kept the group engaged throughout. The facilitators were professional and personable and played an integral role in keeping the small group activities (and feedback sessions) positive and focused on learning.	I am continually trying to incorporate individual and group into my lesson planning, since I felt that interactive experiences (teaching short lessons and receiving feedback) have turned me into a more thoughtful teacher.
1. Developing and producing a short documentary on the importance of the Truth and Reconciliation Commission in Spring/Summer 2014; 1. a large TLEF project involving video production for blended learning in 2014-2015 and 2015-2016; 3. Scholarship of Teaching and Learning 2012-2013; 4. TLEF support for two Wiki pages.	TLEF personnel have been outstandingly and consistently patient and helpful to me.	Excellent added-value. I use the TRC video in a number of classes. It's on the Woodward Library webpage. The TLEF videos will be widely used when that project is completed this year. I use my Wiki pages for teaching and the students in one class will upload their own case studies there. Thank you very much, CTLT.
I have been to various CTLT workshops (perhaps 2-3 in the last two years) and came to a TLEF info session.	<p>The TLEF info session was extremely useful. The presentation at the beginning of the session was helpful and the one-on-one advice I got after the presentation was extremely useful for me as I prepared my TLEF proposal. The TLEF info session gave me a very positive impression.</p> <p>I found the other workshops less valuable and therefore have a less favourable impression of those sessions. I just haven't found them as useful.</p>	None yet, but my TLEF was funded so I expect that I'll change what I do based on what I learn in that project.
I am glad to be one of those fortunate ones to be a part of the fabulous Instructional Skills Workshops conducted by CTLT.	They were amazing. I strongly believe that no matter how many years of experience in teaching one carries under his/her belt, everyone should consider doing these sessions as they update you on the current teaching trends.	The workshop not only changed my perspective of teaching and learning but also helped me polish my instructional skills with active learning strategies.
I attended a few workshops	Too much time is spend on ice breakers and introductions, and I don't feel like I learned much. I'm not sure that it's really worth the time. There's a lot of opportunities for group discussion which is nice for meeting people but not as useful for learning. I feel like we are asked to share our own experiences throughout most of the session as opposed to learning from experts on a specific topic. I would prefer more of an instruction format as opposed to a facilitator and group discussion format.	Not much at all.

<p>partnering our academic unit with CTLT to deliver on-line undergraduate courses aimed at enhancing learning flexibility for our students</p> <p>- supported by CTLT in curriculum renewal of currently available online courses including pedagogical and delivery initiatives</p> <p>- scholarship of teaching and learning: collaborating with CTLT to evaluate the student learning outcomes after integration of interactive online learning software (SPSS)</p>	<p>our academic program has greatly benefited from the expertise offered by staff at CTLT re: web design, delivery of educational technological tools</p> <p>- interactions have been professional, timely, and extremely helpful.</p>	<p>CTLT has enhanced the way our program delivers online education to our students</p> <p>- CTLT has increased My online teaching proficiency and capacities</p>
<p>CTLT assisted in the preparation and implementation of a TLEF project.</p>	<p>CTLT has been an invaluable resource, unparalleled on campus. Staff is professional, helpful, and knowledgeable.</p>	<p>Knowledge and resources at CTLT have greatly helped in enhancing and innovating my teaching.</p>
<p>Provider of services to CTLT and consumer of services from CTLT.</p>	<p>CTLT advocates on behalf of students, researchers, faculty w.r.t to their technical empowerment - without this independent voice, IT needs for students, researchers, faculty would be narrowed to simple business focus such as email, home drive, SharePoint.</p> <p>UBC needs a strong, independent, advocate for the IT needs for students, researchers, faculty.</p>	<p>Representation of teaching requirements and empowerment via IT.</p> <p>There would not be a strong voice on education needs without CTLT or a similar body.</p>
<p>As a student working in a work/learn position that took a critical look at the CTLT's learning management system, Blackboard Connect, I had the unique opportunity of taking a deep dive into a tool that seemed to be functioning less than optimally. After a closer inspection, I found that it was in violation of BC's Freedom of Information and Protection of Privacy Act in both the means by which it producing consent with student with its Terms of Use about the kinds of information it's collecting and its lack of transparency, and the length of time that it retains this student data that could be used by instructors for assessment.</p>	<p>One of my supervisors works with CTLT and she was very supportive of my criticisms of the system. I met with another senior manager from CTLT who works quite closely with Connect, and he was very forthright about how the system operates, its drawbacks, and the potential for learning management systems. However, I was very disappointed to learn how Connect is essentially failing both students and instructors.</p>	<p>Not applicable.</p>
<p>1. Help with submission of small and large TLEF.</p> <p>2. Help with refining and developing the most effective scope for the work we want to do for the TLEF process.</p> <p>3. Discussion on infrastructure needs and mechanisms to coordinate with CTLT efforts.</p>	<p>Everyone has been very helpful with navigating some of the complexities of shifting our research thinking to more applied thinking around student and instructors' needs. This has shaped our work to be more accountable which was needed.</p>	<p>The main impact has been on seeing the research we are doing as fitting in more broadly with student and instructor needs. This is helping to shape the research questions we are looking at.</p>

I have been participating in CTLT activities for more than 10 years (even before CTLT was formed and it was called TAG). I have been a part of many initiatives - ISW, Faculty Certificate, TLEFs, workshops, etc. I also had lots of individual interactions with different CTLT members. I can only say good things about these interactions.	I have found most of them useful. I found the CTLT staff to be supportive, non-judgmental, very positive. They always were ready to help me with grant writing, with feedback on my teaching. I especially found [CTLT staff member] very helpful. When he came to my Faculty to speak about PeerWise it allowed us to create a new collaboration and open a new research avenue. In general, I feel that CTLT is ready to help and I wish more faculty members were to use it.	The impact of the grants and the workshops had been tremendous for me. I was able to implement new ideas, new teaching methods, to try something new and to get supported. I think CTLT plays a very important role at UBC. We have to support it. For example, the events, the conference they have organized helped me to build new connections and find faculty members that I collaborated with and learned from. The impact has been very positive in many ways. If you want to know more about my views, feel free to contact me - [CONTACT INFORMATION]
I took a summer Instructional Skills Workshop for graduate students.	The ISW was well-organized and thought through. Very helpful skills.	The ISW has impacted my TA responsibilities by exposing me to different learning styles, enabling me to connect with more students.
My initial interaction with CTLT was as a participant of the ISW. I have since been working closely with CTLT as a graduate student facilitator.	I had a very positive experience during the ISW. Facilitators were very knowledgeable, approachable and helped introduce me to a learner-centered way of teaching.	I credit the ISW and current facilitation of ISWs for the continual improvement and reflection upon my teaching experiences. I hope to continue teaching beyond graduate studies and know that how I approach teaching a learning has been shaped entirely by my experiences with CTLT. All grad students should have the opportunity to participate in these workshops.
They have been exceptionally helpful in helping us to develop our TLEF application.	Very positive	It has meant we can offer curriculum that we would not have been able to offer to a large number of undergraduate students.
As an online instructor to get help with updating course materials or design as well as trouble shooting with any issues	I have been provided excellent and on time services.	I have counted on CTLT tremendously over the past few years and I wouldn't have been able to accomplish my teaching goals without their continuous support.
As co-instructor of ETEC 522 in the MET program, I interacted with instructional designers, LMS specialists, and graphic designers. Our courses design changed with every offering, given the nature of the subject matter and the desire by the co-instructors to keep the course format current and fresh.	Those interactions were always professional and helpful.	ETEC 522 continues to thrive and attract students.
I mainly interacted with [CTLT staff member] to set up workshops for our Dept. TA Training Program.	[CTLT staff member] is unbelievably helpful, kind, and generous with her time. She is efficient and follows up on all plans to ensure that they go smoothly. She seems to take her job very seriously and takes pleasure in helping people.	CTLT has led several workshops for our TAs that have helped them gain skills that they need in the classroom. They have also funded our budget requests, which will enable us to provide more programming for them throughout the next two years. Overall, I am very appreciative of this centre and their excellent staff!

I have had dozens of interactions with CTLT over the years because I have used UBC's online platforms since 2000. I was invited to be part of a focus group when WebCT was retired and the search was on for a new platform. With the misguided adoption of Connect, it became clear that all the focus group's recommendations for the minimum requirements for the new platform were completely ignored. Connect has been an unmitigated (and wholly preventable) disaster. Students and faculty (especially in Arts) hate it and would refuse to use it had they any choice. Creating a unique Connect shell for every single Arts course is a complete waste of time, energy, resources, and money. Probably 95% of them are never used. I have spoken many times to CTLT and Arts ISIT about this situation, but of course nothing changes.	My interactions with CTLT about Connect can be characterized as extremely frustrating. Nothing is done, resolved, or changed. CTLT bought an irreparably broken product and have spent what I estimate to be millions of dollars in a futile attempt to "fix" it. Eventually I gave up speaking with anyone at CTLT, because it became clear that Connect was here to stay, even though it cannot do even the most basic things WebCT could do. The flack-catchers at CTLT just defend the indefensible choice to purchase Connect and inflict it on faculty and students. The people who made this idiotic decision should be reassigned or fired.	A tremendous amount of my time has been spent trying to negotiate Connect and make it easier for students to use. This has been a losing battle. Enrolment in my online course plummeted with the introduction of Connect. WebCT was so much better in every way I use an online platform. Now, my online course is no longer offered, due to low enrolment. Students are disinclined to use Connect for a myriad of valid reasons. As a result, a course I had come to rely on as part of my income is no longer offered. Connect is the major reason for this situation. Maybe one day someone at CTLT will actually listen to those of us on whom it has inflicted Connect and find a platform that meets our needs as Instructors. CTLT seems much more interested in defending its ridiculous decision to purchase Connect than it is on the needs of faculty and students who have to use it.
CTLT helped me to create a budget for my TLEF application during a drop-in workshop for TLEF applications.	Excellent. Very helpful staff and I couldn't have created a budget so swiftly without them.	I received the small TLEF so the impact was very high!
I've used CTLT as a staff member for assistance with wordpress (drop-in sessions) and some workshops as well as working with the office on the development of a new Masters program. I also attended the Instructional Skills workshop as a graduate student.	My interactions have been overall very positive. I have found the support from the office to be very helpful, well-thought out and useful to my work. It is wonderful to have this resource.	Because of CTLT, I was able to gain the skills to redo my program's website and troubleshoot issues without having to rely on an external web developer or get in the long queue for ArtsISIT to develop it. The other workshops I have attended have improved my facilitation skills and have allowed me to connect with other people from across campus. The input from CTLT was also very helpful when developing our new Master's program to think through what we wanted to achieve and how best to do that in the classroom.
My involvement has been through the SoTL seed funding project.	To date things have been relatively organized and helpful. Having a small group is great for being able to know what others are working on.	This has allowed me to run some research that might not otherwise been done. The research will help with improving student learning outcomes.
wordpress workshop	excellent room, great instructors, very convenient for me as a staff member to attend, and great idea to have a weekly time when I can access this kind of help	I am able to do my project much faster knowing that I can get help so quickly.

Developed and taught one web-delivered course. Also served as liaison for my unit and CTLT for the development of several web-delivered courses. These all involved formal contracts between our unit, the course authors and UBC in terms of finances as well as complex intellectual property issues.	Overall very good. My course was developed in 2000 and the staff I worked were excellent. Continuing work with CTLT to develop other courses created and taught by both full-time faculty and adjuncts was also very good.	I retired in June of this year and my web-delivered course was last offered in January 2015. Overall I found working with CTLT to be very successful. My course focused on technology and required constant updating and revision [pretty much on a weekly basis during the term] and the CTLT staff was always ready to help when needed. Unlike most of our other CTLT developed courses I had full designer access and took care of most coding and other activities myself once the course was mounted for the first time [things were a bit more challenging back in the early days before Connect -- although Connect offered its own nightmare of issues]. I know that the CTLT staff were very helpful and supportive of other faculty in terms of course design and maintenance.
Course design Intensive Instructional Skills Workshop CTLT learning conferences	Excellent facilitation provided Skills and resources which improve My teaching methods provided perspective of UBC priorities on teaching / learning	- design of courses using best practices (learning outcomes, feedback, student engagement) - implementation of student engagement techniques (team-based learning, clickers) - more effective methods of evaluation (rubrics, peer evaluations, balance formative / summative feedback) - increased my network at UBC to include other faculty engaged with teaching innovation
I run two sections of a distance learning course. Each section has about 200 students. Also, I have a TLEF grant that supports the development of blended learning experiences for face-to-face courses. So, CTLT is working with me in the development of these courses.	CTLT has been extremely helpful in providing support. Indeed the support I have received from CTLT is outstanding in its quality and quick response to my needs. Without the superb work and professionalism of the CTLT team, I would not be able to provide the quality learning experiences received by the students registered in the courses I teach.	The impact has included provide much higher quality learning experiences in large classes than would otherwise be possible, and improvements in student engagement with the material I teach. Without the support of CTLT, the student learning experiences in my classes would not be sustainable.
Numerous workshops and both formal and informal consultations with instructional designers and web programmers. Also guidance and support when preparing and running two large flexible learning and TLEF projects.	Sometimes a little slow in reaction but generally better than many other units at UBC. UBC is a huge bureaucracy so interacting across units can be challenging. In spite of that, in my experience, CTLT at all levels has always been friendly, intelligent, strongly supportive of innovation and usually efficient.	Without CTLT's support, both in terms of professional development (regarding teaching and learning) and in terms of support for research and development initiatives related to teaching and learning on the Vancouver campus, I would not be able to do my job. CTLT's impact is critical to maintaining UBC's well-earned international reputation as an innovator and precedent setter in post secondary educational practices.

<p>new course ATSC 113: help with</p> <p>-course and TLEF proposal writing</p> <p>-course design</p> <p>-web-page creation</p> <p>-Connect</p> <p>-TLEF funding for student helpers and CTLT designers</p> <p>-and more.</p>	<p>The worker bees are outstanding.</p>	<p>If this new blended, flexible, flipped course is successful, it could re-vitalize the ATSC undergrad program. So I have sincerely appreciated CTLT help.</p>
<p>1, I booked two consultative meetings with CTLT staff to get their advice regarding some online initiatives our department were considering developing. We wanted to know what kinds of services and support CTLT might offer us, as well as answer some general questions we had about platforms, and other IT-related issues related to our initiatives.</p> <p>2. I enrolled in CTLT's Course Development Intensive (CDI) program.</p>	<p>1. The professionals I met with were open, collaborative, and genuinely wanted to help in whatever capacity they could. They helped clarify our department's needs and vision in asking specific, pointed questions. They followed up when they weren't able to immediately answer questions.</p> <p>2. I thought the CDI was focused, well-organized, and comprehensive. The facilitators were knowledgeable and struck a good balance between didactic teaching and group discussion/individual work. The workshop was built to be immediately practical.</p>	<p>The CTLT has been a valuable source of information and assistance and has helped me provide my Department with the information we need to base decisions and choices on in going forward with and/or modifying our initiatives. The CDI workshop has sharpened my skills and understanding in assisting in the development of new courses within our department.</p>
<p>ISW, FDW participant, ISW facilitator, various workshop attendee</p>	<p>Am sometimes underwhelmed by the rigour and content of workshops; they often skim the surface at best. I suspect there is a strong constructivist epistemology where workshop leaders are facilitating conversations with attendees, but I have signed up for workshops looking for more real, relevant content that pushes my teaching.</p> <p>My interactions with front desk staff has not been positive. There is a lack of welcome that casts a dark shadow over interactions with CTLT.</p>	<p>I expect to continue to attend workshops from time to time, hopefully developing a sense of who can be relied on to put on 'meaty' workshops.</p>
<p>I have been part of a community of practice for several years. I also attended and presented at a CTLT Institute</p>	<p>The CoP was well resourced by CTLT staff but lacked enough momentum to continue regular meetings. I think perhaps that more could be done to facilitate these vital components of scholarly teaching. The Institute was very well organized but poorly attended given the amount of effort that went into it.</p>	<p>The impact of CTLT interactions has been modest but nonetheless significant in encouraging me to maintain a scholarly focus in my teaching and also in providing an incentive to share teaching successes with others.</p>

I attended the aboriginal workshop with Larry Grant. I have previously attended the professional development day-long events.	I loved having the opportunity to join in to these transformative events because I am largely self-employed and work within an income stream which is unpredictable and overall fairly low-end. I try very hard to attend things that can inform and enlighten me, but where I can also contribute. Being somewhat isolated working from home, this is a great renewal opportunity for me. Also gives me the feedback that helps me understand where my talents and contributions could fit.	Keeps me from being isolated and growing stagnant or paranoid! Gives me a chance to provide an outsider's perspective to the interaction, as I maintain a large and eclectic network that crosses sectors, and sometimes I can link relevant context or potential collaborations because I insert myself into a variety of places in business, academia, and community. I call myself a catalytic interloper and - having tested that with people who know me well - I guess it is really descriptive of me. I believe I do that at the CTLT events and trainings I attend. I am an alumna of UBC, and have worked there, so that is probably why I got the invites in the first place. As long as I can be accepted into them, I'll want to know about these events and join them where appropriate. Thanks for doing this!
I have attended multiple courses, our unit has hired CTLT for workshops, consultations, etc.	Frustrated by the amount of money CTLT costs the university when few faculty have time to attend what is being offered. If those resources could be used to support course prep time (e.g., a course release in order to prep a course or work on teaching skills) I think the money would be far better spent. I suspect that there is a huge need for assistance in the areas that CTLT purports to support, but this is the very first time that I have been asked directly to provide input. Apparently CTLT knows what faculty need, how to schedule things so faculty can attend, and how to entice faculty to attend without direct input? This is not the case for the Aboriginal Initiatives group who actively and continuously solicit input from faculty. I continue to be highly impressed by the Aboriginal Initiatives group.	The Aboriginal Initiatives group has been invaluable to my teaching and mentoring.
Workshops and online education facilitation	I don't really understand what they do and why these need so many staff. Workshops are a luxury but not a core nor necessary service. I would rather see funds go to the faculty or department offices but, again, I am not really sure of their mandate.	Next to none.
Completed ISW with them in early 2016	Interactions were exceptionally positive. They had a well organized and engaging event. The three CTLT representatives were fantastic, and I thoroughly enjoyed my time with them.	I have integrated some of the ideas into my meetings and leadership roles. Especially in management of conflict and alternate ways to engage with different members of teams.

I participated in the Instructional Skills workshop for Grad Students in July 2015	I loved this workshop. It was very useful	It changed my outlook and values as an instructor. It was such an inspiring week
Took the ISW 2016 workshop	excellent	It has made me change my way of classroom teaching to active learning
I am a TA Training program coordinator and work with CTLT to receive funding and to provide workshops and seminars.	Wonderful! The workshop facilitators are very enthusiastic and well prepared. The CTLT support for the funding process has been very helpful, and it is easy to book workshops and seminars for our program.	The CTLT makes my job a lot easier. Thanks for all your support!
I have worked with CTLT in the following ways: assisting Course Designers with the copyright of content to be included in instructional materials; participating in workshop for new faculty offered via Summer Institute (2015); providing workshop for Instructional Designers on copyright in the course of their work.	Uniformly good. It is sometimes a challenge for the ID folk as they are acting as intermediaries between what an instructor may want to have in her course and what copyright at UBC will permit. and I have always found the ID folk to be willing to listen, to creatively seek alternative solutions and to accept that these are challenges that will likely come up in the future (consider MOOCs and also the creation of OERR).	This has altered me to the needs of instructors and ID folk for clear and informed copyright analysis and education.
I have interacted with several units / individuals within the CTLT. I have worked with [CTLT Staff Member] for consultation with TLEF and Flexible Learning. I have interacted with [CTLT Staff Member] and members of his team for blogs, wikis and custom software related to teaching and learning. [CTLT Staff Members] for Course Evaluations. [CTLT Staff Member] for outreach [CTLT Staff Member] for evaluation and evaluation strategy and scholarship. [CTLT Staff Member] regarding LFS and CTLT liaison.	In every case the interaction was professional, timely and just in time. The assistance provided was as requested. From time to time each person suggested items that have helped solve an issue. Things that I feel were missing was: a) a sense of forward thinking and future proofing in a systematic and strategic manner for the campus, b) a clear sense of a vision of where the institution should be going and how my unit could interact and complement the CTLT to share in a future, c) a sense of curating opportunities to work with others outside of the campus to do new and exciting things. There have been some efforts for building networks within campus - notably with Jeff Miller and his direction of Flexible Learning and Kele Fleming with her fostering connections through her off campus network, but these have been more the exception than the rule and I would love to see much more of this type of stewardship.	Overall, the impact on my area of responsibility has been one of assistance when asked for rather than one of transformative changes in practice and / or culture. My individual interactions with every individual within CTLT has been rewarding and pleasant.

I have had a wide variety of interactions with CTLT, including:

-Participating in a 3-day Instructional Skills Workshop

-Attending 20+ workshops in the past few years (via the CTLT Institutes, the Flipped Lab, etc.)

-Giving presentations/workshops in various CTLT Institutes

-I have served on various committees that have their ""home"" in CTLT in some way (e.g., the Connect Faculty Advisory Committee, the Learning Technology Innovation Committee, the Clicker Review Committee)

-I have received funding through the SoTL Seed Fund program

-I have received funding through the Flexible Learning Initiative and the TLEF process

-I have worked with staff as part of a curriculum review (including curriculum mapping) for our program

-I have met with staff to discuss various projects I am working on (e.g., related to SoTL)

-I have had ""clicker"" support to set up courses for i-clicker use and trouble-shoot any problems that arise

-I have received support in setting up a course site on UBC blogs and one using the UBC CMS

-In September, I will be one of the inaugural cohort of CTLT Faculty Associates

wow! that is a lot of interactions! :)”

Outstanding, in every case. The collection of resources, services, expertise, and enthusiasm in CTLT is unparalleled. My interactions have been informative, collegial, focused, and inspiring. My interactions with the staff and services provided by CTLT have undoubtedly enabled me to become a better teacher.

The services and support provided by CTLT have been an extraordinary resource and have made a tremendous difference in the teaching and learning work I have undertaken, both within the context of my own classes and in the broader context of our program and Faculty. Many of the interactions have made immediate and substantive improvements to my teaching and/or use of technology. The services and opportunities provided by CTLT have made a tremendous contribution to my professional development and have also helped me connect with others committed to outstanding teaching across campus.

<p>I've taken various workshops at CTLT, and participated in giving a few workshops at the summer institutes.</p>	<p>I've had varied impressions---the workshops I've taken have been hit or miss. Some have been really great and informative, and good for meeting people. Others have seemed quite devoid of meaningful content. (One in particular was a two- or three-morning workshop, which is a lot of time to put towards something that you don't get too much from.)</p> <p>Giving workshops has been a pleasant experience, and it's great to meet people who are interested in some of the things I am.</p>	<p>The workshops have mostly given me new things to think about. They have contributed to my overall training in teaching, but I wouldn't say they had the most impact of anything. Definitely, experience in context in my unit has been more important to my teaching development.</p>
<p>I've CTLT is almost every capacity. As a new instructor I took the Instructional Skills Workshop, I attended many Community of Practices, and took part a facilitated workshops. As my career progressed I worked closely with CTLT to design an online course, and most recently I've worked very closely with the programming team to develop pedagogical software, and conduct research using the SOLT seed fund.</p>	<p>"They've improved at time has gone on. Truthfully, developing the online course was very difficult. I didn't think I was provided the resources to succeed, though my course went live when Connect when live for the first time, so CTLT isn't to blame for everything.</p> <p>Otherwise, my interactions with CTLT are the most important I have in supporting my teaching. They are an invaluable part of my day to day life, and when ever I've thought about leaving UBC in the past to pursue other teaching jobs, and con of every other place is that they don't have CTLT."</p>	<p>The growth and opportunity that CTLT has provided me over the past 5 years directly lead to me getting tenure track teaching position here at UBC.</p>



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