CTLT ANNUAL REPORT

A YEAR IN REVIEW JULY 2015

> a place of mind THE UNIVERSITY OF BRITISH COLUMBIA Centre for Teaching, Learning and Technology



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DIRECTOR'S REFLECTIONS

t seems to be customary that I sit down to write these notes reflecting back on our year during the middle of conference season. For us this year, the main conference event was our co-hosting of the 2015 Society for Teaching and Learning in Higher Education (STLHE) annual conference, along with SFU at the Westin Bayshore in downtown Vancouver in June. As I am sure many of you know from firsthand experience, organizing a major national conference is no small undertaking, but our fantastic team delivered an outstanding conference experience, setting a high watermark for attendance with over 750 delegates.

The conference was a great success from our perspective as cohosts, but it was also a chance for UBC to shine as leaders on the national stage in educational enhancement and innovation. Over 100 UBC faculty and staff attended, and one in four of all accepted conference submissions bore one or more authors affiliated with UBC. This is a wonderful testament to breadth, depth and quality of work being done across our Faculties, and I was proud to see CTLT staff as co-authors on many of these contributions.

STLHE came at the end of another exciting and busy year for us in CTLT, and this report tries to capture some of the highlights of our main areas of activity. Flexible Learning has continued to develop as the strategic approach UBC is taking to support, develop and enhance teaching and learning across disciplines and for different groups of learners. We highlight three areas of focus for us where we are supporting this developing strategy: a collaborative visioning exercise with faculty, staff and students to determine future needs for our learning technology ecosystem - the collection of tools, applications and services to support teaching and learning; the emerging role of the edX platform as a component within that ecosystem; and the funding and project support for enhancement and innovation in teaching and learning via the Teaching and Learning Enhancement Fund (TLEF).

During 2014-15, in collaboration with the Science Centre for Learning and Teaching and working closely with Associate Deans Academic from all Faculties, we undertook a major survey of faculty teaching practices and attitudes towards teaching. We captured over 1,000 responses from faculty across UBC, gathering a comprehensive data set. As well as being able to provide Faculty-level reports back to Associate Deans, we are able to gain some insight into what has changed by comparing responses to a similar UBC-wide survey administered in 2008. Additionally, we can benchmark ourselves against institutions within the American Association of Universities, many of whose members have undertaken surveys with similar items. It is a fascinating dataset, and we look forward to continuing discussions with Faculties and Departments as they review their own data.

We also highlight two other examples of supporting faculty members directly, one very much alive and growing and the other a work in progress that will bear fruit in the coming academic year. The <u>SoTL seed fund</u> provides access to research expertise and funding, to enable faculty to get started with Scholarship of Teaching and Learning (SoTL) projects, and we see demand for this support growing since its inception two years ago. Looking further ahead, we are redesigning the way in which we present opportunities and services for professional development, making it easier to understand the range of opportunities we offer and to enable easier navigation to suit an individual's needs at a particular point in his or her career.

Each of these activities is only briefly sketched out in low resolution in the following sections of this report, so if you would like more detail or information on any of these topics, please do get in touch, either through the contact details provided in the relevant sections, or with us directly. Looking forward for a moment, rather

than retrospectively, September marks the start of UBC's celebration of its centennial and as part of that, in May 2016 we will be hosting UBC2050, a symposium to imagine what teaching and learning in higher education will look like 35 years from now. Come and discuss it with us as we try to imagine—and then work to build—what the future of teaching and learning at UBC looks like.

Sincerely,



Simon Bates

Senior Advisor, Teaching and Learning

Academic Director, Centre for Teaching, Learning and Technology Director, Institute for the Scholorship of Teaching and Learning Professor of Teaching, Department of Physics and Astronomy

SUPPORTING UBC STRATEGIC PRIORITIES

The 2014-15 academic year saw us undertake significant activity in support of new and existing strategic priorities and we present highlights of three here: imagining what future technology tools, platforms and services we will need to support learning; establishing and integrating a significant new platform into our current learning technology ecosystem; and funding to support teaching and learning enhancement through the TLEF.

I. LEARNING TECHNOLOGY ECOSYSTEM PROJECT (LTEP)

Over the last year, CTLT has worked with faculty members to define changes in the way we support learning technologies, platforms and tools. We began by collaborating with the UBC IT Learning Applications support team, creating a central learning technology support service for faculty called the LT Hub, which integrates functional and technical support, accessed in one physical and online location. The aim is to more quickly resolve faculty issues, without them having to second-guess if their issue is technical and needs an IT professional to resolve, or if it is functional/pedagogical for which they might require support from CTLT.

The LT Hub service is available in person in the IK Barber Learning Centre (Fraser River Room) as well as on the phone (604-827-4775) or by email (<u>lt.hub@ubc.ca</u>).

In September 2014, we initiated a Learning Technology Ecosystem project, sponsored jointly by the Provosts of the

Vancouver and Okanagan campuses. We started with an assessment of the current state of learning technology at UBC, based on input from faculty and students, and advice from learning technology leaders at a number of peer institutions. A small Working Group, comprising faculty, students and staff, developed a vision and principles for decision making, identified and prioritized functional and service gaps and created a high level roadmap for the future of the learning technology ecosystem.

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Throughout the process, we learned that faculty wish to see more visible academic leadership in this area, and to understand how academic strategy influences decisions about learning technology. Students want more clearly articulated avenues for input than they currently have. In response, we proposed new governance structures, which are designed to increase agility, to optimize opportunities for faculty member and student input, and to clearly articulate how decisions are made.



Faculty members told us that they want to be able to use the best tools available, many of which exist outside of the learning management system (LMS). Over the last few years, we have concentrated on integrating "best of breed" tools into our ecosystem, largely based on faculty requests. The roadmap has confirmed this general direction, and our immediate focus will be to enhance tool integrations, and to implement better communication and collaboration tools for use in support of learning.

The initial phase of this project is complete, and we will now focus on implementing the recommendations. During the next year, we will actively engage faculty members and students in a discussion about what they would like to do that is not possible with applications or tools currently available. By the end of 2016, a decision about the future of the current LMS, Connect, will be taken.

UBC will need to continue to invest in learning technologies to ensure that faculty at UBC have the resources they need for teaching, to meet student expectations, and

to keep up with the pace of change in learning technology. Several significant investment projects have been identified for the next three years, including the implementation of learning analytics, additional bandwidth (particularly at the Okanagan campus), expanded and updated classroom technologies and a digital repository for storing and sharing teaching content.

Resource link:

View a full project report on the Resources page of the CTLT website.



These areas of focus formed the process framework for the project.



II. UBC'S PARTNERSHIP WITH EDX



UBC joined the edX consortium in September 2014 as one of nine contributing charter members. While most people know edx.org as one of a number of Massive Open Online Courses (MOOC) platforms, for UBC, edX is multi-faceted: it is a strategic partnership, an open source learning platform and a community of institutions wanting to better understand ways to make teaching and learning more effective for students. Our activities with edX encompass designing and delivering online courses on the edX platform, supporting faculty who want to

use (elements of) the platform in blended courses delivered to UBC students, code development to enhance the functionality of edX and research and evaluation studies.

UBC has developed or migrated 11 MOOCs and three Career and Personal Education (CPE) courses on the <u>edX platform</u>. CTLT is working in close collaboration with faculty and learning support staff in the Faculties of Applied Science, Arts, Education, Medicine, Science and the Sauder School of Business on edX-related projects in these areas. Through these courses, we can evaluate effective teaching and learning practices that have the potential to improve our

campus-based, blended and online strategies. These projects are also helping UBC to develop new options in providing credit and non-credit courses to existing and new groups of students.

In addition to the MOOC and CPE courses, CTLT is developing resources to support faculty and staff who are experimenting with the hosted edX environment for use in blended UBC credit courses, using either components of the edX platform to supplement the learning tools and applications, or delivering the entire course within the edX environment. These courses include TLEF-funded projects with committed development teams, as well as courses led by faculty members who have an interest in trying out the edX platform on their own. In support of these activities, and in collaboration with edX trainers, CTLT hosted a two-day training session in March 2015 to help develop a core level



Former UBC Provost David Farrar with edX CEO Anant Agarwal, at the edX offices in Boston, July 2014.

of knowledge in the use of the platform amongst interested UBC faculty and learning technology support staff.

edX is an open source platform with an active development community and is thus a natural complement to our open source development expertise within CTLT. We have quickly become valued development partners within the community, undertaking a range of platform development work. In collaboration with Harvard, edX and the University of Queensland, we have enhanced the architecture for learning technology integration in order to manage the display of content, user authentication and course registration processes across different learning technology platforms. UBC is also developing a peer instruction tool within edX to enhance student engagement functionality, and to allow instructors to create

problem types that support student interaction with one another's answers to concept questions. Finally, we have re-written and enhanced a tool developed by the University of Queensland to allow users to post comments in relation to specific locations on a world map. This tool is being used in several UBC MOOC and CPE courses.

Evaluation and research is a core part of how we seek to understand what constitutes effective learning and engagement activities in these spaces. Gathering data both at the course level as well as aggregate data into an online repository for MOOC and other edX courses is a key step in being able to provide access to UBC researchers. Working with course instructors, we are developing a framework to support and assess student engagement in MOOCs and other large online courses and we are developing unified pre-, post- and module-specific surveys for use in MOOC courses.

Resource link:

<u>Gregor Kiczales</u>, the Provost's Fellow for Flexible Learning Strategy (pictured inset above right), leads the UBC edX project. Learn more about <u>UBCx</u> course offerings.

III. FLEXIBLE LEARNING/TEACHING LEARNING ENHANCEMENT FUND PROJECTS

Supporting Innovative Teaching and Learning at UBC

For over two decades, the Teaching and Learning Enhancement Fund (TLEF) has fuelled innovation and enhancement of courses right across the institution. After two years of separate funding for Flexible Learning, 2014-15 saw the integration of this stream into the TLEF funding process, and a separation of the calls for proposals on the basis of project size and complexity. Large Projects (over \$50,000) go through a two-phase application process with initial adjudication by teams in the respective faculty; Small Project proposals (less than \$50,000, up to three years) follow the well-established cycle from previous years, supporting grassroots innovation and enhancement activity. In 2014, 18 Flexible Learning-TLEF projects and 34 TLEF Projects received funding. This year, 2015, saw a marked increase in the total number (and value) of applications. From a pool of 47 Large and 115 Small applications, 20 Large Projects and 40 Small Projects received TLEF funding. As well as taking on overall administrative support of the TLEF for the Provost Office, in 2014, CTLT piloted and implemented a new online application process to streamline the funding process for both Large and Small TLEF Projects, and to provide assistance to internal faculty and the University TLEF committees.

Beyond the administrative support to the TLEF process, CTLT has actively supported faculty teams in developing Large TLEF projects green-lighted for full proposal submission. For successfully funded projects, we have provided a range of support alongside of faculty-based colleagues, including project management, curriculum and instructional design, professional development, evaluation, programming and development of educational materials, tools and learning spaces.

	Funded	Proposals Submitted
2014 FL-TLEF Projects	18	41
2014 TLEF Projects	34	73
2015 Large TLEF Projects	20	47
2015 Small TLEF Projects	40	115

The following projects provide a few examples of the diverse projects funded either by Flexible Learning or the TLEF, and illustrate the ways in which faculty are innovating in their teaching strategies, with support from CTLT.

Faculty of Applied Science

In the Faculty of Applied Science, CTLT has been working with the School of Nursing (SoN) to design and implement a hybrid model for blended and online learning within their Bachelor of Science in Nursing (BSN) program, with components that include in-class active learning strategies, skills lab practice and clinical practicums. To date, the team has transformed 18 of the 23 courses in the BSN. The project team has focused initially on converting six to 12 hours of didactic classroom time into online modules in order to provide both instructors



and students with increased flexibility to accommodate the movement of students between classroom and clinical sites, and to create modular resources that can be used in multiple contexts. Extensive effort has gone into supporting SoN faculty to develop pedagogical strategies that will help them implement flexible learning approaches in their courses and to develop their skills with learning technologies in order to create materials and build capacity for this ongoing work. The SoN also held a number of training sessions, workshops and networking events to advance dialogue within the SoN teaching community concerning the culture of teaching and the renewal of curriculum within the undergraduate program. The team presented evaluation data and pedagogical research findings from two studies that came out of this project at the 2015 Society for Teaching and Learning in Higher Education (STLHE) conference in Vancouver.

Faculty of Arts

In the Faculty of Arts, CTLT, in collaboration with the technical staff in Arts ISIT, has been working with a team in the Department of Linguistics and the Department of Asian Studies on multimodal approaches to the empowerment of pronunciation teaching and learning. Highlights of this **project** include:

- » The development of enhanced tools, resources and pedagogical resources to promote pronunciation teaching in language learning.
- » The creation of ultrasound visualization techniques, animations and web-based videos to help students understand the relationship between proper tongue placement and airflow in relation to pronunciation problems.
- » The development and implementation of in-class, peerbased activities to build upon web-based resources and to increase opportunities for students to give and receive feedback.

Faculty of Science

In the Faculty of Science, CTLT has been working with a team in the Department of Earth, Ocean and Atmospheric Sciences on a project to cross-fertilize best education practices between five on-campus and distance education courses. Highlights of this project include:

- » The development of new resources and pedagogies for both on-campus and distance education courses to provide a greater degree of coherence across course sections.
- » The integration of analytics data to help the project team make evidence-based decisions concerning improvement of learning.
- » The development of Google-based "street views" of interior spaces such as labs with overlays for learning objects.

Resource link: View a full list of funded projects on the TLEF website.



I. TEACHING PRACTICES SURVEY

In October 2014, CTLT partnered with the Science Centre for Learning and Teaching to survey faculty across campus about their teaching practices, attitudes towards specific practices and perceptions of support for teaching. The goal of the survey was to measure the impact of initiatives intended to influence teaching practices (such as Flexible Learning and the Carl Wieman Science Education Initiatives), provide data to inform strategic planning of both campus-wide and faculty specific teaching and learning centres, and to inform a larger research project exploring factors that influence faculty to change teaching practices.

31.4% of respondents were full professors in the research and teaching stream and 30% had over 20 years of teaching experience.

The Teaching Practices Survey (TPS) was adapted from a tool used to investigate the teaching climate at UBC in 2008 as a part of the Lasting Education Achieved and Demonstrated (LEAD) initiative. The 2008 LEAD survey had already been adapted by a number of institutions in the Bay View Alliance as well as the American Association of Universities. The research team drew questions from various iterations of the 2008 survey and then validated the 2014 version with faculty and staff from across campus. This was then vetted by a team of Associate Deans. All 11 faculties participated in the 2014 TPS. While initially there was concern that faculty in the research stream and experienced faculty would not respond at representative rates, 30% of the 1,177 valid responses received came from faculty with 20 plus years of experience, and the responses overall were representative of UBC faculty in terms of both rank and tenure (see Figure 1). Faculty respondents were asked to provide information regarding teaching practices in their highest enrolment course. On average, faculty reported spending less than half of classroom time on lecture (see Figure 2), but there is wide variation. Despite the belief that lecture is the predominant delivery mode in large enrolment courses,





we found no correlation between class size and the amount of time spent on lecture.

Most respondents (78%) expected students to review materials outside the classroom with no pre-class assessment, while 32% also expected students to complete a pre-class assessment of the course material.

Figure 2

Average percent of instructional time spent on various classroom practices. Faculty reported spending less than half of the time on lecture in their highest enrolment course.



On average, faculty spend approximately 65 hours per term preparing for class (see Figure 3), with faculty teaching for the first time spending significantly more (~91 hours). Interacting with students, either online or in person, fills an average of 36 hours per term, with first year faculty spending significantly less time on these behaviours (~28 hours). Even with the assistance of TAs, faculty still spend a significant time marking (~34 hours per term), again with first year faculty spending significantly less time on this task (~19 hours per term).

Overall, the majority of respondents indicated teaching played an important role in their professional practice. In response to the statement "Teaching is a priority to me," 97% of teaching track faculty and 81% of research track faculty expressed either agreement or strong agreement. Further, 98% of teaching track faculty and 92% of research track faculty either agreed or strongly agreed with the statement, "I believe ongoing improvement to teaching is part of my job." Faculty most frequently cited informal conversations with their colleagues, closely followed by student feedback, professional development opportunities and practice, as factors that have improved their teaching.

Figure 3

During a typical teaching term, approximately how many hours per term do you spend on the following teaching-related activities for the course/section identified above [highest enrolment course].



Workload was by far the most frequently cited challenge to teaching (37%), followed by increasing class size (16%), the focus on research in the tenure process (13%) and the perceived lack of recognition for teaching (10%). However, despite these concerns, 85% of faculty believe that, even without a smaller class size, it's possible to improve one's teaching. This is markedly different to responses in agreement with the same statement on the 2008 survey (64%).

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The Associate Deans of each Faculty have received a complete report of results for their Faculty compared to overall UBC data. More findings will be published on the Resources page on the CTLT website in the Fall of 2015.

SUPPORTING FACULTY MEMBERS

I. SOTL SEED FUNDING

As part of CTLT's support for the Scholarship of Teaching and Learning (SoTL), we have continued for the second year to award SoTL Seed Fund grants. There are two types of grants available: research and travel.

The **SoTL Seed Research** program offers small grants that help faculty members engage in reflective practices and systematically investigate aspects of their teaching. In 2013-14, we awarded grants to six projects. Due to an increase in the number and quality of applications, in 2014-15 we expanded support to eight projects from six faculties. These were selected from 15 proposals, coming from nine faculties.

Faculty members who were not awarded the SoTL Seed Research Fund are invited to work with CTLT to improve their understanding of SoTL towards potential resubmission.

The projects are chosen based on the following criteria:

* *Impact:* Is the work likely to contribute to teaching and learning at UBC beyond the scope of the project? How many students at UBC will benefit from the project?

* **Quality of research:** Is the evaluation plan informative and well-aligned with the project goals? Are the suggested methods likely to detect the effect that the project team is looking for? Can the goals be accomplished within the designated timeframe? Is the process well thought out?

* **Novelty:** Does the project have the potential to advance our knowledge of teaching and learning in higher education?



Recipients of the SoTL Seed Research grant last year were:

Christina Hendricks (Arts One)

The long-term and dosage effect of peer feedback: how much is needed to get a lasting impact on writing quality?

Karen Smith and Sunita Chowrira (Life Sciences)

The desired sequence of learning activities. Should problem solving precede or follow instruction?

Sandra Zappa (Vantage College)

The impact of the new Vantage English tutorial on students' academic success.

Candice Rideout (Food, Nutrition, and Health)

Flexible assessment, by letting students set the weights of different activities in their course.

Sally Osborne (Medicine)

A second-year course that involves students in biomedical research.

Michael Griffin (Philosophy)

Evaluating the impact of humanities coursework on students' empathy and perspective-taking.

Participating faculty members receive support from CTLT in all stages of the projects, from conceptualization, through detailed design, data collection and analysis, to write up and presentation. Most SoTL Seed recipients from previous years have presented their work in numerous venues, be it disciplinary or SoTL conferences. Notably, we place much emphasis on professional development, realizing that supporting faculty members in becoming competent SoTL researchers and knowledge hubs within their communities has great value. Indeed, several projects from the previous year have already created a ripple effect that extends beyond the scope of the original project. Following feedback from participants in the previous year, this year's support is more centralized. Faculty members form a cohort that learns together, in addition to receiving mentorship from recipients from the previous year. Also new this year, CTLT is recruiting SoTL Graduate Research Assistants (GRA) with expertise in relevant aspects of research (e.g., ethics, experimental design, verbal protocol analysis and learning analytics). In monetary terms, support that is offered is relatively modest. Project leaders receive \$1,000 in discretionary funds plus 80 hours of a SoTL GRA. However, the strong structure of the program makes it very valuable for faculty members.

The SoTL Seed Travel grant is another venue for supporting SoTL across UBC, with the dual goal of sharing UBC innovation and offering professional development to UBC faculty members. The SoTL Seed Travel grant offers matching funds to support participation in professional meetings on teaching and learning, and is conditional on presenting at these conferences. In 2014-15 CTLT supported 11 faculty members across four faculties from a total of 18 proposals from six faculties. As was the case with the research funds, awarded faculty members ranged from relatively novice instructors to senior instructors and full professors.

Resource links:

View the SoTL Seed Fund description and a list of SoTL awarded projects on the ISoTL page on the CTLT website.





II. PROFESSIONAL DEVELOPMENT CURRICULUM PROJECT

Supporting faculty members through a wide variety of professional development has long been a cornerstone of our service provision.

197 Events offered by CTLT in the 2014-15 academic year **2,200** Faculty, staff and students who attended **1,180** Unique attendees across all 12 faculties

This year, we have embarked on a review of our professional development curriculum, with the overall goal of creating an easy-to-navigate pathway for faculty and graduate students that runs across the spectrum of teaching competencies (i.e., foundational, developing, innovative), recognizing existing and emerging pedagogical priorities in a way that meets a multiplicity of needs (cohort-based, customized consultations and workshops, multi-day workshops, just-in-time consultations and self-service resources).

Foundational work is well underway, and in the coming year we will complete a needs analysis through consultations with stakeholders (including those who have not previously used CTLT services), and update our environmental scan of faculty development offered by Teaching and Learning Centres at leading universities globally. This will enable us to modify our programming accordingly (retain, adapt, create or remove) and develop an appropriate learning pathways framework to help faculty members, TAs and others to simply and easily access the professional development opportunities available to them, as appropriate, at different points in their careers. One such learning pathway that we are considering (derived from one developed for the Scottish government) (Donnelly, 2008) is the Framework for Continuous Learning in Social Services, which includes four stages of progression to personal competency: engaged, established, accomplished and exemplary. Within each of the stages of progression, there would be four areas of focus related to teaching and learning: learning (about principles of learning), designing (activities, course or curriculum elements), practice (the 'doing' of teaching and learning), and enhancement (by innovation or sharing back to the teaching and learning community).

We believe this will yield potential benefits in many areas. Faculty will find easier routes into a flexible professional development pathway to support them along diverse career progression trajectories. Enhanced support for graduate students and TAs will better prepare those intending to pursue a career in the academy, as well as building capacity and enhancing a culture of learning about teaching amongst educators. Finally, we see this as creating a more robust support network for teaching and learning at UBC that supports the excellent work being done by instructional support staff all across campus.





[Top] 2015 STLHE 3M National Teaching Fellow Award winners including Sara Harris, UBC Earth, Ocean, and Atmospheric Sciences (third from right front row) and Peter Ostafichuk, UBC Department of Mechanical Engineering (second from right top row).

[Right] Peter Ostafichuk, UBC Department of Mechanical Engineering accepting his 3M National Teaching Fellow Award at the 2015 STLHE Awards Banquet.







Photos from the 2014 Flexible Learning Open House poster session.

APPENDIX A: PUBLICATIONS

- Badiee, F., & Kaufman, D. (2015). Design evaluation of a simulation for teacher education. SAGE Open, 5(2). doi: 10.1177/2158244015592454
- Golparian, S., Chan, J., & Cassidy, A. (2015). Best peer review of teaching practices. *Collected Essays on Learning and Teaching*, 8, 211-218.
- Iqbal, I. (2015). Transitioning from the central teaching and learning centre to a faculty's centre: Adaptations and career growth as an educational developer. *Transformative Dialogues*, 8(1).
- Roll, I., & Winne, P. H. (2015). Understanding, evaluating, and supporting self-regulated learning using learning analytics. *Journal of Learning Analytics*, 2(1).
- Sharif, A., & Cho, S. (2015). 21st century instructional designers: Bridging the perceptual gaps between identity, practice, impact and professional development. RUSC. *Universities and Knowledge Society Journal*, *12*(3). doi: 10.7238/rusc.v12i3.2176
- Sharif, A., & Gisbert, M. (2015). The impact of culture on instructional design and quality. International Journal of Instruction, 8(1).
- Sharif, A., & Magrill, B. (2015). Discussion forums in MOOCs. International Journal of Learning, Teaching and Educational Research, 12(1), 119-132.
- Stang, J. B., & Roll, I. (2014). Interactions between teaching assistants and students boost engagement in physics labs. *Physics Review Special Topics Physics Education Research*, 10(2). doi:10.1103/PhysRevSTPER.10.020117
- Zumrawi, A. A., Bates, S. P., & Schroeder, M. (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice, 20*(7-8), 557-563. doi:10.1080/13803611.2014.997915

APPENDIX B: EXTERNAL VISITORS HOSTED BY CTLT

INDIVIDUALS

Sophie Arkoudis	Associate Professor/Deputy Director, Centre for Study of Higher Education, Melbourne Graduate School of Education, The University of Melbourne
	www.cshe.unimelb.edu.au
	Visited CTLT and UBC as part of U21 Fellowship to explore initiatives (both curricula and co-curricula) to improve graduate employability.
Marsha Barber	Professor/Teaching Chair, Faculty of Communication and Design, School of Journalism, Ryerson University
	www.ryerson.ca
	Consultation with Academic Director on structure, programs and support for teaching and learning initiatives.
Beatriz Moya Figueroa	Faculty Developer and School of Assistants Program Coordinator, Centre for Teaching Development and Innovation, Catholic University of Temuco, Chile
	www.uctemuco.cl
	Meetings 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.
Michael Grove	Director, STEM Education Centre, College of Engineering and Physical Sciences, University of Birmingham
	www.birmingham.ac.uk
	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.
Malcolm Hardy	Head, School of Applied Technology, Bay of Plenty Polytechnic
	www.boppoly.ac.nz
	Met with members of CTLT senior management team to discuss providing online training programs and options for distance delivery.
Peter Jamieson	Strategic Advisor, Learning Environment Design, The University of Melbourne
	www.unimelb.edu.au
	Cohosted, with CTLT Academic Director, a five-day intensive, hands-on, Learning Environment Design Workshop at CTLT. 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.

VISITING DELEGATIONS

National Academy of Education Administration (NAEA), Beijing	Delegation of University Leaders in Chinese and Central Western Regions participating in the NAEA 2015 Overseas Study Program (Canada).	
	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.	
Thompson Rivers University	Brian Lamb, Director, Innovation Open Learning, Centre for Student Engagement & Learning Innovation Katherine Sutherland, Associate Vice-President Academic Office of the Provost Gordon Tarzwell, Assistant Vice-Provost, Open Learning www.tru.ca	
	Consultation with members of CTLT senior management team regarding the vision and implemen- tation of flexible learning.	
York House School	Chantal Gionet, Head of School Sam Johnston, Director of Senior School Kimberley Harvey, Director of Senior School Alison Waterhouse, Science Department Head Dennise Dombroski, Science teacher Jen Lee, Biology teacher David Riendl, Physics/Chemistry teacher Chris Ruse, Chemistry teacher Chris Britt, Science/Biology teacher Marianne Chang, Math Department Head Hanan Kaddage, Math teacher www.yorkhouse.ca Consultation with the Academic Director, CTLT, and Educational Strategists from the Faculty of	
	Science regarding teaching and learning initiatives, including flexible learning.	



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